

Roosevelt University
Psychology 654-01: Child and Adolescent Therapy
Summer 2020
(Semester dates: May 26 to Aug 3)

Professor: Steven Meyers, PhD, ABPP

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Phone and voicemail: 312-341-6363

Contact Information: E-mail: smeyers@roosevelt.edu
Text: Use the Remind app we will set up in class
Homepage: <https://blogs.roosevelt.edu/smeyers/>

Class Meetings: Zoom videoconference: Tuesdays, 9:00 am – 12:45 pm

Here's the Zoom link for you to use each week:

<https://roosevelt.zoom.us/j/9886352255>

Meeting ID: 988 635 2255

Be sure to have your cameras on for our Zoom sessions and you can access your computer for written activities during our meetings.

Office Hours: Please schedule an appointment with me. I'd be happy to provide help.

Required Texts: All books can be purchased at a discount through Amazon.com.

McConaughy, S. H. (2013). *Clinical interviews for children and adolescents* (2nd ed.). New York: Guilford. ISBN: 978-1-4625-0841-9.
Amazon: <https://amzn.to/3fH2Mq3>

Webb, N. B. (Ed.). (2015). *Play therapy with children in crisis: Individual, group, and family treatment* (4th ed.). New York: Guilford. ISBN: 978-1-4625-2221-7. Amazon: <https://amzn.to/3fHSGVU>

Shapiro, J. P. (2015). *Child and adolescent therapy: Science and art* (2nd ed.). New York: Wiley. ISBN: 978-1-118-72211-4. Amazon: <https://amzn.to/2SZReV5>

In addition, you will need to download readings from the Blackboard class site at <http://roosevelt.blackboard.com/>, as indicated by [Bb] below.

Course Prerequisites:

PsyD students: Basic Clinical Skills (PSYC 520) with a minimum grade of B. MA students: Competency requirement, Basic Clinical Skills (PSYC 520) with a minimum grade of B, specialization in clinical child and family psychology is recommended.

Brief Instructor Biography:

I am a Professor of Psychology and the Interim Department Chair. I have been working at Roosevelt University since 1996. As a clinical psychologist, my research and teaching generally focuses on children's well being and family relationships. My work generally addresses families who encounter adversity because of their experiences or challenges in their communities. I also write about and research effective college instruction practices.

I am a licensed clinical psychologist and provide services in Chicago. I am Board Certified by the American Board of Professional Psychology in both Clinical Psychology and Clinical Child and Adolescent Psychology, and I am a fellow of the American Psychological Association.

My teaching has received six awards and honors, including being selected as the Illinois Professor of the Year by the Carnegie Foundation, as well as my receipt of the Teaching Excellence Award from the Society for the Teaching of Psychology.

Course Overview and Goals:

This three credit course will provide you with a foundation to conduct individually oriented child and adolescent therapy. After developing your awareness of the unique challenges that are involved in working with children and adolescents, we will review relevant interview strategies and treatment techniques. In addition, we will discuss major psychological disorders that children and adolescents experience and how to intervene.

At the end of this course, you should be able to demonstrate improvements in your ability to: (a) establish rapport with a child or adolescent; (b) conduct a developmentally-appropriate interview; (c) tailor a range of theoretically-informed, empirically-supported interventions to ameliorate children's emotional and behavioral difficulties; (d) modify assessment and treatment appropriately to address the individual clinical needs of diverse clients; and (e) advocate on behalf of children's well-being and explain the relevance of social justice principles in these instances.

These connect with the university's overall learning goals for students, which are (a) effective communication, (b) knowledge of discipline-focused content, and (c) an awareness of social justice and engagement in civic life.

For PsyD students, these course goals map onto selected competencies and learning objectives for training promoted by our doctoral program. These include:

Profession-wide competencies for doctoral students	Learning activities	Measurement Tool	Expected result
III. Individual and cultural diversity			
b. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
c. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
IV. Professional Values and Attitudes			
c. Actively seek and demonstrate openness and responsiveness to feedback and supervision.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
V. Community and Interpersonal Skills			
b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
c. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
VI. Assessment			
a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
b. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
VII. Intervention			
b. Develop evidence-based intervention plans specific to the service delivery goals.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or

			higher
c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher
e. Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	Readings, class activities, class discussions	Written assignments, exams	All students will complete the course with a grade of A- or higher

This course is designed to reflect Roosevelt University’s historic commitment to social justice and its unique mission: “to educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities.” Roosevelt University prides itself on promoting greater equality in society, consistent with its creation in 1945 by faculty who all resigned from the YMCA College in Chicago to protest its use of quotas and discrimination in student admissions. Consistent with the University’s framework of values, you will learn about the challenges of disenfranchised children from individual and social perspectives in this class, and you will be encouraged to help remedy these inequalities through civic engagement.

Course Requirements:

1. Class participation

Synchronous online class sessions will consist of lectures, discussions, and problem-based learning activities. Because of the interactive nature of this course, it is very important for you to attend and participate each week in our Zoom videoconference call.

Participation not only entails attending online class meetings, but also actively applying the concepts discussed in class and by engaging in group activities. Your class participation will be evaluated by the completion of written exercises (e.g., case studies) during all class meetings. Each of these ten exercises will be each scored on a 2 point scale, graded as *very good* (2 points), *good* (1.75 points), *adequate* (1.5 points), or *absent/not submitted* (0 points). You must be in the virtual conference room contributing to the exercise for the entire time your group is working to receive the assigned score. These exercises collectively account for 20% of your final course grade.

Written exercises based on your classwork are due immediately after each class session, submitted through Blackboard. Only one copy needs to be submitted for each group. I will transfer the grade to all group members, regardless of which student submitted the shared document that reflects your collective work.

At the end of each class, go to Blackboard right away and click on the “Submit Class Exercises” link on the left hand side of your screen. In this area, (a) click on the underlined title of the assignment; (b) click the “Browse My Computer” button to navigate your desktop or flash drive

to retrieve your file; and (c) click “Submit” to send the file. Be sure to double check that your attachment was submitted in this area afterwards and verify that you attached the correct document. If you would like additional assistance with Blackboard, see the tutorials at <https://www.roosevelt.edu/current-students/support-services/technology/blackboard-tutorials>.

2. Reading summary sheets

Readings provide a main source of the material for class. To promote the quality of discussions and exercises, you are expected to complete all readings by the date for which they are assigned rather than after that class. It will also be helpful for you to organize the material before we apply and discuss these concepts during our meetings. To guide this work, you will complete a reading summary sheet before each session that will directly relate to the in class exercise or to a question on an upcoming exam. You can find the organizing questions for each session’s set of readings on Blackboard.

Follow these steps to see the particular questions for each week in Blackboard. Click on the “Submit Reading Summary Sheets” link located on the main menu to locate the correct week and see the questions listed for you to answer. Your answer can be in an outline format. The minimum length for your Reading Summary Sheet is 350 words. This is not the maximum length; you can provide more detailed responses to make them more helpful reference tools.

When you are finished, you will submit your Reading Summary Sheet through Blackboard before the beginning of class. In this same area, (a) click on the underlined title of the assignment; (b) click the “Browse My Computer” button to navigate your desktop or flash drive to retrieve your file; and (c) click “Submit” to send the file. Be sure to double check that your attachment was submitted in this area afterwards and verify that you attached the correct document. If you would like additional assistance with Blackboard, see the tutorials at <https://www.roosevelt.edu/current-students/support-services/technology/blackboard-tutorials>.

You will want to be able to refer to your Reading Summary Sheet during the class session as well.

Reading Summary Sheets are due by 9:00 am on all class sessions that have them assigned and will not be accepted afterwards. Each submission will be graded as *very good* (1.0 point), *good* (0.75), *minimally adequate* (0.5 point), or *inadequate/not turned in* (0 points). You may submit your Reading Summary Sheet before class even if you will be absent. These nine assignments account for 9% of your final course grade.

3. Exams

There are two exams for this course. The first exam is an individually completed take-home test in which you will refer to your class notes and the readings. It is due on June 23 by 9:00 am,

submitted through Blackboard. You will receive a profile of a child or adolescent who is experiencing psychological problems. From this information, you will (a) explain how you would establish rapport with this particular client, (b) develop an outline of a highly-tailored clinical interview, (c) integrate assessment findings to form clinical hypotheses, and (d) explain the relevance of culture and context. This exam is worth 25 points, and accounts for 25% of your final grade. Late exams will be penalized at a rate of 1 point per day. Deductions are calculated starting at 9:00 am each date and include weekends.

To submit through Blackboard, follow these steps: (a) go to <http://roosevelt.blackboard.com> and select PSYC 654 from your list of courses; (b) click on the "Submit Exams/Social Justice Project" button located on the main menu to locate the correct assignment link; (c) click on the underlined title of the assignment (e.g., Exam 1); (d) click the "Browse My Computer" button to navigate your desktop or flash drive to retrieve the file; and (e) click "Submit" to send the file. Please double check that your attachment was submitted in this area to verify that you attached the correct document.

The second exam is an individually completed take-home test that will be due on Tuesday, August 4 by 9:00 am. It will involve applying a series of interventions for a child or adolescent presented in a case study. Your responses will: (a) describe each treatment approach, (b) explain its particular relevance to this client, (c) illustrate how the treatment approach would be implemented during a multiple-session course of treatment with this client, and (d) anticipate likely obstacles to its successful implementation and explain how you would counteract these difficulties. This second exam is worth 35 points, and accounts for 35% of your final grade. Please follow the same submission process through Blackboard that is described above. Late exams will be penalized at a rate of 1 point per day. Deductions are calculated starting at 9:00 am each date. The very latest that you can submit your late exam for credit is Friday, August 7 at 8:59 am because of the due date for submitting grades.

4. Social justice project

People who advocate for social justice believe all members of society should have equal rights and access to opportunities. The pursuit of social justice is a hallmark of Roosevelt University and is an important element in promoting child and family well-being. Similarly, the ethical principles of the American Psychological Association require psychologists to ensure that their work benefits and respects the rights of all people, regardless of age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status. The standards urge psychologists to remain aware of these factors, avoid discrimination, and oppose unjust practices.

For the social justice project, you will research relevant state legislation concerning child or family well-being using Internet resources, develop an informed position on the matter, and then contact your elected officials by telephone and in writing to discuss these social policy issues. You will then share written products that document the content of these

communications. We will review this assignment in greater depth well in advance of the due date so that you will have sufficient time to complete it.

The social justice project is worth 11 points and will account for 11% of your final grade. It is due on July 21 by 9:00 am and will be submitted through Blackboard. Please follow the prior instructions on how to submit through the “Submit Exams/Social Justice Project” on Blackboard, as explained above. Late projects will be penalized at a rate of 0.5 points per day.

Computation of Grades:

Your assignment grades will be posted under “My Grades” at Blackboard, which will allow you track your course progress and performance.

Scores from each component of the class (class participation exercises, reading summary sheets, exams, and the social justice project) will be added together for a maximum of 100 points before extra credit is applied. “A point is a point” regardless of the assignment in this grading system. For instance, receiving two additional points on an exam would completely offset the effect of not receiving two points on an in-class exercise. You can monitor how your overall grade changes throughout the semester by looking at the total on the Blackboard site.

Numerical grades will be converted to final letter grades according to the following scale. Please note that there will be absolutely no “rounding” of final scores. For example, a final score of 89.99 will translate into a B+ for the course.

<u>Grade</u>	<u>Total Points</u>	<u>Grade</u>	<u>Total Points</u>	<u>Grade</u>	<u>Total Points</u>
A	93.00 – 100	A-	90.00 – 92.99	B+	87.00 – 89.99
B	83.00 – 86.99	B-	80.00 – 82.99	C+	77.00 – 79.99
C	73.00 – 76.99	C-	70.00 – 72.99	D+	67.00 – 69.99
D	63.00 – 66.99	D-	60.00 – 62.99	F	59.99 and below

Incomplete and Withdrawal Policies:

I also want to inform you that I strictly follow the Registrar’s policy for assigning Incompletes for this course. That is, a grade of **I** will only be assigned when a small portion of the total semester’s work has to be completed and the student has a compelling reason why the work cannot be completed within the regular timeframe. I encourage you to withdraw from PSYC 654 if you feel that you will be unable to complete the requirements for the course within the expected timeframe, and you are not teaching during the present semester.

The final date for an official withdrawal from this class (meaning a “W” would appear on your transcript) is July 6. See <https://www.roosevelt.edu/current-students/campus-life/important-dates>. You should consult your academic advisor if you are considering withdrawing from a course. In order to withdraw after the official withdrawal date, you must petition for a late withdraw with Office of the Registrar. Petitions are granted only for non-academic reasons

after the deadline. You should consult your academic advisor if you are considering withdrawing from a course. If you receive financial aid, also check with your financial aid counselor to assure that aid isn't affected by withdrawing from a class. The complete withdrawal policy is here: <https://www.roosevelt.edu/current-students/academics/register-classes/register-for-classes>.

Late Work, Missed Work, and Make Up Work Policy:

Credit for class participation exercises cannot be made up, due to the nature of this particular element of the course. In the absence of a documented, legitimate reason for missing an exam or the social justice project, a grade of **F** will be assigned. Penalties for late submissions are described above. Reading Summary Sheets will not be accepted after the particular class session but can be submitted via Blackboard even if you cannot attend virtually.

Accommodations can be made in light of emergency health circumstances due to COVID-19; inform the instructor right away if this situation arises.

Base Groups:

Base groups are cooperative learning groups with stable membership whose primary responsibility is to provide each student the support, encouragement, and assistance they need to make academic progress. Base groups personalize the work required and the learning experience. During this course you will be part of a base group consisting of four students.

All members are expected to contribute actively to the class discussions, strive to maintain effective working relationships with other participants, complete all assignments, assist group members in completing assignments as necessary, and express their ideas in discussion.

Religious Holidays:

Please let your instructor know as soon as possible if you will miss class because you are observing a religious holiday. Roosevelt University policy requires written notification to the instructor within the first two weeks of the term. Any work you miss because of a religious holiday can be made up. You can see the full policy by visiting this link: [University Policies Webpage](#)

Academic Integrity:

For the Academic Integrity Policy on issues such as plagiarism, repurposing, cheating and other forms of academic dishonesty, please see the University's policies page, which is available at: [University Policies Webpage](#). Additional guidelines for avoiding plagiarism are available on this webpage: [Academic Integrity Guide for Students](#).

Students found guilty of academic dishonesty may receive an **F** for the assignment, and their names will be forwarded to the Student Services office. Receiving an **F** for the assignment does

not preclude imposition of other penalties by the University, including failure of the class or dismissal.

Disability Services:

If you have a condition or disability that requires reasonable accommodation, please alert Disability Services (in the Learning Commons) as soon as possible. In order to effectively use accommodations, they should be implemented prior to any assignments, quizzes or tests. In Chicago, Disability Services is located in the Learning Commons, AUD 1050 (inside the Library), and the phone number is 312-341-3811. In Schaumburg, Disability Services is in Room 517, and the phone number is 847-619-7978. You can also reach Disability Services by emailing academicsuccess@roosevelt.edu.

Roosevelt University complies fully with the Americans with Disabilities Act. For more information on Disability Services at Roosevelt, visit this link: [Disability Services Webpage](#).

Title IX:

Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are **mandated reporters** of incidents involving sexual or gender-based violence or harassment. More information on Title IX at Roosevelt and the complete Sexual Misconduct policy can be found by clicking on this link: [Roosevelt Title IX Webpage](#)

Disclosures made to faculty or staff about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus **must be forwarded** to the Title IX Coordinator at TitleIX@roosevelt.edu, or by using the [TIX Report Form](#) .

The above listed staff are Responsible Employees and therefore are mandated to report. The Title IX office will contact any student who discloses an incident regarding student rights, including the option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are confidential advisors on campus who are not mandated reporters. They are:

- LaDonna Long (312) 244-0577 – Confidential Advisor (available via phone all hours);
- The Counseling Center (430 S. Michigan Avenue Room 470; Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

Electronics Policy:

Please avoid the temptation to become diverted during our videoconference classes. I realize that this can be challenging because you are using your computers during class.

In addition to Zoom and Blackboard, students will need to share documents for group-based class exercises using Google. This will allow for shared access, writing, and editing. You can find instructions on how to do this at <https://support.google.com/drive/answer/2494822>

I also have created a text service for this class. Text the message @PSYC654 to the number 81010 to receive helpful reminders, advice, and announcements.

Resources for Students:

Note that in-person services at Roosevelt University are not being offered during the COVID-19 emergency. Offices can be contacted by phone or email during this time. Some of the specifics below are offered for informational purposes.

Academic Advising: Advisors help students review degree options and curriculum requirements for most undergraduate programs; assist undecided students in identifying career goals and academic major; and guide students experiencing academic difficulty or academic probation; and help students interpret University policies and procedures.

Chicago campus: Room 1M10, Mezzanine, Wabash Building; (312) 341-4340.
Schaumburg campus: SCH 125; (847) 619-7930

Some students are advised within their college and/or in their individual programs. Graduate students work directly with their academic department.

Blackboard Support, Training and Quick Guides: The Blackboard course management system is supported by the RUOnline staff and by the Roosevelt University Help Desk:

Quick guides link: [Blackboard Tutorials Website](#)
Technology Help desk link: [RU Technology Support Website](#)

Campus Safety:

Auditorium Building: (312) 341-2020
Schaumburg campus: (847) 619-8989

Computer Labs: A list of open labs is located on this webpage: [Computer Labs Webpage](#)

Counseling Center: Individual counseling, as well as group and couples counseling. [Click here for the Counseling Center website](#)

Chicago campus: Room 470, Auditorium Building; (312) 341-3548
Schaumburg campus: Room 114; (312) 341-3548

Financial Aid Services: Apply for financial aid, set up payment plans, and answer questions regarding your Roosevelt bill. Chicago campus: Mezzanine, Wabash Building, (866) 421-0935; FAO@roosevelt.edu. Schaumburg campus: Room 125, (866) 421-0935; FAO@roosevelt.edu

Food and Hygiene Pantry: If you or someone you know are in need of food or toiletries, please visit the pantry located in WB318 and SCH 130H. Students may access the pantry during the posted hours or by appointment. Appointment can be scheduled via email at HFI@roosevelt.edu. Additionally, if interested in volunteering or donating to the pantry, please e-mail HFI@roosevelt.edu.

Learning Commons: The Learning Commons offers tutoring in writing, math, and other subjects; peer mentors; and disability services. Visit their webpage for more information on hours, appointments, and available services: [Learning Commons Website](#)

Tutoring at the Chicago campus: In-person peer tutoring in writing, math, and other subjects is available in the Learning Commons on the Chicago campus. Use the Navigate within the Roosevelt app to make an appointment. You can also visit by the Learning Commons, 10th Fl AUD, to make an appointment or drop-in for tutoring, Monday-Thursday (9am-6pm) and Friday (9am-3pm).

Tutoring at the Schaumburg Campus: Students on the Schaumburg campus have 24/7 access to online tutoring via Smarthinking on Blackboard. Students can visit SCH 517 to learn more about tutoring options and other academic support.

Tutoring Online and Evening/Weekends: The Learning Commons offers 24/7 online tutoring through Smarthinking, a third-party platform. You can find Smarthinking on the "Help" page in Blackboard.

Peer Mentoring: Peer mentoring is available to all RU students. Peer Mentors provide social and academic support to fellow college students. Contact Kathleen Mullins for more information kmullins01@roosevelt.edu, or stop by the Learning Commons.

Disability Services: The Learning Commons is also the home of Disability Services. If you have a disability, it is in your interest to register with Disability Services. Using these services is private. They aim to teach you the skills you need to be a strong independent learner. Chicago campus: Auditorium Building 1050 (inside the Library) (312) 341-3818. Schaumburg campus: Room 517, 847-619-7978. Email Adam Wouk awouk@roosevelt.edu or Kathleen Mullins kmullins01@roosevelt.edu

Library: Find everything you need to know about the Auditorium Building library, the Schaumburg library and the Performing Arts library at this link: [Roosevelt Library Website](#).

Registrar: Registration, drop/add, withdrawal, transcripts, credit evaluation, graduation.
Chicago campus: Mezzanine floor, Wabash Building, (312) 341-3535; registrar@roosevelt.edu
Schaumburg campus: Room 125, (847) 619-7950; registrar@roosevelt.edu

Roosevelt App: Download the Roosevelt app, including Navigate, which allows students to view their class schedule; to schedule appointments with Advising, Learning Commons, Career Development, Multicultural Student Support Services, and Financial Aid Services; and to receive important push notifications about registration and other important campus events and news items. The app is available for download for iOS or Android.

RUWiFi: To access the university's wireless network, either email helpdesk@roosevelt.edu or call (312) 341-4357.

General Notes:

I am committed to the education of each student in this course. If there is a problem that is affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until late in the semester or until after an assignment is due to speak with me. I encourage you to contact me by telephone, text, or e-mail.

In addition, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated. Students enrolled in the university are expected to conduct themselves in a manner compatible with the university's function as an educational institution. Please familiarize yourself with the Student Code of Conduct, the Student Handbook and related procedures which is available through this link: [Office of Student Rights and Responsibilities Webpage](#)

If you have any questions about specific course policies or course content, please outreach me at any time. I am always happy to help. More information about Roosevelt's university-wide scholastic policies is available in the Graduate Catalog:
<https://catalog.roosevelt.edu/graduate/>

Finally, I reserve the right to change the syllabus as the semester progresses. This may include updating information as needed, or making modifications to course requirements due to unanticipated circumstances.

Calendar and Reading List

Unit 1: Understanding and Assessing Children & Adolescents

Session 1: Tuesday, May 26, 2020

Topic: INTRODUCTION TO CHILD AND ADOLESCENT THERAPY

Readings: No readings.

Session 2: Tuesday, June 2, 2020

Topic: ESTABLISHING RAPPORT AND INTERVIEWING CHILDREN

Readings: McConaughy, Chapters 1, 2, and 6.

Optional: Shapiro, Chapter 1.

Session 3: Tuesday, June 9, 2020

Topic: CHILD ASSESSMENT AND HYPOTHESIS FORMULATION

Readings: McConaughy, Chapters 3, 4, 5, and 8.

Session 4: Tuesday, June 16, 2020

Topic: CHILDREN, CULTURE, CONTEXT, AND SOCIAL JUSTICE

Readings: Shapiro, Chapter 9.

Vera, E. M., & Speight, S. L. (2007). Advocacy, outreach, and prevention: Integrating social action roles in professional training. In E. Aldarondo (Ed.), *Advancing social justice through clinical practice* (pp. 373-389). Mahwah, NJ: Erlbaum. [Bb]

Ounce of Prevention. (2009). *Early childhood advocacy toolkit*. Chicago: Author. [Bb]

Optional: Pina, A. A., Polo, A. J., & Huey, S. J. (2019). Evidence-based psychosocial interventions for ethnic minority youth: The 10-year update. *Journal of Clinical Child & Adolescent Psychology*, *48*, 179-202.

Unit 2: Approaches to Child & Adolescent Therapy

Session 5: Tuesday, June 23, 2020

Topic: PLAY THERAPY FOUNDATIONS

Readings: Webb, Chapters 3, 5, and 7.

Due today: *Exam 1 submitted through Blackboard by 9:00 am*

Session 6: Tuesday, June 30, 2020

Topic: PLAY THERAPY TECHNIQUES

Readings: Webb, Chapters 10, 15, 16, and 18.

Session 7: Tuesday, July 7, 2020

Topic: COGNITIVE AND COPING SKILLS INTERVENTIONS

Readings: Shapiro, Chapter 3.

Optional: Shapiro, Chapter 6.

Session 8: Tuesday, July 14, 2020

Topic: BEHAVIORAL INTERVENTIONS AND PARENT TRAINING

Readings: Shapiro, Chapter 2.

Unit 3: Treatment of Child & Adolescent Psychopathology

Session 9: Tuesday, July 21, 2020

Topic: EXTERNALIZING DISORDERS

Readings: Shapiro, Chapters 10 and 11.

Due today: *Social justice project submitted through Blackboard by 9:00 am.*

Session 10: Tuesday, July 28, 2020

Topic: INTERNALIZING DISORDERS

Readings: Shapiro, Chapters 13 and 14.

Optional: McConaughy, Chapter 9.

Final Exam: Tuesday, August 4, 2020

Due today: *Exam 2 submitted through Blackboard by 9:00 am.*