

Roosevelt University
Psychology 381-99
Children and Families (Honors)
Spring 2018

Professor: Dr. Steven Meyers

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Class Meetings: Chicago Campus, Auditorium Building, Room 326: Thursdays, 2:00 – 4:30 p.m.

Office Hours: Tuesdays, 10:45 am – 12:00 pm; Thursdays, 12:30 – 2:00 pm; and by appointment.

Teaching Assistant: Julie Klaber, MA (Email: jklaber@mail.roosevelt.edu)

Required Texts: Brooks, J. B. (2013). *The process of parenting* (9th ed.). New York: McGraw Hill. ISBN: 9780078024467. Amazon link to buy: <http://amzn.to/2AQu3k6>

Gordon, T. (2000). *Parent effectiveness training: The proven program for raising responsible children* (3rd ed.). New York: Three Rivers Press. ISBN: 0609806939. Amazon link to buy: <http://amzn.to/2FtpGzc>

Nichols, M. P. (2009). *Inside family therapy: A case study in family healing* (2nd ed.). Boston: Allyn and Bacon. ISBN: 9780805611072. Amazon link to buy: <http://amzn.to/2mjw2bx>

The books can be purchased at the Roosevelt University bookstore or at a discount through Amazon at the links above. Be sure you buy them right away. In addition, you will need to download readings from the Blackboard class site at <http://roosevelt.blackboard.com/> indicated by [Bb] below.

Course Prerequisites:

Enrollment in the Honors Program or instructor permission. It is mainly intended for psychology majors, but students with related preparation and appropriate advisement are welcome.

Course Overview:

This three-credit course will provide you with an overview of child and family development. We will review theory and research that will help you better understand children, describe and improve parenting, and understand couples and families characterized by diverse backgrounds. This class

emphasizes active learning; you will be participating in many in-class discussions and analyzing important social problems. In addition, you will gain real-world knowledge about children and families by volunteering in your local community. At the end of this course, you should be able to:

- a. Describe aspects of normal and abnormal development for both children and families.
- b. Apply critical thinking skills to evaluate information about children and families.
- c. Explain ways that psychologists and other professionals improve child well-being and family life.
- d. Demonstrate empathy towards children and families who experience challenges.
- e. Apply theory and research findings to increase your understanding about your own childhood and family. You will also learn skills to improve your family relationships.

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. This course also addresses three of the four overarching goals (see below) developed by Roosevelt University's Department of Psychology for our undergraduate students.

Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues with concern for social justice.

In particular, you will learn core concepts within developmental psychology (Goal 1), develop critical thinking skills to examine claims about children and families (Goal 3), and apply skills and techniques derived from psychology in your interactions with children at your service-learning placement and through in-class activities (Goal 4).

This course also connects with the learning outcomes for the Honors Program, including the ability to: (a) inquire, analyze, and synthesize using multiple disciplinary perspectives; (b) design, conduct, and present original research and/or creative projects; (c) apply coursework to an issue of civic importance; and (d) collaborate effectively with multiple constituencies. We will use an interdisciplinary approach to address the course topics. The class emphasizes collaboration, problem-based learning, and service learning. These collectively correspond with Objectives a, c, and d.

Finally, 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 personal and social perspectives in this class, and you will be encouraged to help remedy these inequalities through community engagement.

Course Requirements:

1. Class participation

Class sessions will consist of lectures, discussions, and problem-based learning activities. 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. Moreover, because of the interactive nature of this course, it is very important for you to attend and participate each week.

Your class participation will be evaluated by the completion of group-based written exercises during class sessions. These exercises will account for 26% of your final grade. Each exercise is worth 2 points, and will be graded as *very good* (2 points), *good* (1.75 points), *adequate* (1.5 points), *inadequate* (1 point), or *absent/not submitted* (0 points). There will be 14 exercises, which will allow you to potentially accumulate as many as 28 points. This means that there are two extra credit points for participation. This allows you to be absent for one class without any penalty, or apply the extra two points as a bonus towards your final grade if you have attended all class meetings (which I recommend!).

2. Reading comment and questions

Before the beginning of each class, you will turn in a typewritten comment and question set based on the assigned readings for that day (200 word minimum) through Blackboard.

For the *comment* section of the assignment, focus on an important concept, research finding, or idea from the week's readings. Explain why you found this idea interesting, how it applies to your service-learning placement, or how it connects to your emerging understanding of the course topics. The minimum length of your comment is 100 words.

For the *question* section of the assignment, develop a connected set of questions about the readings that you would like me to answer. This set of questions will be a paragraph in length, with a minimum of 100 words. Your questions should show that you have thought about the readings with care. Note that these questions are not the same as "quiz questions" that you may have written for other classes -- answers are not found neatly in the readings, but build on them. Here is an example of a good question and one to avoid:

	<i>Description</i>	<i>Example</i>
<i>Poor</i>	Questions that can be answered in simple terms or that have one right answer. Questions that focus predominantly on the recall of information.	Do adopted children experience more psychological problems than those who are biologically related to their parents?
<i>Good</i>	Questions that require answers which	The book mentions that it is possible for

encourage the synthesis, analysis, or evaluation of information. Questions that are generally longer, may have several parts to them, and cut across different areas.

(Note that this is still shorter than the recommended length, but it gives you an idea.)

parents to form attachments with older adopted children, but it does not mention specific ways of doing this. Based on the information about developing relationships with younger adopted children and the stages of development in all children, how might the parents of this new member of the family make them feel as though they are part of it?

This assignment encourages critical thinking and encourages you to be prepared before class. Reading comments and questions are due before the beginning of class sessions and will not be accepted afterwards. Each submission will be graded as *good* (1.0 point), *minimally adequate* (0.5 point), or *inadequate/not turned in* (0 points). The 10 reading comments and questions will account for 10% of your final course grade. There are no comment/question sets for Weeks 1, 5, 10, and 14.

Follow these steps after you have written your assignment as an MS Word document: (a) go to <http://roosevelt.blackboard.com> and select PSYC 381 from your list of courses; (b) click on the “Submit Comment/Question Set” button located on the main menu to locate the correct assignment link; (c) click on the underlined title of the assignment (e.g., Session 1 Comment/Question); (d) click the “Browse My Computer” button to navigate your desktop or flash drive to retrieve your file; and (e) click “Submit” to send the file. You can also see these instructions with screen photos at <http://tinyurl.com/assignlink>. Be sure to double check that your attachment was submitted in this area afterwards and verify that you attached the correct document.

3. Quizzes

There will be three take-home quizzes for this course in which you will refer to your class notes and the readings. These quizzes must be completed *individually* and will consist of several essay questions designed to help you integrate and apply the material within course units. The quizzes will be available through Blackboard eight days prior to their due date.

You need to submit your quizzes through Blackboard when you are done. Follow these steps: (a) go to <http://roosevelt.blackboard.com> and select PSYC 381 from your list of courses; (b) click on the “Submit Quiz/Journals” button located on the main menu to locate the correct assignment link; (c) click on the underlined title of the assignment (e.g., Quiz 1); (d) click the “Browse My Computer” button to navigate your desktop or flash drive to retrieve your file; and (e) click “Submit” to send the file. You can also see these instructions with screen photos at <http://tinyurl.com/assignlink>. Be sure to double check that your attachment was submitted in this area afterwards and verify that you attached the correct document.

As designated on the course calendar, quizzes will be due on February 15, March 29, and April 26 by the start of class at 2:00 pm. They must be typewritten (double-spaced with one inch margins) using MS Word (.doc or .docx formats or be converted to a pdf document).

The three take-home quizzes will account for 44% of your final course grade. Quiz 1 is worth 14 points, Quiz 2 is worth 16 points, and Quiz 3 counts for 14 points. Late quizzes will be penalized at a rate of 1 point per day. Deductions are calculated starting at 2:00 pm each day and include weekends.

4. Community service journals

One central requirement for this course is community service in which you will interact with children and families who encounter some of the challenges that we will address. More specifically, you will participate in a community service placement for a total of 20 hours. These hours should be spread across 7 weeks of the semester, for approximately 3 hours each visit. I will help you find a placement (i.e., you will be able to choose your volunteer experience from a list of options) or you can ask me to approve a relevant site that you find on your own. Volunteer activity must occur in an organized setting, such as an elementary school classroom, a childcare facility, an after-school or YMCA program, or a pediatric health care setting. *Be sure to submit your placement ideas for me using the approval form before you start.*

Immediately after each visit to your site, you should type a journal entry. The minimum length for each entry is one page for each hour of volunteer work. Lengthier journal entries typically receive higher grades. Journals should be typed (double-spaced, with 1-inch margins on all sides) using MS Word (.doc or .docx formats or be converted to a .pdf document) and will contain these parts. ***Be sure to organize your entries using these headings:***

- a. The date and the start and stop times of your volunteer work.
- b. A summary of your activities and interactions at the site. Focus on describing the social, emotional, and cognitive functioning of children.
- c. Concrete connections between your volunteer work and the readings. Note that these connections must be detailed and specific. They may relate to any part of the readings rather than only to the topic of the week. Select specific topics from the course and explain how they helped you understand children at your site. Conversely, choose some experiences at your site and explain how these interactions clarified the reading material; *and*
- d. A commentary on what you learned, found interesting, found confusing, and your emotional reactions.

Even though you are writing your journal entries on a weekly basis, you will submit your journals to me in two sets. Your first journal submission is due by the start of class on March 15, and it will also contain a 1 to 2-page preface providing an overview of the site, a description of your responsibilities, and an explanation of how your volunteer work will generally connect with the course material.

Your second journal submission is due by the start of class on April 19, and will also include a 2-page description of the most important things that you learned from your volunteer experience. Your site supervisor will evaluate your work at the site using a form that will be distributed to you in advance; be sure to turn in this evaluation form in class on April 19. Points will be deducted for incomplete or unsatisfactory work at the site, per supervisor appraisal.

Both journals need to be submitted electronically through the Blackboard site. See the earlier sections of the syllabus for step-by-step instructions on how to do this. Journals will each be evaluated on a 10-point scale and will collectively account for 20% of your final course grade. Late journals will be

penalized at a rate of 0.5 point per day. Deductions are calculated starting at 2:00 pm each day and include weekends.

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 comments/questions, quizzes, and journals) 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 a quiz would completely offset the effect of not receiving two points on a service learning journal. Monitor how your overall grade changes throughout the semester by looking at the “Total” column 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. There will not be an opportunity to earn any additional points after the end of the semester.

Grade	Point Range	Grade	Point Range	Grade	Point Range
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

Incompletes. 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 and documented reason why the work cannot be completed within the regular timeframe.

Withdrawals. After the withdrawal deadline, students may not withdraw from courses without completing a Petition for Late Withdrawal form found at <https://www.roosevelt.edu/current-students/academics/register-classes>. The petition form requires the student’s signature and the approval of the instructor, department chair, and dean or dean’s designee. It also requires a statement of the non-academic reason for your late withdrawal, including the reason student was unable to withdraw by the deadline and related documentation.

Withdrawing from courses may have serious consequences for academic progress towards the degree, financial aid eligibility, repayment of refunds, visa requirements (for international students), and eligibility for competition (for student athletes). Students should consult carefully with their instructors and academic advisors and must meet with a financial aid advisor before withdrawing from classes after the semester has begun. The tuition refund schedule and withdrawal deadlines are published for each semester on the Important Dates page at <https://www.roosevelt.edu/current->

students/academics/important-dates. The last day you can choose to drop courses with a **W** grade for this term is March 23.

Make Up Work Policy:

Credit for participation exercises cannot be made up, due to the nature of this particular element of the course. Question/comment sets will not be accepted after the class session for which they are due. Other work can be submitted late through Blackboard, but it will be penalized according to the descriptions above. These assignments also will have a final date for consideration, which is when the accrued penalties result in a failing grade. In the absence of a documented, legitimate reason for missing an assignment, a grade of **F** will be assigned for that work that is not submitted. I encourage you to complete your work several days before the due date so that you can reduce stress and work around unanticipated circumstances.

Base Groups:

Base groups are long-term 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 or five participants. These base groups will change twice during the course. The members of your base group should exchange phone numbers and email addresses.

At the beginning of each meeting, students will meet in their base groups to:

1. Congratulate each other for living through the time since last class session, and to check to see that none of their group is under undue stress.
2. Review what members have read and done since last class session. Members should be able to give a brief summary of what they have read, thought about, and done in terms of course responsibilities.

Base groups are available to support individual group members. If a group member arrives late, or must leave early on occasion, the group can provide information about what that student missed. Questions regarding course assignments and class sessions may be addressed in the base group; however, clarification is always available from the instructor.

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

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide

reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

Academic Dishonesty:

All students will be held to the University's standards regarding academic dishonesty, as described in the student handbook and on the University's website. Please refer to <https://www.roosevelt.edu/current-students/academics/academic-integrity> for more information. *Ignorance of standards will not be accepted as an excuse.* Students must guard against all forms of plagiarism. In particular for written assignments, students must follow APA style requirements, such that references must be cited in the body of the paper and listed in a Reference section. Direct quotes must be identified either by quotations marks for brief quotes or indentations for longer quotes, with the page number of the original article included (see the *APA Publication Manual*, 6th edition for details). 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:

Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt's policies and practices are found at <https://www.roosevelt.edu/Policies/Disabilities.aspx>. If any member of the class feels that he or she has a disability that qualifies under the American with Disabilities Act and needs accommodations of any nature whatsoever, special accommodations will be made upon recommendation of the Academic Success Center's Office of Disability Services; see <https://www.roosevelt.edu/student-experience/disability-services>. This office will alert professors of appropriate accommodations that must be made. Please advise me of any such disability and the desired accommodations at earliest point possible. The Academic Success Center is located in AUD 1050 in the Library in Chicago, and the phone number is 312-341-3818. Email Adam Wouk at awouk@roosevelt.edu or Danielle Smith at dsmith51@roosevelt.edu.

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 can be found at <https://www.roosevelt.edu/title-ix>

Disclosures made to faculty or teaching assistants (TAs) 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. 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 two confidential advisors on campus who are not mandated reporters. They are Audrey Guy (312) 244-0577, and LaDonna Long (312) 244-0426. Both are 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.

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 attend my office hours or contact me by telephone, text, or e-mail.

There are other university resources that you can access. These include the University Writing Center (AUD Library, 10th floor, 312-341-2206), the Academic Success Center for tutoring and other assistance (AUD Library, 10th floor, 312-341-3818; <https://www.roosevelt.edu/current-students/get-help/academic-assistance>), and the Counseling Center (AUD 470, 312-341-3548; <https://www.roosevelt.edu/current-students/get-help/counseling-center>).

Please be aware that we address some potentially sensitive and difficult issues in this class. Some of these issues are related to the course topics, such as child abuse. Other students may be disquieted when given an opportunity to relate class themes (e.g., family dynamics or parenting styles) to their own lives. *Students do not have to disclose any material about their lives that they find uncomfortable or objectionable at any time in this class.* Please let me know if any topic, assignment, or discussion makes you feel uneasy in this regard as soon as you can; I will be happy to make modifications as necessary.

Finally, 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. The responsibilities of learning in a community are similarly addressed in the university's Student Code of Conduct, <https://www.roosevelt.edu/current-students/get-help/complaint/conflict-resolution>.

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 Undergraduate Catalog: <http://catalog.roosevelt.edu/undergraduate/>

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

READING LIST AND CALENDAR
Semester dates: January 16 to May 7, 2018

Unit 1: Understanding Children

Week 1: Thursday, January 18, 2018

Topic: COURSE INTRODUCTION

Readings: No readings.

Week 2: Thursday, January 25, 2018

Topic: CHILD DEVELOPMENT: INFANCY TO EARLY CHILDHOOD

Readings: Brooks, Chapters 7 and 8.

Week 3: Thursday, February 1, 2018

Topic: CHILD DEVELOPMENT: SCHOOL-AGE YEARS TO ADOLESCENCE

Readings: Brooks, Chapters 9 and 10.

Week 4: Thursday, February 8, 2018

Topic: CHILD PSYCHOLOGICAL DISORDERS

Readings: Brooks, Chapter 11. (This concludes the topic from last week.)

Children's Mental Health. Read online at:
http://nccp.org/publications/pub_929.html

Concerns, Symptoms and Disorders. Follow and read the links that appear underneath the heading marked "symptoms" and "disorders" online at:
<http://effectivechildtherapy.org/concerns-symptoms-disorders/>

Note: *Quiz 1 will be available for you to download on Blackboard on February 7.*

Service-learning sites should be selected and submitted for approval.

Unit 2: Describing and Improving Parenting

Week 5: Thursday, February 15, 2018

Topic: PARENTING STYLES

Readings: Brooks, Chapter 1.

Note: *Quiz 1 is due. Submit it through Blackboard before the start of class.*

Readings are also due, but there are no reading comment/question sets required for today.

Week 6: Thursday, February 22, 2018

Topic: PARENTING IN CONTEXT

Readings: Brooks, Chapter 2.

Kozol, J. (1991). *Savage inequalities*. New York: Harper Perennial, Ch. 1 (pp. 7-39). [Bb]

Recommended: *Anne E. Casey Foundation, 2017 Kids Count Data Book*, pp. 5-45. (Refer to numbers at the bottom of each page.) [Bb]

Week 7: Thursday, March 1, 2018

Topic: CHILD MALTREATMENT AND TRAUMA

Readings: Brooks, Chapter 17.

Base groups will be changed today at the start of class.

Week 8: Thursday, March 15, 2018

Topic: PARENT TRAINING: COMMUNICATION BASED APPROACHES

Readings: Gordon, Chapters 2, 3, 4, 6, 7, 11, and 13.

Brooks, Chapter 5.

Note: *Journal 1 is due. Submit it through Blackboard before the start of class. Remember that this first journal submission will also contain a 1- to 2-page preface providing an overview of the site, a description of your responsibilities, and an explanation of how your volunteer work will generally connect with the course material.*

Week 9: Thursday, March 22, 2018

Topic: PARENT TRAINING: BEHAVIORAL APPROACHES

Readings: Forehand, R., & Long, N. (2010). *Parenting the strong-willed child* (3rd ed.). New York: McGraw-Hill. Chapters 6 to 10. [Bb]

Note: *Quiz 2 will be available for you to download on Blackboard on March 21.*

Unit 3: Understanding Couples and Families

Week 10: Thursday, March 29, 2018

Topic: COUPLE CONFLICT, DIVORCE, AND STEPFAMILIES

Readings: Brooks, Chapter 15.

Note: *Quiz 2 is due. Submit it through Blackboard before the start of class.*

Readings are also due, but there are no reading comment/question sets required for today.

Week 11: Thursday, April 5, 2018

Topic: ENHANCING COUPLE FUNCTIONING

Readings: Markman, H., Stanley, S., & Blumberg, S. L. (2010). *Fighting for your marriage* (3rd ed.). San Francisco: Jossey-Bass. Chapter 5 and Chapter 7. [Bb]

Driver, J., Tabares, A., Shapiro, A., Nahm, E. Y., & Gottman, J. M. (2003). Interactional patterns in marital success and failure: Gottman laboratory studies. In F. Walsh (Ed.), *Normal family processes: Growing diversity and complexity* (3rd ed., pp. 493-513). New York: Guilford. [Bb]

Note: *Base groups will be changed today.*

Week 12: Thursday, April 12, 2018

Topic: FAMILY RELATIONS: DESCRIBING FAMILY FUNCTIONING

Readings: Nichols, Chapters 1 to 6.

Week 13: Thursday, April 19, 2018

Topic: FAMILY RELATIONS: FAMILY DISTRESS AND THERAPY

Readings: Nichols, Chapters 7, 9, 10, 12, and 13.

Recommended: Nichols, Chapters 8, 11, and 14.

Note: *Journal 2 is due. Submit it through Blackboard before the start of class. Remember that this journal submission should also contain a 2-page description of the most important things you learned.*

Submit your site supervisor's evaluation of your work in class.

Quiz 3 will be available for you to download on Blackboard on April 18.

Week 14: Thursday, April 26, 2018

Topic: COURSE CONCLUSIONS

Readings: No readings.

Note: *We will meet for the entire class period.*

Quiz 3 is due. Submit it through Blackboard before the start of class.