

Roosevelt University
Psychology 398-98
Field Placement with Children and Families
Spring 2019

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- Office Location:* Chicago Campus, Auditorium Building, Room 806
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Web: <https://blogs.roosevelt.edu/smeyers/>
- Office Hours:* Tuesdays, 12:30 – 2:00 pm and 4:30 – 5:30 pm. Appointments also available during the day on Thursdays and Fridays.
- Required Texts:* Books can be purchased at the Roosevelt University bookstore or at a discount through Amazon at the links below. All students should buy the following two books:
- Dunlap, M. R. (2000). *Reaching out to children and families: Students model effective community service*. Lanham, MD: Rowman & Littlefield Publishers. ISBN 0847691160. Amazon link to buy: <http://amzn.to/2CNpMTA>
- Kozol, J. (2012). *Ordinary resurrections: Children in the years of hope*. New York: Broadway Books. ISBN 9780770435677. Amazon link to buy: <http://amzn.to/2qCXvdB>
- In addition, you will read either one of the following texts. Buy the one most appropriate based on the age of the children at your site:
- American Academy of Child and Adolescent Psychiatry. (2000). *Your child: Emotional, behavioral, and cognitive development from birth through preadolescence*. New York: HarperCollins. ISBN 9780062737304. [For sites with children ages 0 – 11 years old] Amazon link to buy: <http://amzn.to/2qB7ZtP>
- or -
- American Academy of Child and Adolescent Psychiatry. (1999). *Your adolescent: Emotional, behavioral, and cognitive development from early adolescence through the teen years*. New York: HarperCollins. ISBN 9780060956769. [For sites with children ages 12 – 18 years old] Amazon link to buy: <http://amzn.to/2CQdZnm>

Course Prerequisites:

Advanced enrollment is needed in this class to ensure sufficient time to obtain a field placement. In addition, you must have a signed and approved site contract form that is sent to me by January 18 to remain enrolled in the class. Nine semester hours in psychology and instructor consent are required. Other prerequisites include enrollment in the Concentration in Child and Family Studies or a waiver to enroll in the class from the instructor.

Course Overview:

Field Placement with Children and Families is a three-credit course in which you participate in structured community service work for a total of 72 hours during the semester. Service activity must occur in an approved and organized setting, such as in an elementary school classroom, a child care facility, an after-school or YMCA program, or a pediatric hospital unit. In addition, you will complete readings and written assignments during the semester that connect the course material with your experiences at the site through the online component of the class each week.

Course Goals:

At the end of this course, you should display a greater ability to:

- Interact with children in empathic, developmentally appropriate, and ethical ways.
- Apply theoretical and research knowledge in your observations of and interactions with children at your site.
- Recognize the ways in which your own experiences and personality influence how you interact with children.
- Identify the ways in which broader factors (such as race, socioeconomic status, access to resources) and social policies shape the lives of children.
- Produce change, at the individual or community level, that can improve the lives of children.

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 undergraduate students enrolled in our courses.

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 closely examine claims about youth (Goal 3), and apply skills and techniques derived from psychology in your interactions with children at your field placement (Goal 4).

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.

Specific Requirements:

1. Volunteer 72 hours in the context of an approved site placement.

The Field Placement involves a requirement of at least 72 hours of direct contact with children. These 72 hours must begin by the first week of PSYC 398, be evenly distributed across the entire semester, and should end by the last week of classes. Placements are not pre-arranged and it is the student's responsibility to find a site; however, the university can provide resources and assistance in guiding the search process.

Days and times for site work are arranged in consultation with your site supervisor and are finalized in your contract with site personnel. Absences and changes to your schedule must be negotiated with and approved by your site supervisor. Keep in mind that the site's schedule and needs may not overlap with University breaks. Discuss these matters beforehand.

The Field Placement must involve interacting with children (birth – age 18 years) so that you can learn about their psychological, emotional, social, or cognitive development. Placements that allow you to get to know a smaller number of children in greater depth are better than those that those with rotating populations. Consistent with Roosevelt University's commitment to social justice, I encourage you to select sites that allow you to work with children and families who experience some form of challenge or adversity.

The Field Placement can only be completed in organized settings, such as a school, social service agency, or hospital. Informal arrangements (such as babysitting) are not permitted. In addition, your work must be supervised by an appropriate staff member, who needs to have at minimum a bachelor's level college degree. The supervisor must be available to provide training, answer questions, and provide you with appropriate feedback. Supervisors must be sufficiently knowledgeable about your performance so that they can complete the required evaluation forms.

Certain tasks at the site do *not* count towards your contact hours, such as transportation, clerical tasks, administrative work, and any training that the site requires. In addition, you cannot “double-count” hours that you work at the site with any other college-related, credit bearing experience or paid employment.

Your 72 hours at the site only begin to count after you obtain my signature on the Site Approval and Contract Form that you received prior to the beginning of this semester.

Your supervisor will complete a mid-semester and a final evaluation of your work at the site; these are due immediately after Week 7 and Week 14, as specified on the course calendar at the end of the syllabus. Your timesheets are due with these evaluation forms. You will be responsible for providing your supervisor with the forms (which are available on the Blackboard site) and verifying that they have been sent to me. In addition, you will complete a form that relates your own perceptions of the site at the end of the semester. Keep extra copies of all completed evaluation forms, especially if you plan to ask me for a letter of recommendation after this semester.

Your supervisor’s mid-term and final evaluations of your work will collectively account for 30% of your final grade in the course. *You must fulfill your 72-hour commitment to your site to receive credit for PSYC 398. Students whose evaluations from the site are not satisfactory or who have excessive absences from their site will not be able to receive a passing grade for this course.*

2. Complete the assigned text readings each week.

Readings from your textbooks are the primary source of information in this course. Books are available for purchase at the campus bookstore or can be bought elsewhere (see the discounted links for Amazon on the first page of the syllabus). All students will read Michelle Dunlap’s *Reaching Out to Children and Families*. This book provides helpful guidance for interacting with children at your service-learning placement. The advice she provides is based on insights gained from her supervision of hundreds of students’ community-based work.

Everyone will also read Jonathan Kozol’s book, *Ordinary Resurrections*. It describes his interactions with children in schools located in the South Bronx in New York City. We will use this text to understand the lives of children who encounter environmental adversity.

Based on the age of the children at your site, you will purchase and read either *Your Child: Emotional, Behavioral, and Cognitive Development from Birth through Preadolescence* (for those working with children 0 – 11 years old) or *Your Adolescent: Emotional, Behavioral, and Cognitive Development from Early Adolescence through the Teen Years* (for those working with children 12 -18 years old). Both are published by the American Academy of Child and Adolescent Psychiatry and cover the same topics. The only difference is that the information presented addresses different age ranges.

Complete all assigned readings for each week by Wednesdays so that you can use this information for your postings in the online discussions, as described below.

3. Read the Commentary that I post each week.

I will write and post a Commentary on the topic that you are reading about each week. I will highlight a particular issue in greater detail or will integrate important course themes. Sometimes I will provide case illustrations or will connect the topic to a controversial debate in the field.

4. Take “virtual field trips.”

I will post external links related to the topic of study for each unit. These “field trip” links will connect to websites that address pertinent themes. These resources are an important complement to the material that you will read about in your textbooks.

5. Participate in online discussion groups with other members of class each week.

Your participation is essential if we are to learn from each other. It isn't simply a matter of choosing to participate; this is a collective effort that requires conversation and reflection.

During this course you will be part of a base group consisting of four to five students for discussions. These base groups are randomly created will stay the same during the entire course. All members are expected to contribute actively to the online discussions within base groups and strive to maintain effective working relationships with others.

I will post discussion questions each Wednesday morning that build on your field experiences and the material covered in the required readings. You will develop your own response to these questions to post on the asynchronous discussion board before Friday at 9:00 pm. You will then respond to others' posts in detailed and thoughtful ways via additional posts by Sunday at 9:00 pm. This creates a dialog in our class rather than merely submitting your own written work to me.

Do not wait until the last several hours before posting your contributions. This would result in holding up the entire discussion process for your group! Extra time will not be given for any reason, including computer problems. Use the computers at the university or another public access location (such as a public library) if your own computer does not work.

Your discussion postings will be evaluated each week of the semester. Each will be graded on a 10-point scale using the criteria listed below. If you do not write a discussion posting within the week's time frame, you will not receive credit (0 out of 10 points). Discussion postings account for 45% of your final course grade. Here are the guidelines for writing them:

- (a) Postings must be substantive. You should write no less than 500 words each week for a passing grade. Students who receive higher grades (B+ and higher) on these assignments will post more often during each window. Their postings will be longer and much more detailed than the 500 word minimum length, too;
- (b) Postings must reflect your knowledge of the reading material (from both the current week as well as previous weeks' readings, as appropriate). Your postings can be informed by information that you have gathered from the virtual field trips as well;

- (c) Your follow-up postings must build on those written by other class members. That is, these threaded discussions reflect a dialog between you and your classmates rather than a series of independent and disconnected essays on the same topic. You need to read your peers' postings during the week (the Blackboard system monitors how many discussion postings you actually access).
- (d) Postings should also display your critical thinking and careful analysis of the issue at hand. They should not stray far from the topics that I pose.
- (e) I will grade postings that have been completed earlier more favorably than those that are posted immediately before the end of the allocated times (i.e., within the Wednesday-Friday window and then the Friday-Sunday window). This incentive should encourage you to complete this assignment earlier so that a dialog can develop.

Furthermore, we will have a different discussion assignment during Week 9 of the class. Instead of a typical threaded discussion, students will be completing a social justice project and will be sharing their work. More specifically, you will engage in advocacy on behalf of children or families that involves researching relevant state legislation using Internet resources, developing an informed position on the matter, and then disseminating your position in writing and by telephone to your elected officials. We will review this assignment in greater depth in a few weeks so that you will have sufficient time to complete your social justice project. This assignment counts for twice as much as a typical weekly discussion posting.

Note: I also have created another forum for online student discussion called the All Class Discussion board. All students have access to this common area. This is a place for you to post questions and concerns about anything that interests you. You can also discuss your service-learning work there. I encourage you to respond to each other often. This forum allows online students to get to know each other and to develop a sense of community for our class.

6. Maintain a journal about your volunteer work.

After each visit to your site, you should type a journal entry. The **minimum** length for each week's journal entry is 750 words (three pages). If your hours (and consequently your journal entries) are shorter due to an exceptional circumstance one week, both must be proportionally longer the following week.

Lengthier journal entries, however, receive higher grades. Journals must be composed using Microsoft Word (double-spaced, with 1-inch margins on all sides) and will contain the following parts. Be sure to organize your journals into well-written paragraphs and proofread before you hand them in to me.

Write and use these as headings in each journal entry:

- (a) The date(s) and the start and stop time(s) of your volunteer work for the week;
- (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 weekly topic. 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 reading material; *and*
- (d) A commentary on what you learned, found interesting, and your emotional reactions.

Even though you are writing your journal entries on a weekly basis, you will send me your journals in three sets. The first set of journals will be due on February 24. In addition to the weekly entries that address the points above, this first submission will also include a two-page preface that provides an overview of your site and a description of your responsibilities. The second set of journals will be due on April 7. The last set of journals will be due by May 10 during Finals Week.

You need to submit these journals through Blackboard. Follow these steps: (a) click on the “Submit Work” button located on the main menu to locate the correct assignment link; (b) click on the underlined title of the assignment (e.g., Journal 1); (c) click the “Browse My Computer” button to navigate your desktop or flash drive to retrieve your file; and (d) click “Submit” to send the file. You can also see these instructions in more detail in the Blackboard tutorials at <https://www.roosevelt.edu/current-students/support-services/technology/blackboard-tutorials>. Double check that your attachment was submitted in this area afterwards and verify that you attached the correct document.

Journals will be graded on a 10-point scale; late submissions will be penalized 0.25 points per day late. The penalty period includes weekends, holidays, and breaks. Journals that are not received after 14 days for the first two journals or May 15 for the final journal will earn a score of 0. The journals collectively account for 25% of your grade in this course.

Computation of Grades:

The basis for the grade reflects the quality of your performance on the following course requirements:

- (a) Supervisor’s assessment of the quality of your work on your two evaluations;
- (b) Your journals that document your experiences and connections to the reading material;
- (c) Your weekly online posting of responses to the discussion questions and other activities.

Weighted scores from each component of the class will be added together. Numerical grades will be converted to letter grades according to the following scale. Please note that there will be absolutely no “rounding” of final scores under any circumstance. For example, a final score of 89.99 will translate into a “B+” for the course.

| Grade | Weighted Percent | Grade | Weighted Percent | Grade | Weighted Percent |
|-------|------------------|-------|------------------|-------|------------------|
| 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 |

“A” range grades (A- to A) indicate superior work. The evaluation from the site is very positive. The journal includes and thoroughly addresses all aspects. Though journals may have minor flaws, they present an outstanding examination of the experience and demonstrate penetrating understanding. It clearly grounds community service to specific concepts from the course. Discussion postings are frequent, timely, thorough, and integrative. These postings exceed the 500 word minimum length and draw consistently on the reading materials from the course.

“B” range grades (B- to B+) indicate good work. The evaluation from the site is positive. The content of the journals is better than adequate. Journals are somewhat less developed than the "A" paper and may neglect one element of the assignment or it may have less integration with course material. Discussion postings display understanding of core concepts. They are submitted on time and mention the reading material, but may lack detailed and rigorous connections.

“C” range grades (C- to C+) indicate adequate work. The evaluation from the site is good, but likely indicates some areas of concern. Journals superficially touch on relevant interactions or observations at the site, and offer minimal connections with course material. Discussion postings are occasionally missing or superficial. All written assignments are generally at or below the minimum length requirements as stated on the syllabus.

“D” range grades (D- to D+) reflect minimally acceptable work that does not meet all of the requirements. The journals show problems in many areas and could reflect a lack of understanding of the assignment. The evaluation from the site may be average or more likely suggest problems. Discussion postings are characterized by significant problems in terms of length, content, or timeliness.

A grade of “F” indicates a failing journal which has major deficiencies and does not meet the minimum requirements of the assignment. The student may have not have obtained and submitted evidence of the required hours of service as documented through evaluation forms. Discussion postings are seldom submitted or are highly problematic in terms of appropriateness of content.

Please note 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.

Late assignments will not be accepted after the specified due dates or will be penalized as explained above.

Late Withdrawal Process and Policy:

You may withdraw from PSYC 398 if you feel that you will be unable to complete the requirements for the course within the expected timeframe. You will need to consult with me and your site supervisor to ensure that the premature departure proceeds as best as possible.

The final date for an official withdrawal from this class (meaning a “W” would appear on your transcript) is March 29. 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>.

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.

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. The complete policy can be found here:

<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 confidential advisors on campus who are not mandated reporters. They are: LaDonna Long, 312-244-0426 – Confidential Advisor (available via phone all hours); Toyia Stewart - Deputy Coordinator, 312-341-6756; Alice Jones - Title IX Coordinator, 312-341-2045. The Counseling Center (AUD 470, Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

Disability Services

Roosevelt University complies fully with the Americans with Disabilities Act. Details about ADA and Roosevelt's policies and practices are found in the following link:

<https://www.roosevelt.edu/current-students/get-help/learning-commons/disability-services>. If you have a condition or disability that requires reasonable accommodation, please alert

the Academic Success Center as soon as possible, certainly before any assignment or classroom activity that requires accommodation. The Academic Success Center is located in AUD 1050 (inside the Library) in Chicago, and the phone number is 312-341-3811. In Schaumburg, the office is in Room 125, and the phone number is 847-619-7978. You can also reach the ASC by emailing academicsuccess@roosevelt.edu.

Academic Dishonesty:

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: www.roosevelt.edu/policies. Additional guidelines for avoiding plagiarism are available here: <https://www.roosevelt.edu/current-students/academics/academic-integrity>.

Ignorance of standards will not be accepted as an excuse. Students must guard against all forms of plagiarism. 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 dismissal.

General Notes:

I am committed to the education of each student in this course. If there is a problem that is negatively 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 the end of 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, voice mail, or e-mail.

If you need support with the technical skills involved in completing an online class, please use the resources offered by the RUOnline staff. This class assumes that you can (a) access Blackboard and our class through the portal; (b) read, view, or listen to posted materials and follow the listed external links as sources of course information; (c) post your replies on a discussion board; and (d) submit lengthier written assignments through Blackboard.

In case of Blackboard or computer issues, you can call the RUOnline staff at 312-341-2600 or the Roosevelt University Technology Help Desk at 312-341-4357. You can find helpful Blackboard tutorials at <https://www.roosevelt.edu/current-students/support-services/technology/blackboard-tutorials>

There are additional university resources that you can access that also provide help. These include the Learning Commons in the AUD Library on the 10th floor (<https://www.roosevelt.edu/current-students/support-services/learning-commons>; 312-341-3732; email: learningcommons@roosevelt.edu), which provides assistance with writing, tutoring, and peer mentoring. There is also the Counseling Center (AUD 470, SCH Room 114; 312-341-3548; <https://www.roosevelt.edu/current-students/get-help/counseling-center>).

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. 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: <https://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 22 to May 13, 2019

Unit 1: The Life of Children and Adolescents

Week 1: January 22 – January 27

Topic: CHILD DEVELOPMENT I

Readings: *Reaching Out to Children and Families*, Chapter 2.

Your Child, Chapters 1 and 2; or
Your Adolescent, Chapter 1.

Week 2: January 28 – February 3

Topic: CHILD DEVELOPMENT II

Readings: *Reaching Out to Children and Families*, Chapter 3.

Your Child, Chapters 3 and 4; or
Your Adolescent, Chapters 2 and 3.

Unit 2: Day-to-Day Challenges of Children

Week 3: February 4 – February 10

Topic: CHALLENGES AT HOME

Readings: *Reaching Out to Children and Families*, Chapter 4.

Your Child, Chapters 5 and 6; or
Your Adolescent, Chapters 4 and 5.

Week 4: February 11 – February 17

Topic: CHALLENGES AT SCHOOL AND IN THE COMMUNITY

Readings: *Reaching Out to Children and Families*, Chapter 5.

Your Child, Chapters 7 and 8; or
Your Adolescent, Chapters 6 and 7.

Unit 3: Risk in Childhood, Resilience, and Social Justice

Week 5: February 18 – February 24

Topic: RISK AND RESILIENCE

Readings: *Reaching Out to Children and Families*, Chapter 6.

Ordinary Resurrections, Introduction and Chapters 1 to 5.

Note: *Submit the first set of journals by Sunday, February 24 at 9 pm. Remember to include the two-page introductory preface.*

Week 6: February 25 – March 3

Topic: SOCIOECONOMIC STATUS AND NEIGHBORHOOD OPPORTUNITY

Readings: *Ordinary Resurrections*, Chapters 6 to 11.

Week 7: March 4 – March 10

Topic: RACE AND ETHNICITY

Readings: *Reaching Out to Children and Families*, Chapter 8.

Ordinary Resurrections, Chapters 12 to 15.

Note: *Your mid-term evaluation from your site supervisor is due by March 17 (end of Spring Break)*

Week 8: March 18 – March 24

Topic: GENDER, SEXUAL ORIENTATION, AND IDENTITY

Readings: *Reaching Out to Children and Families*, Chapter 7.

Ordinary Resurrections, Chapters 16 to 20.

Week 9: March 25 – March 31

Topic: SOCIAL JUSTICE AND CHILDREN'S WELL BEING

Readings: *Ordinary Resurrections*, Chapters 21 to 23, and Epilogue.

Note: *Social justice project due instead of our regular weekly discussion posting.*

Unit 4: Abnormal Development and Psychotherapy with Children

Week 10: April 1 – April 7

Topic: OVERVIEW OF ABNORMAL CHILD DEVELOPMENT AND THERAPY

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

Evidence-based Therapies. Follow and read the seven links that appear underneath the introductory paragraph online at:
<https://effectivechildtherapy.org/therapies/>

Note: *Submit the second set of journals by Sunday, April 7 at 9 pm.*

Week 11: April 8 – April 14

Topic: PHYSICAL, DEVELOPMENTAL, AND EATING DISORDERS

Readings: *Reaching Out to Children and Families*, Chapter 9.

Your Child, Chapters 9 and 12; or
Your Adolescent, Chapters 8, 11, and 12.

Week 12: April 15 – April 21

Topic: EMOTIONAL, PSYCHOLOGICAL, AND BEHAVIORAL PROBLEMS

Readings: *Reaching Out to Children and Families*, Chapter 10.

Your Child, Chapters 10 and 11; or
Your Adolescent, Chapters 9, 10, and 14.

Week 13: April 22 – April 28

Topic: ETHICS IN CLINICAL WORK WITH CHILDREN AND FAMILIES

Readings: *American Psychological Association, Ethical Principles and Code of Conduct*. Read online at <https://www.apa.org/ethics/code/index.aspx>

Week 14: April 29 – May 5

Topic: PSYCHOLOGICAL TREATMENT

Readings: *Reaching Out to Children and Families*, Chapter 11.

Your Child, Chapters 15, 16, and pp. 425-428; or
Your Adolescent, Chapters 16, 17, and pp. 339-342.

Finals Week: May 6 – May 12

Readings: No readings; no discussion posts this week.

Notes: *Submit the last set of journals by Friday, May 10 at 9 pm.*

Your final evaluation from your site supervisor and your evaluation of the site placement are due by Friday, May 10 as well.