

**Professor:** Steven Meyers, PhD, ABPP

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**Class Meetings:** Chicago Campus, AUD 811: Tuesdays, 9:00 am – 12:45 pm

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

**Required Texts:** All books can be purchased through the Roosevelt University bookstore or 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/2wbfyHS>

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/2WcR9jQ>

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/2JScMzh>

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.

### *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 also map onto selected competencies and learning objectives for training promoted by our doctoral program. These include:

*Assessment competency: Application of methods.* Students will have knowledge of measurement across domains of functioning and practice settings.

*Intervention competency: Intervention planning.* Students will formulate and conceptualize cases and plan interventions utilizing at least one consistent theoretical orientation.

*Intervention competency: Intervention implementation.* Students will have basic knowledge of intervention strategies.

*Advocacy competency: Systems change.* Students will promote systems change to enhance the functioning of individuals.

Each of these will be achieved through students' completion of assigned readings and in-class activities as listed in the syllabus below, and will be measured through students' performance on exams, papers, and weekly exercises.

Relevant to the advocacy competency, 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

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.

Participation not only entails attending 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 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.

#### 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 access your Reading Summary Sheet during the class session (either as a print or electronic copy) 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 25 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 1.5 points 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. You can also see these instructions at <http://tinyurl.com/assignlink>. 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 6 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 1.5 points 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 9 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 23 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

An exam grade or final grade in the **A** range implies that the student demonstrates the ability to describe and apply clinical interventions in a highly accurate and thorough manner. Moreover, these interventions (as described and applied) would be very likely to produce client behavior change. An exam grade or final grade in the **B** range implies that the student demonstrates the ability to describe clinical interventions fairly accurately, but displays some deficiency in applying these therapeutic techniques in a rigorous or individualized manner. This grade generally implies that these clinical interventions (as described and applied) would probably produce client behavior change. An exam grade or a final grade in the **C** range suggests that the student demonstrates the ability to summarize some aspects of relevant clinical interventions, but omits vital components of these techniques when describing and applying them. This grade generally implies that the student would likely experience significant difficulty producing client behavior change given his or her level of knowledge as evidenced by test or course performance.

*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 681 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 tuition refund schedule and withdrawal deadlines are published for each semester on the University's Important Dates page at <https://www.roosevelt.edu/current-students/campus-life/important-dates>. Instructions about how to withdraw from a course can be found at <https://www.roosevelt.edu/current-students/academics/register-classes>.

After the withdrawal deadline, students may not withdraw from courses without completing a Petition Form for Late W Grade 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.

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

Credit for participation 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.

### *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 approximately three students.

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:*

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](http://www.roosevelt.edu/policies)**. Additional guidelines for avoiding plagiarism are available here:

**<https://www.roosevelt.edu/current-students/academics/register-classes/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 or the class, 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.

*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/support-services/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](mailto:academicsuccess@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. 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.

*Electronics Policy:*

It is easy to take notes by hand in PSYC 654 because each lesson will involve a relatively small number of slides. Because of this, students are **not** permitted to use laptop computers in class during lecture times (unless they have a documented reason like a learning disability). This policy helps students because it reduces distractions and writing notes helps you retain information better than typing. Laptops will be allowed, though, for working on lengthier in-class exercises. Also, please be sure that your cell phone is set on vibrate at the start of every class.

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.

*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.

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/support-services/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 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 minor modifications to course requirements due to unanticipated circumstances.

**Calendar and Reading List**  
**Semester dates: May 28 to August 5, 2019**

**Unit 1: Understanding and Assessing Children & Adolescents**

**Session 1: Tuesday, May 28, 2019**

Topic: INTRODUCTION TO CHILD AND ADOLESCENT THERAPY

Readings: No readings.

**Session 2: Tuesday, June 4, 2019**

Topic: ESTABLISHING RAPPORT AND INTERVIEWING CHILDREN

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

Optional: Shapiro, Chapter 1.

**Session 3: Tuesday, June 11, 2019**

Topic: CHILD ASSESSMENT AND HYPOTHESIS FORMULATION

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

**Session 4: Tuesday, June 18, 2019**

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]

## ***Unit 2: Approaches to Child & Adolescent Therapy***

### ***Session 5: Tuesday, June 25, 2019***

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, July 2, 2019***

Topic: PLAY THERAPY TECHNIQUES

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

### ***Session 7: Tuesday, July 9, 2019***

Topic: COGNITIVE AND COPING SKILLS INTERVENTIONS

Readings: Shapiro, Chapter 3.

Optional: Shapiro, Chapter 6.

### ***Session 8: Tuesday, July 16, 2019***

Topic: BEHAVIORAL INTERVENTIONS AND PARENT TRAINING

Readings: Shapiro, Chapter 2.

## ***Unit 3: Treatment of Child & Adolescent Psychopathology***

### ***Session 9: Tuesday, July 23, 2019***

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 30, 2019***

Topic: INTERNALIZING DISORDERS

Readings: Shapiro, Chapters 13 and 14.

Optional: McConaughy, Chapter 9.

***Final Exam: Tuesday, August 6, 2019***

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