Instructor: Greg Berg, Ph.D. Office: DMH 310
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Office Hours: Tues. and Thurs. 4-4:30pm; Wed. 4-6pm, and by appointment

Course Description

This course will survey abnormal child psychology from several perspectives, including classification of abnormal behavior, major theories of etiology, and treatment. Students will analyze the complexity of childhood psychological disorders from an integrative perspective that acknowledges biological, psychological, social, and emotional influences on the personal and emotional development of children. The societal and cultural norms which influence child and adolescent behavior will be examined. Students will be encouraged to think critically about such areas as the stigma and labels associated with the development of psychological disorders. At the conclusion of the course, students will be more sensitive to issues of childhood dysfunction and be more knowledgeable about the impact of mental illness on children, adolescents and their families.

Course Objectives

1. Students will develop an understanding of the various childhood psychological disorders, their causes, and their treatments.

2. Students will gain knowledge of the assessment tools used in evaluation of children, adolescents, and their families.

3. Students will become familiar with the concepts of normal and abnormal behaviors, and the biases and stigmas which often are applied to psychologically ill children and adolescents.

4. Students will explore the impact of abnormal and dysfunctional behaviors on the developing child's identity and sense of well being.
5. Students will develop an understanding of the impact of psychological disorders upon children, adolescents, and their families, and the psychosocial influences of family, community, class, and culture in a diverse, multicultural society.

Text

Mash and Wolfe, Abnormal Child Psychology 4th Ed. Thompson-Wadsworth

ISBN: 04995506273

Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes (9)</td>
<td>180</td>
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<tr>
<td>Exams (3)</td>
<td>150</td>
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<tr>
<td>Final</td>
<td>50</td>
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<tr>
<td>Child Observation Paper</td>
<td>20</td>
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<tr>
<td>Participation</td>
<td>100</td>
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On each date that a chapter is first assigned, a quiz covering that chapter will be given at the onset of class. Makeup quizzes can be taken for half credit.

Class assignments will be undertaken at various times throughout the semester. These assignments will be done in class in small groups, with all members receiving the same participation score.

Three midterms will be given on the dates per the class schedule. The first midterm will cover the first three assigned chapters. The second midterm will cover the next three assigned chapters. The third midterm will cover the last three assigned chapters. The final will be cumulative and will focus on treatment considerations.

Grading will be based on a modified curve.
Child Observation Paper

Each student will be responsible for completing an observation of a child or adolescent. The observation should be a minimum of one hour and can be broken into two or three segments. The paper describing the observation should include:

a. Data on the subject (age, gender, any disabilities or conditions, etc.)

b. The setting in which the observation(s) took place.

c. What was observed (family interactions, play, homework, etc.)

d. What you learned.

These papers will be due on November 30, when there will be a general class discussion and sharing of the various observations. Grading of the papers will be based upon the following:

50% - content
30% - originality
20% - mechanics (grammar, spelling, composition)

Diversity Statement

Consistent with the mission of the University, all students are welcome regardless of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious and secular beliefs, resident status, gender, sexual orientation, and socioeconomic status. It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect and fairness. I hope that your academic experience in this class and at SJSU will provide you with the opportunity to gain knowledge and skills necessary to thrive in a diverse, global environment.

If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building needs to be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC to establish a record of their disability.

Academic Honesty
San Jose State University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for other’s academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments. The policy on academic integrity can be found at http://www2.sjsu.edu/senate/S04-12.pdf