Instructor: Lynda Heiden, Ph.D.
Office Location: DMH 319
Telephone: 408 924-5647
Email: Please send messages through Desire2Learn (D2L); campus email (Lynda.Heiden@sjsu.edu) can be used if D2L is down
Office Hours: W 9:15-10:15; 11:45-12noon, and by appointment
Class Days/Time: MW 10:30-11:45am
Classroom: DMH 356
Prerequisites: Psyc 1

NOTE: Changes in the greensheet are allowed by University policy with reasonable notice. The textbook reading assignments will not change; however, additional reading may be required to supplement or clarify textbook and/or lecture material. Please check D2L regularly to review any changes in the requirements; additional assignments and changes in dates will be announced in class and posted on the class D2L website.

COURSE DESCRIPTION

This course will survey the causes, diagnosis, and effects of childhood disorders. An integrative perspective will be used that acknowledges biological, psychological, social, and emotional influences on the personal and emotional problems of children. Diagnostic criteria using the DSM-IV, clinical descriptions, examples, and empirical work related to each disorder will be covered. Because we will not be able to cover all clinical disorders, our focus will be on those seen most frequently in schools, homes, and the community.

COURSE LEARNING OUTCOMES

The goal of this course is to facilitate a basic understanding of childhood disorders and how these disorders impact the child, their family, and their communities. By the end of the course you should be able to demonstrate the following:

1. A basic knowledge and understanding of major causal theories of childhood disorders, including biological, psychosocial, and integrative (Measured by quizzes, exams, and case-related writing responses).
2. A preliminary understanding of the research methods used in the study and treatment of childhood disorders (Measured by quizzes, exams).
3. An introductory knowledge and understanding of the assessment instruments used to evaluate children and their families (and case integration writing).
4. A basic understanding of the primary symptoms associated with internalizing, externalizing, and developmental disorders as described in the DSM-IV (Measured by quizzes, exams, and diagnostic cases -- class writing and class paper submission).
5. An introductory understanding of how culture may influence the development, manifestations, and treatment of childhood and adolescent disorders (and diagnostic cases in class writing and class paper).
6. A basic understanding of the impact of these disorders on the child, their families, and their community (including schools) (Measured via case-related class writing assignments and class paper).
7. An introductory knowledge of empirically-based psychosocial and biological therapies Measured by quizzes, exam, and, to some extent, class paper).
# REQUIRED TEXT AND WEBSITE


| (2) **D2L**: All quizzes and exams will be completed on D2L. Additionally, announcements, class schedules, powerpoint lectures, grades, and other class materials will be posted here: |

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# OPTIONAL (but strongly encouraged)

| (1) **STUDY TOOLS for the Mash/Wolfe textbook are available.** The textbook publisher (Thomson-Wadsworth) provides a website with tools specifically related to the text, including practice quizzes, chapter outlines, and other textbook-related study material. **CLICK HERE** to access the website, or use the address listed below:  
http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fld=M20b&discipline_number=24&product_isbn_issn=0534554199 |

| (2) **Improving General Study Skills:** Virginia Tech provides a number of excellent self-tests and self-help strategies designed to improve academic skills for college students. Definitely worth checking out!  
http://www.ucc.vt.edu/stdyhlp.html |

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# NAVIGATING THE WEBSITES

Information for getting started on and navigating the D2L website is provided on the SJSU online campus website (http://www.sjsu.edu/ecampus/students/). This site also provides information on eCampus Help and SJSU Technical Support.

Problems reaching all course-related websites can be minimized by having the most recent version of your internet browser installed on your computer. Updates and downloads for IE are available through the Microsoft website if you are a PC-user and through the Apple website if you are a MAC-user. Safari can also be used as your browser for D2L.

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# OFFICE HOURS/CONTACTING ME

My office hours each week are Wednesdays from 9:15-10:15am and 11:45-12noon in DMH 319 and by appointment. If you need to see me at a different time than those listed, please feel free to check in with me after class or send an email via D2L; we can work together to find an alternative time that works with our schedules.

It is important that you plan ahead and avoid last minute requests (as Dr. Rogers stated “The internet is available 24/7, but I am not”). Between Mondays and Thursdays, I typically return calls and emails within 24 hours of receipt. If you call or email on a Friday or over the weekend, you will typically hear back no later than the next business day (usually Monday). Because email and internet glitches do occur, do not hesitate to send a second message if you do not receive a return email or call within the usual 24-hour period of time (excluding weekends and holidays). All emails should be sent through our class D2L site. If D2L is down for an extended period of time (more than a morning or afternoon), it may be best to send an email to my campus address: lynda.heiden@sjsu.edu

PLEASE KNOW THAT I AM AVAILABLE TO HELP ANYONE HAVING DIFFICULTY IN THE CLASS. Also feel free to come by during office hours to discuss educational or career plans, child and adult clinical resources, or other topics of interest to you.
COURSE REQUIREMENTS

1. Quizzes (Estimated Total = 180pts): To encourage everyone to keep current on the class readings, there will be a 20-point quiz given for each of the assigned chapters, beginning with Chapter 2 (no quiz on Chapter 1). Each quiz will be taken using D2L and will always be due no later than 11:29pm on the due date listed in the schedule. Access to the quiz automatically locks at 11:30pm on the deadline date, thus you must complete, not just start, the quiz by 11:29pm. Why 11:29pm? The computer considers 11:30:01 (one second after 11:30pm) to be late and thus closes access at 11:30 sharp or lists the submission as late.

No late quizzes will be accepted; however, your single lowest quiz score will be dropped from your quiz total to allow for unexpected events such as illness or family emergencies. Scores are computed automatically on D2L; any quiz not completed and saved by the deadline will not be scored and will count automatically as a zero. All quiz items will be multiple-choice and will cover textbook material only (not handouts or lectures). Because quizzes are available for at least 24 hours, and your lowest score will be dropped, THERE WILL BE NO MAKE-UP QUIZZES ALLOWED UNDER ANY CIRCUMSTANCES (even medical illness or emergencies or computer problems). Sample formula for total points possible:

Example: 10 chapter quizzes – lowest quiz score = 9 quizzes counted x 20pts each = 180 quiz points.

Please remember that the exact number of quizzes will be determined as the semester progresses.

2. Exams (Total = 200pts): There will be four 50-question exams worth 50 points each. Each exam will be based on information learned from lectures, text, readings, and class material (e.g., videotapes) and, to test application of knowledge and critical thinking, may require an analysis of case studies. Each exam will cover material indicated on the class reading schedule. There will be no comprehensive exam. Exams may include multiple-choice, true/false, or matching items, and, as noted, also may require critical thinking about case studies that were discussed in class or created for the exam.

All exams must be completed on D2L by the date and time assigned. The only exception to this policy is missing an exam for medical reasons, in which case only those who provide signed medical documentation AND who notify me by email or telephone prior to the exam will qualify to take the exam late. Out of fairness to all, there can be NO EXCEPTIONS to this policy. Should there be a documented medical reason for delaying the exam, the makeup exam must be taken as soon as medical concerns are resolved (which is the date the doctor says you can return to full activity).

Every effort is made to ensure fair testing. All exam scores will be adjusted such that the highest score will always equal 50% of the difference between the highest score and a perfect score. For example, if the highest score in the class is 47, all exams will be adjusted by 50% of 3 (3= difference between highest score and a perfect score). Thus, after the adjustment, if a student earning the highest score on the exam scores 47/50, their score will be adjusted score to 48.5; a student with a score of 40 will have an adjusted score of 41.5. This corrects for any "problem" items on the test and maximizes fair testing.

3. Writing Assignments: An analytical book report is required. A handout describing this assignment in further detail will be posted on D2L and will include the book list (50pts). The paper will be due on the last class prior to the Thanksgiving break.

4. Class Participation: Class participation is strongly encouraged. Although attendance is not required, you are expected to attend each class and come prepared with a printed copy of the lecture outlines provided on the website. Your class participation will be evaluated based on short in-class writing assignments with variable point values. There is no specific schedule for these assignments and students must be present and participating in class to earn credit. If you are late to class, you
may miss the opportunity to complete these assignments; there is no mechanism available to make up these assignments.

5. **Staying Current:** Each student is responsible for keeping up on class announcements, schedule changes, etc. Any changes in assignments or dates will be announced in class and posted on the D2L website. If you miss class, please check on the web and with classmates to be sure you have the most recent information. There is a student discussion board available on our D2L site designed to facilitate communication with others in the class.

**NOTE:** On occasion there may be differences in the material presented in class and the textbook. This can occur when more recent information became available after the printing of the text, or there is a difference in interpretations of research. If you are feeling confused about the material, please don't hesitate to bring up any issues during class (or you can contact me by email or during office hours). I am always happy to discuss any areas of conflict.

**EXTRA CREDIT**
There are no established extra credit assignments for this class. On occasion, there are campus or community presentations relevant to childhood disorders that may be available for extra credit; however, this does not always occur.

**GRADES**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ 200</td>
<td>Quizzes* 10 at 20 points each (estimated # after dropping lowest score)</td>
</tr>
<tr>
<td>200</td>
<td>Exams 4 at 50 points each</td>
</tr>
<tr>
<td>50</td>
<td>Class Paper 50 points</td>
</tr>
<tr>
<td>10-40</td>
<td>Class Writing Variable. Range from total of 10-40pts.</td>
</tr>
</tbody>
</table>

* Please note that the exact number of quizzes may vary.

Final grades will be determined by the **percentage** of total points earned:

- **A** = 90% to 100%
- **B** = 80% to 89%
- **C** = 70% to 79%
- **D** = 60-69%
- **F** = below 60%

Pluses and Minuses are not used in semester grades. Because there are multiple adjustments made throughout the semester (curving each exam; dropping lowest quiz score) as well as extra credit, no further grade adjustments can be made at the end of the semester, even if your point total for the semester is very close to the next grade on the scale.

**CLASS STRUCTURE/LEARNING MATERIALS**

A variety of methods will be utilized throughout the semester. **Lectures** will help you gain basic knowledge and provide opportunities to ask questions (questions are always welcome!). **Video presentations** will provide visual learning opportunities, integration of new knowledge, and the opportunity to hear more personally from individuals struggling with the disorders covered throughout the semester. **Classroom activities** and **class interaction** will encourage critical thinking and personal application of the material learned from the text and lectures.

Study guides encourage students to "study to the test", which can decrease, rather than increase, overall learning. Study guides can also limit opportunities for students to learn how to develop structure and evaluate information effectively because they are relying on others (the professor) to provide structure for them. Because of these concerns, I do not provide study guides; however, general study principles are provided below, and **students are encouraged to use the study tools**
provided for the text on the publisher's website (e.g., outlines, practice quizzes). Most students who do so report a greater understanding of the material and an improvement in quiz and exam scores.

CLASSROOM ETIQUETTE

In an effort to create an environment conducive to learning, the following is required classroom etiquette:

- Please arrive for class on time. Arriving late disrupts other students and interferes with continuity of the lectures and class activities. If for any reason you cannot avoid being late, please enter the class through the least noticeable door and take a seat quietly. This will minimize disturbance of the lecture and the concentration of your fellow classmates. Do not come in late and enter into a conversation to catch up on information you missed, or expect information you missed to be repeated. Leaving early is equally disruptive; please be considerate.
- Be polite and respectful to other people in the class.
- Do not carry on conversations with others during class.
- No cell phone use for text messaging, emailing, or calls during any class! If you anticipate an emergency call, please let me know in advance.
- Do not work on other material during class, including studying for other exams.
- No sleeping in class. Attendance is not required, so it is probably best for you to catch up on sleep at home rather than sleep in class and miss lecture material anyway.
- Copies of the Powerpoint slides for each lecture are provided on our D2L website and you are encouraged to print these out to bring to class. Some Powerpoint formats provide space on the handouts for taking notes.
- Because Powerpoint slides are provided, you will not need your laptop for taking notes. If you do feel your laptop is an essential tool, please come and talk to me in advance. All laptop users must sit in the front two rows of the classroom and may require a charged battery (outlets are limited). Using your laptop for anything other than taking notes is not allowed. This policy will be strictly enforced; violations may result in dismissal from the class or revocation of laptop use.

PROFESSIONAL COMMUNICATION

You are encouraged to engage in professional communication when in contact with faculty, staff, and your fellow students. This is especially true when communicating by email. For emails outside of D2L, it is very helpful to create an email account that includes your name (e.g., Lynda.Heiden@sjsu.edu) or that includes name, class, and section in all correspondence (this is only needed if sending an email outside of D2L). Please be sure to follow the following basic guidelines when communicating in a professional capacity:

- Use the subject line to identify the specific issue you are emailing about (e.g., Grades, Exam 1, Chapter 9 quiz).
- All Professors should be addressed by his or her title (e.g., Dr. or Professor), not by their first name, by “Hey”, or use of other informal language. This is true for all classes, not just this one.
- Be clear in terms of your question or request.
- Consider your request before you make it. Is this a request you would make in a professional setting? If so, please ask. If you are making a request because you waited until the last minute to read the material, did not check the schedule, missed class, forgot to set your alarm, or whatever, please do not make such requests.
- Use a polite and respectful tone. Making a request such as “could you check my grade on...” is more respectful than a demand statement, such as “you need to check my grade”.
- Use complete words and complete sentences. Emails using the shorthand often used in text messaging should be avoided.
HELPFUL HINTS TO MAXIMIZE LEARNING

1. Attend class regularly and arrive on time. Announcements are usually made at the beginning of the period and opportunities to ask questions are usually presented at the beginning of each class.

2. Minimum study time: the “rule of thumb” for college classes is 2 hours of study for each hour of class. Thus, it is reasonable to expect to spend an average of 6 hours each week studying for this course. USE ALL AVAILABLE RESOURCES to study the material. The Cengage textbook companion website provides many useful study tools, including practice tests, video clips, crossword puzzles, and flashcards available for learning concepts and vocabulary. Many students have discovered these resources late in the semester and then said they wished they had used them earlier!

3. If you've read the material, but still do not understand something, don't hesitate to ask during class or office hours, or you can post your question on the D2L class discussion board (under either the "Student Questions" or “Ask Your Professor” threads). It is highly likely that others have the same question, so asking will not only help you learn the material, but will help classmates as well. Conscientious questions are always welcome!

Remember, I am the resource person! See me during office hours if you need help understanding the material or have other concerns. I am also available by email Monday through Thursday. If you do not hear back from me within 48hrs, please email again – something definitely went wrong. Typically, I am able to respond within a few hours.

4. STAY INFORMED! Check D2L frequently for class information, study hints, lecture outlines, and handouts.

5. It is assumed that you have read each chapter prior to the lecture. Students find that the lectures are easier to follow when they have read the material in advance, and they are better equipped for class discussion.

6. Expect academic demands to be considerably higher here at the University than you experience in high school or community college. Allow enough time to read the each chapter more than once. Also, some students find that reviewing chapter outlines prior to, or immediately after, reading the full text can be helpful.

7. Writing notes while reading can make your study time more efficient.

8. Develop a vocabulary list of all terms you do not understand. Learn these words before continuing with your reading. You will find it is easier to follow the text and absorb the material once you have learned unfamiliar terminology and can place it in context.

HELPFUL HINTS FOR TAKING EXAMS

1. The Virginia Tech Study Skills website is available with assignments designed to help you maximize your abilities. Please make use of this valuable website for test preparation and performance strategies. The website was designed specifically for university students.

2. I will not ask about specific dates on the exams, but may ask about time periods (e.g., 19th century, the 1950s).
3. It is important to know the primary symptoms of each disorder we cover in class. You will need to know the basics of diagnostic criteria, assessment, and treatment. Good questions to ask yourself about each disorder: What are the symptoms associated with this disorder? How many symptoms must be present to meet diagnostic criteria? What is the frequency and duration required for diagnosis (how often must they occur and for what duration)? Intensity? Other inclusion/exclusion criteria? What is the incidence and prevalence of the disorder? Who is most affected (e.g., boys, girls, ethnic groups at greatest risk)? How are symptoms assessed? How is the disorder treated? NOTE: This list is meant to provide guidelines; it is not intended to be exhaustive.

4. You are encouraged to review your exams during office hours. Reviewing performance can help improve your test-taking skills and preparation for the next exam.

**ADMINISTRATIVE INFORMATION**

The information in this syllabus is for your convenience. Any portion of it may change as deemed appropriate, especially the dates on which topics and presentations occur. **You are responsible for keeping current on any changes made.** You are responsible for understanding the dates, policies and procedures about add/drops, academic renewal, fee payment, withdrawal and so forth. This info is listed under: [http://info.sjsu.edu/home/schedules.html](http://info.sjsu.edu/home/schedules.html)

SJSU complies with the Americans with Disabilities Act. If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must 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 register with DRC to establish a record of their disability.

**ACADEMIC INTEGRITY**

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Although I believe the vast majority of students are honest, several incidents in the past have made me aware that, unfortunately, some students choose to cheat on exams and class assignments. Cheating diminishes the efforts of those who earn their grades fairly. **Any student caught cheating on ANY assignment (including extra credit) will receive an “F” in the course and will be reported to the appropriate administrative officers on campus for further disciplinary action as deemed appropriate by the SJSU Policy on Academic Integrity.** Knowing the SJSU Academic Integrity policies is the responsibility of each student. You can view these policies on the University website (if the link doesn't work, copy or "cut and paste" the address): [http://sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S04-12.pdf](http://sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S04-12.pdf)

Please note that "I didn't know" is not an adequate defense for violating these policies. The Academic Integrity policies of the university are outlined as follows (the complete policy can be found through the link cited above):

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests or quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can impact the university’s reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of
Judicial Affairs for disciplinary action which could result in suspension or expulsion from San José State University.

Cheating
At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another’s test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate, any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

YOU ARE EXPECTED TO WORK ALONE ON ALL ONLINE QUIZZES AND EXAMS; TO CONSULT WITH OTHERS CONSTITUTES CHEATING. Please be aware that online work is monitored closely and cheating patterns can be detected.

Plagiarism
At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work; representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

When you reference something you have read, provide a complete, APA-style reference. The following URL will take you to the SJSU library’s plagiarism tutorial. If you have not yet completed this, it is worth your while to do so. http://tutorials.sjlibrary.org/plagiarism/index.htm

THE CLASS SCHEDULE and THE QUIZ AND EXAM SCHEDULE ARE PROVIDED ON THE FOLLOWING TWO PAGES AND ARE ALSO POSTED INDIVIDUALLY ON OUR D2L WEBSITE
## Psychology 142 - Child Psychopathology

### Class and Reading Schedule

**Fall 2011**

*Note: Below are best estimates of the semester schedule; the schedule is subject to change with reasonable notice. Any changes will be announced in class and posted under the “What’s New” link in D2L.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8/24</strong></td>
<td>Introduction to class and D2L; registration</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>8/29-8/31</td>
<td>Theories and Causes</td>
<td>Chapter 2</td>
</tr>
<tr>
<td><strong>9/5</strong></td>
<td>Labor Day – no class</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>9/7</td>
<td>Research</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>9/12-9/14</td>
<td>Assessment and Diagnosis</td>
<td>Chapter 4</td>
</tr>
<tr>
<td><strong>9/19</strong></td>
<td>Section I Exam</td>
<td>Chapters 1,2,3,4; class material</td>
</tr>
<tr>
<td><strong>Section I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/21-9/26</td>
<td>ADHD</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>9/28-10/3</td>
<td>Conduct Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10/10-10/12</td>
<td>Anxiety Disorders</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>10/17-19</td>
<td>Mood Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td><strong>10/24</strong></td>
<td>Section II Exam</td>
<td>Chapters 5,6,7; Class Materials; Case Studies and/or Supplemental Readings</td>
</tr>
<tr>
<td>10/26</td>
<td>Communication and Learning Disorders (online lecture or guest speaker)</td>
<td>Chapter 11; Supplemental Readings (see D2L)</td>
</tr>
<tr>
<td>10/31-11/2</td>
<td>Communication and Learning Disorders</td>
<td>Chapter 11; Supplemental Readings (see D2L)</td>
</tr>
<tr>
<td>11/7-11/14</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 10; Supplemental Readings (see D2L);</td>
</tr>
<tr>
<td><strong>11/16</strong></td>
<td>Section III Exam</td>
<td>Chapters 11,10; Class Materials; Case Studies and/or Supplemental Readings</td>
</tr>
<tr>
<td><strong>Section IV</strong></td>
<td></td>
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<tr>
<td>11/21-11/23</td>
<td>Eating Disorders</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>11/23</td>
<td><strong>Class Paper Due</strong></td>
<td>none</td>
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<tr>
<td>11/28-11/30</td>
<td>Child Maltreatment</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>12/5-12/7</td>
<td>Looking Beyond: International Issues in Child Mental Health</td>
<td>Supplemental Readings</td>
</tr>
<tr>
<td><strong>12/12</strong></td>
<td>Section IV Exam</td>
<td>Chapters 13,14; Supplemental Readings; Class Material; Case Studies</td>
</tr>
</tbody>
</table>
**Quiz and Exam Schedule**  
**Fall 2011**

Note: Below are best estimates of the semester schedule; the schedule is subject to change with reasonable notice. Any changes will be announced in class and posted under the “What’s New” link in D2L.

- All exams are completed on D2L
- All exams must be completed no later than 11:29pm on date due
- No late exams (see policy above). No exceptions!

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Quiz Topic</th>
<th>Chapter Quiz/Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>Introduction to class and D2L</td>
<td>Class syllabus; 1st session; all students must be registered and on D2L by 8/25 or risk being dropped from the course</td>
</tr>
<tr>
<td>8/28</td>
<td>Theories and Causes</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>9/6</td>
<td>Research</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>9/11</td>
<td>Assessment and Diagnosis</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>9/19</td>
<td>Section I Exam</td>
<td>Chapters 1,2,3,4; Class Materials</td>
</tr>
<tr>
<td>9/25</td>
<td>ADHD</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10/2</td>
<td>Conduct Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10/9</td>
<td>Anxiety Disorders</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>10/16</td>
<td>Mood Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>10/24</td>
<td>Section II Exam</td>
<td>Chapters 5,6,7; Class Materials; Suppl. Readings</td>
</tr>
<tr>
<td>10/30</td>
<td>Communication and Learning Disorders</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>11/6</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>11/16</td>
<td>Section III Exam</td>
<td>Chapters 8,10,11; Class Materials; Suppl. Readings</td>
</tr>
<tr>
<td>11/20</td>
<td>Eating Disorders</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>11/23</td>
<td><strong>Paper Due</strong></td>
<td>****</td>
</tr>
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</tr>
<tr>
<td>12/12</td>
<td>Section IV Exam (Finals Week)</td>
<td>Chapters 13,14; Supplemental Readings; Class Material; Case Study (not a comprehensive exam)</td>
</tr>
</tbody>
</table>