PSYCHOLOGY 142: CHILD PSYCHOPATHOLOGY
(PSYC 142, SECTION 1)
FALL 2012
COURSE SYLLABUS

COURSE INFORMATION AND POLICIES

Instructor Information
Instructor: Carrie M. Talesfore, Ph.D.
E-mail: carrie.talesfore@sjsu.edu
Phone: 408-924-5658
Office Location: DMH 232
Office Hours: M, W 12:45-1:15 (and by appointment)

Required Text/Readings

Note: Additional required readings may be added to augment certain topics covered in class.

Text Study Tools Website: http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495506270&token=

Syllabus Policy
Students are responsible for reading and understanding this syllabus in its entirety. Please ask questions if something in the syllabus is unclear. The schedule, topics, policies, and procedures presented within this syllabus will be followed as closely as possible. However, extraneous circumstances sometimes preclude exact adherence to the syllabus. The instructor therefore reserves the right to modify the syllabus as needed. You will be notified of any changes as soon as feasible.

Course Description
According to the SJSU Psychology Department catalog, this course pertains to the “nature, causes, and handling of emotional and personality problems of children.” The authors of your text state that:

This course will focus on major forms of atypical development in childhood and adolescence. These include disorders of behavior, emotion, developmental and learning problems, and problems related to physical and mental health. You will learn about the defining characteristics, associated features, possible causes, theoretical formulations, research evidence, and current approaches to intervention and prevention for a wide range of child and adolescent disorders. We will trace the possible developmental course of each disorder and show how biological, psychological, and socio-cultural factors interact with the child's environment to determine its expression.

Whenever possible, I will augment the text and required readings with additional information such as providing real-life examples to make the topics “come to life.”
**Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will demonstrate competence within each of the following overarching domains:

- Basic characteristics of atypical development in children and adolescents (*What is it?*)
- Symptoms and difficulties associated with broad diagnostic categories as well as specific disorders and their subtypes (*What does it look like?*)
- Major causal theories (e.g., biological, psychosocial, integrative) and conceptual frameworks for defining and understanding developmental disturbances of childhood and adolescence (*What causes it?*)
- Preliminary understanding of the research methods used to study childhood and adolescent disorders (*How do we study it?*)
- Various approaches to assessment (e.g., specific instruments), classification, diagnosis, and treatment (*How do we measure it, understand it, label it, and treat it?*)
- The impact of developmental disturbances on the child, family, and community (*What are the implications?*)
- The interplay among child, family, peer, gender, ethnic, and cultural influences in the development, expression, conceptualization, and treatment of childhood disorders (*What factors affect it?*)
- Current research findings on approaches to prevention and intervention, including short- and long-term outcomes (*What works in preventing and treating it?*)
- Risk and protective factors and effective coping strategies in some children despite adversity (*What contributes to its onset or prevention?*)
- Focus on the child, not just the disorder (*Who, not just what?*)
- An overall emphasis on empirically-derived knowledge and evidence-based practices (*What does the research tell us?*)

**Program Learning Outcomes (PLOs)**

Upon successful completion of the psychology major requirements:

**PLO1 – Knowledge Base of Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**PLO2 – Research Methods in Psychology** – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

**PLO3 – Critical Thinking Skills in Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

**PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

**PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Methods of Instruction**

Material relevant to this course will be presented via didactic lectures and discussions as well as through class exercises and small group activities, multimedia presentations, assigned readings, guest speakers, and/or outside resources.

**Methods of Assessment**

Attainment of the above learning objectives will be assessed via informal methods (e.g., observation of class discussions and activities) as well as objective measures (e.g., quizzes, exams, and written assignment).

**Classroom Etiquette**

Please adhere to the same rules of etiquette that would apply in other settings in which others are trying to learn, focus, or attend to something. *Except in cases of genuine emergency*, please do not text, talk on the phone, talk to your classmates during lectures, or be in any other way disruptive to class. You may use your laptop for note taking as long as it does not become distracting to the instructor or your classmates. If you do decide to take notes via an electronic device, please use it *only* for class-related activities. In other words, it is considered impolite and inappropriate to use class time for checking e-mail or surfing the web. If you arrive to class late or must leave early, please enter/exit quietly, through the door that is least disruptive to the class. Please do not in any way mock or ridicule others who ask questions, participate in class, or share examples pertaining to course material. Overall, please be respectful of your instructor and fellow students. We are all entitled to learn in a safe and productive environment. I look forward to making this course enjoyable for you; please do the same for me and your classmates.

**Audio and Visual Recording of Classes**

Common courtesy and professionalism dictates that you notify someone when you intend to record him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your personal study purposes only. Any recordings are the intellectual property of the instructor, which means you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is also intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor-generated material for this course, including but not limited to, lectures, lecture materials or notes, guest or student presentations, class discussions, quiz and exam materials, or any other material assigned within this course.
Students must obtain instructor permission at the onset of any class they wish to record. In cases where other students participate in class discussions, those students’ permission must be obtained as well. It is up to the instructor’s and students’ discretion whether class sessions may be recorded.

**Attendance**
Although I will not be taking “roll” at the beginning of each class, students are strongly encouraged to attend class. It will benefit you in that you will have access to information that will not be found in the readings but that will be considered “fair game” on quizzes and exams. (I typically design a portion of quiz and exam questions to reward students who attend class.) But mostly, I am hoping that you will find class in and of itself rewarding. If you miss a class, ask a classmate for the notes; please do not ask me.

**Class Participation**
Class participation is also greatly encouraged. The course material and class presentations/lectures will be far more interesting if students get involved. Although class participation will not be factored in to the 100 total points possible for the course, you can earn extra credit via two different methods for getting involved. Here’s how:

**Method ONE: 3 points extra credit maximum**
- On the first day of class, each student will be given three index cards. Please number them 1, 2, and 3. Bring them to every class.
- Each time you ask a question, make a comment or observation, or otherwise get involved (e.g., participate in a demonstration) in class, please write your full name, the date, and a brief description of your participation (e.g., “I asked a question about ADHD.”) on one of the cards. Please note, questions and comments must be thoughtful, respectful, and legitimate and must pertain to the topic at hand. In other words, questions that pertain to logistical issues (e.g., “How many items are on the midterm?”) will NOT count. In addition, activities in which the whole class is expected to participate (e.g., small group activities) will not count.
- Submit your card to me at the end of class on the same day on which you participated. Cards will NOT be accepted “after the fact.”
- Only one card may be submitted per student per class. In other words, each card must be from a separate day. However, you are encouraged to ask more than one question or make more than one comment within any given class period if you have legitimate interests in a particular topic. Likewise, you are encouraged to continue participating in class even after your three cards have been submitted.
- The 0, 1, 2, or 3 points possible (one point per card submitted) for class participation will be added to your final grade as “extra credit.” In other words, these points can only help your grade and cannot hurt it. This will be especially important for students whose final scores fall on the “border” of two grades. For instance, with 3 extra credit points, a B+ might become an A-.  

**Method TWO: 3 points extra credit maximum**
- Students will be given the opportunity to serve as “discussion leader” each week. Up to three (maximum) students may be discussion leaders on the same day if a topic is of
particular interest to more than one person. Please notify me in advance if you would like
to lead and stimulate discussion for a particular chapter or topic.

• When you are the discussion leader, you must come to class prepared, having read the
relevant chapter, and with at least THREE insightful, thought-provoking, conversation-
stimulating questions or comments for the class. These must be based on an outside
source (e.g., an empirical article, brief video, current event, news segment, newspaper
article, etc.) that pertains to the topic and must augment the chapter material. For
instance, if you are the discussion leader for the week that we cover ADHD, you might
review/discuss an article pertaining to the controversy surrounding medication as a
treatment for this population. In other words, you cannot just reiterate the material from
the text- bring in something new.

• The class will then discuss this issue, led by the discussion leader. This is worth THREE
extra credit points for the discussion leader, all of which will be earned within one class
session. As above, these points will be added to your final grade and can only help it.

• If you need any assistance in choosing material for discussion or determining its
appropriateness, please ask me for help.

Grading Elements

• Quizzes: 25% of final grade.
There will be 12 quizzes total (denoted by Qs in Course Schedule), with the 2 lowest quiz
scores dropped. Quizzes will consist of multiple choice, short answer, matching, and/or fill-in
items. They will also sometimes include “bonus” items that will be designed to reward
students who come to class. Because you will be allowed to drop 2 quiz scores, no makeup
quizzes will be allowed, NO EXCEPTIONS. It is thus strongly recommended that you use
these drops only for emergency situations. Quizzes might be given at the beginning or end of
class. If you miss a quiz due to coming to class late or leaving class early, you will not be
permitted to take the quiz, NO EXCEPTIONS.

• Midterm Exam: 25% of final grade.
The midterm will cover all material up to the exam date. It will include multiple choice
items, and it might also include one or more “bonus” items in short essay format.

• Article Review: 25% of final grade.
You will write a brief summary of one empirical article-assignment described within this
syllabus following the Course Schedule.

• Final Exam: 25% of final grade.
The final exam will not be cumulative. It will cover all material following the midterm exam
and will be in the same format.

• Extra Credit: Up to 3 potential extra points toward final grade.
You will receive extra credit points for class participation as outlined within this syllabus
above. No other extra credit opportunities will be given, NO EXCEPTIONS.
Grading Structure
The grading structure for this course, out of 100 points possible, is as follows:

- A = 94-100
- A- = 90-93
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- D+ = 67-69
- D = 60-66
- F ≤ 59%

Notes on Assessment- and Grade-Related Responsibilities and Conduct
All quizzes and exams will cover material presented in the text as well as material discussed in class. Not all material in the text will be discussed in class, and some of the class lectures will include material that is not mentioned in the text. Therefore, in order to do well in this course, you must read as well as come to class. We will have a review day on the class session immediately preceding each exam. Please come to class prepared with questions pertaining to the exam.

Students are responsible for bringing all test-related materials to class. These include Scantron forms (which will be announced at least one class session prior to the exam), pens (for quizzes) and pencils (for exams).

To protect students’ privacy, scores and grades will not be posted under students’ names, social security numbers, or other identifying information. On the first day of class, please provide me with a 4-digit “code number” that I will use to post grades. Do not use any number that would identify you in any way. Please write your code number down for your own records so you will not forget it!

Within this course, students who come to class more than 10 minutes late on an exam day will not be permitted to take the exam. You may not use the restroom or leave the room for any other reason during an exam. You may not use your phone or any other electronic device during an exam. Use common sense: do not do anything that would make me suspect cheating of any kind. See the university policy on academic integrity below.
UNIVERSITY POLICIES

Academic Integrity
Your commitment to learning is evidenced by your enrollment at SJSU, and the university’s Academic Integrity Policy (http://www.sjsu.edu/senate/S07-2.pdf) requires you to be honest in all your coursework. Instances of academic dishonesty will not be tolerated. Infractions of academic integrity include, but are not limited to: cheating, plagiarism (representing another’s work as your own), using a surrogate for test-taking, submitting unoriginal work, using old tests or quizzes to study, consulting with other students who have already taken an assessment, submitting work in two courses simultaneously, submitting work from a previous course, etc. Any such infraction will be reported to the Office of Student Conduct and Ethical Development (http://www.sa.sjsu.edu/judicial_affairs/index.html) and will result in a failing grade as well as sanction by the university.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Diversity
Consistent with the goals of SJSU, this course will aim to promote “multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.” Let us all learn from one another and our cultural diversity. Disrespect of others’ cultural identities will not be tolerated in this class.

Dropping and Adding
Students are responsible for understanding the policies and procedures about adding/dropping courses, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.
ADDITIONAL RESOURCES

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 of the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 of Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no appointment is required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

King Library Tutorials
Some excellent resources for students who are required to write scholarly papers are the tutorials offered online through the King Library. Visit the link below and explore the page and all the resources available to you. You will find information on how to locate books and articles for your research, searching databases, selecting and evaluating sources, and even how to avoid plagiarism.
http://libguides.sjsu.edu/tutorials
# PSYCHOLOGY 142: CHILD PSYCHOPATHOLOGY
(PSYC 142, SECTION 1)

## FALL 2012

**COURSE SCHEDULE***

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date</th>
<th>Topic(s)</th>
<th>Readings**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 08/20/12</td>
<td>No Class: Preinstruction Day</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>W 08/22/12</td>
<td>Introduction to Course</td>
<td>Course Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>M 08/27/12</td>
<td>Introduction to Normal and Abnormal Behavior in</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>W 08/29/12</td>
<td>Children and Adolescents</td>
<td></td>
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<tr>
<td>3</td>
<td>M 09/03/12</td>
<td>No Class: Labor Day</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td>W 09/05/12</td>
<td>Theories and Causes</td>
<td></td>
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<tr>
<td>4</td>
<td>M 09/10/12</td>
<td>Research</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td>W 09/12/12</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>M 09/17/12</td>
<td>Assessment, Diagnosis, and Treatment</td>
<td>Chapter 4</td>
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<td></td>
<td>W 09/19/12</td>
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<tr>
<td>6</td>
<td>M 09/24/12</td>
<td>Attention-Deficit/Hyperactivity Disorder (ADHD)</td>
<td>Chapter 5</td>
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<td></td>
<td>W 09/26/12</td>
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<tr>
<td>7</td>
<td>M 10/01/12</td>
<td>Conduct Problems</td>
<td>Chapter 6</td>
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<td>W 10/03/12</td>
<td></td>
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<tr>
<td>8</td>
<td>M 10/08/12</td>
<td>Anxiety Disorders</td>
<td>Chapter 7</td>
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<td>W 10/10/12</td>
<td></td>
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<tr>
<td>9</td>
<td>M 10/15/12</td>
<td>Midterm Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
</tr>
<tr>
<td></td>
<td>W 10/17/12</td>
<td>MIDTERM EXAM</td>
<td>Chapters 1-7</td>
</tr>
<tr>
<td>10</td>
<td>M 10/22/12</td>
<td>Mood Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td></td>
<td>W 10/24/12</td>
<td>FIRST PAGE OF ARTICLE DUE</td>
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<tr>
<td>11</td>
<td>M 10/29/12</td>
<td>Intellectual Disability (Mental Retardation)</td>
<td>Chapter 9</td>
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<tr>
<td></td>
<td>W 10/31/12</td>
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<tr>
<td>12</td>
<td>M 11/05/12</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 10</td>
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<tr>
<td></td>
<td>W 11/07/12</td>
<td>Childhood-Onset Schizophrenia</td>
<td></td>
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<tr>
<td>13</td>
<td>M 11/12/12</td>
<td>No Class: Veteran’s Day observed</td>
<td>Chapter 11</td>
</tr>
<tr>
<td></td>
<td>W 11/14/12</td>
<td>Communication and Learning Disorders</td>
<td></td>
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<tr>
<td>14</td>
<td>M 11/19/12</td>
<td>Health-Related and Substance Use Disorders</td>
<td>Chapter 12</td>
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<tr>
<td></td>
<td>W 11/21/12</td>
<td>ARTICLE REVIEW DUE</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>M 11/26/12</td>
<td>Eating Disorders and Related Conditions</td>
<td>Chapter 13</td>
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<tr>
<td></td>
<td>W 11/28/12</td>
<td></td>
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<tr>
<td>16</td>
<td>M 12/03/12</td>
<td>Child Maltreatment and Non-Accidental Trauma</td>
<td>Chapter 14</td>
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<tr>
<td></td>
<td>W 12/05/12</td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>M 12/10/12</td>
<td>Final Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
</tr>
<tr>
<td></td>
<td>W 12/12/12</td>
<td>FINAL EXAM: 12:15-2:30 p.m.</td>
<td>Chapters 8-14</td>
</tr>
</tbody>
</table>

*As previously indicated, this schedule is subject to change at the instructor’s discretion. Students will be given as much notice as possible when any changes are to be made.

**Listed readings should be completed prior to the class session to which they pertain. A quiz given on any date will include material from the reading listed for that date. All listed chapters are from your required text. Additional readings may be assigned and will be distributed in class or accessed online.
PSYCHOLOGY 142: CHILD PSYCHOPATHOLOGY
(PSYC 142, SECTION 1)

FALL 2012
ARTICLE REVIEW ASSIGNMENT

Description
We will cover many issues and topics pertaining to child psychopathology in this course. These range from descriptions of specific disorders to theories about their causes to prevention and treatment and much more. There is a nearly infinite amount of information about each of these topics, and it is beyond the scope of this course to cover all of them with great specificity. You are encouraged to use this assignment to learn more about a topic in which you have particular interest. This might be a study examining a treatment for a specific disorder, a description of an assessment tool, or any other relevant topic.

This assignment is intended to foster critical thinking skills with respect to a relevant issue or topic in the area of child psychopathology. It is also designed to promote APA-style writing skills.

Additional details pertaining to this assignment:

1. Each student must submit a written review of ONE peer-reviewed, scholarly article published in a peer-reviewed, scholarly journal (i.e., NOT your text book, and NOT an internet source). If you need a refresher on what constitutes a scholarly, peer-reviewed article, watch the brief video here: http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles

2. The body of the summary should be 1-2 pages MAXIMUM. (Including the title page and References page, the total assignment should be 3-4 pages MAXIMUM.)

3. You will be provided with a template for this assignment. Please follow it closely. You will also be provided with a checklist of the elements that should be included in your paper and on which your score will be based.

4. The format for this review must be in APA format including an APA-style title page, a brief review of the article, and an APA-style References page.

5. Each student must submit (to the instructor) the first page of the article that he or she has chosen by the date indicated on the Course Schedule. I will provide feedback on the appropriateness of your chosen article.

6. You must submit a hard copy of your review in class on the due date listed in the Course Schedule. Electronic copies will not be accepted. Five points will be deducted for each class session that a paper is late.

7. If you would like feedback on your summary prior to submitting your final draft, please arrange to meet with me during office hours for assistance.
Grading Structure for the Article Review

1. Technicalities/Mechanics (20%):
   a. APA style (e.g., title page, References, spacing, etc.)
   b. Spelling, grammar, punctuation
   c. Overall organization (e.g., appropriate paragraph length, transitions, etc.)
   d. Appropriate writing style (APA, formal voice)
   e. Adherence to assignment specifications (e.g., followed components, page limits, etc.)

2. Overview/Summary (40%):
   a. Give a brief overview of your article. For example, what was the intent of the study? Give a brief description of the methodology. What were the results and conclusions?

3. Analysis/Opinion (40%):
   Now that you have described the findings of your article, discuss your own opinion on the topic. For instance, discuss the article with respect to the learning objectives outlined within this syllabus (e.g., theory, research, implications, cultural and other factors, treatment and prevention, etc.).
   a. In your opinion, what were the strengths and weaknesses of your article? Do you agree with the authors’ position?
   b. How is this topic relevant to the field of child psychopathology? What can we learn from it, and what more do we need to learn based on what we already know and do not know?
   c. What did you learn from researching this topic and the article you chose in particular? What was interesting or not interesting about this topic and article? Why did you choose this topic?