San José State University  
Department of Psychology  
Psyc 142 (3) Child Psychopathology  

Section 41460, Fall Semester 2016  

Instructor: Naomi Wagner, Ph.D  
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Office Hours:  
• MW 08:45-10:30 AM CL #140  

Class Days/Time: MW 07:30-08:45  
Classroom: Duncan Hall # 318  
Prerequisites: PSYC 100  

Important message: I will NOT be in school on Monday, October 3, 2016, and on Wednesday, October 12, 2016  

Course Description:  
“Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences throughout; The course focuses on DSM5 classifications, adaptive and maladaptive behaviors, risk and protective factors within the child, family and environment and developmental models.”
Course Content Learning Objectives:

Upon successful completion of this course, students will be able to:

- **LO1**: Students will be aware of the special features associated with the presentation of psychological disorders in children and adolescents (e.g. the concerns regarding the child are presented through the lenses of the adult making the referral; some childhood problems take time to gradually unfold, etc.).
- **LO2**: Students will become aware of the impact of ethno-cultural beliefs, values, and practices on the conceptualization and expression of behavioral disorders in children, as well as of the impact of poverty and economic disadvantage on the well-being of children and adolescents.
- **LO3**: Students will be able to identify the types of information needed to be collected and assessed in order to make a diagnosis.
- **LO4**: Students will be familiar with the DSM-5 criteria for diagnosis of the major childhood psychological disorders, and will be able to provide diagnosis and differential diagnosis for hypothetical vignette cases.
- **LO5**: Students will understand the complexity associated with issues of etiology, and will be familiar with the current status of the major etiological models and the interactions among them.
- **LO6**: Students will be familiar with criteria that distinguish variations of normal development from deviations from normal development, as they apply to the understanding of childhood disorders.

GE Learning Objectives:

The GE Writing Requirement is met through the weekly writing assignments that are posted on the instructor’s website.

GE learning Outcomes

Upon the completion of this course students should be able to demonstrate

- GELO 1 A broad understanding of issues related to the social sciences
- GELO 2 An ability to communicate ideas effectively both in speaking and in writing
- GELO 3 The capacity for critical and creative thinking;
- GELO 4 The ability to assess information
- GELO 5 The ability for creative and critical thinking
Class activities linked to these outcomes are:

• The identification of the main questions asked by researchers in this area
• The examination of the multiple explanations provided to the questions
• The exploration of yet unknown issues waiting for future research
• Measurement of the course learning outcomes will be achieved via analysis of clinical vignettes for each disorder, midterms, and a cumulative final exam.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirement:

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

Textbook (required):
Cengage Learning.

The book has a companion website for students that give you quizzes, flashcards, and other resources. Log in to Cengage Learning, go to the book and click on Student Resources.
Canvas, Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, chapter lecture notes, major assignments or handouts and study guides are posted on Canvas learning management system course website. To access it, go to: https://instructure.com
Use your SJSUOne login and password.
You are responsible for regularly checking the announcements section to learn of any updates.
Everything is also posted on my faculty web page at http://www.sjsu.edu/people/naomi.wagner/

Classroom Protocol:
This course is based on the active participation of the student, and the main requirement is READING and ATTENDANCE. You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from ALL the parts of the unit. We will cover one chapter per week, and follow the sequence of the textbook, chapter-by-chapter. Some parts of the chapters will be skipped, please see reading list below.

Review sessions: Approximately every two weeks we will have a review session for the previously studied material. We will divide into groups, led by students. Your participation is highly encouraged.

The best way to contact me is via e-mail. In the subject line please specify the title of the class. If you leave a phone message, speak slowly and clearly, and when you leave a phone number speak VERY clearly, and repeat the number.

Attendance:
Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.
If you hold a full time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half. Cramming before the test has not been very effective for most students. As you read, take notes and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies. Chapter summaries are posted on my website (see address above).
NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

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.

Distractions:
You cannot surf the Internet, text-message, check your messages or respond to cell-phone during class.

Teacher Availability:
Do not hesitate to e-mail me or to come by with questions. If you have not done so well on any of the tests, please come to see me ASAP, in order to go over test questions that you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.

Dropping and Adding:
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Extra Credit:
Please note that I do not give extra-credits. You mastery of the subject matter as measured on the exams is the factor that counts.

Assignments: At the conclusion of each chapter the student will respond to the Chapter review Questions that are posted on Canvas and on the Instructor’s website. These assignments are designed to enable the student to process the information more efficiently and to retain it better. They cover main concepts and issues related to these concepts. We are going to dedicate about 20 minutes in class to go over these review questions, and your class Participation is important.
Exams:
We will have 3 midterms and a final. Each midterm will consist of 50 multiple-choice questions. The questions are factual (specific information), conceptual (assigning a concept to a scenario), and applied (use the information to offer solution to a problem). Each midterm will cover about 3 to 4 chapters. Please bring a scantron (#882) and a pencil. The final will include 100 multiple-choice questions and will be selectively cumulative; that is, it will cover the central themes for each topic studied (you will receive a study guide).

Analysis of a Vignette (Clinical Case Study):

You will be presented with a fictional clinical case of a girl who is referred to a psychologist because of concerns about her behavior. On Canvas and my website you will find an outline within which to organize your thoughts and ideas about this girl. The vignette response paper is an opportunity for students to apply the knowledge they have gained in the course to a fictitious clinical case. The case provides an opportunity to express and develop knowledge about cultural issues, ethics, treatment planning, diagnostic issues, and more. Writing on the vignette should begin by mid semester and will take a considerable amount of time.

You MUST follow the instructions for the write-up as they appear on the assignment.
This is a scholarly assignment, but you are allowed to talk in the first person, assuming this is your client. However, keep the language more formal and professional. This is how you would talk about your own clients as a psychotherapist.
This vignette assignment will be turned in toward the end of the semester and will be submitted online only (Canvas), not as a hard copy in person.

Due Date is: November 30, by 10:30 PM. Late assignments will NOT be accepted

Grading:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Points Available</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>First midterm</td>
<td>50</td>
<td>18</td>
</tr>
<tr>
<td>Second midterm</td>
<td>50</td>
<td>18</td>
</tr>
<tr>
<td>Third midterm</td>
<td>50</td>
<td>18</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>36</td>
</tr>
<tr>
<td>Vignette Paper</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>275</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The grading scale:

- **A+** 96-100
- **A** 93-95
- **A-** 90-92
- **B+** 87-89
- **B** 83-86
- **B-** 80-82
- **C+** 77-79
- **C** 73-76
- **C-** 70-72
- **D+** 67-69
- **D** 63-66
- **D-** 60-62
- **F** <60

**Exam Dates:**

- **Exam 1:** Wednesday, September 28, 2016
- **Exam 2:** Wednesday, November 2, 2016
- **Exam 3:** Wednesday, December 7, 2016
- **Final:** Tuesday, December 20, 2016, 07:15-09:30

**Make up exams:**

Please note exam dates and plan your trips and events accordingly. You will be allowed to reschedule an exam ONLY upon the presentation of documented medical reason, or if you have a mandatory, documented school activity.

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**University Policies**

**Academic integrity**

Students should know that the University’s [Academic Integrity Policy](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf) is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. 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. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

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 DRC (Disability Resource Center) to establish a record of their disability.

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. Additional computer labs may be available in your department/college. 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 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.
SJSU Writing Center

The SJSU Writing Center is located in Room 126 in 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 reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
# PSYC 142 (2) Section 42574  Child Psychopathology

## Fall 2016 Course Schedule

The list presents the sequence of topics. The actual schedule is subject to change with fair notice announced in class. The page numbers are based on the recent edition (6th) of the textbook. If you have a previous edition please make sure to identify the corresponding pages in your own textbook.

### Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 24</td>
<td><strong>Introduction</strong>: Chapter 1 pp. 2-3; 11-17; table 1.1</td>
</tr>
<tr>
<td></td>
<td>Aug 29</td>
<td>Cont-d</td>
</tr>
<tr>
<td>2</td>
<td>Aug 31</td>
<td><strong>Theories and causes</strong> Chapter 2: pp. 28-47</td>
</tr>
<tr>
<td></td>
<td>Sep 5</td>
<td>No school Labor Day</td>
</tr>
<tr>
<td>3</td>
<td>Sep 7</td>
<td>Chapter 2 cont-d</td>
</tr>
<tr>
<td></td>
<td>Sep 12</td>
<td>Chapter 2 cont-d</td>
</tr>
<tr>
<td>4</td>
<td>Sep 14</td>
<td><strong>Chapter 4: Only classification and diagnosis pp. 102-109</strong></td>
</tr>
<tr>
<td></td>
<td>Sep 19</td>
<td>Chapter 4 cont-d</td>
</tr>
<tr>
<td>5</td>
<td>Sep 21</td>
<td><strong>Chapter 5: Intellectual Disability</strong> pp. 125-149</td>
</tr>
<tr>
<td></td>
<td>Sept 26</td>
<td>Chapter 5 cont-d</td>
</tr>
<tr>
<td>6</td>
<td>Sept 28</td>
<td><strong>Midterm 1: Assigned sections in above chapters 1,2,4,5</strong></td>
</tr>
<tr>
<td></td>
<td>Oct 3</td>
<td>Oct 3 No Class teacher out</td>
</tr>
<tr>
<td>7</td>
<td>Oct 5</td>
<td><strong>Chapter 6: Autism and COS</strong> The whole chapter</td>
</tr>
<tr>
<td></td>
<td>Oct 10</td>
<td>Autism chapter 6 cont-d</td>
</tr>
<tr>
<td>8</td>
<td>Oct 12</td>
<td><strong>NO class teacher out</strong></td>
</tr>
<tr>
<td></td>
<td>Oct 17</td>
<td>Autism chapter 6 cont-d</td>
</tr>
<tr>
<td>9</td>
<td>Oct 19</td>
<td>Autism Chapter 6 cont-d</td>
</tr>
<tr>
<td></td>
<td>Oct 24</td>
<td><strong>Chapter 8: ADHD</strong> pp. 229-237; 245-240; 250-257; table 8.3</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
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</tr>
<tr>
<td>10</td>
<td>Oct 26</td>
<td>ADHD chapter 8 cont-d</td>
</tr>
<tr>
<td></td>
<td>Oct 31</td>
<td>ADHD Chapter 8 cont-d</td>
</tr>
<tr>
<td></td>
<td>Nov 2</td>
<td>Midterm 2 sections from chapters 6 and 8</td>
</tr>
<tr>
<td></td>
<td>Nov 7</td>
<td>Chapter 9  Conduct Disorders pp. 268-280; pp. 289-296</td>
</tr>
<tr>
<td>12</td>
<td>Nov 9</td>
<td>Conduct chapter 9 cont-d</td>
</tr>
<tr>
<td></td>
<td>Nov 14</td>
<td>Conduct chapter 9 cont-d</td>
</tr>
<tr>
<td>13</td>
<td>Nov 16</td>
<td>Chapter 10 depression and Bipolar pp. 311-323; 332-354</td>
</tr>
<tr>
<td></td>
<td>Nov 21</td>
<td>Depression chapter 10 cont-d</td>
</tr>
<tr>
<td>14</td>
<td>Nov 23</td>
<td>Chapter 10 cont-d</td>
</tr>
<tr>
<td></td>
<td>Nov 28</td>
<td>Chapter 11: Anxiety and OCD; The whole chapter</td>
</tr>
<tr>
<td>15</td>
<td>Nov 30</td>
<td>Anxiety chapter 11 Con-d</td>
</tr>
<tr>
<td></td>
<td>Dec 5</td>
<td>Anxiety chapter 11 cont-d</td>
</tr>
<tr>
<td>16</td>
<td>Dec 7</td>
<td>Midterm #3: chapters 9, 10 specified by page numbers</td>
</tr>
<tr>
<td></td>
<td>Dec 12</td>
<td>Review for final</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>Final: Tuesday, December 20, 2016, 07:15-09:30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The chapters for exam 3 are NOT in the final.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 11 will be on the Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You will receive a study-guide</td>
</tr>
</tbody>
</table>