Course Description (SJSU Catalog)
Nature, causes and handling of emotional and personality problems of children.

Course Prerequisites
PSYC 001 – General Psychology.

Course Objectives
The course focuses on the integration of theory, etiology, research, treatment, and prevention of developmental psychopathology. In addition to learning about specific types of abnormal behavior that infants, children, and adolescents experience, the course will also explore how to assess these problems, how to treat these problems, and how to work toward prevention of these problems. Throughout the course, discussions will include a focus on ethical consideration of children and adolescents. In keeping with a focus on the context of children’s and adolescents’ emotional/behavioral problems, issues of gender, race, ethnicity, and socioeconomic status will be considered throughout the course material.

A primary objective of this course is for students to integrate their scholarly learning of the course material with applied aspects of the material. In addition, students will get a chance to integrate their knowledge from other related areas (such as developmental psychology, abnormal adult psychology, sociology, and family systems). Students will have the opportunity to express their learning in written format, as well as through oral discussions in the classroom. Students will be encouraged to develop additional analytical thinking skills by critically evaluating original research in abnormal child psychology and by applying their knowledge of abnormal child psychology to specific case studies and first-person accounts of maladaptive behavior in childhood and adolescence.
Student Learning Outcomes

Students will be able to:

1) identify behavioral abnormalities in children, using an integrative approach
2) formulate treatment options for the children and their families
3) identify diagnostic criteria for disorders of childhood and adolescence.
4) apply sociocultural contexts to gain better understanding of unique circumstances that the child/family is facing, to assist in development of a comprehensive treatment approach.

Required Materials

- Scantron 882 E (green) will be used for exams.

Please Note: In order to make the class lectures and discussions more meaningful, readings should be completed BEFORE the class for which they are assigned. PowerPoint presentations will be provided online in case students wish to take notes directly next to the slides. There will be a great deal of material that is covered in class that is not represented in the PowerPoint slides, so class attendance is necessary.

Course Methods and Procedures

In this course, some lecture-based material will be provided, however my teaching style often encourages and incorporates active participation of students. In-class discussion, small group exercises and interactive activities will be incorporated throughout the semester. PowerPoint slides, videos and other audio-visual aids will be used throughout the course to enhance the student learning experience. Additionally, students will have access to online resources to supplement course material via the course Canvas site.

I expect students to come to class having **read the assigned readings prior to class**, with a winning attitude and willingness to give their best efforts in class. It has been my experience that students who are prepared for class, tend to retain more information than those who do not read beforehand. Attending class regularly gives students the opportunity to review and analyze material in a number of ways, which typically enhances their overall learning success.

Course Requirements and Evaluation

There are two components that will allow evaluation of your work in this course.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Exams – 4 exams (40 points each)</td>
<td>160 points</td>
</tr>
<tr>
<td>Case studies /in-class activities - 4 cases (10 points each)</td>
<td>40 points</td>
</tr>
<tr>
<td><strong>Total Grade</strong></td>
<td><strong>200 points</strong></td>
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</table>

Exams

Course exams will consist of multiple choice, short answer, and essay questions. The exam will cover all chapters, cases, lectures, videos, and classroom activities up to that date. The primary purpose of this exam is to verify your mastery of the course material. The focus will be on integration of course concepts, rather than simple presentation of memorized concepts.
Case studies / In-class activities

To enhance the student learning experience, students will have the opportunity to participate in small group activities during class. **Students must be in attendance during class in order to receive credit.** An example of an in-class activity might be reviewing a case study and working with group members to develop a treatment plan for that case. All students are expected to contribute to the final product submitted.

Grading Policy

**This is a points-based course.** Students will be assigned a letter grade according to the total points attained during the semester. Grades will not be rounded up. Except in the event of clerical error, all grades are final. **There is no extra credit in this course.**

In accordance with university regulations, plus and minus grading will be used in this course. A grade of incomplete can only be awarded when there is a legitimate reason (e.g., illness, documented death in the family) and if a small portion of the student’s work is incomplete and when the student is otherwise earning a passing grade.

**Total Grade: 200 points max.** The table below illustrates point minimums for each letter grade. There is no extra credit allowed in this course.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>194</td>
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<tr>
<td>A</td>
<td>186</td>
</tr>
<tr>
<td>A-</td>
<td>180</td>
</tr>
<tr>
<td>B+</td>
<td>174</td>
</tr>
<tr>
<td>B</td>
<td>166</td>
</tr>
<tr>
<td>B-</td>
<td>160</td>
</tr>
<tr>
<td>C+</td>
<td>154</td>
</tr>
<tr>
<td>C</td>
<td>146</td>
</tr>
<tr>
<td>C-</td>
<td>140</td>
</tr>
<tr>
<td>Credit</td>
<td>140 or better</td>
</tr>
<tr>
<td>No Credit</td>
<td>139 or less</td>
</tr>
<tr>
<td>D</td>
<td>126</td>
</tr>
<tr>
<td>D-</td>
<td>120</td>
</tr>
<tr>
<td>D</td>
<td>119</td>
</tr>
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Course Policies

**Office Hours and Email**

- I will be in the office, CLARK 140, but I do not have a permanently assigned work cubicle space. Please send me an email if you plan to visit office hours, so I can know to expect you and help you locate me.
- I expect students to come to office hours as soon as they realize they are having difficulty in the class.
- I will do my best to reply to your emails within 48 hours (during the week). Please use proper decorum when sending emails and let me know which class you are in:
  - Subject line: “SJSU – PSYC 142 - grading question”
  - Dear Professor Tinson:

**Late and Missed assignments**

Students must be present to earn points for in-class activities. If an emergency arises (that is unexpected and documented in writing by the appropriate professional), I will work with the student to ensure that the student is not penalized for the emergency. The documentation will be verified before the student is allowed such arrangement.
Missed exams
If you miss an exam for a serious, documented, and verifiable reason, the student may arrange for a make-up exam. The makeup exam must be taken within 7 days of returning to campus. This option can only be used once.

Recording
Unless preapproved as disability accommodation, audio/video recording of any kind in this class is prohibited.

Classroom Behavior Policy
The following behavior and decorum guidelines will be used for our course.
1. Please be respectful of the instructor and the students around you, by avoiding side conversations and other behavior that can be considered disruptive.
2. I request that students hold class discussions in strict confidence and do not share confidential information about others’ experiences outside of the classroom.
3. Please turn cell phones off, including disabling of all alarms or other electronic noises during class. No texting, social media or web surfing during class.
4. If you are running late to class, just come in as soon as possible and join us!
5. As we progress through this course, students may experience a variety of emotions, related to course content. I will do my best to address any tension or other feelings that may arise. It is important that we all make a commitment to keeping this a safe learning environment for all. In cases of strong disagreement, I ask that we “agree to disagree.”
6. Be willing to provide a different opinion, and to listen to others varying viewpoints. (See Diversity policy below)
7. **We are going “old school”** - Unless preapproved as a disability accommodation, no computers are allowed. This includes use of social media, web surfing, etc. from smartphones or tablets, as this distracts other students. Students who violate this policy will be asked to discontinue their use during class.
8. If a behavioral disruption arises, I will ask the student to leave class for the day, and we need to setup a meeting prior to the student being allowed to return to class.
9. Cheating and plagiarism will not be tolerated. University rules regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair, the College Dean Office, and the Office of Student Conduct. (See Academic Integrity Policy below)
10. I expect students to take risks, try hard and do their best. Having a positive attitude will go a long way! Please see me or ask questions in class.

Class policy regarding academic integrity
Each student in this course is expected to conduct themselves with academic integrity. Any work submitted by a student in this course for academic credit will be the student’s own work. You are encouraged to study together to discuss major concepts covered in lecture. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy, or in any other format.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive 0 points for the assignment. Penalties can also be extended to include University disciplinary action.
During examinations, you must do your own work. Talking, discussion and use of notes and electronic devices is not permitted during the examinations; nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in 0 points on the exam and college disciplinary action.

Statement on Diversity and Inclusiveness

I understand and appreciate that we represent a rich variety of backgrounds and perspectives. Therefore, I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all students to:

- share their unique experiences, values and beliefs
- be open to the views of others and honor the uniqueness of other students
- appreciate the opportunity that we have to learn from each other in this class
- value each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature, AND
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the college campus.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

Enrollment Adds will occur as follows:

1. Graduating seniors (with University issued senior verification card)
2. Exchange students and foreign students in first semester at SJSU
3. Upper division psychology majors
4. Open University students
Academic Integrity Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Religious Observances

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling

Mandatory reporting of suspicion of child abuse/neglect

As a mandated reporter, whenever in my professional capacity or within the scope of my employment I have knowledge of or observe a person under the age of 18 years whom I know or reasonably suspect has been the victim of child abuse or neglect, I must report the suspected incident (Penal Code § 11166).
Class Schedule

The schedule is subject to change to accommodate guest speakers and student needs. Substantive changes will be announced in class and distributed via email to students.

<table>
<thead>
<tr>
<th>Week &amp; Class Date</th>
<th>Class topics</th>
<th>Readings due</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Tuesday 6/7/16</td>
<td><strong>Course Overview</strong>&lt;br&gt;  - Syllabus review&lt;br&gt;  - Attendance, Enrollment adds&lt;br&gt; <strong>Introduction to Abnormal Child Psychology</strong>&lt;br&gt;  - The field of developmental psychopathology&lt;br&gt;  - Historical perspectives&lt;br&gt;  - Introduction to the DSM – Diagnostic &amp; Statistical Manual of Mental Disorders&lt;br&gt;  - Overview of Risks and Protective Factors</td>
<td>Review the Syllabus&lt;br&gt; Chapter 1</td>
</tr>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;Thursday 6/9/16</td>
<td><strong>Ways to Help Children and Career Options</strong>&lt;br&gt;  - Nonprofessionals and Paraprofessionals&lt;br&gt;  - Careers in psychology, social work, medicine, judicial justice system &amp; prevention</td>
<td>Chapter 15</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Tuesday 6/14/16</td>
<td><strong>Theories of understanding abnormalities in Children and Adolescents</strong>&lt;br&gt;  - Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models <em>(Case Study)</em>&lt;br&gt; <strong>Therapeutic Interventions with Children, Adolescents, and Families</strong>&lt;br&gt;  - Psychodynamic therapies, Behavioral therapies, Cognitive-behavioral therapies, Family systems therapies, Psychopharmacological interventions&lt;br&gt;  - Effectiveness of therapeutic interventions–evidence-based treatments&lt;br&gt;  - Prevention programs that work</td>
<td>Chapter 2</td>
</tr>
<tr>
<td><strong>Week 2</strong>&lt;br&gt;Thursday 6/16/16</td>
<td><strong>EXAM 1 will cover Chapters 1, 2, 15</strong> <em>(9:15am – 10:30pm)</em>&lt;br&gt; <strong>Research Methods in the Study of Developmental Psychopathology</strong>&lt;br&gt;  - Research designs&lt;br&gt;  - Ethics of research&lt;br&gt; <strong>Assessment of Children, Adolescents, and Families</strong>&lt;br&gt;  - Multiaxial assessment of children and adolescents&lt;br&gt;  - Interviews, behavioral assessment, checklists and rating scales <em>(Case Study)</em>&lt;br&gt;  - Personality inventories, Family assessment, Educational assessment, Neuropsychological testing</td>
<td>Chapter 3&lt;br&gt; Chapter 4</td>
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<tr>
<td>Week &amp; Class Date</td>
<td>Class topics</td>
<td>Readings due</td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;<strong>Tuesday 6/21/16</strong></td>
<td>Safety, Risks, Protective Factors and Prevention&lt;br&gt;• Characteristics within the child, family, community and culture/society&lt;br&gt;• Child physical abuse, sexual abuse&lt;br&gt;• Child psychological maltreatment&lt;br&gt;CANRA - law/ethics&lt;br&gt;• California child abuse/neglect reporting requirements</td>
<td>Chapter 5&lt;br&gt;Chapter 6</td>
</tr>
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<td><strong>Week 3</strong>&lt;br&gt;<strong>Thursday 6/23/16</strong></td>
<td><strong>EXAM 2 will cover Chapters 3, 4, 5, 6</strong>&lt;br&gt;(9:15am – 10:30pm)&lt;br&gt;Pediatric Psychology and Health Psychology&lt;br&gt;• The field of pediatric psychology&lt;br&gt;Eating disorders and obesity&lt;br&gt;• Anorexia nervosa&lt;br&gt;• Bulimia nervosa&lt;br&gt;• Binge-eating disorder&lt;br&gt;Elimination disorders&lt;br&gt;• Enuresis&lt;br&gt;• Encopresis</td>
<td>Chapter 14&lt;br&gt;(pp. 363-385)</td>
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<td><strong>Week 4</strong>&lt;br&gt;<strong>Tuesday 6/28/16</strong></td>
<td>Depressive disorders, Bipolar disorders and related problems&lt;br&gt;• Major depressive disorder (<strong>Case Study</strong>)&lt;br&gt;• Persistent depressive disorder&lt;br&gt;• Bipolar disorder&lt;br&gt;• Suicide risks in children and adolescents&lt;br&gt;Trauma- and Stressor-Related disorders&lt;br&gt;• Posttraumatic stress disorder&lt;br&gt;• Treatment</td>
<td>Chapter 7&lt;br&gt;Chapter 8&lt;br&gt;(pp. 207-224)</td>
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<tr>
<td><strong>Week 4</strong>&lt;br&gt;<strong>Thursday 6/30/16</strong></td>
<td><strong>EXAM 3 will cover Chapters 7, 8, 14</strong>&lt;br&gt;(9:15am – 10:30pm)&lt;br&gt;Anxiety disorders&lt;br&gt;• Separation anxiety disorder&lt;br&gt;• Selective mutism&lt;br&gt;• Specific phobias&lt;br&gt;• Social anxiety disorder (<strong>Case Study</strong>)&lt;br&gt;• Generalized anxiety disorder&lt;br&gt;Substance Use Disorders and Problems&lt;br&gt;• Alcohol use disorder&lt;br&gt;• Prevention (<strong>Case Study</strong>)</td>
<td>Chapter 8&lt;br&gt;(pp. 194 – 202)&lt;br&gt;Chapter 11</td>
</tr>
<tr>
<td><strong>Week 5</strong>&lt;br&gt;<strong>Tuesday 7/5/16</strong></td>
<td>Attention Deficit/Hyperactivity Disorder (ADHD)&lt;br&gt;• Diagnostic issues, Treatment &amp; Prevention&lt;br&gt;Disruptive and Conduct Disorders and related problems&lt;br&gt;• Oppositional Defiant Disorder&lt;br&gt;• Conduct Disorder &amp; Antisocial Personality Disorder</td>
<td>Chapter 9&lt;br&gt;Chapter 10</td>
</tr>
<tr>
<td>Week &amp; Class Date</td>
<td>Class topics</td>
<td>Readings due</td>
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</table>
| Week 5 Thursday 7/7/16 | Autism Spectrum Disorder  
• Diagnostic issues, treatment and the unknowns  
Specific Learning Disorders and Intellectual Disability  
• Specific learning disorders  
• Intellectual disability | Chapter 12  
Chapter 13 |

| FINAL EXAM | EXAM 4 will cover Chapters 9, 10, 11, 12, 13  
(11:15am – 12:45pm) on Thursday, 7/7/16 | |

**Important University Dates and Deadlines**

- Instruction Begins: 06/06/16
- Last Date to Drop (without W): 06/08/16
- Course Withdrawals (W) begins: 06/09/16
- Last Date to Add: 06/13/16
- Credit/No Credit deadline: 06/13/16
- Independence Holiday: 07/04/16
- Instruction Ends: 07/08/16
- Grades Due from faculty: 07/15/16
- Grades will post to transcripts: 08/23/16