PSYC 142: CHILD PSYCHOPATHOLOGY
Section 01 – Schedule #30198
Summer Session I (June 5 – July 7, 2017)

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Leslye M. Tinson, M.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lecturer of Psychology</td>
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<tr>
<td>Class time:</td>
<td>Monday &amp; Wednesday 1:00 pm – 4:45 pm</td>
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<tr>
<td>Class Location:</td>
<td>Dudley Moorhead Hall, Room 347</td>
</tr>
<tr>
<td>E-mail address:</td>
<td><a href="mailto:Leslye.Tinson@sjsu.edu">Leslye.Tinson@sjsu.edu</a> Please include “PSYC 142” in the subject line</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Wednesday 12:00 – 1:00pm</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Dudley Moorhead Hall, Room 232</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(408) 924 – 6596 – Email is strongly preferred</td>
</tr>
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</table>

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) identify diagnostic criteria for disorders of childhood and adolescence.
3) 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.
4) formulate treatment options for the children and their families.

**Required Materials**

- **We will take exams online during class.** A laptop or rental laptop from the Library will be required.
- Internet access to Canvas website
- **LOCKDOWN BROWSER** – a software program used for the online 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**

The following assignments will be used to evaluate student’s progress in this course.

- 3 exams – 40 points each, 120 points maximum
• 5 in-class or Canvas activities – 10 points each, 50 points maximum
• 1 oral presentation – 15 points
• 1 short paper – 15 points

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. **The exams will be administered during class, but will be taken online using a computer, Canvas login and Lockdown Browser software.**

In – class/Canvas activities
To enhance the student learning experience, students will have the opportunity to participate in individual or small group activities during class or online using Canvas. An example of an in-class activity might be reviewing a case study and providing a written opinion on it, or working with group members to develop a treatment plan for that case. All students are expected to contribute to the final product submitted. **Students must be in attendance during class in order to receive in-class activity credit. No makeup assignments are allowed for missed class participation.**

Oral presentation
Students will select a child/family based organization or non-profit agency to research and will provide a 5-7 minute oral presentation on their findings. The presentation should include information about what services are provided there, and how the organization/agency can be utilized by children and families at risk of behavior and emotional problems. Students will be assigned a date for their presentation. **If the student is absent on the date of oral presentations, they will receive 0 points.**

Current issue short paper
Each student will submit a 2- 3 page short paper that discusses a current issue related to our course material. Students may select any topic of their choice, so long as it relates to our focus of child psychopathology. The analysis may include research on current topics in local news media, a peer-reviewed research article, blog writing or other public media outlet. Examples include: a new treatment for a disorder, controversial treatment, diagnosis concerns, child risk factors, parenting strategies, a high profile child maltreatment case, etc. The student shall incorporate course material to the topic and present a written analysis of the topic. The short paper must use current APA standards (APA 6th edition), including correct format, spelling and grammar, with title page, in-text citations and references page.

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.
Letter grades and percentages on Canvas are not considered official, and all final letter grades submitted to the University Registrar will follow the grading chart below.

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

<table>
<thead>
<tr>
<th>A+</th>
<th>194 points</th>
<th>A</th>
<th>186 points</th>
<th>A-</th>
<th>180 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+</td>
<td>174 points</td>
<td>B</td>
<td>166 points</td>
<td>B-</td>
<td>160 points</td>
</tr>
<tr>
<td>C+</td>
<td>154 points</td>
<td>C</td>
<td>146 points</td>
<td>C-</td>
<td>140 points</td>
</tr>
<tr>
<td>D+</td>
<td>134 points</td>
<td>D</td>
<td>126 points</td>
<td>D-</td>
<td>120 points</td>
</tr>
<tr>
<td>F</td>
<td>119 points or less</td>
<td>Credit</td>
<td>140 points or better</td>
<td>No Credit</td>
<td>139 points or less</td>
</tr>
</tbody>
</table>

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.

**Course Policies**

**Office Hours and Email**

- 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:

**Email etiquette**

- Please be clear on what course you are writing about. I teach several courses at SJSU.
- Please use kind words and a respectful tone in your email. Please do not email me when you are upset or frustrated. Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.
- If your email is disrespectful, I will refer it to the department chair and/or University conduct. I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss the matter in person.

**Late and Missed assignments**

Students must be present to earn points for in-class activities. Those activities cannot be made up, as it involves interaction with the group of students and therefore cannot be simulated later.
Missed exams

If you miss an exam for a serious emergency that is documented and verified, the student may arrange for a make-up exam. Proof of documentation is required. The makeup exam must be taken within 7 days of returning to campus or will receive 0 points. This option can only be used once during the Summer session.

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. Laptops and e-reader use must be for academic use related to PSYC 142 only. Please refrain from use of social media, web surfing, etc. from smartphones or tablets, as this distracts me and 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 use of unauthorized 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.

Enrollment policy

All students who attend must appear on the official class roster. Students will be allowed to add this course if space is available, per the instructor’s discretion based on the following criteria:

1. Graduating seniors with a Senior Verification Card
2. Exchange students and foreign students in their first semester
3. Students who need this class for their degree, or a prerequisite for classes for their degree
4. Other Seniors, Juniors, matriculated students
5. Open University Students

Important University Dates and Deadlines (for our summer session)

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Instruction Begins</td>
<td>06/05/17</td>
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<tr>
<td>Last Date to Drop (without W)</td>
<td>06/07/17</td>
</tr>
<tr>
<td>Course Withdrawals (W) begins</td>
<td>06/08/17</td>
</tr>
<tr>
<td>Last Date to Add</td>
<td>06/12/17</td>
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<tr>
<td>Credit/No Credit deadline</td>
<td>06/12/17</td>
</tr>
<tr>
<td>Independence Holiday</td>
<td>07/04/17</td>
</tr>
<tr>
<td>Instruction Ends</td>
<td>07/07/17</td>
</tr>
<tr>
<td>Grades Due from faculty</td>
<td>07/14/17</td>
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<tr>
<td>Grades will post to transcripts</td>
<td>08/22/17</td>
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University Policies (available online)

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, counseling, etc. You may find all syllabus related University Policies and resources information listed on GUP’s Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

General Expectations, Rights and Responsibilities of the Student

Students are responsible for conducting themselves in accordance with all rules of the University. Policies may be located online.

Academic Integrity Policy

All policies related to plagiarism, cheating and other matters of academic integrity will be followed. Students who violate such policies will receive 0 points on the assignment, and may be subject to additional penalties at the department and University level.

Religious Observances

Please notify me via email by 6/14/17 if there are any scheduled religious holidays that conflict with our class schedule.

Disability Access

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor and are required to register with the AEC office to request accommodations.

SJSU Counseling and Psychological Services

Our course topic may invoke emotions that require professional support. 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. 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).
# What is my grade in the class?

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>YOUR POINTS (Worksheet for your use)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>120 points total (40 points each)</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>40 points</td>
<td></td>
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<tr>
<td>Exam 2</td>
<td>40 points</td>
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<tr>
<td>Exam 3</td>
<td>40 points</td>
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<tr>
<td>In-class/Canvas activities</td>
<td>50 points total (10 points each)</td>
<td></td>
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<tr>
<td>1.</td>
<td>10 points</td>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
<td>10 points</td>
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<td>5.</td>
<td>10 points</td>
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<tr>
<td>Oral presentation</td>
<td>15 points</td>
<td></td>
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<tr>
<td>Short paper - current issue</td>
<td>15 points</td>
<td></td>
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<tr>
<td><strong>Total Grade</strong></td>
<td><strong>200 points</strong></td>
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</tbody>
</table>

See corresponding LETTER GRADE that matches the your total points – Grading Policy, Page 4 of the syllabus.
# Class Schedule – updated 6/5/17

The schedule is subject to change. Substantive changes will be announced in class and posted on Canvas.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>READ BEFORE CLASS</th>
<th>Class topics</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 6/5/17 MON | Chapter 1         | Course Overview  
  - Syllabus review  
  - Attendance, Enrollment adds  
Introduction to Abnormal Child Psychology  
  - The field of developmental psychopathology  
  - Historical perspectives  
  - Introduction to the DSM – Diagnostic & Statistical Manual of Mental Disorders  
  - Overview of Risks and Protective Factors | Review the Syllabus |
| 6/7/17 WED | Chapter 2         | Theories of understanding abnormalities in Children and Adolescents  
  - Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models  
Therapeutic Interventions with Children, Adolescents, and Families  
  - Psychodynamic therapies, Behavioral therapies, Cognitive-behavioral therapies, Family systems therapies, Psychopharmacological interventions  
  - Effectiveness of therapeutic interventions—evidence-based treatments  
  - Prevention programs that work | Childhood object  
In-class group activity on theories |
| 6/12/17 MON | Chapter 3  
Chapter 4 | Research Methods in the Study of Developmental Psychopathology  
  - Research designs  
  - Ethics of research  
Assessment of Children, Adolescents, and Families  
  - Multiaxial assessment of children and adolescents  
  - Interviews, behavioral assessment, checklists and rating scales  
  - Personality inventories, Family assessment, Educational assessment, Neuropsychological testing | In-class activity on clinical assessment |
| 6/14/17 WED | Chapter 5  
Chapter 6 | **EXAM 1: Chapters 1, 2, 3, 4**  
Risks and Protective Factors  
  - Characteristics within the child, family, community and culture/society  
  - Child physical abuse, sexual abuse  
  - Child psychological maltreatment  
  - California child abuse/neglect reporting (CANRA) | Post to Child Abuse discussion forum on Canvas |
<table>
<thead>
<tr>
<th>Class Date</th>
<th>READ BEFORE CLASS</th>
<th>Class topics</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 6/19/17 MON | Chapter 7, Chapter 8 | Depressive disorders, Bipolar disorders and related problems  
- Major depressive disorder  
- Persistent depressive disorder  
- Bipolar disorder  
- Suicide risks in children and adolescents  
Anxiety disorders  
- Separation anxiety disorder  
- Selective mutism  
- Specific phobias  
- Social anxiety disorder  
- Generalized anxiety disorder  
Trauma- and Stressor-Related disorders  
- Posttraumatic stress disorder | Canvas activity on depression  
In-class activity on anxiety disorders |
| 6/21/17 WED | Chapter 14 | EXAM 2: Chapters 5, 6, 7, 8  
Pediatric Psychology and Health Psychology  
- The field of pediatric psychology  
Eating disorders and obesity  
- Anorexia nervosa  
- Bulimia nervosa  
- Binge-eating disorder  
Elimination disorders  
- Enuresis and Encopresis | Canvas activity on eating disorders |
| 6/26/17 MON | Chapter 9, Chapter 10 | Attention Deficit/Hyperactivity Disorder (ADHD)  
- Diagnostic issues, Treatment & Prevention  
Disruptive and Conduct Disorders and related problems  
- Oppositional Defiant Disorder  
- Conduct Disorder & Antisocial Personality Disorder | In-class activity on conduct problems |
| 6/28/17 WED | Chapter 12, Chapter 13 | Autism Spectrum Disorder  
- Diagnostic issues, treatment and the unknowns  
Specific Learning Disorders and Intellectual Disability  
- Specific learning disorders  
- Intellectual disability | CURRENT ISSUE - SHORT PAPER DUE on Canvas |
| 7/3/17 MON | Chapter 15 | Self-exploration day: Explore career options |
| 7/5/17 WED | | Oral presentations day  
EXAM 3 (3:30pm-4:30pm): Ch 9, 10, 12, 13, and 14 | Oral presentation due |