Child Psychopathology

Psyc 142, Section 01, Spring 2018

Instructor: Ellyn Herb
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Email: ellyn.herb@sjsu.edu
Office Hours: Monday, 1:15 to 2:15 p.m.
Class Days/Time: MW 12:00 noon to 1:15 p.m.
Classroom: DMH 356
Prerequisites: Psyc 1

Course Description

Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences. The course focuses on DSM classifications, adaptive and maladaptive behaviors, risk and protective factors within children, their families and their environments.

Course Learning Outcomes (CLO)

Upon successful completion of this course:

CL01: Students will be aware of the specific features associated with the presentation of psychological disorders in children and adolescents

CL02: Students will become aware of the impact of ethno-cultural beliefs, values, and practices on the conceptualization and expression of behavioral disorders in children and adolescents as well as the impact of poverty and economic disadvantage.
CL03: Students will be able to identify the types of information needed to assess and diagnose mental health disorders in children and adolescents, including information from significant other (e.g. parents, teachers).

CL04: Students will be familiar with the DSM-5 criteria for diagnosis of the major childhood psychological disorders and will be able to provide potential diagnoses for hypothetical vignette cases.

CL05: Students will gain knowledge in the research material related to childhood and adolescent psychopathology, including development, deviance, risk and protective factors, and treatment.

Program Learning Outcomes (PLO)
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.

Required Texts/Readings

Textbook:


Note: You can purchase this book Electronically from several sources or buy it hardcover from Sage Publications. The electronic version is about one-half the price!
Other technology requirements / equipment / material

You will need paper/pencil for some classroom activities. Access to Canvas is also required.

University Credit Hour Requirement:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 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.”

Final Examination or Evaluation

There will be a final exam for this course during the exam period scheduled by the University. Details to be discussed in class.

Canvas and E-Campus

Parts of this course will be on Canvas, a part of E-Campus, found on the SJSU web site. You are responsible for regularly checking this site for changes, additions to the syllabus and notes from the instructor.

See http:/www.online.sjsu.edu for more information regarding student use of Canvas. Notes posted on the site are for your use but are not a substitute for attending class.

NOTE: STUDENTS ARE RESPONSIBLE FOR NOTIFYING THE INSTRUCTOR OF ERRORS AND OMISSIONS IN THE GRADE SECTION OF CANVAS. If you are missing a grade or a grade has been recorded incorrectly, students must notify the instructor prior to the end of the semester. Once grades have been posted, no changes will be processed unless a clerical error has been made by the instructor.

Classroom Protocol

This syllabus is subject to change at the discretion of the instructor. You are responsible for assigned reading and participating in classroom discussions. No make-ups for quizzes unless prior arrangement with the instructor. Attendance is not mandatory, but highly encouraged. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you, “missed anything important,” and do not ask the instructor. It is important to mention that those students who regularly attend class tend to do significantly better in the course.
Professional Communication

The best way to contact me is to leave a message on my private practice voice mail. The number is (408) 296-9600. You can also email me at Ellyn.herb@sjsu.edu. I don’t respond to texts from students. Since I teach multiple courses on campus, please communicate the following information when you contact me:

Your full name, course name, section number and phone number where I can reach you. Please don’t use abbreviations (as in texting), as I might not understand what you are trying to say. You do not need to notify me if you will not be in class, however, if you know, in advance, that you will miss a class you can let me know.

NOTE: I do not accept assignments by email unless by prior authorization from the instructor.

Personal Computer (Laptop Use)

You can use your computer to take notes during class, ONLY DURING LECTURES. No electronic devices may be used during experiential activities, showing of videos, student presentations, etc. Please do not surf the net, check your email or otherwise engage in interactive pursuits while in class (playing games!). If you are found to be using the computer inappropriately, particularly if you are disturbing other students sitting around you, you will lose the privilege of using a computer in class for the remainder of the semester.

Classroom Etiquette

1. Please put your cell phone away at the beginning of class.

2. Be polite and respectful to other people in the class, particularly when engaging in classroom discussions. Disrespectful behavior will not be tolerated and will be grounds for dismissal from class.

3. Do not carry on conversations with others during lecture, group presentations, etc. If you have a question or comment, please raise your hand so you can be recognized.

4. All electronic devices must be turned off during class unless you are taking notes or asked by the instructor to access electronics. If you need to make or take an emergency call, let me know, in advance, and please leave the classroom to do so.

5. Texting or surfing the net is not allowed in class at any time, unless directed by the instructor.

6. If you plan to take exams/quizzes through the Accessible Education Center, please remind the instructor at least one week prior to the exam/quiz so that arrangements can be made to get the tests to the center.
Class Participation

In order to create an active learning environment, students are expected to attend class regularly, participate in class discussions, complete in-class assignments and come to class having read the assigned readings.

How does attendance and class participation help?

1. You will hear directly from the instructor about any changes in the course schedule or course requirements.
2. You have the opportunity to network with fellow students, which may be helpful in forming study groups, learning whom to work with on group projects and whom to turn to for notes if you miss a class.
3. Listening to lectures given in class enhances your learning. Research has also shown that taking notes by hand in class enhances learning course material. Even if you read your textbook, underline and take notes while reading, taking notes by hand, in class, can solidify your knowledge and grasp of the material.
4. Your instructor may get to know you better if you participate in class discussions, ask questions and generally become a part of the course climate. This can be helpful when you need special requests. Also, asking and answering questions fosters learning for all students who are present.

SO, PLEASE COME TO CLASS PREPARED TO DISCUSS THE MATERIAL YOU HAVE READ, ASK QUESTIONS AND PARTICIPATE!

In order for the instructor to grade your participation, there are several ways for you to earn class participation points.

1. Use the index cards provided by the instructor to ask a question, make a comment, offer your opinion or give feedback.

   PRINT YOUR NAME AND THE DATE ON THE CARD AND SUBMIT IT THE SAME DAY AS CLASS. This is the only time you can submit participation cards!

2. Submit assignments listed in the syllabus as”PARTICIPATION” on the due date.

Class participation will account for approximately 10% of your grade.

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”Recording Policies
Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

PLEASE NOTE: Recordings of classroom activities (demonstrations, practicing skills, etc.) and copyrighted material (videos) are prohibited. If you wish to record lectures, please ask the instructor for permission prior to the start of the lecture.

Assignments and Grading Policies

1. Class Participation – ability to discuss concepts in class, participating in classroom activities and discussions, demonstrating that you are “present” can be assessed in a variety of ways. Submission of index cards at each class is one way to document that you have participated. See section in syllabus for more complete explanation.

   30 points

2. Quizzes – there will be a total of five quizzes in this class covering lecture material, the textbook, videos shown in class, guest speakers, etc. Quizzes will be given online, on Canvas. Pay attention to the cut-off dates and times of all quizzes and save your answers. Due dates are specified in the schedule below. Quizzes will begin after class, as noted in the schedule. They will be available for a period of 72 hours. Each quiz is 10 questions, 2 points each for a total of 20 points.

   5 quizzes @ 20 pt. each TOTAL = 100 points

3. Group Paper/Project – in a small group, you will research a topic assigned to you; write a paper detailing your findings and present them to the class. Papers should be written in APA format, with Headings, in-text citations and one integrated (from all sources) reference page. Create a Powerpoint presentation that you will use when you present your findings to the class. Put your presentation on a flash drive that you will bring to class so that I can copy it on my desktop. IF YOU
USE GOOGLE DRIVE TO WORK ON YOUR PRESENTATION, PLEASE CONVERT IT POWERPOINT PRIOR TO CLASS. Your paper, presentation and flash drive are due on your scheduled presentation date.

Please indicate the sections that you have completed on the paper so that I can give you an individual grade. Your grade is a combination of both the paper and presentation. See Grading Rubric on Canvas. 60 points

4. Interview Project - To provide a more “hands-on” perspective on course material, you will interview a person with professional and/or personal involvement with child psychopathology and write a paper based on your interview. You may interview one of the following: a child therapist (psychologist, Marriage & Family Therapist, Licensed Social Worker), Special Education Teacher, Behavior Therapist, or a parent of a child who has received mental health services. Note the DUE DATE in the class schedule.

This project will be completed in two steps.
   A. Proposal – name and address of the person you will be interviewing; the area/topic that this person represents, what you hope to learn from this interview and a list of at least 10 questions you will ask this person. I will provide feedback on this section prior to your interview. 10 points

   B. Paper – You will complete a paper providing a brief description of the individual you interviewed, their connection to the material in this course, what you learned from your interview. A grading rubric is on Canvas detailing expectations for this paper. 30 points

5. Experiential Experiments – based on discussions in class, textbook material and lecture, there will be 2 short experiential activities that you will engage in during the semester. You will write about your experiences based on the activity and submit the paper in class or on Canvas.
   a. Autism – spend one entire day avoiding eye contact with everyone you come in contact with. When you can, spend time rocking back and forth in your seat for 10-15 minutes straight or spinning an inanimate object for 10-15 minutes without stopping. Write about your experiences and how other people responded to you.
   b. Learning Disorders – spend an entire day using your non-dominant hand for all essential activities (dressing, eating, writing, texting, etc.) Write about your experiences.

       10 points each paper – 20 points total

6. Vignettes – during class time, using the book and material from lectures, you will create information with a small group regarding a specific diagnosis. The purpose of this assignment is for you to apply new learning and to work cooperatively

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with fellow students. All instructions will be given during class. YOU NEED TO
BRING YOUR TEXTBOOK ON THE DAYS THESE ACTIVITIES ARE
SCHEDULED. 4 Vignettes each at 5 points = 20 points total

7. Final Exam – During the final exam period, you will be placed in a small group,
working with a vignette provided by the instructor. Using the textbook, lecture
notes, etc. your group will obtain a provisional diagnosis, discuss potential risk
factors and protective factors for the specific disorder and suggest treatment
strategies. You will need to bring your textbook, a “Blue Book”, writing
implement and have someone who has legible writing! 40 points

Grading:

Points in the class are as follows:

Class Participation 30 points
Quizzes 5 @ 20 100 points
Group Paper/Project 60 points
Interview Project (total) 40 points
Experiential Experiments 20 points
Vignettes 4 @ 5 20 points
Final Exam 40 points

TOTAL POINTS 310

GRADING SCALE:

A+ = 98-100%
A  = 93-97%
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  = below 60
<table>
<thead>
<tr>
<th>Week/Day/Date</th>
<th>Topic/Readings</th>
<th>Assignments</th>
<th>Activities</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- W 1/24</td>
<td>Syllabus Review</td>
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<tr>
<td>2- M 1/29</td>
<td>Chapter 1 – Science and Practice of Abnormal Psychology</td>
<td>Pg. 2-28</td>
<td>Videos (Bipolar, Immigration, Childhood)</td>
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<tr>
<td>2- W 1/31</td>
<td>Chapter 2 – Causes of Childhood Disorders</td>
<td>Pg. 31-57</td>
<td>Videos (TED, Fetal brain)</td>
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<tr>
<td>3- M 2/5</td>
<td>Chapter 3 – Assessment and Diagnosis of Childhood Disorders</td>
<td>Pg. 60-83</td>
<td>In class interview practice</td>
<td></td>
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<tr>
<td>3- W 2/7</td>
<td>Chapter 4 – Treating Children, Adolescents &amp; Families</td>
<td>Pg. 86-105</td>
<td>Videos (Foster, neurofeedback)</td>
<td>TAKE QUIZ #1 Ch. 1-4 After class</td>
</tr>
<tr>
<td>4- M 2/12</td>
<td>Chapter 5 – Intellectual Disability &amp; Developmental Disorders</td>
<td>Pg. 110-148 Discuss Autism Experiment</td>
<td>Videos (Downs, Fragile X, Lead)</td>
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<tr>
<td>4- W 2/14</td>
<td>Ch. 5 continued</td>
<td></td>
<td>In class VIGNETTES 1</td>
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<tr>
<td>5- M 2/19</td>
<td>Chapter 6 – Autism Spectrum Disorders</td>
<td>Pg. 151-183</td>
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<tr>
<td>5- W 2/21</td>
<td>Ch. 6 continued VIDEO (extra credit)</td>
<td></td>
<td>Autism video</td>
<td>Autism Experiment due</td>
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<td>6- M 2/26</td>
<td>PRESENTATIONS 1. Integration 2. IQ</td>
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<tr>
<td>6- W 2/28</td>
<td>Chapter 7 – Communication &amp; Learning Disorders</td>
<td>Pg. 186-228</td>
<td>Videos (Math, Stuttering)</td>
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<td>7- M 3/5</td>
<td>Ch. 7 continued</td>
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<td>Dyslexia Video In class VIGNETTES 2</td>
<td>TAKE QUIZ #2 Ch. 5-7 After class</td>
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<td>Topic</td>
<td>Pages</td>
<td>Additional Materials</td>
<td>Notes</td>
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<tr>
<td>7- W 3/7</td>
<td>Chapter 8 – Attention Deficit Hyperactivity Disorder</td>
<td>Pg. 232-263</td>
<td>Videos (Dx, Tx)</td>
<td>LD Experiment due</td>
</tr>
</tbody>
</table>
| 8- M 3/12  | **PRESENTATIONS**  
1. Medication  
2. Home Schooling           |           |                                                          | Interview Project Proposal DUE            |
| 8- W 3/14  | Chapter 9 – Conduct Problems in Children & Adolescents                | Pg. 265-299 | Videos (Parenting)                                       |                                            |
| 9- M 3/19  | Chapter 10 – Substance Use Disorders in Adolescence                   | Pg. 301-332 | In class VIGNETTES 3                                     |                                            |
| 9- W 3/21  | **PRESENTATIONS**  
1. Wilderness camps  
2. Spanking                |           |                                                          | **TAKE QUIZ #3** Ch. 8-10 After class      |
| 10- M 4/2  | Chapter 11 - Anxiety & Obsessive Compulsive Disorders                 | Pg. 336-377 | Videos (Phobias, school refusal)                         |                                            |
| 10- W 4/4  | Chapter 12 – Trauma Related Disorders & Child Maltreatment            | Pg. 380-418 | Videos (Legal, Reactive Attachment)                      |                                            |
| 11- M 4/9  | **VIDEO** (extra credit)                                             |           | Video on Invisible Child Abuse                           |                                            |
| 11- W 4/11 | **PRESENTATIONS**  
1. Video/Violence  
2. Divorce                  |           |                                                          | **TAKE QUIZ #4** Ch. 11-13 After class      |
<p>| 12- M 4/16 | Chapter 13 - Depressive Disorders &amp; Suicide                           | Pg. 421-458 | Videos (suicide, warnings on antidepressants)            |                                            |
| 12- W 4/18 | Chapter 14 - Pediatric Bipolar Disorder &amp; Schizophrenia              | Pg. 460-500 | Videos (research, girl, non-medication)                  |                                            |
| 13- M 4/23 | <strong>VIDEO</strong> (extra credit)                                             |           | Video on The Medicated Child                             | <strong>INTERVIEW PROJECT DUE</strong>                  |</p>
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<tr>
<th>Date</th>
<th>Activity</th>
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| 13- W 4/25| PRESENTATIONS  
1. Courts  
2. After school programs |
| 14- M 4/30| Chapter 15 – Feeding & Eating Disorders  
Pg. 504-542  
Videos (food phobia, ED myths) |
| 14- W 5/2 | Chapter 16 – Health Related Disorders & Pediatric Psychology  
Pg. 544-574  
Video (sleep disorder)  
In class VIGNETTES 4 |
| 15- M 5/7 | PRESENTATIONS  
1. FBT  
2. Gender Reassignment |
| 15- W 5/9 | VIDEO (extra credit)  
Video on Coming Out |
| 16- M 5/14| Review for Final |
| 16- W 5-16| FINAL EXAM  
Bring your book, a Blue Book and pen or pencil |

**EXTRA CREDIT** – There are several opportunities to gain extra credit points in this class. A total of three videos will be shown that are indicated in *Italics* in the course schedule above. For these videos, you may write a summary of the video, provide a brief critique (what you liked, didn’t like, etc) and then write a paragraph about how this relates to this class.

**THESE WRITE UPS MAY ONLY BE SUBMITTED IN CLASS, IN HARD COPY** (double spaced please). Be sure to write you name, extra credit and the title of the video on your paper. **FINAL DUE DATE FOR ALL EXTRA CREDIT IS APRIL 30** (although you may submit extra credit write ups any time during the semester.)