San José State University
Department of Psychology

PSY 142.01: Child Psychopathology, Section 01, #25284, Spring 2020

Course and Contact Information

| Instructor: | Leslye M. Tinson, M.S., LMFT (She/Her)  
Lecturer of Psychology and African American Studies |
| Telephone: | (408) 924 - 6415 Email is strongly preferred |
| Email: | Leslye.Tinson@sjsu.edu |
| Office Hours and Location: | Mondays 4-5pm, DMH 232 (Dudley Moorhead Hall)  
Tuesdays 11:30am-12:30pm, WSQ 216F (Washington Square Hall)  
Or other times by appointment. |
| Class Days/Time: | Mondays, 6:00pm – 8:45pm |
| Classroom Location: | DMH 353 |
| GE Category: | Area S |

Course Description

Nature, causes, assessment, and treatment of behavioral, cognitive, and emotional problems of children and adolescents. Emphasis on psychological, social, and biological determinants of human behavioral and psychological disturbance. Prerequisite: PSYC 001. 3 semester units.

Required Textbook


NOTE: Do not use an earlier edition of this textbook, as it does not have the most current diagnostic criteria and research data.

Canvas and MySJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu to learn of any updates.

There are a variety of videos, films and online materials to help you with this course material. These resources will be available on CANVAS. For online access to course content, a computer and reliable Wi-Fi and internet access is needed. Computers and laptop rentals are available at the Library. In class, we will have discussion, small group exercises, applied experiences and lectures by the instructor.

If you miss class, you should plan to contact a classmate to see what was missed. You can come to office hours for help, but please do not expect me to re-do the lecture in office hours. Class time is also the best time to ask questions about course content. While it might be scary at first to talk in class, I encourage you to grow by getting a little bit out of your comfort zone.
Logging onto Canvas
As an enrolled student, you will have more detailed access to course materials, announcements, reminders, resources, videos and assignments, by logging in on our Canvas website. Canvas is a learning management tool that will complement what we discuss in class. I will list my PowerPoint slides and other details on Canvas. You will submit most assignments using Canvas. You are responsible for checking Canvas, MySJSU and your SJSU email (Gmail) accounts to be sure you do not miss any announcements from the instructor. There is a Canvas LMS smartphone app (Canvas Student) that I recommend you download to your phone.

To Login to Canvas, you may go to the following website: http://one.sjsu.edu
You will need your SJSU Student ID number and your SJSU Password in order to login.
You may also access Canvas directly at the following website: http://sjsu.instructure.com
There is also a Canvas Student app that you can download to your smartphone (see the Apple OS and Google Android store).

Canvas Help and IT Help Desk
The SJSU IT Help Desk can help you with Wi-Fi problems, login and password, email, and general computer services at SJSU. Their website is located at https://www.sjsu.edu/it/support/service-desk/index.php

The Canvas Community has many resources. These will open in a new window or tab.
- Canvas Overview (Students) Video
- Canvas Student Guide
- What are the basic computer specifications for Canvas?

Once you’re logged in to Canvas, you can access more help at the Canvas Help Menu in the left sidebar including 24-hour phone support.

What should I do to be successful in this course?
1) Setup a study schedule
2) Attend class regularly
3) Take notes during lecture
4) Participate in class discussions and activities
5) Review your notes after class
6) Clarify anything in your notes that you still don’t understand by looking it up in the textbook
7) Login to Canvas regularly for resources related to course content
8) Read the assigned chapter of the textbook before class and take notes as you read
9) Answer the discussion questions at the end of the chapter
10) Come to class ready to participate with other students on the topic
11) Review the PowerPoint slides online via Canvas
12) Attend office hours or email the instructor for help
How do I get help outside of class?

*If you need have questions about the class, take the following steps.*

1. **Read the syllabus.** 99.9% of questions about assignments and requirements are answered in this document. Based on student need, we may make some adjustments to dates as the semester progresses. Be sure to write those new dates on your syllabus.

2. **Come to office hours.** My office hours are Mondays and Fridays 4-5pm. You do not need to setup an appointment for office hours. This is my regular time that I will be in my office, and available to you. If my office hour times do not work for your schedule, we can setup an appointment at an alternate time. [I can also meet online using Zoom](https://zoom.us/u/adQtQ0bLfc).

   Hi there,

   Leslye Tinson is inviting you to a scheduled Zoom meeting.

   Join from PC, Mac, Linux, iOS or Android: [https://sjsu.zoom.us/j/2906576183](https://sjsu.zoom.us/j/2906576183)

   Or iPhone one-tap (US Toll): +16699006833,2906576183#

   Or Telephone: Dial:
   +1 669 900 6833 (US Toll)
   +1 646 876 9923 (US Toll)
   Meeting ID: 290 657 6183
   International numbers available: [https://zoom.us/u/adQtQ0bLfc](https://zoom.us/u/adQtQ0bLfc)

3. **Setup an appointment** – If you want to setup an appointment with me outside of my office hours, please send me an email with your available times and dates. Be sure to include your availability options (at least 2 times and days), as this helps me figure out a time that is best for the both of us.

4. **Send an email with your specific question** – Please use proper decorum when sending emails. Please do not expect an immediate response. I will do my best to reply to your emails within 48 hours (during the school week, not including holidays and weekends), but I am teaching multiple courses and this timeframe of response may not always be possible. Please use kind words and be respectful in your emails to me. See example emails below.

   **If you are having trouble in the class, remember:**
   
   - I am here to help you
   - I expect you to take initiative by coming to see me during office hours **as soon as** you notice having difficulty with course material and assignments.

   Please ALWAYS include “**PSYC 142** ” in the subject line of the email. Example emails are below:

   **Dear Professor Tinson:** I am in your Psyc 142 class. I have a question about tomorrow’s exam. Can you help me understand the reasoning behind social psychologists’ studies on compliance? Thanks, Janet M.

   **Hi Ms. T:** I would like to meet but can’t attend your scheduled office hours. Can we setup an alternate time? I’m available Tuesday and Wednesday 3-5pm. Sincerely, Mateo W.
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 and presentations 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.

Course Format

We will meet each week for 2 hours and 45 minutes, with a short break at some point during the class. In this course, some lecture-based material will be provided, however my teaching style often incorporates active participation from you. We will have lots of in-class discussions, small group, and interactive activities throughout the semester. PowerPoint slides, videos and other audio-visual aids will be used throughout the course to enhance the student learning experience. Additionally, you will have access to online resources to supplement course material via the course Canvas site.

I expect you 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 those who are prepared for class, and who attend class regularly perform best. The value of your presence in class and participation in the class really enriches the learning experience for everyone. We will have lecture, but we will also have many discussions. Students will be expected to contribute both orally and in written form during class meetings.

Student Learning Outcomes

Students will be able to:

1) identify behavioral abnormalities in children and adolescents, using an integrative approach.
2) formulate treatment options for the children, adolescents and their families.
3) identify diagnostic criteria for mental disorders affecting children and adolescents.
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.

Courses are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally 3 hours per week, per unit = 9 hours per week for a 3.0 unit course), including preparing for class, participating in course activities, completing assignments and so on.
Course Requirements and Assignments

Success in this course is based on the expectation that you 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, and clinical practica.

You will be evaluated based on their completion of the following assignments:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>Percentage toward grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
<td>5%</td>
</tr>
<tr>
<td>Exams (3) at 30 points each</td>
<td>90 points</td>
<td>45%</td>
</tr>
<tr>
<td>- Exam 1</td>
<td></td>
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<td>- Exam 2</td>
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<tr>
<td>- Exam 3 (Final exam)</td>
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<tr>
<td>Case Study Assignments (in-class and on Canvas)</td>
<td>80 points</td>
<td>40%</td>
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<tr>
<td>Presentation</td>
<td>20 points</td>
<td>10%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>200 points</td>
<td>100%</td>
</tr>
</tbody>
</table>

Quiz on the Course Syllabus - 10 points
The course syllabus is our agreement for the semester. Students are expected to read the syllabus thoroughly and complete the quiz on Canvas. We will have one quiz on the syllabus policies and course requirements. Students who miss the quiz deadline will receive 0 points.

Exams – 90 points (30 points each exam)
Course exams will consist of multiple choice, true/false, 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. Missed exams will result in 0 points, unless emergency occurs – see Attendance Policy.

Activities – 80 points (10 points per assignment)
To enhance the student learning experience, students will have the opportunity to participate in small group activities during class and/or Canvas assignments. For in-class assignments, students must be in attendance and participating 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. For Canvas assignments, it is imperative that students follow the deadlines on Canvas. Students who do not submit the assignments will receive 0 points. For Canvas submissions – you are responsible for making sure your file can open. Convert Apple Pages to PDF. Corrupted files or files that I cannot access will receive 0 points.

Oral Presentation – 20 points
Each student group will be assigned a nonprofit agency, organization or resource center that provides services to infants, children, adolescents and their families. Your task is to conduct thorough research on the organization/center and present a visual and oral presentation of those services. PowerPoint, Prezi, YouTube or other visual aids are welcomed. Your assigned agency/organization/center will be provided to you by the 5th week of class. Students who are absent on presentation day will receive 0 points.

Complete details of assignments will be posted on Canvas.
Final Examination
The final exam for our course is Exam 4. It is not weighted any heavier than any other exam in our class and will cover the course material since Exam 3. **The final exam for our class will be held on Thursday, May 14 at 5:15pm.** The final exam may not be taken early. Please plan your vacations for after final exams.

If a student has 3 different classes with final exams scheduled for the same day, the student may contact me for rescheduling to another day, based on the SJSU final exams policy. Those exams will occur on Wednesday, May 20, 2020.

Grading Policy
**This is a POINTS-BASED course.** The total number of points a student earns will be factored into the chart below to determine the final letter grade in the course. Letter grades and percentages listed on the Canvas website are unofficial. Letter grades will not be rounded up.

| Total Grade: 200 points available - Remember, do not plan on there being extra credit. |
|-----------------|-----------------|-------------------|
| A+             | 194 points     | A-               | 180 points       |
| B+             | 174 points     | B-               | 160 points       |
| C+             | 154 points     | C-               | 140 points       |
| Credit         | 140 points or better | No Credit | 139 points or less |
| D              | 126 points     | D-               | 120 points       |
| D+             | 134 points     | F                | 119 points or less |

**Determination of Final Grades**
- Add up the points in the required areas, up to the max points in that category (see Course Requirements and Assignments section of the syllabus). Final letter grades are not rounded up.
- **You should not plan on extra credit in this class.** However, on occasion events related to our course are held on campus, and in those cases, I will reserve the right to offer extra points for attending and writing a summary of the workshop or event.
- Except in the case of an instructor clerical error, all grades submitted to the Registrar are final and cannot be changed after the semester ends.
- If you “disappear” during the semester, you will receive a WU (unauthorized withdrawal) which computes as an “F” for GPA.

Course Procedures

Classroom Behavior
1. Please be respectful of your classmates and me, by avoiding side conversations and other behavior that can be considered disruptive to the lecture.
2. Please turn cell phones bells and ringers off, including disabling vibrating noises during the class. Refrain from texting, headphones, earbuds, social media or web surfing during class. If you need to take a call, please go outside. If you use a computer for notetaking, but are found doing other things instead, I may ask you to discontinue bringing your computer to class.
3. Be willing to provide a different opinion, and to listen to others varying viewpoints. (See Diversity and Inclusiveness section below)
4. If a behavioral disruption arises during class, I will ask the student to leave class for the day, and the student will need to setup a meeting with the instructor prior to the student being allowed to return to class.
5. Cheating and plagiarism will not be tolerated. All University standards regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair and Social Sciences Dean. (See Academic Integrity section below)
6. I expect you to take risks, try hard and do their best. Having a positive attitude will go a long way! Please see me during office hours or ask questions in class.

A special note about Email etiquette

- Please use kind words and maintain a respectful tone in your emails to me.
- Please avoid emailing 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, demeaning or disruptive, I will refer it to the psychology department chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss in person.

Student Absences
Despite our best efforts, I understand that sometimes you may need to miss class at some point during the semester. Please contact a fellow student to inquire about what course material was missed. Except in case of serious illness or emergency, I cannot accept late assignments.

If you have a serious illness or unforeseen emergency (e.g., verified hospital note, military call to duty, police report, homelessness, etc.), you will be allowed to makeup the exam through the SJSU Testing Exam Office (during their scheduled hours). I reserve the right to request verification of the absence PRIOR to the exam being rescheduled. You will receive a 0 if you do not take the exam within 7 days of returning to campus.

Student Withdrawals
It is your responsibility to ensure your course schedule is accurate and that you are enrolled in the correct course. You must attend classes prior to the University’s last day to drop without W, or you risk being dropped from the roster. After the drop deadline, if you want to drop the course, you must petition to the instructor for a withdrawal. Withdrawals will result in a “W” on the student’s transcript. Course withdrawals are typically only approved for serious reasons (i.e. medical emergency, etc.). The department does not typically approve withdrawals for students who simply stopped attending class or for poor academic performance.

Student Incompletes
Grades of Incomplete are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.

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 shall be the student's own work. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. 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 college disciplinary action. During examinations, you must do your own work. Talking, discussion and use of unauthorized 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 for the students involved and referral for University disciplinary action.
Recording
Unless preapproved as disability accommodation, audio/video recording of any kind in this class is prohibited.

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/.

Student disclosures of sexual violence
SJSU hopes to foster a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a student, I am required to notify the Title IX Coordinator.

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

Health and Wellness
Taking care of yourself is paramount to your health and wellness, and also impacts your educational success! Should you need mental health or physical health services, I strongly encourage you to seek the support available on campus through Counseling and Psychological Services.

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 you to:

• share their unique experiences, values and beliefs
• be open to hearing the views of others
• honor the uniqueness of yourself and 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
• use this opportunity together to discuss ways in which we can create an inclusive environment in this course, across campus and our society at large.

Instructor feedback
I plan to grade assignments on Friday evenings each week. I will try to my best to ensure that you are given feedback by the following Monday’s class. Grades will be posted as they are completed by me. Even if you submit an assignment early, it will likely not be graded until the deadline for the assignment has passed. This helps me keep track of who has truly not completed the assignment. It also allows you to make revisions until the deadlines.

Unfortunately time does not allow me to provide substantive individual comments on every single assignment for every student. Broadly speaking, if there aren’t any written comments on your assignment, then you did a good job on the assignment! However, if you need more specific feedback about an assignment submission, please request it in the Comments Box of the assignment on Canvas.
**Class Schedule**

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>Class topics</th>
<th>Readings due</th>
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<tbody>
<tr>
<td>1/27/2020</td>
<td>Course Overview</td>
<td>Review the Syllabus</td>
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<tr>
<td></td>
<td>• Syllabus review</td>
<td>Chapter 1</td>
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<td>• Attendance, Enrollment adds</td>
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<td></td>
<td>Introduction to Developmental psychopathology</td>
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<td></td>
<td>• The field of developmental psychopathology</td>
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<td></td>
<td>• Historical perspectives</td>
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<td></td>
<td>• Diagnostic &amp; Statistical Manual of Mental Disorders</td>
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<td></td>
<td>• Overview of Risks and Protective Factors</td>
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<tr>
<td>2/3</td>
<td>Chapter 1: continued</td>
<td>Submit intro assignment</td>
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<td></td>
<td>Ways to Help Children and Career Options</td>
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<td></td>
<td>• Nonprofessionals and Paraprofessionals</td>
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<td></td>
<td>• Careers in psychology, social work, medicine, judicial justice system &amp; prevention</td>
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<tr>
<td>2/10</td>
<td>Theories of understanding abnormalities in Children and Adolescents</td>
<td>Chapter 2: Causes of childhood disorders</td>
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<td>• Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models (Case Study)</td>
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<tr>
<td>2/17</td>
<td>Research Methods in the Study of Developmental Psychopathology</td>
<td>Chapter 3: Assessment and Diagnosis</td>
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<td>• Research designs</td>
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<td>• Ethics of research</td>
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<td>Assessment of Children, Adolescents, and Families</td>
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<td>• Interviews, behavioral assessment, checklists and rating scales (Case Study)</td>
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<td>• Personality inventories, Family assessment, Educational assessment, Neuropsychological testing</td>
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<tr>
<td>2/24</td>
<td><strong>EXAM 1 will cover Chapters 1, 2, 3</strong></td>
<td>Chapter 4: Treating children and adolescents</td>
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<td></td>
<td>Therapeutic Interventions with Children, Adolescents, and Families</td>
<td>Chapter 12.3: Child abuse and Neglect</td>
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<tr>
<td></td>
<td>• Psychodynamic therapies, Behavioral therapies, Cognitive-behavioral therapies, Family systems therapies, Psychopharmacological interventions</td>
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<tr>
<td></td>
<td>• Effectiveness of therapeutic interventions–evidence-based treatments</td>
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<td>Safety, Risks, Protective Factors and Prevention</td>
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<td>• Characteristics within the child, family, community and culture/society</td>
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<td></td>
<td>• Child physical abuse, sexual abuse</td>
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<td></td>
<td>• Child psychological maltreatment</td>
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<tr>
<td></td>
<td>CANRA - law/ethics</td>
<td>California child abuse/neglect reporting requirements</td>
</tr>
<tr>
<td>Class Date</td>
<td>Class topics</td>
<td>Readings due</td>
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<td>------------</td>
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</tr>
</tbody>
</table>
| 3/2        | Eating disorders and obesity  
- Anorexia nervosa  
- Bulimia nervosa  
- Binge-eating disorder  
Pediatric Psychology and Health Psychology  
- The field of pediatric psychology  
Elimination disorders  
- Enuresis  
- Encopresis | Chapter 15  
Chapter 16 |
| 3/9        | Depressive disorders, Bipolar disorders and related problems  
- Major depressive disorder *(Case Study)*  
- Persistent depressive disorder  
- Bipolar disorder  
- Suicide risks in children and adolescents  
Trauma- and Stressor-Related disorders  
- Posttraumatic stress disorder  
- Treatment of child trauma | Chapter 13: Depression and suicide  
Chapter 12.1 and 12.2 |
| 3/16       | Anxiety disorders and OCD  
- Separation anxiety disorder  
- Selective mutism  
- Specific phobias  
- Social anxiety disorder *(Case Study)*  
- Generalized anxiety disorder  
- Obsessive-Compulsive disorder | Chapter 11 |
| 3/23       | EXAM 2 will cover Chapters 3, 4, 5, 6 |
| 3/30 – Spring Break | | |
| 4/6        | Substance Use Disorders and Problems  
- Alcohol use disorder  
- Drug Prevention *(Case Study)* | Chapter 10 |
| 4/13       | Attention Deficit/Hyperactivity Disorder (ADHD)  
- Diagnostic issues, Treatment & Prevention | Chapter 8 |
| 4/20       | Disruptive and Conduct Disorders and related problems  
- Oppositional Defiant Disorder  
- Conduct Disorder & Antisocial Personality Disorder | Chapter 9 |
| 4/27       | Autism Spectrum Disorder  
- Diagnostic issues, treatment and the unknowns | Chapter 6 |
| 5/4        | Specific Learning Disorders and Intellectual Disability  
- Specific learning disorders  
- Intellectual disability  
- IEP teams | Chapter 5: Intellectual disabilities and developmental disorders  
Chapter 7.2: Learning disabilities and learning problems |
| 5/11       | Presentations | |
| 5/18       | Final exam at 5:15pm  
EXAM 3 will cover Chapters 9, 10, 11, 12, 13 | |
Important Student Dates and Deadlines for our class

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Instruction</td>
<td>Thursday, January 23</td>
</tr>
<tr>
<td>First Day of our Class</td>
<td>PSYC 142: Monday, January 27</td>
</tr>
<tr>
<td>Last Date to Drop with no 'W'</td>
<td>Tuesday, February 4</td>
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<tr>
<td>Last Date to Add (Late adds)</td>
<td>Tuesday, February 11</td>
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<tr>
<td>Last Date to Request CR/NC</td>
<td>Tuesday, February 11</td>
</tr>
<tr>
<td>Census Date</td>
<td>Wednesday, February 19</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Monday, March 30 – Sunday, April 5</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Monday, April 6</td>
</tr>
<tr>
<td>Cesar Chavez Day</td>
<td>Tuesday, March 31 (campus closed)</td>
</tr>
<tr>
<td>Last Date to Drop with 'W'</td>
<td>Thursday, April 23 (thereafter, requires documentation of emergencies)</td>
</tr>
<tr>
<td>Last Day of our Class</td>
<td>Monday, May 11</td>
</tr>
<tr>
<td>Last Day of Instruction</td>
<td>Monday, May 11</td>
</tr>
<tr>
<td>Study Day</td>
<td>Tuesday, May 12</td>
</tr>
<tr>
<td>Final Exams</td>
<td>Wednesday, May 13 – Tuesday, May 19</td>
</tr>
<tr>
<td>Our final exam is scheduled for:</td>
<td>Monday, May 18 (5:15-7:15pm)</td>
</tr>
<tr>
<td>Commencement Exercises</td>
<td>May 20 - 22</td>
</tr>
<tr>
<td>Grades due</td>
<td>Friday, May 22 (early deadline) – Monday, June 1 (final deadline)</td>
</tr>
</tbody>
</table>