**Course Description**

According to the university catalog, this course covers the “Nature, causes and handling of emotional and personality problems of children.” Utilizing a bio-psycho-social perspective, this course will explore a wide range of disorders seen in childhood and adolescence, including developmental disorders, mood and anxiety disorders, behavioral and learning disorders, and child maltreatment. The course will examine characteristics and associated features of common disorders, potential causes, as well as research and current evidence-based interventions for each. We will employ an ecological framework to discuss how the individual differences and developmental stage of each child interact with his or her environment and influence the both the expression of the disorders and the efficacy of interventions.

**Learning Outcomes**

**Course Learning Outcomes (CLOs)**

Upon successful completion of this course:

- **CLO1** Students will be able to identify specific childhood disorders and their subtypes, as well as features and symptoms associated with each.
CLO2 Students will be able to think critically about the various theories and accounts proposed to explain atypical child development.

CLO3 Students will be able to identify numerous risk and protective factors that influence development of disorders, their trajectory, and efficacy of treatment, with an emphasis on individual differences.

CLO4 Students will be able to think critically about issues of current relevance to human development, typical versus atypical child behaviors, and to related careers.

CLO5 Students will be able to think critically about the impact of child psychopathology on the individual child and his/her family and society.

CLO6 Students will be able to recognize the interrelation of the physiological, social/cultural, and psychological factors on children’s development.

CLO7 Students will be able to identify various methods employed to research, assess, diagnose, and treat specific disorders, including evidence-based and culturally-sensitive interventions.

CLO8 Students will develop an appreciation of the relationship among all aspects of human development, and of the importance of early experience, primary prevention, and intervention for later growth and functioning.

CLO9 Students will be able to use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals.

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.
Methods of Assessment

Both informal (e.g., observations of small group activities and discussions) and objective measures (e.g., exams, written assignments) will be used to assess the attainment or the aforementioned learning objectives.

Required Texts/Readings

Textbook

Text Study Tools Website  http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&product_isbn_issn=9780495506270&token=

Other Readings
Other readings will be added throughout the course to supplement guest lectures and/or current events.

Other equipment / material requirements
Students must have internet and computer access to complete assignments. Laptops are available for rental at the MLK Library.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Classroom Protocol

You are expected to show appropriate etiquette while in the classroom, including not interrupting your instructor or peers during lectures. Except under emergency circumstances, use of cell phones is not permitted during lecture, and the ringers should be put on vibrate prior to the start of lecture. Laptops are permitted for note-taking only,
and it is expected that your time in class is not spent surfing the internet or checking your emails. If you must arrive late or early, please enter and exit in the least disruptive manner possible (i.e., if you know you must leave early, sit next to a door). The classroom will be a safe learning environment for all students. Rude and/or disrespectful comments in the class will not be tolerated, and students who engage in such behavior will be asked to leave the classroom.

Recording of Class Lectures
Common courtesy and professional behavior dictates 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. This 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.

- Recordings must be requested in writing and the instructor will grant consent for the whole semester, provided it does not disrupt class lectures.
- If guest speakers are present, written or oral consent must be obtained from each of them as well.

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.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. 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/.
Methods of Instruction

Course material will be presented through discussions, didactic lectures, small group activities, guest speakers, and multimedia presentations. Whenever possible, realistic examples and clinical vignettes will be utilized to illustrate contextual considerations, particular behaviors, and treatment modalities.

Assignments and Grading Policy

GRADING POLICY:

Points assigned for course assignments and exams are as follows:

- Homework assignments: 20%
- “Pop quizzes” and in-class activities: 10%
- Midterm: 25%
- Final Presentation: 15%
- Community Project Paper and Outreach: 30%

* The midterm will cover lecture and reading material covered in the course. This exam will consist of multiple choice, short answer and essay questions. Through their answers to exam questions, students will demonstrate their mastery of Learning Outcomes CLO1, CLO2, CLO3, CLO5, CLO6, CLO7, CLO8, CLO9 and .

* The homework assignments, “Child Criminal” and “Vaccination Controversy” will be brief written assignments which ask students to critically reflect on material presented in class and examine relevant research pertaining to each topic. Through their writing, students will demonstrate a mastery of CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, PLO1, PLO3, PLO4, and PLO5.

* Pop-quizzes, class activities, and discussions are designed to engage students in the course content and help students share perspectives with each other on topics central to the class lecture. Some will be individual, some will be collaborative. They will be completed in class. These will provide formative assessments of students’ mastery of CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9, PLO1, PLO3, PLO4, and PLO5.

* The Community Project and Paper require students to form meaningful connections between community agencies, community needs, and lecture and text material. Through this writing and outreach assignment, students will demonstrate their mastery of CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9 and PLO1, PLO3, PLO4, and PLO5.

Assignments are located on the D2L class website. Papers must be submitted electronically to this site unless otherwise specified in class. Due dates are located on the class schedule, and are subject to change with fair notice. With the exception of pop-quizzes and in-class activities, grades are determined by use of a rubric, also located on the D2L website. There are no make-up opportunities for pop-quizzes or in-class activities. Late assignments will result in a deduction of 10 points per class day late. Students’ writing will be graded in terms of content (accuracy of information relayed, clarity of explanation) and quality. Students are expected to refer to the rubric for each assignment to determine specific point values. **Students are expected to proof-**
read their work prior to submission. Assignments replete with typographical errors will be returned to students for editing, and may be subject to late penalties. Papers and citations on all written assignments should be in APA format. **Failure to cite sources will result in a "0" for the assignment, possibly the course, and an academic integrity report to the university. Students may turn in any written assignment early, for feedback prior to the due date. Please allow sufficient turn-around time to be able to secure them and incorporate feedback.

Final course grade will be determined by adding points earned on exams and assignments. Total points earned will be converted to a letter grade using an absolute standard: A+ = 100%-97%; A = 96%-93%; A- = 92%-90%; B+ = 89%-87%; B = 86%-83%; B- = 82%-80%; C+ = 79%-77%; C = 76%-73%; C- = 72%-70%; D+ = 69%-67%; D = 66%-63%; D- = 62%-60%; and F = 59% or below.

Make-up exams are given under extraordinary circumstances. It is the student’s responsibility to inform the instructor in a timely manner, prior to the exam, if this is absolutely necessary. Depending on the circumstances, the make-up exam may be subject to a late penalty.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center (Optional)**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the [LARC website](http://www.sjsu.edu/larc/) for more information at http://www.sjsu.edu/larc/.

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at http://www.sjsu.edu/writingcenter/about/staff/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at http://www.sjsu.edu/muse/peermentor/.

**Student Success and Wellness**

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See [http://www.sjsu.edu/wellness](http://www.sjsu.edu/wellness) or [http://www.sjsu.edu/counseling/Workshops/](http://www.sjsu.edu/counseling/Workshops/) for
workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
Course Schedule

*This schedule is subject to change with fair notice and any changes will be made via email and in lecture.*

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Introduction, Course overview and expectations. Reading: Chapter 1.</td>
</tr>
<tr>
<td>2</td>
<td>8/27, 8/29</td>
<td>Typical vs. Atypical Behaviors; Theories and Causes. Reading: Chapters 2 &amp; 3.</td>
</tr>
<tr>
<td>3</td>
<td>9/3- Labor Day; 9/5</td>
<td>Research, Assessment, Diagnosis &amp; Treatment Reading: Chapters 4 &amp; 5</td>
</tr>
<tr>
<td>4</td>
<td>9/10, 9/12</td>
<td>Diagnosis and Treatment; ADHD Reading: Chapter 6. Community project and topic must be set up and approved.</td>
</tr>
<tr>
<td>5</td>
<td>9/17, 9/19</td>
<td>Conduct Disorders Homework 1 due 9/19; Reading: Chapter 14</td>
</tr>
<tr>
<td>6</td>
<td>9/24, 9/26</td>
<td>Child Maltreatment; Mandated Reporting; PTSD Reading: Chapter 7</td>
</tr>
<tr>
<td>7</td>
<td>10/1, 10/3</td>
<td>Anxiety Disorders Reading: Chapter 8</td>
</tr>
<tr>
<td>8</td>
<td>10/8, 10/10</td>
<td>Mood Disorders Reading: Chapter 9</td>
</tr>
<tr>
<td>9</td>
<td>10/15, 10/17</td>
<td>Intellectual Disability Reading: Chapter 10</td>
</tr>
<tr>
<td>10</td>
<td>10/22, 10/24</td>
<td>Autism Spectrum Disorders Drafts of Project Due 10/24</td>
</tr>
<tr>
<td>11</td>
<td>10/29, 10/31</td>
<td>Childhood On-set Schizophrenia Reading: Chapter 11; Homework 2 due 10/31</td>
</tr>
<tr>
<td>12</td>
<td>11/5, 11/7</td>
<td>Communication and Learning Disorders Reading: Chapter 12; Guest speaker</td>
</tr>
<tr>
<td>13</td>
<td>11/12-NO Class; 11/14</td>
<td>Veteran’s Day 11/12; Health-related and substance use disorders Reading: Chapter 13</td>
</tr>
<tr>
<td>14</td>
<td>11/19, 11/21</td>
<td>FASD; Community Project Discussion Community Project Writing Assignment Due; Guest speaker</td>
</tr>
</tbody>
</table>

Child Psychopathology, PSYCH 142, Fall 2010
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>11/26, 11/28</td>
<td>Eating disorders and related conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Review for midterm- prepare questions!</strong></td>
</tr>
<tr>
<td>16</td>
<td>12/3, 12/5</td>
<td>Midterm Review; <strong>MIDTERM on 12/5</strong></td>
</tr>
<tr>
<td>Final Exam</td>
<td>12/10, 12/17</td>
<td>Summing it up</td>
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<tr>
<td></td>
<td></td>
<td><strong>Final Presentation Monday December 17, 7:15-9:30</strong></td>
</tr>
</tbody>
</table>