San Jose State University
Psychology Department
Child Psychopathology, PSYC 142;02 (#48456) Fall, 2013

Instructor: Russell A. Arias, Ph.D.
Office Location: DMH #232
Telephone: (408) 924-5658
Email: Russell.arias@sjsu.edu

Please write PSY 142 on the subject line of your email
Please note that I do not regularly check email on evenings or weekends. While I try to check email regularly, please allow 1 business day for a response.

Office Hours: MTWTh - 900-100am & 1200-100pm - pls schedule appt.
You are encouraged to see me during office hours or to contact me whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible (before the quiz, exam, etc.) & do not wait too long to see me.

Class Days/Time: MW - 1030-1145am
Classroom: Gillis #116
Prerequisites: Psyc 1
GE/SJSU Studies Category: Upper division
Faculty Web Page and MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MYSJSU and Canvas. Copies of the course materials such as the syllabus, lecture outlines, and review sheets can be found on Canvas. Homework assignments, instructions regarding assignments and announcements are posted on the homepage of this class so you are required to check this page daily.

Course Description

**SJSU Course Catalog Description:** “Psychological development of children from conception to adolescence, including perceptual, cognitive, personality and social development. Outside activities may be required. **Prerequisite:** PSYC 001 (General Psychology).”

**Specific Course Description:** This course will introduce student to the major causes, diagnosis and effects of childhood mental disorders. Students will analyze the complexity of childhood mental disorders from an integrative perspective that acknowledges biological, psychological, social, and emotional influences on the personal and emotional development of children. Diagnostic criteria using the Diagnostic Statistical Manual (DSM-IV-TR), clinical cases and descriptions, and empirical research related to each disorder will be covered throughout the course. Emphasis will be placed on the interaction of psychological, biological, cultural, and environmental factors which create symptoms and behaviors associated with specific disorders. We will also examine the societal and cultural norms which influence “abnormal” child and adolescent behavior. Students are encouraged to think critically about the stigma and labels associated with the development of mental disorders. By the end of the course, students will be more sensitive to issues of psychological dysfunction, and more knowledgeable about the impact of mental illness on children, adolescents, and their families in contemporary America.

Course Goals and Student Learning Objectives:

**Course Learning Objectives (CLOs):**

* CLO1: To recognize normative (i.e., “average” or “typical”) and individual aspects of development - **Student will develop an understanding of the major causal theories of childhood disorders which comprise the field of Child Psychopathology.**

* CLO2: To identify and describe psychological theories and concepts of cognitive, social, and emotional development - **Students will analyze and explore the theoretical approaches of abnormal and dysfunctional behaviors and the impact on one’s identity**
development.

CLO3: To have an appreciation of the variety of factors that may influence the process of development, including the potential impact of such factors as genetics, ethnicity, culture, gender, and socioeconomic status - Students will become familiar with the concept of “normal” vs. “abnormal” behaviors, and the biases and stigma applied to mentally ill children and adolescent populations from a cross-cultural, psychosocial context.

CLO4: To gain an understanding of introductory knowledge of the research methods and assessment techniques used in the evaluation of children, and their families. - Students will develop an understanding of the methods used in research, assessment, diagnosis, and treatment of childhood and adolescent mental illness. Students will also gain an introductory knowledge of the assessment instruments used in the evaluation of children, adolescents, and their families. An overall focus of clinical diagnosis using the DSM-IV-TR will be utilized throughout the course.

CLO5: To become familiar with the influences and contributors of “normal” and “abnormal” behaviors, and the biases & stigma associated with children and adolescent populations from a cross-cultural perspective. - Students will develop an understanding of the impact of mental disorders on children, adolescents, and their families, and the psychosocial influences of family, community, class and culture in a diverse, multicultural society.

Psychology Program Learning Outcomes (PLOs):

Upon successful completion of the Psychology Major requirements, the following are expected:

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 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


Classroom Protocol

University policy regarding expectation of student time investment: “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.” Therefore, for every hour of classroom time or direct faculty instruction a minimum of two hours of out-of-class student work is expected each week for about fifteen weeks for one semester.

Class Policy on Recording of Lectures: In accordance with University policy, note that “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.” Furthermore, “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 any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent.” If you plan to record lectures, please let me know in advance.

Specific Class Policy on Etiquette

In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, guest presentations, and films.

Special Note:

- If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.
It is vital that you complete all scheduled readings and assignments before each class. Always bring your textbook to class.

Do not talk, read, or eat during class.

Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me beforehand via email if you will not be in class.

Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.

Cell Phones as well as other electronic devices

Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

ON TEST DAYS, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.

Laptops
You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

Dropping and Adding

Students are responsible for understanding University policies and procedures about add/drops, grade forgiveness (formerly academic renewal), etc. The University Catalog is located at http://info.sjsu.edu/home/catalog.html. Information about 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/.
Assignments and Grading Policy

Attendance: This is of prime importance for your success in this course. You are expected to be regular in your attendance. However attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24. You are responsible for all information and announcements made in class whether you are present or not.

When you are absent, you will need to make arrangements with a classmate regarding notes for missed lectures.

Classroom participation: There will be 20 points for participating in classroom activities. This may include individual participation, group activities, in-class presentations, class discussions, experiential exercises, and multi-media presentations and these are an essential part of the learning process during this course. Students are expected to attend class sessions as scheduled and participate in class discussions. In the unlikely event of a student absence, students will be expected to acquire notes from a fellow student. It is not the responsibility of the instructor to update students on content they missed in class. Participation in class discussions and exercises based on assigned readings is expected from all students. Students are expected to read the chapters assigned for each class period, especially for comprehensive class discussions and debates. Since we will discuss developmental theories across the life-span and potential causes of mental disorders and potential abnormal behavior, it will be important for students to share their personal perspectives/experiences regarding the theories as they relate to child and adolescent populations from diverse, ethnic backgrounds and lifestyles.

NOTE: In the event that the student will be absent from a class in which an activity was scheduled, the student will NOT receive any points for that activity. No opportunities will be given to make up these in-class activities.

Action Research Project: This project will be worth 50 points. Details of this project will be posted on desire2learn and instructions will be clearly explained in class.

Exams:
Mid Term Examinations: Students will be required to take three midterm examinations. Each midterm will be worth 50 points. Students are required to bring 882 E Scantron Forms and pencils for the exam. Each midterm will consist of Examinations will consist of multiple-choice questions, true/false, and/or essay format.

Final Examination: Students will be required to take a final examination which will be worth 50 points. The final examination will be selectively comprehensive, drawing upon the main topics of the previous chapters. The final exam will consist of 100 multiple choice questions, each question will be worth ½ a point.
Grading Scale:

A+ = 265-270
= 211-215
A    = 252-264
= 198-210
A-   = 243-251
C-   = 189-197
B+ = 238-242
= 184-188
B    = 224-237
= 170-183
B-   = 216-223
< 161

C+ = 211-215
C    = 198-210
D+ = 184-188
D    = 170-183
F < 161

Make-up Policy:

A make-up or extension on a course requirement will be given under extraordinary and well-documented circumstances. Where such circumstances exist, it is your responsibility to notify me by leaving me a voicemail or email message including your name and telephone number as soon as possible and no later than two (2) days after the scheduled Exam/Quiz date. APPROPRIATE WRITTEN DOCUMENTATION (e.g., a physician’s note) WILL BE REQUIRED FOR A MAKE-UP TO RECEIVE THE FULL MAKE-UP CREDIT. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. However, a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you have questions about this policy, please see me.

University Policies

Academic Honesty: To assure fairness to all students and to protect academic integrity, the highest ethical standards will be maintained in this course. Academic dishonesty (e.g., cheating, allowing others to cheat from you, plagiarism) will not be tolerated. If you are found to engage in an act of academic dishonesty, it will result in negative consequences on the course requirement in question. In addition, acts of academic dishonesty will be reported. You are responsible for understanding and following the University Academic Integrity Policy available in the SJSU Catalog and on the web at http://www.sjsu.edu/senate/S07-2.htm. This Policy requires that you be honest in all your academic course work.

About Academic Integrity: Academic integrity is essential to the mission of SJSU. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already
taken the exam. Academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the University’s reputation and the value of the degrees it offers.

We all share the obligation to maintain an environment that practices academic integrity. Violation of the Academic Integrity Policy is a serious matter and violators risk course failure and being reported to the Office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sjsu.edu/studentconduct/.

From a portion of the SJSU policy on Cheating: “1.1 CHEATING: At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: 1.1.1 Copying, in part or in whole, from another’s test or other evaluation instrument; 1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; 1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or department policies; 1.1.6 Sitting for an examination by a surrogate, or as a surrogate; 1.1.7 any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.”

From a portion of the SJSU policy on Plagiarism: “1.2 PLAGIARISM: At SJSU, plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to: 1.2.1 the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work.”

For your information, the following URL will take you to the SJSU library’s tutorial page: http://tutorials.sjlibrary.org/tutorial/index.html. Search Plagiarism Tutorial for more information.

**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) (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**

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 motivate them to become self-directed 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 at The LARC website is 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 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 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 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 or http://www.sjsu.edu/counseling/Workshops/ for workshops/events schedule and links to other services on campus that support your wellness.

This syllabus is based on material by Dr. Russell A. Arias.
PSYC 142, 02 (#48456) Child Psychopathology, Fall, 2013

Russell A. Arias, Ph.D.

Weekly Class Schedule

Wednesday, August 21, 2013: Introduction of the Instructor, Course Syllabus, Expectation of the Course, and Brief introduction to the field of Child Psychopathology.

**Week #2 - Defining Child Psychopathology:**
* Monday, August 26, 2013: *Defining Abnormal Child Psychopathology* - Ch. 1 & *Research* - Ch. 3.
* Wednesday, August 28, 2013: *Assessment, Diagnosis, & Treatment* - Ch. 4
Week #3 - Labor Day Holiday & Theories and Causes of Child Psychopathology:
* Monday, September 2, 2013: No Class - Labor Day Holiday.
* Wednesday, September 4, 2013: Theories & Causes (Ch. 2): The Biological Perspective

Week #4 - The Psychological Perspective:
* Monday, September 9, 2013: Theories & Causes: The Psychological Perspective
* Wednesday, September 11, 2013: The Psychological Perspective - pt. 2

Week #5 - The Family, Social, & Cultural Perspective:
* Monday, September 16, 2013: Family, Social, & Cultural Perspective
* Wednesday, September 18, 2013: Family, Social & Cultural Perspective - pt. 2

Week #6 - Mental Retardation & Autism and Exam Review #1:
* Monday, September 23, 2013: Intro - Mental Retardation & Autism - Ch. 9 & 10
* Wednesday, September 25, 2013: Exam Review #1 - Do NOT miss this class!!!

Week #7 - Exam #1 and Mental Retardation & Autism:
* Monday, September 30, 2013: Examination #1 - 20% of final grade
* Wednesday, October 2, 2013: Mental Retardation & Autism - Ch. 9 & 10

Week #8 - ADD//ADHD:
* Monday, October 7, 2013: ADD/ADHD - Ch. 5
* Wednesday, October 9, 2013: ADD/ADHD - Ch. 5

Week #9 - Anxiety Disorders:
* Monday, October 14, 2013: Anxiety Disorders - Ch. 7
* Wednesday, October 16, 2013: Anxiety Disorders - Ch. 7

Week #10 - Mood Disorders:
* Monday, October 21, 2013: Mood Disorders - Ch. 8
* Wednesday, October 23, 2013: Mood Disorders - Ch. 8

Week #11: Exam Review #2:
* Monday, October 28, 2013: TBA - Summary Session
* Wednesday, October 30, 2013: Exam Review #2 - Do NOT miss this class!!!

Week #12 - Exam #2 and Adolescent Identity Development:
* Monday, November 4, 2013: Examination #2 - Worth 20% of final grade
* Wednesday, November 6, 2013: Adolescent Identity Development & Treatment

Week #13 - Adolescent Identity Development and ODD//CDO:
* Monday, November 11, 2013: Adolescent I.D. & Tx. - pt. 2
* Wednesday, November 13, 2013: *Oppositional Defiant Disorder (ODD) & Conduct Disorder (CDO)* - Ch. 6.

**Week #14 - ODD//CDO & Body Issues**
* Monday, November 18, 2013: *ODD & CDO* - pt. 2
* Wednesday, November 20, 2013: *Body Issues and Eating Disorders* - Ch. 13

**Week #15 - Substance Abuse & Addiction:**
* Monday, November 25, 2013: *Substance Use & Abuse* - Ch. 12
* Wednesday, November 27, 2013: *Substance Use & Abuse* - pt. 2

**Week #16 - Final Class Discussion, Evaluations, & Final Exam Review**
* Monday, December 2, 2013:  Final Class Discussion
* Wednesday, December 4, 2013: Evaluations of Faculty & Students
* Monday, December 9, 2013: Review for Final Exam