San José State University
College of Social Sciences/Psychology Dept.
Psyc 142, Section 83, Child Psychopathology, Fall 2021

Course and Contact Information
Instructor: Ellyn Herb, Ph.D.
Office Location: online
Telephone: 408-218-8265
Email: Ellyn.herb@sjsu.edu
Office Hours: Tuesdays and Thursdays, 3:30 to 4:00 p.m.
Class Days/Time: Tu/Th 2:15 to 3:30 p.m.
Classroom: online
Prerequisites: Psyc 1

Course Description

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

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 others (parents, teachers, etc)
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 Objectives (PLO)

Upon successful completion of the psychology major requirements:

PL01 – 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.

PL02 – 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.

PL03 – 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.

PL04 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PL05 – 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


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 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.

Course Navigation

I have structured this course on Canvas with weekly Modules. Each Module includes learning objectives, reading assignments, lecture material, videos, course assignments, activities (both in class and outside of class), quizzes and Powerpoint slides. You should be able to navigate through the Modules using the “Next” button on your screen. Pay close attention to Due Dates for assignments.
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. Texting or surfing the net is not allowed in class at any time, unless directed by the instructor.
5. 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.
6. Please plan to turn on your video camera when we are doing small group breakout sessions so your fellow students can actually see you. It is also advised to turn on your video camera during class, but it is not required. Learning to show yourself on camera is going to be a necessary skill going forward in many future careers!

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!

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.

1. “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.”

2. 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.

Course Requirements and Assignments

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including
but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination**

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” Details of the final exam for this course will be discussed in class.

**Assignments and Grading Policies**

1. **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. See schedule. Pay attention to the cut-off dates and times. Quizzes will begin after class, as noted in the schedule. Since quizzes are ONLINE, there are no make-ups for missed quizzes. Each quiz is 10 questions, 2 points each for a total of 20 points. **CL01, 02, 03, 04, 05**

   5 quizzes @ 20 pt. each  TOTAL = 100 points

2. **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 or Goggle slide presentation that you will use when you present your findings to the class. YOU WILL NEED TO EMAIL THE INSTRUCTOR YOUR PAPER ON THE DAY OF PRESENTATION AS WELL AS YOUR SLIDES.

   Please indicate the sections that you have completed on the paper so that I can give you an individual grade, as well as the slides that are part of your presentation (PUT YOUR NAME ON PAPER SECTION AND SLIDES). Your grade is a combination of both the paper and presentation. See Additional Instructions and Grading Rubric on Canvas. **CL03, CL05**

   60 points

3. **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 a mental health diagnosis that we are studying this semester. Note the DUE DATE in the class schedule. See additional instructions on CANVAS. **CL03**

This project will be completed in **two steps**.

A. **Proposal** – name and contact phone number 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. **Be sure to indicate how this person is relevant to working or living with a child and/or adolescent with diagnosed mental health problems.**

   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. Further information about what to include in this paper and a grading rubric is on Canvas.

   30 points

4. **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. **CL01**

   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

5. **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 with fellow students. All instructions will be given during class. **YOU NEED TO HAVE ACCESS TO YOUR TEXTBOOK ON THE DAYS THESE ACTIVITIES**
ARE SCHEDULED. See more information about this process (online) in the Module on Canvas.

3 Vignettes each at 5 points = 15 points total

6. Final Exam – The final exam will be posted on Canvas on the first day of finals. Please read the Final Exam Module on Canvas for specific details.

Grading:
Points in the class are as follows:

- Quizzes 5 @ 20 = 100 points
- Group Paper/Project = 60 points
- Interview Project (total) = 40 points
- Experiential Experiments = 20 points
- Vignettes 3 @ 5 = 15 points
- Final Exam = 50 points

TOTAL POINTS = 285

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
# COURSE SCHEDULE
**Psyc 142, Section 83, Child Psychopathology, Fall 2021**

(Note: Videos listed in syllabus are subject to change*)

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Module</th>
<th>Topic/Chapters</th>
<th>Reading</th>
<th>Activities</th>
<th>DUE</th>
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<tbody>
<tr>
<td>8/19/21</td>
<td>TH</td>
<td>Quick Start Module</td>
<td>Syllabus Review</td>
<td></td>
<td>Breakout group (time allowing)</td>
<td>SIGN UP FOR GROUP PROJECT</td>
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<tr>
<td>8/24/21</td>
<td>TU</td>
<td>Module 1</td>
<td>Chapter 1 – Science and Practice of Abnormal Psychology</td>
<td>Pg. 2-28</td>
<td>Videos</td>
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</tr>
<tr>
<td>8/26/21</td>
<td>TH</td>
<td>Module 1</td>
<td>Chapter 2 – Causes of Childhood Disorders</td>
<td>Pg. 31-57</td>
<td>Videos</td>
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<tr>
<td>8/31/21</td>
<td>TU</td>
<td>Module 2</td>
<td>Chapter 3 – Assessment and Diagnosis of Childhood Disorder</td>
<td>Pg. 60-83</td>
<td>Interview practice Videos</td>
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</tr>
<tr>
<td>9/2/21</td>
<td>TH</td>
<td>Module 2</td>
<td>Chapter 4 – Treating Children, Adolescents &amp; Families</td>
<td>Pg. 86-105</td>
<td>Videos</td>
<td><strong>QUIZ #1 opens today after class and stays open for 5 days - Open until 9/7 (chap. 1-4)</strong></td>
</tr>
<tr>
<td>9/7/21</td>
<td>TU</td>
<td>Module 3</td>
<td>Chapter 5 – Intellectual Disability &amp; Developmental Disorders</td>
<td>Pg. 110-148</td>
<td>Videos</td>
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<tr>
<td>Date</td>
<td>Module</td>
<td>Chapter/Module/Topic</td>
<td>Assignment/Comments</td>
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<tr>
<td>9/9/21</td>
<td>TH Module 3</td>
<td>Chapter 5, continued</td>
<td>Discuss Autism Experiment</td>
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<td>Videos</td>
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<tr>
<td>9/14/21</td>
<td>TU Module 4</td>
<td>Chapter 6 – Autism Spectrum Disorders</td>
<td>Pg. 151-183</td>
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<tr>
<td>9/16/21</td>
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<td>NO CLASS TODAY</td>
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<tr>
<td>9/21/21</td>
<td>TU Module 5</td>
<td>Chapter 6, continued</td>
<td>VIGNETTE WRITING (in class) (Vignettes are due following class. You will have up to 3 days to post)</td>
<td>Vignette is Due 9/24</td>
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<td>Autism Experiment DUE</td>
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<td>9/23/21</td>
<td>TH Module 5</td>
<td>Chapter 7 - Communication &amp; Learning Disorders</td>
<td>Pg. 186-228</td>
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<td>Videos</td>
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<tr>
<td>9/28/21</td>
<td>TU Module 6</td>
<td>Chapter 7 – continued</td>
<td>Dyslexia Video (EXTRA CREDIT)</td>
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<tr>
<td>9/30/21</td>
<td>TH Module 6</td>
<td>Chapter 8 – Attention Deficit Hyperactivity Disorder</td>
<td>Pg. 232-263</td>
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<td>Videos</td>
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<tr>
<td>10/5/21</td>
<td>TU Module 7</td>
<td>Chapter 8 - continued</td>
<td>VIGNETTE WRITING (in class)</td>
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<td>LD Experiment DUE</td>
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<td>Vignette is Due 10/8</td>
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<tr>
<td>10/7/21</td>
<td>TH Module 7</td>
<td>PRESENTATIONS Integration IQ</td>
<td>Feedback Comments on Presentations are due no later than 3 days after the presentation</td>
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<td>Presentation Feedback Due 10/10</td>
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<td>Date</td>
<td>Module</td>
<td>Topic</td>
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<tr>
<td>10/12/21</td>
<td>Module 8</td>
<td>Chapter 9 – Conduct Problems in Children &amp; Adolescents</td>
<td>Pg. 265-299</td>
<td>Videos</td>
<td>Interview Project Proposal DUE</td>
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</tr>
<tr>
<td>10/14/21</td>
<td>Module 8</td>
<td>PRESENTATIONS Medication Home Schooling</td>
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<td>Presentation Feedback Due 10/17</td>
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<tr>
<td>10/19/21</td>
<td>Module 9</td>
<td>Chapter 10 – Substance Use Disorders in Adolescence</td>
<td>Pg. 301-332</td>
<td>Videos</td>
<td>QUIZ #3 opens after class today (chap. 8-10) Closes 10/24</td>
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<tr>
<td>10/21/21</td>
<td>Module 9</td>
<td>PRESENTATIONS Wilderness camps Spanking</td>
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<td>Presentation Feedback Due 10/24</td>
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<tr>
<td>10/26/21</td>
<td>Module 10</td>
<td>Chapter 11- Anxiety &amp; Obsessive Compulsive Disorders</td>
<td>Pg. 336-377</td>
<td>Video</td>
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<tr>
<td>10/28/21</td>
<td>Module 10</td>
<td>Chapter 12 – Trauma Related Disorders &amp; Child Maltreatment</td>
<td>Pg. 380-418</td>
<td>Videos</td>
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<tr>
<td>11/2/21</td>
<td>Module 11</td>
<td>Breakout Discussion about Trauma</td>
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<td>VIGNETTE WRITING</td>
<td>Vignette is Due 11/5</td>
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<tr>
<td>11/4/21</td>
<td>Module 11</td>
<td>PRESENTATIONS Video Violence Divorce</td>
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<td>Presentation Feedback Due 11/7</td>
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<tr>
<td>11/9/21</td>
<td>Module 12</td>
<td>Chapter 13 - Depressive Disorders &amp; Suicide</td>
<td>Pg. 421-458</td>
<td>Videos</td>
<td>QUIZ #4 opens after class today (chap. 11-13) Closes 11/14</td>
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<td>11/11/21</td>
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<td>VETERANS DAY NO CLASS</td>
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<tr>
<td>11/16/21</td>
<td>Module 13</td>
<td>Chapter 14 - Pediatric Bipolar Disorder &amp; Schizophrenia</td>
<td>Pg. 460-500</td>
<td>Videos</td>
<td>INTERVIEW PROJECT DUE</td>
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EXTRA CREDIT – There are three videos listed in the Module labeled, “Extra Credit”. One (Dyslexia) will be viewed during class time. The other two may be accessed from Canvas.

For each video, write a summary of the video, include your own critique (comments) about the video and relate it to our class.

Each write up is worth 5 points and you may complete a maximum of 2 which equals **10 POINTS maximum possible**.

The DUE DATE for all extra credit is no later than 11/23/21, although you can submit extra credit write ups at any time. **UPLOAD EXTRA CREDIT ON CANVAS.**