San José State University, College of Social Sciences
Department of Psychology

**PSYC 142: Child Psychopathology**

**Summer 2021**

Sections:
Psyc 142-01, CRN: 30572
Psyc 142-61, CRN: 30573

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Prof. Leslye M. Tinson, M.S., LMFT (pronouns: she/her) Lecturer of Psychology &amp; African American Studies</th>
</tr>
</thead>
</table>
| Class day/time | Synchronous class meetings on Tuesdays 1pm - 5:15pm (Zoom)
- June 1
- June 8
- June 15
- June 22
- June 29
AND independent study to be arranged |
| Class dates | June 1, 2021 - July 2, 2021 (5-week course) |
| Class Location | Online via Canvas: sjsu.instructure.com; one.sjsu.edu |
| E-mail address | Leslye.Tinson@sjsu.edu
*Please include “PSYC 142” in the subject line*
| Office Hours | Tuesdays 11am-12pm by appointment: leslyetinson.youcanbook.me |
| Office Location | Working from home due to COVID-19 pandemic |
| Faculty Websites: | SJSU People: Leslye Tinson |

**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. 3.0 semester units.

**Course Prerequisites**

PSYC 1: General Psychology.

Welcome to our online-hybrid course!

<table>
<thead>
<tr>
<th>Proceed To Our PSYC 142 Canvas Course</th>
<th>SJSU Learn Anywhere Portal</th>
</tr>
</thead>
</table>

PSYC 142, Tinson, Summer 2021, Page 1
Welcome to our course!

Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in **PSYC 142: Child Psychopathology** this semester! This is one of my favorite courses to teach because I love helping children and adolescents and their families. I look forward to sharing ideas, answering questions, and learning with you in the weeks ahead.

**Our class officially starts on June 1, 2021** and that is when you can login to begin. To successfully login use the following:
- [SJSU One](#)
- Canvas website: [SJSU Login](#)

You will have access to a welcome video that will help you get oriented to the navigation of our Canvas website. When we meet for Zoom class, I will be available to answer your questions. You can join Zoom from your desktop, laptop, or smartphone.

**Zoom link for our class sessions**

Join from PC, Mac, Linux, iOS or Android:
https://sjsu.zoom.us/j/81872508818?pwd=RUNPRUdoWUY5UDR6TzlCaHRKZHU2QT09
Password: 258770

Or Telephone: Dial(for higher quality, dial a number based on your current location):
US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 312 626 6799 or +1 646 876 9923 or +1 301 715 8592
Meeting ID: 818 7250 8818
International numbers available: https://sjsu.zoom.us/u/kblsXEywnB

Our class is fully online with some scheduled meetings, and there are required activities to complete in order to stay actively enrolled. Please login and finish the following Orientation module by the end of the first week of classes.

1. Read the Orientation module (includes our syllabus)
2. Participate in the “Intro/Welcome” Discussion Board
3. Complete the “Getting to Know You” Survey
4. Setup your individual study plan schedule
5. Complete the Syllabus Quiz.

**To Summarize:**
- Course starts on **June 1 at 1pm**.
- You have several items to complete before our 2nd class meeting.
- We will usually have our Zoom meetings once a week, Tuesdays at 1pm. The rest of the course content will be available for you to complete asynchronously.

That’s it for now. Feel free to [email me](#) if you have any questions or concerns getting started. I’m looking forward to an awesome semester of learning with you.

Sincerely,

**Professor Tinson**

---

PSYC 142, Summer 2021, TINSON, Page 2
Course Overview
This summer course is taught in an online synchronous-hybrid format. We will meet on Zoom on Tuesdays at 1pm for class lecture and discussion, and then you will have the remainder of the week to work independently (asynchronously), watching assigned videos and completing assignments. You will receive direct or video instruction from the professor and are expected to participate actively during Zoom class discussions and small group activities to integrate learning of course material. All you will be expected to contribute to class by being present each day, on time, and prepared with the materials requested. As you navigate the course, if you find that you are having trouble or need individual support, please come to speak with me during office hours, or we can make an alternate appointment at a mutually agreed upon time.

About your instructor
My name is Leslye Tinson and my pronouns are she, her. Please refer to me as “Professor Tinson” or “Ms. T”. I am a Lecturer in the Department of Psychology and in the Department of African American Studies at SJSU. I also teach in the MS Clinical Psychology graduate program here at SJSU. I have been teaching on campus since 2015 and I enjoy meeting new students and helping you as you make progress in your educational journey.

At present, I am a doctoral student, so I’ll be studying hard and stressed out right alongside you! I have a Master of Science in Clinical Psychology from San Francisco State University. I am a Licensed Marriage and Family Therapist and have an active private practice. I have taught a variety of courses at colleges and universities throughout the Bay Area. I will share more about my background and experiences with you on our Canvas website. You may also view my SJSU faculty webpage.

How to contact your instructor
If you have a question as you are moving through the class, please do the following:

1) If it is a general question, post it on the Q&A forum for our class.
2) If it is a personal question (e.g. grades, accommodations, etc.), send me a message using the Canvas inbox.
3) OR Send me an email directly at Leslye.Tinson@sjsu.edu. If you email me directly, be sure to let me know it’s for our PSYC 142 course.

What can we discuss in office hours?
1) concerns about the class
2) psychology career options
3) graduate school
4) the mental health profession
5) academic advice (informal)
6) mentoring
Textbooks and Materials

For our course you may use the 3rd edition or 4th edition of Dr. Weis’ text.


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

You will also need:
- a composition book or paper for taking notes,
- a computer/laptop/e-device for accessing Canvas, and submitting assignments, and
- reliable Wi-fi connection for accessing our online classroom discussions.
- Please use earbuds (or headphones) with a microphone for our class meetings.
- Computers are available for rental from SJSU Student Computing Services.

Course Format

This course will be conducted through weekly Zoom meetings, online discussion forums, required films, and assignments on the Canvas course website. To use Canvas, you will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

Canvas

Canvas is SJSU’s Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. You are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates. Since this is a fully online course, Canvas will be the centralized source of course material, communication and supplemental material. You will also need to use your SJSU Library account to access certain required films in the course.

- Login regularly and check Canvas often!!!
- Video: [How to Access Canvas](#) (Canvas Overview).

Required Computer Equipment

*You will need a computer and reliable internet access in order to successfully complete this course.* Some of the course material may be accessible by phone or other e-device, but the majority of the course’s content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus.

[Student Computing Services](#)

**NOTE:** There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.
Need Tech Support???

If you think you need tech support, try these things first:

1. Log out and try to log back in. Restart your computer.
2. Try a different web browser. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our Q&A forum on Canvas.
5. Contact SJU IT Help Desk for help.
6. Inside Canvas, on the left menu bar, use the help emoji (question mark icon) and submit a trouble ticket.
7. If all else fails, email Professor Tinson: Leslye.Tinson@sjsu.edu

How do I get help outside of class?

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

1. Read the syllabus. Most 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 listed on Page 1. You do not need to set up an appointment for office hours. This is my regular time that I will be available to you. If my office hour times do not work for your schedule, we can set up an appointment at an alternate time.

3. Setup an appointment – If you want to set up 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 set up an alternate time? I’m available Tuesday and Wednesday 3-5pm. Sincerely, Mateo W.
Office hours procedures

I will hold office hours each week before class. Office hours are the best time to discuss your progress in the course, ask additional questions about content that we didn’t have time to cover in class, and speak to me about any personal matters. Since this is a 4-hour course, we will take a few short breaks during class, but please note, this is not my office hours time. FERPA prohibits me from discussing personal issues with you in front of other students. Therefore, the 15 minutes break(s) we take during class is not the appropriate time to meet with me about your personal matters. Please come to office hours as needed. If office hours do not work for you, we can schedule an appointment for a different time to meet.

- You can book appointments into my calendar directly

Email procedures

- While email is available 24 hours per day, I am not awake 24 hours a day. Please give me the courtesy of up to 48 hours (during the school week) to respond to your email request.
- Always remember to tell me what course and section you are enrolled in.
- Please use kind words and a respectful tone in your email.
- Please avoid sending emails 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 toward the instructor.
- If your email is disrespectful, I will refer it to the department chair and/or University conduct. I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss the matter in person.
What is this class about?

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 you to integrate their scholarly learning of the course material with applied aspects of the material. In addition, you will get a chance to integrate their knowledge from other related areas (such as developmental psychology, abnormal adult psychology, sociology, and family systems). you will have the opportunity to express their learning in written format, as well as through oral discussions and presentations in the classroom. you 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.

We will meet each week once per week for class discussions and the rest of the class will be conducted asynchronously. Our course will meet on Zoom on Tuesdays at 1pm. You will typically have the rest of the week to work independently.

What will we do in class?

In this course, some lecture-based material will be provided, however my teaching style often encourages and incorporates active participation of students. In-class discussion and small group exercises will be incorporated 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.

In order to make the class lectures and discussions more meaningful, readings should be completed BEFORE the class for which they are assigned. While PowerPoint presentations may be provided on Canvas, they are NOT a substitute for attending class or for reading the book. There will be a great deal of material that is covered in class that is not represented in the PowerPoint slides, so class attendance is necessary.

I expect you to come to class having (at minimum) reviewed the assigned readings prior to class, with a willingness to give their best efforts in class. It has been my experience that students who are prepared for class, tend to retain more information than those who do not read beforehand. Attending class regularly gives you the opportunity to review and analyze material in a number of ways, which typically enhances their overall learning success.

You will be expected to contribute both orally and in written form during class meetings.
Student Learning Outcomes
For this course, the following student learning objectives will be met through a variety of assigned readings, films, writing assignments and class discussions.

You will be able to:
1) SLO 1: identify behavioral abnormalities in children, using an integrative approach.
2) SLO 2: identify diagnostic criteria for disorders of childhood and adolescence.
3) SLO 3: 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.
4) SLO 4: formulate treatment options that are evidence-based and culturally appropriate for the child, adolescent, and/or their families.

Student suggested learning path
This is an online synchronous-hybrid lecture course, but there is an immense amount of material to cover and we will not cover all of it in class. You will need to devote several hours studying independently each week. you are responsible for ensuring that they complete all assigned readings and supplemental materials posted on Canvas.

There is a plethora of information accessible on Canvas, including links to streaming films, assigned readings from the textbook, and activities to be submitted online via Canvas. Most of my PowerPoint slides are on Canvas, but this does not replace reading the book! Please do not expect that we will cover line by line what is assigned in the readings.

I expect you to prepare for class each day by:
1) Reading the syllabus – review the class schedule for that day.
2) Review the assigned textbook chapter prior to class.
3) Attend and actively participate in class lectures.
4) Take notes and ask questions during class.
5) Watch the assigned videos for that module.
6) Review the PowerPoint slides on Canvas.
7) Come to office hours if additional support is needed.
8) Complete the assignments for the chapter by the deadline dates.
9) Then, move to the next chapter in the schedule.

Courses are designed such that in order to be successful, it is expected that you 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.

REMEMBER…
Time management is especially important in summer session courses!

Please keep in mind that additional discipline is required in making sure that assignments are completed on time, and time management is the responsibility of the student enrolled.
Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology
   you will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. Research Methods in Psychology
   you will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

3. Critical Thinking Skills
   you will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

4. Applications of Psychology
   you will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. Values in Psychology
   you will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Requirements

“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 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.”

The following assignments will be used to evaluate a student's progress in this course.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS</th>
<th>Percentage toward grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Orientation - getting to know you + Intro discussion post</td>
<td>20 points</td>
<td>10%</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>10 points</td>
<td>5%</td>
</tr>
<tr>
<td>Exams (3)</td>
<td>75 points</td>
<td>15%</td>
</tr>
<tr>
<td>- Exam 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exam 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Exam 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments (submit to Canvas)</td>
<td>70 points</td>
<td>5% each, 35% total</td>
</tr>
<tr>
<td>Final Project/Presentation</td>
<td>25 points</td>
<td>15%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>200 points</td>
<td>100%</td>
</tr>
</tbody>
</table>
Assignments

Course orientation module (20 points)

- Setup your Canvas profile, add profile picture, and set your notifications ON
- Setup your Zoom account, add profile picture, add gender pronouns
- Attend Zoom orientation
- Watch the introduction video on Canvas
- Read the syllabus and Prepare a learning schedule/study plan

Graded Assignments in the Orientation Module

- Post on the introductory discussion board (Submit using Canvas Studio, or text with photos) - 10 points
- Submit “Getting to know you” sheet to instructor - 10 points

Syllabus Quiz (10 points)

The course syllabus is our agreement for the semester. You are expected to read the syllabus thoroughly and refer to it often during the course. We will have one quiz (administered on Canvas) that will review your understanding of the syllabus policies and course requirements. **you who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.**

Case Studies, Discussions, Activities – 70 points (10 points per assignment)

To enhance the student learning experience, you will have the opportunity to participate in small group activities during class and/or Canvas assignments. **For in-class Zoom assignments, you 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 you are expected to contribute to the final product submitted. For Canvas assignments, please follow the stated deadline. There is some flexibility, but I can give better feedback to you when submitted timely. Late submissions will be accepted. **you who do not submit the assignments will receive 0 points.** For Canvas submissions – you are responsible for making sure your file can open. Please convert “Apple Pages” files to PDF or Word before submitting them. Corrupted files or files that I cannot access will receive 0 points. Please do not directly email me the assignment. Please always submit your work in Canvas.

In addition to our Zoom discussions, you will participate in virtual dialogue with classmates through the Canvas discussion forums. Examples might include: sharing your favorite research finding of the week’s readings and why, or analysis of a video or controversial issue in child psychopathology. you will post their original ideas then reply to several colleagues in the course. The goal is to have authentic dialogue with at least one other student in the forum. **Discussion posts can be submitted as written text or video submissions using Canvas Studio, which is an app built into our Canvas course.**

Complete details of assignments will be posted on Canvas.

Exams – 75 points (25 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.**
Final Presentation – 25 points
Each student will design a final project as their final exam for the class. Students can select one of 2 options:

1) Select 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. Canvas Studio, PowerPoint, Prezi, YouTube or other visual aids are welcomed. The approved list of agencies is available on Canvas.
2) Create a “lessons learned” culminating project. Canvas Studio, PowerPoint, Prezi, YouTube or other visual aids are welcomed.

Complete details about the final project will be posted on Canvas.

If you need help, please contact me:
   1) Send me a message in Canvas inbox
   2) Send me an email OR
   3) Request an appointment to meet via Zoom

Instructor feedback
I plan to grade assignments on Friday evenings each week. I will try my best to ensure that you are given feedback by the following week's class.

Grades will be posted as they are completed by me. Even if you finish and 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 come to office hours where I will be happy to discuss.
Grading

The course is set up so that no one specific assignment can “tank” your grade. Complete as many assignments as you can to get the grade that you hope to earn. At the end of the semester, you will be assigned a letter grade based on the percentage they earned in the course. Letter grades on the Canvas website are not considered official grades. If you have questions about their progress in the course, I strongly encourage you to meet with me during office hours. Grades will not be rounded up. Except in the event of clerical error, all grades are final. There is no extra credit in this course.

Final grades will be awarded based on the minimum points as listed below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>99%</td>
</tr>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A minus</td>
<td>90%</td>
</tr>
<tr>
<td>B plus</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B minus</td>
<td>80%</td>
</tr>
<tr>
<td>C plus</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C minus</td>
<td>70%</td>
</tr>
<tr>
<td>D plus</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D minus</td>
<td>60%</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 60%</td>
</tr>
<tr>
<td>Credit</td>
<td>70% or better</td>
</tr>
<tr>
<td>No Credit</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Determination of Final Grades in the course

- Final points and letter grades are not rounded up.
- **There is no extra credit in this course**, but I often put extra questions on the test allowing you to earn a few extra points. You should plan to complete the required assignments in order to get the grade that they want in the course.
- Grades and percentages posted on Canvas are not official grades. Any student who has questions about their progress in the course should contact the instructor directly.
- 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.
- 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.
Course Policies

Online Classroom Procedures

1. Please be respectful of the instructor and other students in the course, by refraining from use of profanity, racism, sexism, etc. and any other offensive comments on the discussion forums and in your electronic communications.

2. If a behavioral disruption arises, I will ask to set up a meeting prior to the student being allowed to return to the course.

3. Cheating and plagiarism will not be tolerated. College rules regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair and the Dean of Social Sciences. (See Academic Integrity Policy)

4. I expect you to take risks, try hard and do their best. Having a positive attitude will go a long way!

5. **TIME MANAGEMENT is important.** Taking an online course requires additional discipline. We won’t have the day-to-day reminders and in-person interaction. I will do my best to send email reminders, or post Canvas reminders online. However, it is ultimately the student’s responsibility to manage time wisely, study in a progressive manner (as opposed to cramming) and submit all assignments by their stated deadlines.

6. **Special reminders about email etiquette**
   a. Please use kind words and maintain a respectful tone in your emails to me.
   b. Please avoid emailing me when you are upset or frustrated.
   c. Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.
   d. 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.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The academic integrity policy and Student Code of Conduct requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Affairs - Student Conduct.

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 will be the student’s own work. You are encouraged to study together to discuss major concepts covered in lecture. 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 email, an e-mail attachment file, a diskette, or a hard copy, or in any other format.

You are expected to submit college-level original work, with proper credit and in-text citations given to external sources using American Psychological Association (APA) current edition style guide. A list of references must also be provided for each typewritten assignment. For more information on proper citations in APA format, visit www.apastyle.org.

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 University disciplinary action.

Examples of Plagiarism can be found on the following website: [https://libguides.sjsu.edu/plagiarism](https://libguides.sjsu.edu/plagiarism)
Student Absences
This is a fully online course, so attendance is expected by engaging on Canvas multiple times per week. The professor will have the ability to monitor Canvas engagement through the activity report. This view shows the professor how often the student is logged into our course and interacting with the assignment and materials. I expect you will be able to manage your own time. Since this is an online class, I expect you to develop their own learning schedule, ensuring that they adhere to the deadlines. Since we are in a current health pandemic, I am using the deadlines as “suggestions” and I will accept late work without lengthy explanation. With that said, do not wait until the last week of classes to try to do all the modules.

Attendance
- **Late and Missed assignments**: I will accept late assignments up to the last day of our summer class.
- **Missed exams**: If you miss an exam you will need to set up a time with me to do a makeup oral exam, which will be a clinical case formulation/written essay.

Course Incompletes, Withdrawals & Grade Changes
I expect each student to monitor their own academic progress in the class using the course points system listed in the syllabus. If you are having difficulty, please consult with me during office hours for guidance (as soon as they notice they are having difficulty) or seek other academic assistance (tutoring, disability accommodations, counseling, etc.). Grade changes after the semester is over will only be allowed for instructor clerical error. Sometimes you are not performing well (having a "bad" semester) or have other emergencies that prohibit them from completing the course on time. If this happens, a student may wish to apply for an incomplete or withdraw from the course.

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 all you to:
- share their unique experiences, values and beliefs
- be open to the views of others
- appreciate the opportunity that we have to learn from each other
- 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, on campus, and in our communities

Mental Health Disclaimer & Support Services
All course material has been carefully selected to enhance the educational experience, and is not intended to traumatize or harm you. However, there are topics that we will cover that might be difficult to hear about, view films or witness others’ experiences. There may also be some material that has the potential to be retriggering of past trauma. I strongly suggest that you “put your safety mask on first” – which means, take good care of yourself as you take this online course, take breaks when needed, and regularly practice self-care, as well as solicit mental health services (if needed) as you pursue the course content.
- If you are experiencing a psychiatric emergency, please dial 911 or go to your nearest hospital.
- [SJSU Counseling and Psychological Services](https://www.sjsu.edu/counseling/)
**University Policies**

This page contains information relevant to all courses at SJSU.

- General Expectations, Rights and Responsibilities of the Student
- Academic Integrity
- Accommodation to Students' Religious Holidays
- Adding and Dropping Classes
- Attendance and Participation
- Accommodations for Students with Disabilities
- Consent for Recording of Class and Public Sharing of Instructor Material
- Timely Feedback on Class Assignments
- Workload and Credit Hour Requirements

**University Resources for Students**

- Counseling and Psychological Services (CAPS)
- Peer Connections
- SJSU Cares
- Student Technology Resources
- Writing Center

**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).

**Important University Dates and Deadlines**

The deadlines below pertain to our course. See the Academic Calendar at http://www.sjsu.edu/summer/calendar/ for additional details and other Summer Sessions.

**Session One: June 1 - July 2, 2021**

Instruction Begins: June 1
Last day to Drop 100% refund: June 1
Last day to Drop without W: June 3
Withdrawal begins (Drop with W): June 4
Last day to ADD online: June 7
Last day to Request CR/NC: June 7
Withdrawal ends: July 2
Last day of instruction: July 2
Grades due: July 9
Grades available online: July 10
Grades post to transcript: 8/17/21

Last day of our Zoom class meetings is Tuesday, June 29, 2021.
Our final exam is due by Friday, July 2, 2021.
The course officially ends on July 2. No work can be submitted after this date.
Course Schedule

Please review the schedule below. You will typically need to submit one assignment per course module/topic. Deadlines will also be posted on Canvas. The schedule is subject to change. Substantive changes will be announced in class or posted on Canvas.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class topics</th>
<th>Asynchronous activities and deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| June 1           | 1pm: Syllabus, Course Overview                                               | ❑ Module 0: Complete Orientation  
| Zoom class       | 1:30pm: The science of Developmental Psychopathology                        | ❑ Participate in Welcome discussion  
|                  | ● Historical perspectives                                                    | ❑ Submit GTKY sheet to Prof. Tinson  
|                  | ● Introduction to the DSM-5                                                  | ❑ Module 1: **Read Chapter 1**  
|                  | 2:30pm: Theoretical causes of childhood disorders                            | ❑ Module 2: **Read Chapter 2**  
|                  | ● Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models    | ❑ Module 1 & 2: Watch videos  
|                  | 3:15pm: Case of Eric                                                         | ❑ Module 2: Complete case of Jorge  
|                  | 4:15pm: Adjourn for asynchronous homework                                    |                                                                                                           |
| June 3           | Research methods                                                             |                                                                                                           |
| asynchronous     | Clinical assessment                                                          | ❑ Module 0: **Submit Syllabus Quiz**  
|                  | DSM-5 Diagnosis                                                              | ❑ Module 3: **Read Chapter 3**  
|                  | Treatment methods                                                            | ❑ Module 4: **Read Chapter 4**  
|                  | Professional ethics                                                          | ❑ Module 3 & 4: Watch videos  
|                  |                                                                              | ❑ Module 3: Review assessment websites  
|                  |                                                                              | ❑ Module 3: Submit Hypothetical case assessments  
|                  |                                                                              | ❑ Other: **Select final project option 1 or 2 and sign-up on Google Doc**  

WEEK 2

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class topics</th>
<th>Asynchronous activities and deliverables</th>
</tr>
</thead>
</table>
| June 8            | 1:00pm: Research & Assessment Q&A                                  | ❑ Module 5: **Read Chapter 12**  
| Zoom class        | 1:30pm: Risk factors and PTSD                                      | ❑ Module 6: **Read Chapter 11**  
|                   | Trauma and Stressor related disorders                              | ❑ Module 5 & 6: Watch videos  
|                   | ● Post-traumatic stress disorder                                   | ❑ Read CANRA law  
|                   | ● Adjustment disorders                                             | ❑ Review SCAR form  
|                   |                                                                  |                                                                                                           |
| 2:00pm: Asynchronous films         | ● Physical abuse  
|                                   | ● Sexual abuse  
|                                   | ● Emotional abuse and neglect  
| 3:30pm: Anxiety disorders        | ● Separation anxiety disorder  
|                                   | ● Selective mutism  
|                                   | ● Specific phobias  
|                                   | ● Social anxiety disorder  
|                                    | Locate a child abuse news story or clip  
|                                    | Participate in online discussion on child abuse  

| June 10 asynchronous              | Depressive disorders  
|                                   | Major depressive disorder  
|                                   | Persistent depressive disorder  
|                                   | Disruptive mood dysregulation disorder  
| Suicide risks in children and adolescents | Module 7: Read Chapter 13  
|                                   | Module 7: Watch Mind/Game  
|                                   | Module 7: Submit Case of Chamique  
|                                   | Module 7: Create a PSA to prevent child suicide and post to discussion forum  
|                                   | Watch and Comment on at least 2 PSAs  

| 06/11/2021 (online)               | Exam 1 covers Chapters 1, 2, 3, 4, & 11.  
|                                    | Submit Exam 1 on Canvas  
|                                    | Exam 1 is due by Friday, June 11 by 11:59pm.  

### WEEK 3

| June 15 Zoom class                | 1pm: Depression Q&A  
|                                   | 1:30pm: Feeding and eating disorders  
|                                   | Anorexia nervosa; Bulimia nervosa;  
|                                   | Binge-eating disorder; ARFID; Pica  
|                                   | 3pm: Pediatric and Health Psychology  
|                                   | The field of pediatric psychology  
|                                   | Elimination disorders: Enuresis and Encopresis  
|                                    | Module 8: Read Chapter 15  
|                                    | Module 8: Watch Recovering  
|                                    | Module 8: Online discussion  
|                                    | Module 9: Read Chapter 16  
|                                    | Module 9: Watch Little Stars  
|                                    | Module 9: Submit Health Psych mini-report  

| June 17 asynchronous              | Substance Use Disorders in children and adolescents  
|                                   | Smoking, Drinking, Illicit drugs  
|                                   | Treatment  
|                                   | Prevention for substance use  
|                                    | Module 10: Read Chapter 10  
|                                    | Module 10: Watch films  
|                                    | Create a PSA on substance use prevention for teens  
|                                    | Create videos and post to Canvas discussion forum  
|                                    | Watch and comment on at least 2 classmates’ PSAs  

Exam 1 covers Chapters 1, 2, 3, 4, & 11.
Submit Exam 1 on Canvas
Exam 1 is due by Friday, June 11 by 11:59pm.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 18</td>
<td>Exam 2 covers Chapters 10, 13, 15 and 16.</td>
<td>☐ Submit Exam 2 on Canvas&lt;br&gt;☐ Exam 2 is due by Friday, June 18 at 11:59pm.</td>
</tr>
<tr>
<td></td>
<td>(online)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WEEK 4</strong></td>
</tr>
<tr>
<td>June 22</td>
<td>Zoom class</td>
<td>☐ Module 11: Read  Chapter 5  ☐ Module 11: Read  Chapter 7.2  ☐ Watch Educating Peter  ☐ Submit SPED report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 24</td>
<td>asynchronous</td>
<td>☐ Module 12: Read  Chapter 8  ☐ Watch Dr. Barkley videos  ☐ Post to Discussion: ADHD medications  ☐ Module 13: Read  Chapter 6  ☐ Watch Autism in America  ☐ Optional: discussion forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>WEEK 5</strong></td>
</tr>
<tr>
<td>June 29</td>
<td>Zoom class (final Zoom meeting)</td>
<td>☐ Module 14: Read  Chapter 9  ☐ Module 14: Watch assigned videos  ☐ Module 14: Participate in online discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>asynchronous</td>
<td>☐ Submit presentation file to Canvas  ☐ Watch and comment on at least 2 videos</td>
</tr>
<tr>
<td>July 1</td>
<td>Post Final Project/ Presentation videos to Canvas Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(asynchronous)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>July 2</strong></td>
</tr>
<tr>
<td></td>
<td>Exam 3 covers Chapters 5, 6, 7, 8 and 9.</td>
<td>☐ Submit Exam 3 on Canvas  ☐ Exam 3 is due by Friday, July 2 at 11:59pm.</td>
</tr>
</tbody>
</table>