

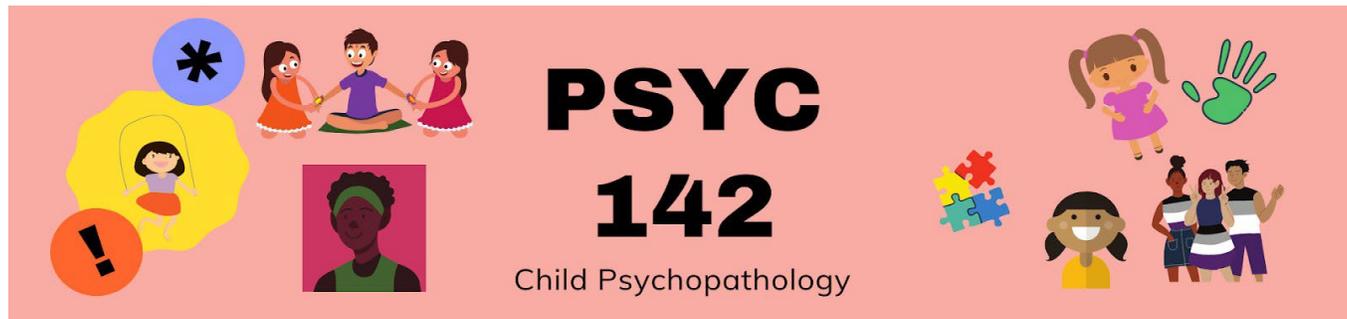
San José State University

College of Social Sciences, Department of Psychology

PSYC 142: Child Psychopathology

Section 81, CRN 25949, Mondays 6:00pm-8:45pm

Spring 2022



Instructor Information

	Leslye M. Tinson, M.S., LMFT (she/her) Lecturer of Psychology & African American Studies
Office Location:	@ home due to COVID-19 pandemic
Office Hours:	Mondays through Thursdays, 3:30pm - 4:00pm, OR by appointment (All office hours held virtually)
Email:	Leslye.Tinson@sjsu.edu
Faculty Websites:	SJSU People: Leslye Tinson
Class Days/Time:	<ul style="list-style-type: none">Section 81, Monday 6:00pm-8:45pm
Class Location:	This course is fully online with some synchronous meetings. Meetings will be held virtually using Zoom or Google Meet. All course materials are located on Canvas.

Course Description

PSYC 142 - Child Psychopathology, 3 unit(s)

Nature, causes, assessment, and treatment of behavioral, cognitive, and emotional problems of children and adolescents. Emphasis on psychological, social, and biological determinants of human behavioral and psychological disturbance. **Prerequisite(s): PSYC 1.**

Welcome to our online-hybrid course!

[Proceed To Our PSYC 142 Canvas Course](#)

[SJSU Learn Anywhere Portal](#)

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. It's an interesting time to be exploring the psychological, biological and sociocultural aspects of childhood and adolescence, and the psychological disorders of this developmental phase of life. This topic is more timely given the added challenges of our ongoing COVID-19 pandemic, and the news reports of illness nationwide among school-aged children.

This welcome letter provides a brief overview of our first day of class and some logistics. We will cover the course in greater detail by reviewing the syllabus together on our first day of class.

Spring 2022 instruction begins on **Wednesday, January 26** and classes will end on **Monday, May 16, 2022. Finals week is scheduled thereafter.**

- Child Psychopathology Section 81 starts Monday, January 31 at 6:00pm.

To successfully login to our course, use the following:

- [SJSU One](#)
- Canvas website: [SJSU Login](#)

During our first class meeting, I'll be hosting a Welcome Session and we will have a brief introductory discussion of our course. This course will require your active participation, so verbal and text contributions in the chat, and collaboration with other students is expected. Since we won't be able to meet in person, we will do our best to simulate active discussions using the technology we have. I hope that you will be able to participate by:

- When possible, consider using a **webcam** or smartphone camera so that you are visible in class.
- As much as possible, be in a space free from distractions, and with good sound and lighting.
- Using a [virtual background](#) (if desired) to remove distractions from our view.
- Using a **headset** or headphones to maintain confidentiality during our class discussions.

This course is scheduled to be fully online. All class meetings will be held on Zoom. You can join from your desktop, laptop, tablet, or smartphone. We will use Google Meet as a backup method if Zoom breaks down, so be sure you have your Canvas Announcement Notifications set to **ON**, as that is how I will notify you of any changes.

Please login and finish the following Orientation module by the end of the second week of classes.

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

That's it for now. Feel free to email me if you have any questions or concerns about getting started. I'm looking forward to an awesome semester of learning with you.

Sincerely,
Professor Tinson

Leslye M. Tinson, M.S., LMFT
Lecturer of Psychology & African American Studies, San José State University
[SJSU Faculty Webpage: Leslye Tinson](#)
Licensed Marriage and Family Therapist #110060, www.leslyetinson.com

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 at SJSU since 2015 and 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 and stressed 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:

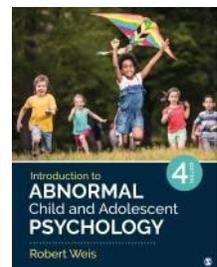
- 1) If it is a general question, post it on the **Q&A forum** for our class.
- 2) If it is a personal question (e.g. grades, accommodations, etc.), send me a message using the **Canvas inbox**.
- 3) **OR** Send me an email directly at Leslye.Tinson@sjsu.edu. If you email me directly, be sure to let me know it’s for our PSYC 142, Section 01 course.

Textbooks and Materials

The required textbook for our class is:

Weis, R. (2021). [Introduction to abnormal child and adolescent psychology, 4th ed. SAGE Publications](#).

NOTE: 3rd edition is OK, but do not use an edition earlier than 3rd or 4th 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, students 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. Students 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.
4. Visit the [Canvas Student Guide](#) for step-by-step instructions.
5. Contact [SJSU 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. I can also meet online using Zoom.
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 setup an alternate time? I’m available Tuesday and Wednesday 3-5pm. Sincerely, Mateo W.

The Purpose of this Course

This 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, including factors of gender, race, ethnicity, and socioeconomic status will be considered throughout the course material.

A primary objective of this course is for students to integrate their scholarly learning of the course material with applied aspects of the material. In addition, students will get a chance to integrate their knowledge from other related areas (such as developmental psychology, abnormal adult psychology, sociology, and family systems). Students will have the opportunity to express their learning in written format, as well as through oral discussions and presentations in the classroom. Students will be encouraged to develop additional analytical thinking skills by critically evaluating original research in abnormal child psychology and by applying their knowledge of abnormal child psychology to specific case studies and first-person accounts of maladaptive behavior in childhood and adolescence.

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 at least one time per week on Zoom.** You will typically have the rest of the week to work independently.

In this course, some lecture-based material will be provided, however my teaching style often incorporates active participation from you. We will have online discussions, small group exercises, and interactive activities throughout the semester. PowerPoint slides, videos and other audio-visual aids will be used throughout the course to enhance the student learning experience. Additionally, you will have access to online resources to supplement course material via the course Canvas site.

I expect you to come to class having **read the assigned readings prior to class**, with a winning attitude and willingness to give their best efforts in class. It has been my experience that those who are prepared for class, and who attend class regularly perform best. The value of your presence in class and participation in the class really enriches the learning experience for everyone. Students will be expected to contribute both orally and in written form during the semester.



Course Learning Outcomes (CLO)

For this course, the following student learning objectives will be met through a variety of assigned readings, films, writing assignments and class discussions.

Students will be able to:

- 1) identify behavioral abnormalities in children and adolescents, using an integrative approach.
- 2) formulate treatment options for the children, adolescents and their families.
- 3) identify diagnostic criteria for mental disorders affecting children and adolescents.
- 4) apply sociocultural contexts to gain better understanding of unique circumstances that the child/family is facing, to assist in development of a comprehensive treatment approach.

Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology

Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. 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.

3. Critical Thinking Skills

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.

4. Applications of Psychology

Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. Values in Psychology

Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

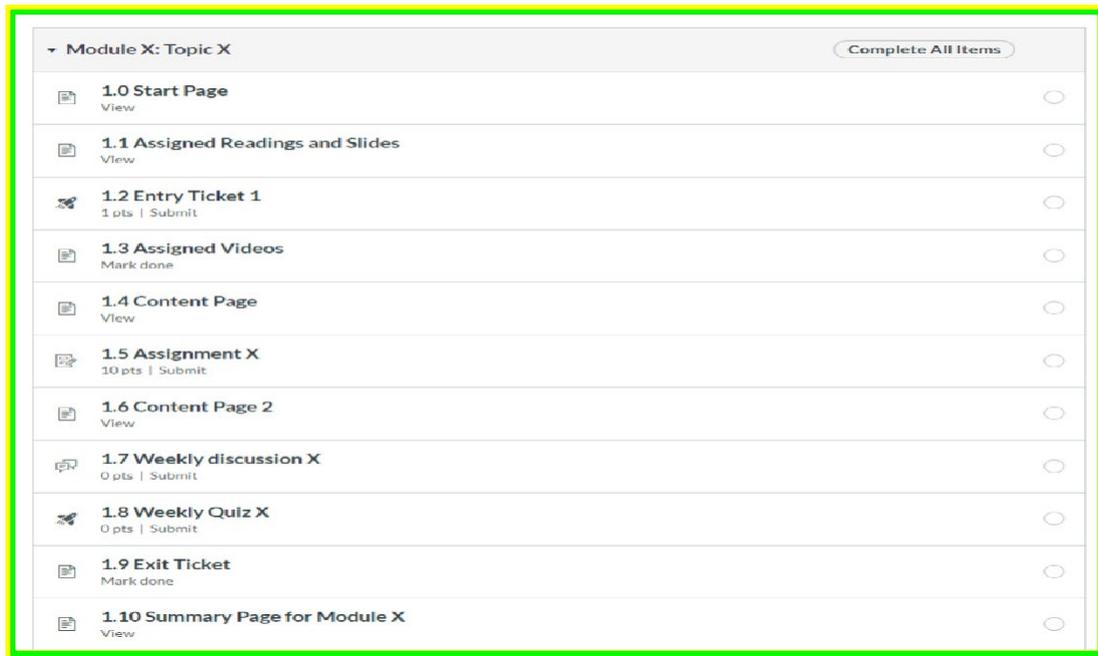
Student suggested learning path

Each Canvas module is set up in a sequentially numbered format. To ensure you don't miss anything, you should plan to follow the module in order as it is designed. There will be green check marks or red marks next to each item. This helps you to easily keep track of what is due for each module.

Canvas' navigation buttons are located at the bottom of each page of the module. To proceed, you will need to click the NEXT button. Click NEXT to continue, so that you do not miss any content.



Below is an example of what the Module layout looks like:



Course Assignments (Requirements)

Courses are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course. The course requirements are as follows:

- | | |
|--|------------|
| 1. Course Orientation | 20 points |
| 2. Syllabus Quiz | 10 points |
| 3. Case Studies, Discussions & Assignments | 100 points |
| 4. 3 exams | 90 points |

Total Points in the Course: 220 points

Assignment Descriptions

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. Students 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. **Students who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.**

Case Studies, Discussions, Activities – 100 points (10 points per assignment)

To enhance the student learning experience, students will have the opportunity to participate in small group activities during class and/or Canvas assignments. For in-class Zoom assignments, students must be in attendance and participating during class in order to receive credit. An example of an in-class activity might be reviewing a case study and working with group members to develop a treatment plan for that case. All students are expected to contribute to the final product submitted. For Canvas assignments, please follow the stated deadline. There is some flexibility, but I can give better feedback to students when submitted timely. Late submissions will be accepted. **Students 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, students 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. Students 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 – 90 points (30 points each exam)

Course exams will consist of multiple choice, true/false, short answer, and essay questions. The exam will cover all chapters, cases, lectures, videos, and classroom activities up to that date. The primary purpose of this exam is to verify your mastery of the course material. The focus will be on integration of course concepts, rather than simple presentation of memorized concepts. **Missed exams will result in 0 points, unless an emergency occurs – see Attendance Policy.**

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

Course Schedule

Please review the schedule below. You will typically need to submit one assignment per week. Deadlines will also be posted on Canvas.

Class Assignments: Unless otherwise noted below, all assignments are set on Canvas to be due by 11:59pm. The deadlines should be considered a suggested benchmark to keep you on track, but I will accept late assignments. Please do not wait until the end of the semester to try to submit everything late.

Exams: All exams have specific dates and times, and deadlines of when you should submit. These are hard deadlines. Please be sure to take the exam on the time and date that it is available. You will be taking the exams online. They are timed for 1 hour. While the exams are taken, it is expected that each student conducts themselves with academic integrity and does not include taking the exam with other students, nor sharing information or questions about exams with anyone else. Violations will result in college disciplinary action.

Final Examination

The final exam for our course is Exam 3. It is not weighted any heavier than any other exam in our class and will cover the course material since Exam 2. **The final exam for our class is listed in the [course schedule](#).** The final exam may not be taken early. Please plan your vacations for after final exams.

If a student has 3 different classes with final exams scheduled for the same day, the student may contact me for rescheduling to another day, based on the [SJSU final exams policy](#).

Assignment Group	Point value of assignment	Percentage Weight toward final grade
Syllabus Quiz Intro discussion post Getting to know you	10 points 10 points 10 points	15% of total grade
Case Studies, Discussions, Assignments (10)	100 points	45% of total grade
Exams (3)	90 points	40% of total grade
Total Assignments	220 points	100%

Grading for the course

Students 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 students have questions about their progress in the course, I strongly encourage you to meet with me during office hours.

The table below demonstrates the minimum percentage for each letter grade:

Letter Grade	Percentage
A plus	99%
A	93%
A minus	90%
B plus	87%
B	83%
B minus	80%
C plus	77%
C	73%
C minus	70%
D plus	67%
D	63%
D minus	60%
Fail	Below 60%
Credit	70% or better
No Credit	Below 70%

Determination of Grades

- Final letter grades are not rounded up. Percentages on Canvas are not the official grade. Students should refer to this syllabus for the percentage assigned to each letter grade.
- 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.
- Petitions for 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.

Extra Credit Options

- I typically do not offer extra credit. At my sole discretion, I may offer limited extra credit opportunities, and if so, those opportunities will be announced on Canvas.
- If extra credit becomes available, no more than 20 extra credit points can be gained toward the student's final grade in the course. Additionally, extra credit will not be acceptable for missed assignments.

Classroom Management

Office Hours

- Due to the nature of the fully online course, and the current health pandemic, I will not physically be available to meet on the SJSU campus.
- I am happy to have face-to-face video appointments with you using [ZOOM](#), a video conferencing service.
- I expect students to meet me for office hours as soon as they realize they are having difficulty.
- If my office hour times do not work for you, please email me your availability so we can try to schedule an alternative.

Email etiquette

- Please use proper decorum when sending emails and let me know which class you are in:
 - Subject line: "SJSU – PSYC 142 grading question"
 - Dear Professor Tinson:
- I will do my best to reply to your emails within 1 day during the week. However, on occasion it may take a longer time to reply. Please ensure that the courtesy of at least 24 hours has passed before emailing me again.
- **ALWAYS include "PSYC 142" in the subject line of the email. Example emails are below:**

<p><i>Dear Professor Tinson:</i> <i>I am in your Child Psychopathology class, Section 1. I have a question about Chapter 4. Can you help me understand the cognitive perspective on depression?</i></p> <p><i>Thanks,</i> <i>Jane Smithsonian</i></p>	<p><i>Hi Ms. T:</i> <i>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.</i></p> <p><i>Sincerely,</i> <i>Matt Washington</i></p>
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Online Classroom Behavior Policy

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 students 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 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 Policy

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 e-mail, an e-mail attachment file, a diskette, or a hard copy, or in any other format.

Students 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.

Student Absences

This is a fully online course, so attendance is expected by students 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 students will be able to manage their own time. Since this is an online class, I expect students 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.

Course Incomplete/ Withdrawal/ Grade Change Policy

I expect each student to monitor their own academic progress in the class using the course points system listed in the syllabus. Students who are having difficulty should 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 students 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 students 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 students. 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 students "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](#)

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](#)

Course Schedule: PSYC 142, Section 81, Spring 2022

The following schedule outlines assigned readings and general topics that will be covered each week. Substantive changes will be announced via email announcements posted on Canvas.

Meeting Dates	Class topics, Readings and Assignments
January 31	<p>Course Overview</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus review <input type="checkbox"/> Attendance, Enrollment adds <input type="checkbox"/> Review the Syllabus <input type="checkbox"/> Complete Orientation Module <input type="checkbox"/> Participate in Intro Discussion Forum <input type="checkbox"/> Complete Syllabus Quiz
February 7	<p>Module 1: Introduction to Developmental psychopathology</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 1 <input type="checkbox"/> Review Case of Eric on Canvas (PPT) <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Introduction to Developmental psychopathology <ul style="list-style-type: none"> <input type="checkbox"/> The field of developmental psychopathology <input type="checkbox"/> Historical perspectives <input type="checkbox"/> The DSM: Diagnostic & Statistical Manual of Mental Disorders <input type="checkbox"/> Overview of Risks and Protective Factors <input type="checkbox"/> Plan to bring your Childhood Object assignment to Zoom class (for 2/14 class)
February 14	<p>Module 2: Theories and Models of Understanding Abnormalities in Children and Adolescents</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 2: Causes of childhood disorders <input type="checkbox"/> Zoom Discussion <ul style="list-style-type: none"> <input type="checkbox"/> Opener: Childhood object (Small groups/breakout rooms) <input type="checkbox"/> Theories of understanding abnormalities in Children and Adolescents <input type="checkbox"/> Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models (Case Study) <input type="checkbox"/> A1. Submit intro assignment: Childhood Object (Submit on canvas + bring to Zoom class)
February 21	<p>Module 3: Research Methods and Clinical Assessment of Children and Adolescents</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 3: Assessment and Diagnosis <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Research Methods in the Study of Developmental Psychopathology <ul style="list-style-type: none"> <input type="checkbox"/> Ethics of research <input type="checkbox"/> Assessment of Children, Adolescents, and Families <ul style="list-style-type: none"> <input type="checkbox"/> Interviews, behavioral assessment, checklists and rating scales (Case Study) <input type="checkbox"/> Personality inventories, Family assessment, Educational assessment, Neuropsychological testing

	<input type="checkbox"/> A2. Submit homework (Case of Jorge) from Theories/Etiologies chapter
February 28	<p>Module 4: Therapeutic Interventions with Children, Adolescents, and Families</p> <input type="checkbox"/> Read Chapter 4: Treating children and adolescents <input type="checkbox"/> Zoom Discussion <ul style="list-style-type: none"> <input type="checkbox"/> Psychodynamic therapies, Behavioral therapies, Cognitive-behavioral therapies, Family systems therapies, Psychopharmacological interventions <input type="checkbox"/> Effectiveness of therapeutic interventions—evidence-based treatments <input type="checkbox"/> A3. Submit hypothetical cases of assessment: Norman and Sarah
March 7 (no lecture this week)	<input type="checkbox"/> Review session Monday, 6-7pm (open and optional) <input type="checkbox"/> Exam 1: Complete EXAM 1 will cover Chapters 1, 2, 3, 4 (Exam will be open for two days) <p>Chapter 1: Intro Chapter 2: Theories Chapter 3: Assessment Chapter 4: Treatment</p>
March 14	<p>Module 5: Safety, Risks, Protective Factors and Prevention</p> <input type="checkbox"/> Read Chapter 12: Trauma-related Disorders and Child Maltreatment <input type="checkbox"/> Zoom Discussion <ul style="list-style-type: none"> <input type="checkbox"/> Characteristics within the child, family, community and culture/society <input type="checkbox"/> Child physical abuse, sexual abuse <input type="checkbox"/> Child psychological maltreatment <input type="checkbox"/> California child abuse/neglect reporting requirements; legal and ethical considerations <input type="checkbox"/> Trauma- and Stressor-Related disorders. <ul style="list-style-type: none"> <input type="checkbox"/> Posttraumatic stress disorder <input type="checkbox"/> Acute stress disorder <input type="checkbox"/> Reactive attachment disorder <input type="checkbox"/> Disinhibited social engagement disorder <input type="checkbox"/> Treatment of child trauma <p>Self-study materials</p> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Review CDC website on Adverse Childhood Experiences <input type="checkbox"/> Watch ACE Study video on Kanopy <input type="checkbox"/> Review the Child Maltreatment annual report <input type="checkbox"/> Case Study: Henry Evans <p>Recommended film (optional)</p> <input type="checkbox"/> Netflix: The Trials of Gabriel Fernandez <p>Recommended books (optional)</p> <input type="checkbox"/> Child Maltreatment (Becker-Blease & Kerig) <input type="checkbox"/> Adverse and Protective Childhood Experiences: A developmental perspective (Hays-Grudo & Morris) <p>Assignments for this topic</p> <p>Case study discussion: Case of Henry Evans</p>

	<input type="checkbox"/> A4: Post to discussion forum on child maltreatment (post by 9/22)
March 21	<p>Module 6: Eating & Feeding Disorders; Pediatric Psychology and Health Psychology Where does the field of medicine meet psychology? We will examine eating disorders in childhood, infancy and adolescence, and the treatment interventions available in health care worldwide. The “main” disorders will be anorexia nervosa, bulimia nervosa, and binge eating disorder.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 15 and 16 <input type="checkbox"/> Eating disorders and childhood obesity <input type="checkbox"/> Pediatric Psychology and Health Psychology <input type="checkbox"/> Elimination disorders: encopresis and enuresis <p>Self-study material</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Watch documentary “The Little Stars” <p>Assignments for this topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> A5. Pediatric psychology
March 28 - April 1	Spring Break; No class
April 4	<p>Module 7: Depression & Bipolar Disorders In this module we will explore mood shifts within children and adolescents. Depression often shows up as irritability or sadness in kids. We will also look at the risks, prevention and treatment interventions for suicidal ideation and bipolar disorder.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 13 and 14 <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Major depressive disorder (Case Study) <input type="checkbox"/> Suicide risks in children and adolescents <p>Self-study material</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Watch documentary on Chamique Holdsclaw “Mind over Game” <input type="checkbox"/> Watch Depression in Children video <p>Assignments for this topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> A6. Submit Case Study assignment on Chamique’s case
April 11	<p>Module 8: Anxiety Disorders In this module we will discuss anxiety problems within childhood and adolescence, including separation anxiety, selective mutism, phobias and generalized anxiety. Although no longer categorized as anxiety disorders in DSM-5, we will also review obsessive-compulsive behaviors.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 11 <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Social anxiety disorder (Case Study)

	<p>Self-Study materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Watch Keeping Kids healthy video <input type="checkbox"/> Watch Separation anxiety video <p>Assignments due for this topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> A7. Case Study: Case of Bradley
<p>April 18</p> <p>(Exam 2 due this week)</p>	<p>Module 13: Autism Spectrum</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6 <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Autism Spectrum Disorder <input type="checkbox"/> Diagnostic issues, treatment and the unknowns <p>Self-Study Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Watch Film: Autism in America OR United States of Autism <input type="checkbox"/> Watch Film: Spectrum <hr/> <p>EXAM 2 will cover content from Chapters 12, 13, 15, 16. You will complete the exam on Canvas, and it will be open for two days to allow some flexibility.</p> <p>Chapter 12: Trauma, PTSD and Child Maltreatment Chapter 13: Depression and Suicide Chapter 15: Eating disorders Chapter 16: Pediatric/Health Psychology</p>
<p>April 25</p>	<p>Module 9: Intellectual disabilities and learning disorders</p> <p>In this module we will explore developmental problems that result in learning difficulties and intellectual disability. We will also take a critical look at our special education system and services provided for children and adolescents with advanced challenges.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 5: Intellectual disabilities and developmental disorders <input type="checkbox"/> Read Chapter 7.2: Learning disabilities and learning problems <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Specific Learning Disorders and Intellectual Disability <ul style="list-style-type: none"> <input type="checkbox"/> Down Syndrome (trisomy-21) <input type="checkbox"/> Other genetic and chromosomal disorders <input type="checkbox"/> IDEA, FAPE and IEP teams <p>Self-Study Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Film: Educating Peter <input type="checkbox"/> Film: Inclusion, IEPs and special needs laws <p>Assignment Due for this topic</p>

	<input type="checkbox"/> A8. Case Analysis: Disproportionality in SPED
May 2	<p>Module 10: ADHD in Children and Adolescents In this module we will look at attention deficit hyperactivity disorder, diagnostic challenges, treatment and prevention strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 8 <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Diagnostic issues, Treatment & Prevention <p>Self-study materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Dr. Russell Barkley videos <p>Assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> A9. Online discussion: medications for ADHD
May 9	<p>Module 11: Disruptive Behavior and Conduct Problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 9 <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Disruptive and Conduct Disorders and related problems <ul style="list-style-type: none"> <input type="checkbox"/> Oppositional Defiant Disorder <input type="checkbox"/> Conduct Disorder & Antisocial Personality Disorder <input type="checkbox"/> Behavioral Assessment and Treatment options <p>Self-Study Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> YouTube videos on ODD and CD <input type="checkbox"/> Dr. Russell Barkley videos <p>Assignment Due for this week</p> <ul style="list-style-type: none"> <input type="checkbox"/> A10. Online discussion: Are boot camps good for bad kids?
May 16	<p>Module 12: Substance use in children and adolescents In this module we will discuss substance use among children and adolescents, the treatment and prevention options available, and how parents are necessary advocates for reducing drug use in this population.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 10 <input type="checkbox"/> Zoom Discussion <input type="checkbox"/> Drug Prevention (Case Study) <p>Self-Study Materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review PPT slides <input type="checkbox"/> Watch Required videos posted on Canvas <p>Assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> A11. Case Analysis: Substance use prevention for teens

May 16	<input type="checkbox"/> Zoom Meeting: Last day of our class (all classes end 5/16/2022) <input type="checkbox"/> Course Review and Wrap-Up <input type="checkbox"/> Graduation Celebration
Final Exam Section 81	Exam 3 Module <input type="checkbox"/> EXAM 3 will cover Chapters 5, 6, 7.2, 8, 9 Chapter 5: Intellectual disability Chapter 6: Autism spectrum disorder Chapter 7.2: Specific learning disorders Chapter 8: ADHD Chapter 9: Oppositional defiant disorder and Conduct disorder