

**San José State University
Department of Psychology
Psyc 142 (82) Child Psychopathology
Section # 25950, Spring Semester 2022**

Instructor:	Naomi Wagner, Ph.D
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Office Hours:	Online via ZOOM upon request
Class Days/Time:	Monday- Wednesday 3:00 PM -4:15 PM
Classroom:	Online
Prerequisites:	PSYC 100

Course Description:

"Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences throughout; The course focuses on DSM5 classifications, adaptive and maladaptive behaviors, risk and protective factors within the child, family and environment and developmental models."

Course Content Learning Objectives:

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

- **LO1** : Students will be aware of the special features associated with the

presentation of psychological disorders in children and adolescents (e.g. the concerns regarding the child are presented through the lenses of the adult making the referral; some childhood problems take time to gradually unfold, etc.).

- **LO2:** Students will become aware of the impact of ethno-cultural beliefs, values, and practices on the conceptualization and expression of behavioral disorders in children, as well as of the impact of poverty and economic disadvantage on the well-being of children and adolescents.
- **LO3:** Students will be able to identify the types of information needed to be collected and assessed in order to make a diagnosis.
- **LO4:** Students will be familiar with the DSM-5 criteria for diagnosis of the major childhood psychological disorders, and will be able to provide diagnosis and differential diagnosis for hypothetical vignette cases.
- **LO5:** Students will understand the complexity associated with issues of etiology, and will be familiar with the current status of the major etiological models and the interactions among them.
- **LO6:** Students will be familiar with criteria that distinguish variations of normal development from deviations **from** normal development, as they apply to the understanding of childhood disorders.

GE Learning Objectives:

The GE Writing Requirement is met through the weekly writing assignments that are posted on the instructor's website.

GE learning Outcomes

Upon the completion of this course students should be able to demonstrate

- GELO 1 A broad understanding of issues related to the social sciences
- GELO 2 An ability to communicate ideas effectively both in speaking and in writing
- GELO 3 The capacity for critical and creative thinking;
- GELO 4 The ability to assess information
- GELO 5 The ability for creative and critical thinking

Class activities linked to these outcomes are:

- The identification of the main questions asked by researchers in this area
- The examination of the multiple explanations provided to the questions
- The exploration of yet unknown issues waiting for future research
- *Measurement of the course learning outcomes will be achieved via analysis of a clinical vignette, class discussions, midterms, and a final exam.*

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirement:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

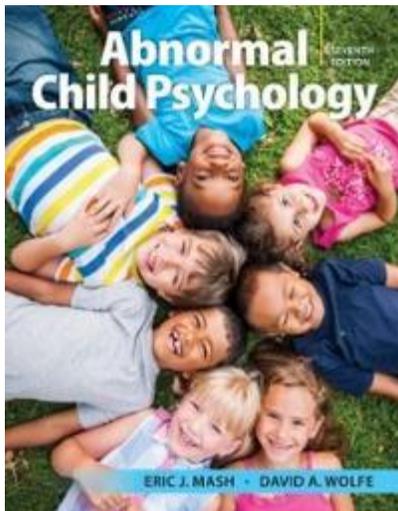
PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

Textbook (required) :

Mash, E.J. and Wolfe, D.A. (2019). *Abnormal Child Psychology. 7th edition*
Cengage Learning.

ISBN#: 13: 978-1-337-62426

Edition # 6 is OK.



The book has a companion website for students that give you quizzes, flashcards, and other resources. Log in to Cengage Learning, go to the book and click on Student Resources

Canvas, Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the **syllabus**, **chapter lecture notes**, **chapter summaries**, and **chapter review questions**, as well as **study guides** are posted on **Canvas learning management system course website**. To access it, go

to : <https://instructure.com>

Use your SJSUOne login and password.

You are responsible for regularly checking the announcements section to learn of any updates.

Classroom Protocol: (This segment was designed to the in-school class, but it is still relevant in terms of stressing the important of attending the on-line zoom meetins)

This course is based on the active participation of the student, and the main requirement is **READING** and **ATTENDANCE**. You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from **ALL** the parts of the unit. We will cover one chapter per week, and follow the sequence of the textbook, chapter-by-chapter. Some parts of the chapters will be skipped, please see reading list below.

The best way to contact me is via e-mail. In the subject line please specify the title of the class. If you leave a phone message, speak slowly and clearly, and when you leave a phone number speak VERY clearly, and repeat the number.

Attendance:

Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.

If you hold a full time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half. Cramming before the test has not been very effective for most students. As you read, take notes and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies.

NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Definition of a Credit Hour

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

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

Distractions:

You cannot surf the Internet, text-message, check your messages or respond to cell-phone during class.

Teacher Availability:

Do not hesitate to e-mail me or to come by with questions. If you have not done so well on any of the tests, please come to see me ASAP, in order to go over test questions that you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.

Dropping and Adding:

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Extra Credit:

Please note that I do not give extra-credits. Your mastery of the subject matter as measured on the exams is the factor that counts.

Assignments: At the conclusion of each chapter the student will respond to the Chapter review Questions that are posted on Canvas.

These assignments are designed to enable the student to process the information more efficiently and to retain it better. They cover main concepts and issues related to these concepts. We are going to dedicate about 20 minutes in class to go over these review questions, and your class participation is important.

- 1. Exams: See study Guides posted on Modules.**

- **We will have 3 midterms and a final.** Each midterm will consist of 50 multiple-choice questions. The questions are factual (specific information), conceptual (assigning a concept to a scenario), and applied (use the information to offer solution to a problem). Each midterm will cover about 2-3 chapters.
- **The final** will include 50 questions- covering the chapters we studied since exam # 3
- **The Exams are closed books and closed notes.**
- **There is a log attached to each exam that may help students and professors communicate issues that may have arisen during exam-taking.**

2. Case Formulation (Clinical Case Study): "Michael "

- You will be presented with a fictional clinical case of a child who is referred to a psychologist because of concerns about his behavior. On Canvas you will find an outline (in PPT) with **instructions**, within which to organize your thoughts and ideas about this child.
- The vignette response paper is an opportunity for students to apply the knowledge they have gained in the course to a fictitious clinical case. The case provides an opportunity to express and develop knowledge about cultural issues, ethics, treatment planning, diagnostic issues, and more. Writing on the vignette should begin by mid semester and will take a considerable amount of time.
- **You MUST follow the instructions for the write-up as they appear on the assignment power-points. See under Modules.**
- This is a scholarly assignment, but you are allowed to talk in the first person, assuming this is your client. However, keep the language more formal and professional. This is how you would talk about your own clients as a psychotherapist.
- **This case-formulation assignment will be turned on the last day of the semester and will be submitted online only (Canvas), not as a hard copy in person.**

Due Date is: Monday, May 16, 2022 at 11:59 PM. . Late assignments will NOT be accepted.

3. On- line chapter quizzes

- **There are 10 chapter quizzes (2 quizzes for chapter 2) , to be taken on line via Canvas.**
- **There are 10 questions for each quiz, very similar to the exam questions. It is recommended that you read the information in the textbook prior to taking the quiz. You have 40 minutes for the 10 questions.**

- This assignment is designed to help you study and retain the information.
- **You need to take each quiz by the due date (see Canvas and in the class schedule below). Please pay attention to the dates, as the quizzes are designed to help you process the information, The quizzes are open book.**

Grading:

Grade Component	Points Available	Percentage of Grade
3 midterms (50 pts each)	150	60
Final Exam (50 questions)	50	20
Clinical Case Study	100	10
Chapter Quizzes	100	10
Total:	450	100%

The grading scale:

A+ 97-100%	A 93-96%	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= 59% and below		

Exam Dates: :

Midterm# 1: **Wednesday, February 23, 2022**

Midterm # 2: **Monday, March 21, 2022**

Midterm # 3: **Wednesday, April 20, 2022**

Final Exam: Tuesday, May 24, 2022

(The Final exam will open at 8 AM and will close at 11:59 PM, to give you flexibility.

Make up exams:

Please note exam dates and plan your trips and events accordingly. You will be allowed to reschedule an exam ONLY upon the presentation of *documented* medical reason, or if you have a mandatory, documented school activity.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

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

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and

basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

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

Peer Mentor Center

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

See below the weekly schedule

PSYC 142 (82) Section 25950 Child Psychopathology Spring 2022 Course Schedule

The list presents the sequence of topics. The actual schedule is subject to change with fair notice announced in class. We may spend more or less time on a given topic so please view the table as a tentative direction. However, the quizzes needed to be taken at the assigned dates.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 26	Introduction: Chapter 1
2	Jan 31 February 2	Chapter 1 cont-d Chapter 2: Theories and causes pp. 28-47 Chapter 1 Quiz due February 4, at 11:59 PM
3	Feb 7 Feb 9	Chapter 2 cont-d Chapter 2 (cont-d) Chapter 2 Quiz part One due February 11, at 11:59 PM Chapter 2 Quiz part Two due February 14, at 11:59 PM
4	Feb 14 Feb 16	Chapter 4: Assessment, diagnosis and treatment: (selected sections, see in class) Chapter 4 cont-d
5	Feb 21 Feb 23	Chapter 5 Intellectual Disability (selected sections) Chapter 4 quiz due February 18, at 11:59 PM February 23: Exam # 1 Assigned sections for chapters 1,2,4 (See study guide)

Week	Date	Topics, Readings, Assignments, Deadlines
6	Feb 28 March 2	Chapter 5 (cont-d) Chapter 6: The Autism Spectrum - the whole chapter Chapter 5 quiz due February 28 at 11 :59 PM
7	March 7 March 9	Chapter 6 (cont-d) Chapter 6 cont-d
8	March 14 March 16	Chapter 8: ADHD Chapter 8 cont-d Chapter 6 quiz due March 14, at 11:59 PM
9	March 21 March 23	Chapter 8 cont-d March 21: Exam # 2 Chapter 5 assigned sections, whole of chapter 6 (See study-guide). Chapter 8 Quiz due March 25, at 11:59 PM
10	March 28- April 2	SPRING BREAK!!
11	April 4 April 6	Chapter 9: Conduct Disorders pp. 268-280; pp. 289-296 Chapter 9 cont-d
12	April 11 April 13	Chapter 9 cont-d Chapter 10: Depression and Bi-polar the whole chapter Chapter 9 Quiz due April , at 11:59 PM
13	April 18 April 20	Chapter 10 (cont-d) April 20: Exam # 3 Chapters 8,9, (see study guide)
14	April 25	Chapter 11: Anxiety and OCD the whole chapter

Week	Date	Topics, Readings, Assignments, Deadlines
	April 27	Chapter 10 quiz due April 25, at 11:59 PM
15	May 2 May 4	Chapter 11 cont-d Chapter 11 cont-d
16	May 9 May 11 May 16	The Michael Case Study Chapter 11 Quiz due May 10, at 11:59 Review for Final Class Summary
Final Exam		Tuesday, May 24, 2022 You will receive study guide; exam 3 chapters are NOT on Final.