

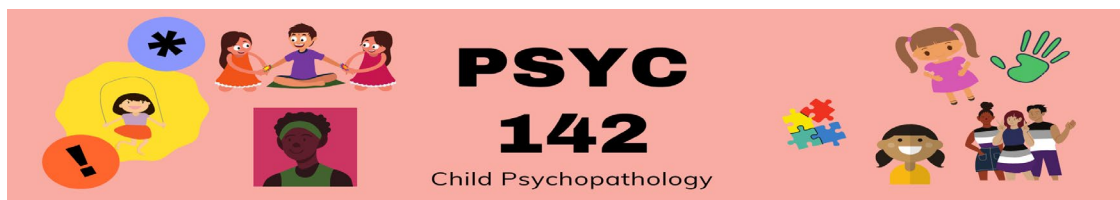
San José State University

College of Social Sciences, Department of Psychology

PSYC 142: Child Psychopathology, Fall 2023

Section 81, CRN #44435

August 21, 2023 - December 6, 2023



Instructor Information

Instructor:	Dr. Leslye M. Tinson, M.S., LMFT, Ed.D. (she/her) Senior Lecturer of Psychology & African American Studies
Email:	Preferred method: Please use the Canvas Inbox to email me. Leslye.Tinson@sjsu.edu
Office Location:	Virtual Office Hours (Zoom Link to Dr. Tinson's office hours)
Office Hours:	<ul style="list-style-type: none">• Tuesday 2-3pm• Wednesday 12-1pm• Thursdays 11am-12pm, OR other times by appointment (All office hours will be held virtually)
Faculty Websites:	SJSU People: Leslye Tinson ; LeslyeTinson.com
Class Days/Time:	<ul style="list-style-type: none">• Section 80 is fully online, asynchronous, with no required Zoom meetings.• You will work at your own pace with deadlines. All course materials can be accessed through our Canvas course website.• A course orientation video is included in the Module 0: Orientation Module.• This course is available online using Canvas
Class Location:	This course is a fully online course. All course materials are located on Canvas.
Prerequisites:	PSYC 1: General Psychology

Course Description

PSYC 142 - Child Psychopathology, 3 units

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.**

Access the Course Materials below:

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

[SJSU Learn Anywhere Portal](#)

Welcome to our course!

Dear Students,



My name is Dr. 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 and relevant to us all given the high rates of mental health crises, and rapid growth of disorders like autism spectrum.

This welcome letter provides an overview of how to get started with the course. Our course is fully online, asynchronous with no face-to-face, in-person, or Zoom meetings required. You will have the ability to access all of our course materials using Wifi and through our Canvas course webpage.

Fall 2023 instruction begins on **Monday, August 21** and classes end on **December 6, 2023**. **Finals week is scheduled for December 8-14. I have set up our class to begin on Tuesday, August 22. Each Tuesday we will begin a new module.**

To successfully login to our course, use the following:

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

To begin our online course, you should start with **Module 0: Orientation Module**. This module includes a welcome video from me as your instructor, a tutorial on how to navigate our Canvas course, and covers other relevant details like the course syllabus, policies and procedures, and resources to help you be successful in completing our class. The course is **asynchronous**, which means you will be able to **work at your own pace**. However, there are suggested deadlines for each assignment. My recommendation is that you cover one module of course content per week. I will communicate with you weekly through the Announcements tab on Canvas, and by providing feedback on your submitted assignments. You will also have the ability to participate and communicate with classmates by posting in the discussion forums, sharing resources with one another, and by working in smaller study groups. This course will require your active participation, so in addition to collaborating with classmates, I will be monitoring your activities on Canvas. Since we will not be meeting in person, we will do our best to simulate active discussions using the technology we have.

As I have stated above, this course is scheduled to be fully online, with deadlines. I will send reminders at least weekly using the Canvas Announcements tab. Be sure that your Notifications are set to **ON**, as that is how I will notify you of any updates, reminders, or changes during the semester.

By the first week of classes, you should plan to complete the following tasks:

1. Read the Module 0: Orientation module (includes our course syllabus)
2. Purchase your textbook and course materials
3. Participate in the "Intro" Discussion Board, getting to know your classmates
4. Complete the "Getting to Know You" Survey
5. Complete the Syllabus Quiz
6. Setup your study plan schedule for the semester

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,
Dr. Tinson

About your instructor

My name is Dr. Leslye Tinson and my pronouns are she, her. Please refer to me as “**Dr. Tinson**” “**Professor Tinson**” or “**Dr. T**”. I am a Senior Lecturer in the Department of Psychology and in the Department of African American Studies 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. To learn more about my background and experiences please view our [Course Headquarters](#), [view my SJSU faculty webpage](#), or my [professional website: Leslye Tinson LMFT](#).

How to contact your instructor

If you have a question as you are moving through the class, please do the following:

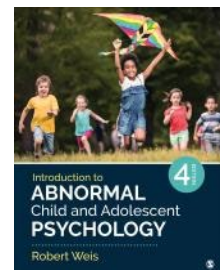
- 1) If it is a general question, problem with access to course materials, etc., please post it on the **Q&A forum** for our class. Either I or one of your classmates will be able to help.
- 2) If it is a personal question about your assignment grades, disability accommodations, etc., please send me a message using the **Canvas inbox** **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 fully online 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: You should not plan to use an earlier edition of this textbook because it does not have the most current diagnostic criteria and research data included.



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 materials.
- If you will be studying in a public place, please use **earbuds (or headphones) for privacy**.
- [Computers are available for rental from SJSU Student Computing Services.](#)

Course Format

This course is fully online, asynchronous, with paced deadlines. This course will be conducted through weekly announcements, online discussion forums with classmates, required videos/films, and assignments on the Canvas course website. Some, but not all, modules will have lecture videos from Dr. Tinson. To use Canvas, you will need access to an electronic device, such as a laptop computer, and you 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. As an enrolled student, you are responsible for regularly checking Canvas, your Canvas inbox, your SJSU (Google) email account, and the MySJSU messaging center for communicating updates from me during the semester. **Since this is a fully online course, Canvas will be the centralized source of course material, communication and supplemental material.**



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

Required Films

You will also need to use your SJSU credentials to access the [Martin Luther King, Jr. Library](#). Many of the videos in our course will require you to authenticate your SJSUone account before being able to view the required films in the course.

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 for this online class?

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

1. **Review the Course Headquarters website.**
2. **Review the syllabus.** Most questions about assignments and requirements are answered in this document.
3. Post your question on the **Q&A help forum** inside Canvas. Other students may have a similar question, and I can answer it for everyone there.
4. **Attend virtual office hours.** My office hours and Zoom link to my virtual office are listed on Page 1 of the syllabus. If my office hour times do not work for your schedule, we can set up an appointment at an alternate time. All office hours will be held using Zoom.
5. **Set up an appointment.** If you want to set up an appointment with me outside of my stated office hours, please first check [my online calendar](#). If none of those times work in your schedule, 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.
6. **Send an email with your specific question.** I will be available to you via email, but please give me at least 48 hours to reply. I will do my best to reply to your emails within 48 hours (during the school week, but cannot guarantee to be available over the weekend. On stated campus holidays, I will reply to emails when campus reopens. Please note that because I am teaching multiple courses, this timeframe of response may not always be possible. Please use kind words and be respectful in your emails to me. If you haven't heard back after 48 hours, please email me again.. 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 online class. I have a question about tomorrow's exam. Can you help me understand the reasoning behind social learning theory? 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.

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..

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) assess which tools are most appropriate for clinical evaluation of children and adolescents and their families.
- 3) describe diagnostic criteria for mental disorders affecting children and adolescents.
- 4) formulate effective evidence-based treatment options for the children, adolescents and their families.
- 5) 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:

Module X: Topic X		Complete All Items
	1.0 Start Page View	<input type="radio"/>
	1.1 Assigned Readings and Slides View	<input type="radio"/>
	1.2 Entry Ticket 1 1 pts Submit	<input type="radio"/>
	1.3 Assigned Videos Mark done	<input type="radio"/>
	1.4 Content Page View	<input type="radio"/>
	1.5 Assignment X 10 pts Submit	<input type="radio"/>
	1.6 Content Page 2 View	<input type="radio"/>
	1.7 Weekly discussion X 0 pts Submit	<input type="radio"/>
	1.8 Weekly Quiz X 0 pts Submit	<input type="radio"/>
	1.9 Exit Ticket Mark done	<input type="radio"/>
	1.10 Summary Page for Module X View	<input type="radio"/>

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:

Assignment Group	Point value of assignment	Percentage Weight toward final grade
Intro discussion post Getting to know you Syllabus Quiz	10 points 10 points 10 points	12.5% of total grade
Case Studies, Discussions, Assignments (5)	50 points	21% of total grade
Chapter Quizzes (12)	60 points	25% of total grade
Exams (3)	90 points	37.5% of total grade
Self Assessment Surveys (2)	10 points	4% of grade
Total Assignments	240 points	100%

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
- 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: 50 points (10 points per assignment)

To enhance the student learning experience, students will have the opportunity to participate in individual work and small group activities on Canvas. An example of an activity might be reviewing a case study and working with group members to develop a treatment plan for that case. Students who do not submit the assignments will receive 0 points. For Canvas submissions – you are responsible for making sure your file can open.

You will also 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 two other students 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, that allows you to quickly record and post your vocal responses in the discussion.**

Complete details of each assignment are posted on Canvas, with a corresponding rubric to help guide your submission. Please be sure to review the assignment rubric so that you can meet the minimum requirements of the assignment. Unless otherwise noted below, all assignments are set on Canvas to be due by 11:59pm.

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 always submit your work in Canvas, as I cannot accept emailed assignments.

Chapter Quizzes: 60 points (5 points per chapter quiz)

After finishing each chapter, you will have the opportunity to practice your learning through weekly practice quizzes. You can take these chapter quizzes as many times as you'd like. Your highest score will be retained, with your top 12 quiz scores (from the 15 chapters) counting toward your final grade in the class. The quizzes are intended to ensure you have read the materials for the week, and also to give you a chance to demonstrate that learning in a "low stakes, low stress" environment.

Exams: 90 points (30 points each exam)

The course will have 3 periodic exams. These exams are setup to identify what you have learned over the timeframe of several weeks of the course. For example, we will cover 4 modules of material, and then have an exam on those 4 modules. Course exams may consist of multiple choice, matching, 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 mastery of the course material. The focus will be on integration of course concepts, the ability to apply what you have learned to a case study, and will require more effort than simple memorization of key terms. All exams are open-book and open-notes. All exams will be taken on Canvas, have specific dates and times, and deadlines of when you should submit. Each exam is 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.

Self Assessment Surveys

Students will be able to assess their own progress, and provide feedback to the instructor at least twice during the semester. These surveys are automatically given 5 points upon completion.

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	97%
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 Final Letter 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.

Classroom Management

I have developed a centralized location for all course policies and expectations of students. All course policies and procedures are listed on [Dr. Tinson's Course Headquarters Website](#). Students are responsible for reviewing this material. The following policies are included, as well as the links to my office hours, and other important course details to help you get started.

- Academic Integrity
- A.I. Resources and Ethical Use
- Attendance (Do I have to attend class?)
- Disability Accommodations
- Diversity Statement
- Student Absences
- Course Incompletes, Withdrawal, and Grade Changes
- Extra Credit
- Final Grades
- Mental Health Support Services
- Major Advising Resources
- Library Resources
- Office Hours
- Online Exams
- Practicing Netiquette

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

Fall 2023 Asynchronous Course

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

Class Date	Class topics	Asynchronous activities and deliverables
August 21	Module 0: Course Orientation <ul style="list-style-type: none"> Read the course syllabus Review course policies on Dr. Tinson's HQ site Meet your classmates Obtain required textbook 	<ul style="list-style-type: none"> Module 0: Complete Orientation Submit 0.6 Getting to Know You questionnaire to Dr. Tinson Participate in 0.7 Welcome discussion/ Meet your classmates Syllabus quiz
August 28	Module 1: The Science of Developmental Psychopathology <ul style="list-style-type: none"> Historical perspectives Introduction to The DSM: Diagnostic & Statistical Manual of Mental Disorders Overview of risks and protective factors Case Study: Case of Eric 	<ul style="list-style-type: none"> Module 1: Read Chapter 1 Module 1 & 2: Watch videos Chapter quiz
September 5	Module 2: Theoretical causes of childhood disorders <ul style="list-style-type: none"> Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models Case Study: Case of Jorge 	<ul style="list-style-type: none"> Module 2: Read Chapter 2 Module 2: Watch videos Assignment A1: Theories-Case of Jorge Chapter quiz
September 12	Module 3: Research methods <ul style="list-style-type: none"> Clinical assessment and DSM-5 Diagnosis Research Methods in the Study of Developmental Psychopathology Ethics of research; Professional ethics; APA Ethics Code Assessment of Children, Adolescents, and Families Interviews, behavioral assessment, checklists and rating scales (Case Study) Personality inventories, Family assessment, Educational assessment, and Neuropsychological testing 	<ul style="list-style-type: none"> Module 0: Submit Syllabus Quiz Module 3: Read Chapter 3 Module 3: Watch videos Module 3: Review assessment websites Assignment A2: Submit Hypothetical cases of assessment for Norman & Sarah Chapter quiz
September 19	Module 4: Treatment modalities <ul style="list-style-type: none"> Psychodynamic therapies, Behavioral therapies, Cognitive-behavioral therapies, Family systems therapies, Psychopharmacological interventions Effectiveness of therapeutic interventions—evidence-based treatments 	<ul style="list-style-type: none"> Module 4: Read Chapter 4 Module 4: Watch videos Chapter quiz EXAM 1 (Chapters 1-4)
September 26	Module 5: Trauma, PTSD, and child maltreatment Trauma and Stressor related disorders <ul style="list-style-type: none"> Post-traumatic stress disorder Adjustment disorders Acute stress disorder Reactive attachment disorder Disinhibited social engagement disorder 	<ul style="list-style-type: none"> Module 5: Read Chapter 12 Module 5: Watch videos Review CDC website on Adverse Childhood Experiences Watch ACEs Study video Review the Child Maltreatment annual report

	<ul style="list-style-type: none"> ● Treatment of child trauma ● Physical abuse ● Sexual abuse ● Emotional abuse and neglect ● Risks and Protective Characteristics within the child, family, community and culture/society ● California child abuse/neglect reporting requirements ● Legal and ethical considerations 	<ul style="list-style-type: none"> ● Read CANRA law ● Review SCAR form ● Assignment A3: Participate in online discussion on child maltreatment ● Chapter quiz
October 3	Module 6: Anxiety disorders and O-C-Disorders <ul style="list-style-type: none"> ● Separation anxiety disorder ● Selective mutism ● Specific phobias ● Social anxiety disorder ● Obsessive-compulsive disorder 	<ul style="list-style-type: none"> ● Module 6: Read Chapter 11 ● Module 6: Watch Keeping Kids Healthy ● Module 6: Watch Separation Anxiety prevention video ● Case Study: Case of Bradley ● Chapter quiz
October 10	Module 7: Depressive disorders <ul style="list-style-type: none"> ● Major depressive disorder ● Persistent depressive disorder ● Disruptive mood dysregulation disorder ● Suicide risks in children and adolescents ● Suicidology prevention 	<ul style="list-style-type: none"> ● Module 7: Read Chapter 13 ● Module 7: Watch Mind/Game documentary ● Watch Depression in Children video ● Assignment A4: Submit Case of Chamique ● Chapter quiz
October 17	Module 8: Feeding and eating disorders <ul style="list-style-type: none"> ● Anorexia nervosa ● Bulimia nervosa ● Binge-eating disorder ● ARFID ● Pica ● Eating disorders treatment & prevention 	<ul style="list-style-type: none"> ● Module 8: Read Chapter 15 ● Module 8: Watch Recovering film ● Chapter quiz ● EXAM 2 (Chapters 11, 12, 13, 15)
October 24	Module 9: Pediatric and Health Psychology <ul style="list-style-type: none"> ● The field of pediatric psychology ● Elimination disorders: Enuresis and Encopresis ● Pediatric Bipolar Disorder ● Pediatric Schizophrenia 	<ul style="list-style-type: none"> ● Module 9: Read Chapter 16 ● Module 9: Read Chapter 14 ● Module 9: Watch Pediatric Psych film ● Chapter quiz on Chapter 14
October 31	Module 10: Substance Use Disorders in children and adolescents <ul style="list-style-type: none"> ● Smoking, Drinking, and Illicit drugs ● Treatment for substance use disorders ● Prevention for substance use 	<ul style="list-style-type: none"> ● Module 10: Read Chapter 10 ● Module 10: Watch films ● Assignment A5: PSA on substance use or disordered eating Prevention for teens ● Create videos and post to Canvas discussion forum ● Watch and comment on at least 2 classmates' PSAs ● Chapter quiz
November 7	Module 11: Intellectual disabilities and learning disorders <ul style="list-style-type: none"> ● Intellectual Disability ● Global Developmental Delay ● Social pragmatic communication disorder ● Specific Learning Disorders ● Down Syndrome (trisomy-21) ● Other genetic and chromosomal disorders ● IDEA, FAPE and IEP teams 	<ul style="list-style-type: none"> ● Module 11: Read Chapter 5 ● Module 11: Read Chapter 7.2 ● Film: Educating Peter ● Film: Inclusion, IEPs and special needs laws ● Assignment A6: Disproportionality in SPED discussion ● Chapter quiz
November 14	Module 12: Attention Deficit/Hyperactivity Disorder <ul style="list-style-type: none"> ● ADHD Diagnostic challenges ● Prevention and Treatment 	<ul style="list-style-type: none"> ● Module 12: Read Chapter 8 ● Watch Dr. Russell Barkley videos ● Chapter quiz

November 27	Module 13: Autism Spectrum Disorder <ul style="list-style-type: none"> ● Assessment for ASD ● Treatment options 	<ul style="list-style-type: none"> ● Module 13: Read Chapter 6 ● Watch Film: Autism in America OR United States of Autism ● Watch Film: Spectrum ● Chapter quiz
December 4	Module 14: Conduct problems in children <ul style="list-style-type: none"> ● Oppositional defiant disorder ● Conduct disorder ● Risk pathways for Antisocial Personality Disorder ● Behavioral Assessment and Treatment options 	<ul style="list-style-type: none"> ● Module 14: Read Chapter 9 ● Module 14: Watch assigned videos ● YouTube videos on ODD and CD ● Dr. Russell Barkley videos ● Chapter quiz
December 6	<ul style="list-style-type: none"> ● Complete Exam 3 ● Post Final Project/ Presentation videos to Canvas Discussion by December 8 	<ul style="list-style-type: none"> ● Submit presentation to Canvas ● Watch and comment on at least 2 classmates' videos ● EXAM 3 (Chapters 5, 6, 7, 8, 9)
Final Project	Post Final Project/ Presentation videos to Canvas Discussion Forum <ul style="list-style-type: none"> - Post by December 8, Reply by December 15 	<ul style="list-style-type: none"> ● Submit final presentation to Canvas ● Watch and comment on at least 2 classmates' videos