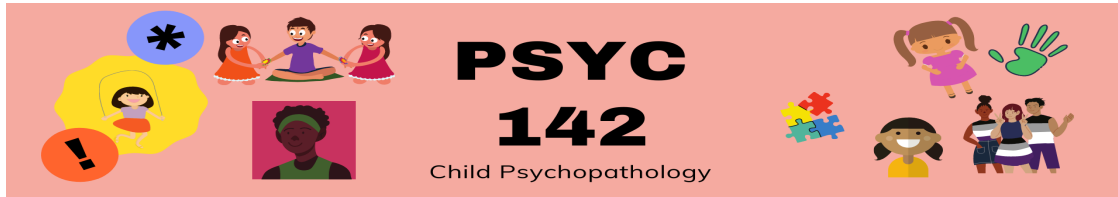


# San José State University

College of Social Sciences, Department of Psychology

PSYC 142: Child Psychopathology, Fall 2024

Section 80, CRN 42866, Monday/Wednesday 4:30pm-5:45pm



## 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. <a href="mailto:Leslye.Tinson@sjsu.edu">Leslye.Tinson@sjsu.edu</a>
Office Location:	Virtual Office Hours ( <b>All office hours will be held virtually</b> )
Office Hours:	<ul style="list-style-type: none"><li>• Mondays 11am-12pm, Tuesdays 2pm-3pm or by appointment</li><li>• <a href="#">Zoom Link to Dr. Tinson's office hours</a></li><li>• <a href="#">Schedule an appointment on Calendly</a></li></ul>
Faculty Websites:	<a href="#">SJSU People: Leslye Tinson</a> ; <a href="http://LeslyeTinson.com">LeslyeTinson.com</a>
Class Days/Time:	<ul style="list-style-type: none"><li>• Section 80 is fully online, with synchronous, virtual "Zoom class" meetings on <b>Mondays &amp; Wednesdays at 4:30pm</b></li><li>• All course materials can be accessed through our Canvas course website.</li><li>• Course Orientation will be Module 0: Orientation Module.</li><li>• This course is available online using <a href="#">Canvas</a></li></ul>
Class Location:	Section 80 is fully online, with synchronous, virtual class meetings on <b>Mondays at 4:30pm</b> . All course materials are located on Canvas. <b>The Zoom login information is available on Canvas.</b>
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 set up as a **synchronous, online course**, which means that **we will meet virtually for lectures** and then you will work independently to submit assignments online. You will have the ability to access all of our course materials using Wifi and through our Canvas course webpage.

Our course will begin Wednesday, August 22 at 4:30pm. **Each week, we will typically begin with a new module/topic.** To successfully login to our course, use the following:

- [SJSU One](#) to login using your SJSU credentials.
- 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. There are suggested deadlines for each assignment to help you reduce feeling overwhelmed later in the semester. 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. I hope you will join me in participating actively during our online meetings.

If there are any updates or changes to the course, I will send messages using the Canvas Announcements page. Please be sure that your Canvas 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 Syllabus Quiz
5. 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. Whitehead

## About your instructor

My name is Dr. Leslye Whitehead and my pronouns are she, her. Please refer to me as “Dr. Tinson” “Professor Whitehead” or “Dr. Whitehead”. 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 LMTI](#).

## 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.Whitehead@sjsu.edu](mailto:Leslye.Whitehead@sjsu.edu). If you email me directly, be sure to let me know it's for our PSYC 142 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.  
ISBN: 978-1-54436-233-5

**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.

Permalink to the DSM-5-TR (Library Access):

[https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS\\_SJO/tu4cks/alma991013991396802919](https://csu-sjsu.primo.exlibrisgroup.com/permalink/01CALS_SJO/tu4cks/alma991013991396802919)

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 a virtual, synchronous course, with paced deadlines. This course will be conducted through weekly course lectures on Zoom, and will include online submission of assignments: including online discussion forums



with classmates, watching required videos/films, and accessing resources on the Canvas course website. You should plan to come to our virtual class meetings to discuss course topics with me and your classmates.

## Canvas

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 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. **Canvas will be the centralized source of course material, communication and supplemental material.**



- [Video: Getting Started with Canvas](#)

## 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.Whitehead@sjsu.edu](mailto:Leslye.Whitehead@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.

## 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	10 points	6% of total grade
Syllabus Quiz	10 points	6% of total grade
5 Canvas Assignments (case study, reflection papers, discussion posts)	10 points each 50 points total	Worth 6% each 3% of total grade in the course
Exams (3)	30 points each 90 points total	Worth 17.6% each 53% of total grade in the course
<b>Total Assignments</b>	<b>170 points</b>	<b>100%</b>

## Assignment Descriptions

### Course orientation module: 10 points (20 points including the Syllabus Quiz)

- 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 by video or text with photos): 10 points
- Syllabus Quiz: 10 points

## Syllabus Quiz: 10 points

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. Please convert “Apple Pages” files to PDF or Word before submitting them. Corrupted files or files that I cannot access will receive 0 points.

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.** 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 always submit ALL of your work to Canvas, as I will not accept emailed assignments.

- A1: Theories application, Case of Jorge
- A2: Hypothetical cases of assessment, Case of Norman and Sarah
- A3: Child maltreatment discussion forum
- A4: Case of Chamique
- A5: PSA project: Substance use prevention OR disordered eating prevention
- A6: Disproportionality in special education

## Exams: 90 points (30 points each exam)

The course will have 3 periodic exams. These exams are set up to help 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. [PSYC 142 Study Guide](#)

- Exam 1 will cover Chapters 1, 2, 3, and 4.
- Exam 2 will cover Chapters 11, 12, 13, and 15.
- Exam 3 will cover Chapters 5, 6, 7, 8, and 9.



# 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.

## 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%
<b>C minus</b>	<b>70%</b>
D plus	67%
D	63%
D minus	60%
Fail	Below 60%
<b>Credit</b>	<b>70% or better</b>
<b>No Credit</b>	<b>Below 70%</b>

## 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. Whitehead'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
- Late Work
- 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 80

## Fall 2024, Synchronous Lecture 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	<b>Module 0: Course Orientation</b> <ul style="list-style-type: none"> <li>Read the course syllabus</li> <li>Review course policies on <a href="#">Dr. Whitehead's HQ site</a></li> <li>Meet your classmates</li> <li>Obtain required textbook</li> </ul>	<input type="checkbox"/> Module 0: Complete Orientation <input type="checkbox"/> Submit 0.6 Getting to Know You questionnaire to Dr. Tinson <input type="checkbox"/> Participate in 0.7 Welcome discussion/ Meet your classmates with "Childhood Object" assignment <input type="checkbox"/> Syllabus quiz
August 26-28	<b>Module 1: The Science of Developmental Psychopathology</b> <ul style="list-style-type: none"> <li>Historical perspectives</li> <li>Introduction to <a href="#">The DSM: Diagnostic &amp; Statistical Manual of Mental Disorders</a></li> <li>Overview of risks and protective factors</li> <li>Case Study: Case of Eric</li> </ul>	<input type="checkbox"/> Module 1: <b>Read Chapter 1</b> <input type="checkbox"/> Module 1: Watch videos
<b>September 2</b>	<b>Labor Day, no classes, campus is closed</b>	
September 4	<b>Module 2: Theoretical causes of childhood disorders</b> <ul style="list-style-type: none"> <li>Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models</li> <li>Case Study: Case of Jorge</li> </ul>	<input type="checkbox"/> Module 2: <b>Read Chapter 2</b> <input type="checkbox"/> Module 2: Watch videos <input type="checkbox"/> Assignment A1: Theories-Case of Jorge
September 9 (no class on September 11)	<b>Module 3: Research methods</b> <ul style="list-style-type: none"> <li>Clinical assessment and DSM-5 Diagnosis</li> <li>Research Methods in the Study of Developmental Psychopathology</li> <li>Ethics of research; Professional ethics; <a href="#">APA Ethics Code</a></li> <li>Assessment of Children, Adolescents, and Families</li> <li>Interviews, behavioral assessment, checklists and rating scales (Case Study)</li> <li>Personality inventories, <a href="#">Family assessment</a>, Educational assessment, and <a href="#">Neuropsychological testing</a></li> </ul>	<input type="checkbox"/> Module 3: <b>Read Chapter 3</b> <input type="checkbox"/> Module 3: Watch videos <input type="checkbox"/> Module 3: Review assessment websites <input type="checkbox"/> Assignment A2: Submit Hypothetical cases of assessment for Norman & Sarah
September 16-18	<b>Module 4: Treatment modalities</b> <ul style="list-style-type: none"> <li>Psychodynamic therapies, Behavioral therapies, Cognitive-behavioral therapies, Family systems therapies, Psychopharmacological interventions</li> <li>Effectiveness of therapeutic interventions—evidence-based treatments</li> </ul>	<input type="checkbox"/> Module 4: <b>Read Chapter 4</b> <input type="checkbox"/> Module 4: Watch videos <input checked="" type="checkbox"/> <b>EXAM 1 (Chapters 1, 2, 3, 4): due by Monday September 23</b>
September 23-25	<b>Module 5: Trauma, PTSD, and child maltreatment Trauma and Stressor related disorders</b>	<input type="checkbox"/> Module 5: <b>Read Chapter 12</b> <input type="checkbox"/> Module 5: Watch videos

	<ul style="list-style-type: none"> <li>● Post-traumatic stress disorder</li> <li>● Adjustment disorders</li> <li>● Acute stress disorder</li> <li>● Reactive attachment disorder</li> <li>● Disinhibited social engagement disorder</li> <li>● Treatment of child trauma</li> <li>● Physical abuse</li> <li>● Sexual abuse</li> <li>● Emotional abuse and neglect</li> <li>● Risks and Protective Characteristics within the child, family, community and culture/society</li> <li>● <a href="#">California child abuse/neglect reporting requirements</a></li> <li>● Legal and ethical considerations</li> </ul>	<input type="checkbox"/> Review <a href="#">CDC website on Adverse Childhood Experiences</a> <input type="checkbox"/> Watch ACEs Study video <input type="checkbox"/> Review the <a href="#">Child Maltreatment annual report</a> <input type="checkbox"/> Read CANRA law <input type="checkbox"/> Review SCAR form <input type="checkbox"/> Assignment A3: Participate in online discussion on child maltreatment
September 30-October 2	<b>Module 6: Anxiety disorders and O-C-Disorders</b> <ul style="list-style-type: none"> <li>● Separation anxiety disorder</li> <li>● Selective mutism</li> <li>● Specific phobias</li> <li>● Social anxiety disorder</li> <li>● Obsessive-compulsive disorder</li> </ul>	<input type="checkbox"/> Module 6: Read <b>Chapter 11</b> <input type="checkbox"/> Module 6: Watch Keeping Kids Healthy <input type="checkbox"/> Module 6: Watch Separation Anxiety prevention video
October 7-9	<b>Module 7: Depressive disorders</b> <ul style="list-style-type: none"> <li>● Major depressive disorder</li> <li>● Persistent depressive disorder</li> <li>● Disruptive mood dysregulation disorder</li> <li>● <b>Suicide risks in children and adolescents</b></li> <li>● Suicidology prevention</li> </ul>	<input type="checkbox"/> Module 7: Read <b>Chapter 13</b> <input type="checkbox"/> Watch Prof. Tinson video lecture <input type="checkbox"/> Module 7: Watch Mind/Game documentary <input type="checkbox"/> Watch Depression in Children video <input type="checkbox"/> Assignment A4: Submit Case of Chamique
October 14-16	<b>Module 8: Feeding and eating disorders</b> <ul style="list-style-type: none"> <li>● Anorexia nervosa</li> <li>● Bulimia nervosa</li> <li>● Binge-eating disorder</li> <li>● ARFID</li> <li>● Pica</li> <li>● Eating disorders treatment &amp; prevention</li> </ul>	<input type="checkbox"/> Module 8: Read <b>Chapter 15</b> <input type="checkbox"/> Module 8: Watch Recovering film <input checked="" type="checkbox"/> <b>EXAM 2 (Chapters 11, 12, 13, 15) due by Monday October 14</b>
October 21-23	<b>Module 9: Pediatric and Health Psychology</b> <ul style="list-style-type: none"> <li>● The field of pediatric psychology</li> <li>● Elimination disorders: Enuresis and Encopresis</li> <li>● Pediatric Bipolar Disorder</li> <li>● Pediatric Schizophrenia</li> </ul>	<input type="checkbox"/> Module 9: Read <b>Chapter 16</b> <input type="checkbox"/> Module 9: Read <b>Chapter 14</b> <input type="checkbox"/> Module 9: Watch Pediatric Psych film
October 28-30	<b>Module 10: Substance Use Disorders in children and adolescents</b> <ul style="list-style-type: none"> <li>● Smoking, Drinking, and Illicit drugs</li> <li>● Treatment for substance use disorders</li> <li>● Prevention for substance use</li> </ul>	<input type="checkbox"/> Module 10: Read <b>Chapter 10</b> <input type="checkbox"/> Module 10: Watch films <input type="checkbox"/> Assignment A5: PSA on substance use or disordered eating Prevention for teens
November 4 (no class on November 6)	<b>Module 11: Intellectual disabilities</b> Intellectual Disability <ul style="list-style-type: none"> <li>● Global Developmental Delay</li> <li>● Down Syndrome (trisomy-21)</li> <li>● Other genetic and chromosomal disorders</li> </ul>	<input type="checkbox"/> Module 11: Read <b>Chapter 5</b> <input type="checkbox"/> Film: <a href="#">Educating Peter</a>
November 11	<b>Veterans Day, No class, Campus is closed</b>	

November 13	<b>Module 12: Communication Disorders and Learning Disorders</b> <ul style="list-style-type: none"> <li>• Specific Learning Disorders</li> <li>• Social pragmatic communication disorder</li> <li>• IDEA, FAPE</li> <li>• IEP teams</li> </ul>	<input type="checkbox"/> Module 12: Read <b>Chapter 7</b> <input type="checkbox"/> Film: Inclusion, IEPs and special needs laws <input type="checkbox"/> Assignment A6: Disproportionality in SPED discussion
November 18-20	<b>Module 12: Attention Deficit/Hyperactivity Disorder</b> <ul style="list-style-type: none"> <li>• ADHD Diagnostic challenges</li> <li>• Prevention and Treatment</li> </ul>	<input type="checkbox"/> Module 12: Read <b>Chapter 8</b> <input type="checkbox"/> Watch Dr. <a href="#">Russell Barkley videos</a>
November 25 December 2	<b>Module 13: Autism Spectrum Disorder</b> <ul style="list-style-type: none"> <li>• Assessment for ASD</li> <li>• Treatment options</li> </ul>	<input type="checkbox"/> Module 13: Read <b>Chapter 6</b> <input type="checkbox"/> Watch <a href="#">Film: Autism in America</a> OR <a href="#">United States of Autism</a> <input type="checkbox"/> Watch Film: Spectrum
<b>November 27</b>	<b>No class, campus is closed</b>	
December 4 December 9	<b>Module 14: Conduct problems in children</b> <ul style="list-style-type: none"> <li>• Oppositional defiant disorder</li> <li>• Conduct disorder</li> <li>• Risk pathways for Antisocial Personality Disorder</li> <li>• Behavioral Assessment and Treatment options</li> </ul>	<input type="checkbox"/> Module 14: Read <b>Chapter 9</b> <input type="checkbox"/> Module 14: Watch assigned videos <input type="checkbox"/> YouTube videos on ODD and CD <input type="checkbox"/> Dr. <a href="#">Russell Barkley videos</a>
MONDAY 12/16 2:45pm-5pm	<input type="checkbox"/> <b>Complete Exam 3</b>	<input type="checkbox"/> <b>EXAM 3 (Chapters 5, 6, 7, 8, 9)</b>