

Child Psychopathology Section 05 PSYC 142

Fall 2022 3 Unit(s) 08/19/2022 to 12/06/2022 Modified 08/22/2022

Course Description and Requisites

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: PSYC 001.

Letter Graded

* Classroom Protocols

Course Format

Courses will be in-person and compliant with the most current university health and safety guidelines (for COVID-19). Course format may change to match with any health and safety guidelines.

Classroom Policies

It is expected that students will come to class prepared. This means that students:

1. Will arrive on time for class.
2. Will have read any assigned material before class starts.
3. Will engage in in-class activities and discussions.
4. Can bring drinks to class but no food will be aloud.
5. Masks will be worn throughout the duration of class and must cover a student's nose and mouth.

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

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 Learning Outcomes (CLOs)

CLO1 – Critical thinking development: Abnormality in Historical Context. Students will be able to describe a contemporary approach to defining psychopathology in children and adolescents, and they will be aware of the historical context around defining psychopathology.

CLO2 – Knowledge based and application development: Understanding paradigms. Students will be able to describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems in children and adolescents.

CLO3 – Research Methods development: Clinical science. Students will be able to describe the role of science (with its varying methods) in the study of “normal” and “abnormal” behavior in children and adolescents.

CLO4 – Critical thinking and application: Classification. Students will be able to identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology, with emphasis on application to problems commonly seen in children and adolescents.

CLO5 – Critical thinking and application: Assessment. Students will be able to name different purposes of assessment of abnormal behavior in children and adolescents, and to identify different modalities appropriate to these purposes

CLO6 – Knowledge base and application & Values in psychology - Evidence based interventions development. Students will be able to identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

Course Materials

Introduction to Abnormal Child and Adolescent Psychology

Author: Weis

Publisher: SAGE Publications, Inc

Edition: 4th

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practical. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S16-9.

Introductions

You will be filming an introduction on Flip (on Canvas). More information will be found on the Flip website. However, you will need access to a device that allows you to film such as a laptop with a camera or a mobile device. The introductions are graded assignments and all completed introductions by the due date (August 23, before class time) will receive full credit. Late introductions receive 0 points.

Extra Credit: Reply to your classmate's posts by Friday August 26 at 11:59pm and you can earn extra credit! If you respond by commenting on a video, you will earn one point per comment, up to five points. If you respond by submitting a video, you will earn two points per comment, up to 10 points. You are always welcome to place more responses, however you will only be credited the maximum points allowed.

Syllabus Quiz

The syllabus quiz is a Canvas quiz designed to check your understanding of the course requirements, assignments, and expectations. This quiz is MANDATORY for all students and a perfect score of 100% is considered passing. However, the quiz is repeatable. Completion of the quiz signifies that you understand and will abide by the terms in this syllabus (though they are all subject to change if needed).

In-Class Activities: Knowledge Check

(5 points; CLO2; PLO 1):

Knowledge Checks are a quick quiz of five fill-in-the-blank questions based on the readings for that class. They are administered at the beginning of class and are expected to be completed within 5 minutes or less. Knowledge Checks are to be completed in INK. After the knowledge checks are completed, they are corrected and immediately graded before being turned in for recording in the gradebook. Each correct answer is worth one point.

NOTE: Students that attend class after the knowledge check has been administered (handed to students for completion) are ineligible to receive knowledge check credit. Students that do complete the knowledge check on time but score less than 2 points will automatically obtain half-credit (2.5 points).

In-Class Activities: Participation Activity

(10 points; CLO1, 3-6; PLO 2-5)

The participation activity will vary by topic but will typically involve some paper and pen activity. However, active participation is required and will be monitored in the form of tokens. The tokens are nylon bands that students will wear over their wrist for each instance of active participation in the form of: 1. Answering Questions; 2. Asking Questions; and 3. Volunteering (or being "voluntold"). It is expected that students obtain at least 1 band during the course of the class. The number of bands each student obtains will be recorded on their participation activity paper before it is submitted. Full credit will only be awarded to students with

NOTE: Students with 0 bands will obtain 5 points maximum for the participation activity.

Packback Questions

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

Packback Requirements:

Your participation on Packback will count toward 24% of your overall course grade.

There will be a Weekly Monday at 11:59PM PST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended Question every week with a minimum Curiosity Score of 65, worth 10pts of each assignment grade (Due Friday at 11:59pm)
- 2 Responses every week with a minimum Curiosity Score of 65, worth 10pts of each assignment grade (Due the following Monday at 11:59PM)

How to Register on Packback:

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click the Packback assignment link within Canvas to access the community
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible in Canvas, make sure to click each Packback assignment link as you post your Packback submissions.

Packback may require a paid subscription. Refer to www.packback.co/product/pricing for more information.

How to Get Help from the Packback Team:

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at help.packback.co. If you need more help, contact their customer support team directly at help@packback.co.

For a brief introduction to Packback Questions and why we are using it in class, watch this video: <https://www.youtube.com/watch?v=OV7QmkrD68>

Exams

There will be four exams, worth 100 points each. The exams are online and are available as indicated on the course schedule. All exams are administered via LockDown Browser (on Canvas) and will include 50 multiple-choice, fill-in-the-blank, and matching questions that cover material presented in the book AND in-class. They are open-note and open book exams, and you will have 1 hour and 15 minutes (1 class period) to complete them once you start and they are due at 11:59pm of the day they are due (Friday at 11:59pm). If there are poor test questions (questions where more than 66% of students miss) you will automatically get credit for that question. Additionally, on-time, completed exams, that score below 50%, will be awarded at least 50% on the exam.

Final Examination

The university requires, according to University policy S17-1 (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that , "Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment." However, there is no comprehensive final exam. Students will be expected to take a topical exam during the scheduled final examination as indicated in the course calendar and schedule.

Using LockDown Browser Online Exams

This course requires the use of LockDown Browser for online exams. Download and install LockDown Browser from this link:

[Student Guide on taking a quiz in Canvas using Respondus LockDown Browser \[pdf\]](#)

[Student Guide on taking a quiz in Canvas using Respondus LockDown Browser \(Video Tutorial\)](#)

When taking an online exam that requires LockDown Browser, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted

- Turn off all other devices and place them outside of your reach
- Clear your desk of all external materials not permitted
- Before starting the text, know how much time is available for it, and that you've allotted sufficient time to complete it
- Remain at your computer for the duration of the test
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Make-up Exams

If you have a legitimate reason for missing the exam, a makeup exam may be permitted. However, arrangements must be made at least 72 hours before the exam is due (Tuesday 11:59pm) in writing (i.e., email). You will also need to present written documentation verifying the legitimate reason, so that we can schedule the makeup exam as quickly as possible. All make-up exams must be completed before the next exam (e.g., Exam 2 make-up before Exam 3). **There are no make-ups for the final exam.**

Extra Credit: Mid-Semester Evaluation

The Mid-semester Course Evaluation helps me assess your learning experience and participation will earn you extra credit. Participation in the course evaluation will award you 5 extra credit points. However, if 80% or more of the class is able to complete the evaluation, all participants will be awarded 15 points (equivalent to a syllabus quiz). Extra credit will be awarded once the course evaluation is closed.

✓ Grading Information

A student's grade will be based on the total amount of points (1000 possible points) they receive from exams (400 possible points), in-class activities (345 possible points), discussion posts (80 possible points), and responses (160 points). Below is a breakdown of the amount of points needed to earn the specified letter grade. (NOTE : Individual exam and assignment totals may change over the course of the semester causing a change in the available total point total.) All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See University Policy F13-1 (<http://www.sjsu.edu/senate/docs/F13-1.pdf>) for more details.

NOTE: Dr. Papa will NOT provide any student with an informal grade check at any point of the semester unless for official SJSU forms (e.g., athletics, Greek life, probation).

Grading Scale

Grade	Points	Grade	Points
A plus	960 to 1000	C plus	760 to 799
A	930 to 959	C	730 to 759
A minus	900 to 929	C minus	700 to 729
B plus	860 to 899	D plus	660 to 699
B	830 to 859	D	630 to 659
B minus	800 to 829	D minus	600 to 629
		F	599 and below

Breakdown

Assignments	Points	Percentage of Total Grade
<i>Introduction</i>	1 x 5 = 5 points	0.5%

<i>Syllabus Quiz</i>	1 x 10 = 10 points	1%
<i>Daily In-Class Activities</i>	23 x 15 = 345 points	34.5%
<i>Packback Discussion Posts</i>	8 x 10 = 80 points	8%
<i>Packback Discussion Responses</i>	16 x 10 = 160 points	16%
<i>Exams</i>	4 x 100 = 400 points	40%
<u>Totals</u>	1000 points	100%

University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Topics, Readings	Assignments Due
1	08/23	Course Introduction	Introduction Assignments Flipgrid on Canvas Due before class on 8/23.
PART I: Evidence-Based Research & Practice			
	08/25	3.1-3.3 Research Methods with Children & Families	Syllabus Quiz Due Before class on 8/25.
2	08/30	1.1 Identifying Behavior Problems in Children	
	09/01	1.2-1.3 Prevalence of disorders and integrating science and practice	Discussion Post 1 Questions Due Friday (9/02) at 11:59pm
3	09/06	2.1-2.2 Developmental Psychopathology and Biological Influences on Development	Discussion Post 1 Responses Due Monday (9/05) at 11:59pm
	09/08	2.3-2.4 Psychological and Social-Cultural Influences on Development	Discussion Post 2 Questions Due Friday (9/09) at 11:59pm
4	09/13	4.1 Psychological Assessment	Discussion Post 2 Responses Due Monday (9/12) at 11:59pm

	09/15	4.2-4.3 Systems, Efficacy, and Effectiveness of Child Psychotherapy	Exam 1 Review Posted Discussion Post 3 Questions Due Friday at 11:59pm (9/16)
PART II: Developmental Disorders and Disabilities			
5		Intellectual Disability and Developmental Disorders	
	09/20	5.1 Description and Epidemiology ONLINE CLASS	Discussion Post 3 Responses Due Monday (9/19) at 11:59pm
	09/22	5.2-5.3 Causes, Identification, Prevention, and Treatment ONLINE CLASS	Exam 1 Due Friday (9/23) at 11:59pm
6		Autism Spectrum Disorder	
	09/27	6.1 Description and Epidemiology	Mid-semester Course Evaluation Open
	09/29	6.2-6.3 Causes, Identification, Prevention, and Treatment	Discussion Post 4 Questions Due Friday (9/30) at 11:59pm
7		Communication and Learning Disorders	
	10/04	7.1 Communication Disorders	Discussion Post 4 Responses Due Monday (10/03) at 11:59pm
	10/06	7.2 Learning disabilities & Specific Learning Disorder	Exam 2 Review Posted Discussion Post 5 Questions Due Friday (10/07) at 11:59pm
PART III: Disruptive Disorders and Substance Use Problems			
8		Attention-Deficit/Hyperactivity Disorder	
	10/11	8.1 Description and Epidemiology	Discussion Post 5 Responses Due Monday (10/10) at 11:59pm
	10/13	8.2-8.3 Causes and Evidence-Based Treatment	Exam 2 Due Friday (10/14) at 11:59pm
9		Conduct Problem in Children and Adolescents	
	10/18	9.1 Description and Epidemiology	Mid-semester Course Evaluation Closed

	10/20	9.2-9.3 Causes and Evidence-Based Treatment	Discussion Post 6 Questions Due Friday (10/21) at 11:59pm
10		Substance Use Problems in Adolescents	
	10/25	10.1 Substance Use and Substance Use Disorders	Discussion Post 6 Responses Due Monday (10/24) at 11:59pm
	10/27	10.2-10.3 Causes and Evidence-Based Treatment	Exam 3 Review Posted Discussion Post 7 Questions Due Friday (10/28) at 11:59pm
PART IV: Emotion and Thought Disorders			
11		Anxiety Disorders and Obsessive-Compulsive Disorder	
	11/01	11.1 Anxiety Disorders in Childhood and Adolescence	Discussion Post 7 Responses Due Monday (10/31) at 11:59pm
	11/03	11.2-11.3 Obsessive Compulsive and Related Disorders, Evidence Based Treatment	Exam 3 Due Friday (11/04) at 11:59pm
12		Trauma-Related Disorders and Child Maltreatment	
	11/08	12.1-12.2 Social Emotional Deprivation in Infancy, Child Maltreatment	
	11/10	12.3 Posttraumatic Stress Disorder	Discussion Post 8 Questions Due Friday (11/11) at 11:59pm
13		Depression, Suicide, and Self-Injury	
	11/15	13.1;13.3 Disruptive Mood Dysregulation Disorder; Suicide and Non-Suicidal Self-Injury	Discussion Post 8 Responses Due Monday (11/14) at 11:59pm
	11/17	13.2 Major Depressive Disorder and Dysthymia	
14	11/22	THANKSGIVING BREAK!	
	11/24		
15		Pediatric Bipolar Disorders and Schizophrenia	

	11/29	14.1 Bipolar Disorders in Children and Adolescents	
	12/01	14.2 Pediatric Schizophrenia	Final Exam Review Posted Discussion Post 9 Questions Due Friday (12/02) at 11:59pm
Health Related Disorders			
16	12/06	15.2-15.3 Eating Disorders and Treatment	Discussion Post 9 Responses Due Monday (12/05) at 11:59pm
Final Exam	12/14 12:15-2:30pm		Final Exam Due Wednesday (12/14) at 2:30pm.

Course schedule is subject to change and will updated to reflect any necessary changes.