

San José State University
College of Social Sciences
Department of Psychology
PSYC 142: Child Psychopathology
Summer 2024

Course Sections

PSYC 142-01 (30946)	MoWe 1:00PM - 5:15PM	On Line	June 3, 2024 - July 5, 2024
PSYC 142-61 (30947)	MoWe 1:00PM - 5:15PM	On Line	June 3, 2024 - July 5, 2024

Instructor	Dr. Leslye Tinson Whitehead, M.S., LMFT, Ed.D. (pronouns: she/her) Senior Lecturer of Psychology & African American Studies
E-mail address	Leslye Tinson Whitehead <i>Please include "PSYC 142.01" in the subject line</i>
Office Hours	Tuesdays 12pm - 1pm by appointment
Class Location	Online via Canvas: sjsu.instructure.com ; one.sjsu.edu
Office Location	Zoom classroom (Office Hours Link)
Faculty Websites:	SJSU People: Leslye Tinson

Course Description

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. **3.0 semester units.** Course prerequisite is PSYC 1: General Psychology.

Welcome to our online, synchronous course!

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

[SJSU Learn Anywhere
Portal](#)

Welcome to our course!

Dear Students,

Welcome to our course. I am Dr. Leslye Tinson Whitehead 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.

Our class officially starts on Monday, June 3 and that is when you can login to begin. To successfully login use the following:

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

You will have access to a welcome video that will help you get oriented to the navigation of our Canvas website. When we meet for Zoom class, I will be available to answer your questions. You can join Zoom from your desktop, laptop, or smartphone.

Zoom link for our class sessions

Our class is fully online synchronous with **required Zoom class meetings**. There are also some required activities that you will need to complete in order to stay actively enrolled. Please login and begin the following Orientation module by the end of the first week of classes.

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

To Summarize:

- Course starts on June 3. **We will meet on Zoom.**
- You have several items to complete in the first week to stay enrolled.
- **We will have our Zoom meetings on Mondays and Wednesdays at 1pm. The rest of the course content will be available for you to complete asynchronously.**

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.

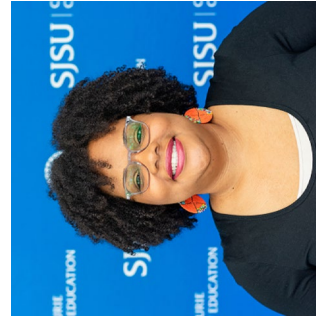
Sincerely,

Dr. Whitehead

Course Overview

This summer course is taught in an online synchronous format, and it will be completed in 5 weeks. We will meet on Zoom on Mondays and Wednesdays at 1pm for class lecture and discussion, and then you will have the remainder of the week to work independently (asynchronously), watching assigned videos and completing assignments. You will receive direct or video instruction from me as your professor and are expected to participate actively during Zoom class discussions and small group activities to integrate learning of course material. Everyone will be expected to contribute to class by being present each day, on time, and prepared with the materials requested. As you navigate the course, if you find that you are having trouble or need individual support, please come to speak with me during office hours, or we can make an alternate appointment at a mutually agreed upon time.

About your instructor



My name is Leslye Tinson Whitehead and my pronouns are she, her. Please refer to me as **“Dr. Tinson”** or **“Dr. Whitehead”**. I am a Senior Lecturer in the Department of Psychology and in the Department of African American Studies at SJSU. I also teach in the MS Clinical Psychology graduate program here at SJSU. I have been teaching on campus since 2015 and I enjoy meeting new students and helping you as you make progress in your educational journey.

I have a doctorate in Education from SJSU and a Master of Science in Clinical Psychology from San Francisco State. I am a Licensed Marriage and Family Therapist and have an active private practice. I have taught a variety of courses at colleges and universities throughout the Bay Area. I will share more about my background and experiences with you on our Canvas website. You may also [view my SJSU faculty webpage](#).

How to contact your instructor

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

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

What can we discuss in office hours?

- 1) concerns about the class
- 2) psychology career options
- 3) graduate school
- 4) the mental health profession
- 5) academic advice (informal)
- 6) mentoring

Textbooks and Materials

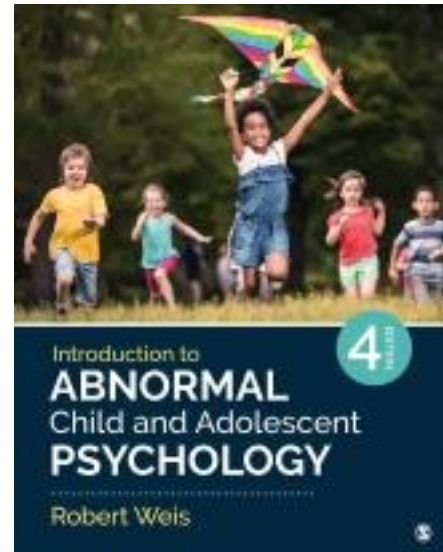
For our course, we will use the 4th edition of Dr. Weis' text.

- Weis, R. (2021). *Introduction to abnormal child and adolescent psychology, 4th ed.* SAGE Publications.

NOTE: Do not use an earlier edition of this textbook because it does not have the most current diagnostic criteria and research data.

You will also need:

- a **composition book or paper for taking notes**,
- a **computer/laptop/e-device** for accessing Canvas, and submitting assignments, and
- **reliable Wi-fi** connection for accessing our online classroom discussions.
- Please use **earbuds (or headphones) with a microphone** for our class meetings.
- [Computers are available for rental from SJSU Student Computing Services.](#)



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. you are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates. **Since this is a fully online course, Canvas will be the centralized source of course material, communication and supplemental material.** You will also need to use your SJSU Library account to access certain required films in the course.

To use Canvas, you will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

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

Required Computer Equipment

You will need a computer and reliable internet access in order to successfully complete this course.

Some of the course material may be accessible by phone or other e-device, but the majority of the course's content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus: [Student Computing Services](#)

NOTE: There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.

Need Tech Support???

If you think you need tech support, try these things first:

1. Log out and try to log back in. Restart your computer.
2. Try a different web browser. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our [Q&A forum](#) on Canvas.

4. Visit the [Canvas Student Guide](#) for step-by-step instructions.
5. Contact [SJSU IT Help Desk](#) for help
6. Inside Canvas, on the left menu bar, use the help emoji (question mark icon) and submit a trouble ticket.
7. If all else fails, email Professor Tinson: Leslye.Tinson@sjsu.edu

How do I get help outside of class?

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

1. **Read the syllabus.** Most questions about assignments and requirements are answered in this document. Based on student need, we may make some adjustments to dates as the semester progresses. Be sure to write those new dates on your syllabus.
2. **Come to office hours.** My office hours are listed on Page 1. You do not need to set up an appointment for office hours. This is my regular time that I will be available to you. If my office hour times do not work for your schedule, we can set up an appointment at an alternate time.
3. **Setup an appointment** – If you want to set up an appointment with me outside of my office hours, please send me an email with your available times and dates. Be sure to include your availability options (at least 2 times and days), as this helps me figure out a time that is best for the both of us.
4. **Send an email with your specific question** – Please use proper decorum when sending emails. Please do not expect an immediate response. I will do my best to reply to your emails within 48 hours (during the school week, not including holidays and weekends), but I am teaching multiple courses and this timeframe of response may not always be possible. Please use kind words and be respectful in your emails to me. See example emails below.

If you are having trouble in the class, remember:

- I am here to help you
-
- I expect you to take initiative by coming to see me during office hours **as soon as** you notice having difficulty with course material and assignments.

Please ALWAYS include “PSYC 142.01” in the subject line of the email. Example emails are below:

Dear Professor Tinson: I am in your Psyc 142.01 class. I have a question about tomorrow’s exam. Can you help me understand the reasoning behind social psychologists’ studies on compliance? Thanks, Janet M.

What is this class about?

The 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, issues of gender, race, ethnicity, and socioeconomic status will be considered throughout the course material.

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

We will meet each week twice per week for class discussions and the rest of the class will be conducted asynchronously. **Our course will meet on Zoom on Mondays and Wednesdays at 1pm.** You will typically have the rest of the week to work independently.

What will we do in class?

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

In order to make the class lectures and discussions more meaningful, readings should be completed BEFORE the class for which they are assigned. While PowerPoint presentations may be provided on Canvas, they are NOT a substitute for attending class or for reading the book. There will be a great deal of material that is covered in class that is not represented in the PowerPoint slides, so class attendance is necessary.

I expect you to come to class having (at minimum) reviewed **the assigned readings prior to class**, with a willingness to give their best efforts in class. It has been my experience that students who are prepared for class, tend to retain more information than those who do not read beforehand. Attending class regularly gives you the opportunity to review and analyze material in a number of ways, which typically enhances their overall learning success.

You will be expected to contribute both orally and in written form during class meetings.

Student Learning Outcomes

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

You will be able to:

- 1) SLO 1: identify behavioral abnormalities in children and adolescents, using an integrative approach.
- 2) SLO 2: identify diagnostic criteria for disorders of childhood and adolescence.
- 3) SLO 3: apply sociocultural contexts (gender, race/racism, ethnicity, language, education status, socioeconomic status, religion, sexual orientation, etc.) to gain better understanding of unique circumstances that the child/family is facing, to assist in development of a comprehensive treatment approach.
- 4) SLO 4: formulate treatment options that are evidence-based and culturally appropriate for the child, adolescent, and/or their families.

Program Learning Objectives: B.A. Psychology

Course Requirements

“Success in this course is based on the expectation that you 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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

The following assignments will be used to evaluate a student's progress in this course.

ASSIGNMENT	POINTS for this assignment	Approximate Percentage toward your final grade
Course Orientation - getting to know you + Intro discussion post	10 points	5.8%
Syllabus Quiz	10 points	5.8%
Exams (3) - Exam 1 - Exam 2 - Exam 3 - Exam 4	100 points (25 points each)	
Case Studies and Discussion Assignments (submit to Canvas)	50 points	
Total Grade	170 points	100%

Student suggested learning path

This is an online synchronous lecture course, but there is an immense amount of material to cover and we will not cover all of it in class. You will need to devote several hours studying independently each week. you are responsible for ensuring that they complete all assigned readings and supplemental materials posted on Canvas.

There is a plethora of information accessible on Canvas, including links to streaming films, assigned readings from the textbook, and activities to be submitted online via Canvas. Most of my

PowerPoint slides are on Canvas, but this does not replace reading the book! Please do not expect that we will cover line by line what is assigned in the readings.

I expect you to prepare for class each day by:

- 1) Reading the syllabus – review the class schedule for that day.
- 2) Review the assigned textbook chapter prior to class.
- 3) Attend and actively participate in class lectures.
- 4) Take notes and ask questions during class.
- 5) Watch the assigned videos for that module.
- 6) Review the PowerPoint slides on Canvas.
- 7) Come to office hours if additional support is needed.
- 8) Complete the assignments for the chapter by the deadline dates.
- 9) Then, move to the next chapter in the schedule.

Assignments

Course orientation module (20 points)

- Setup your Canvas profile, add profile picture, and set your notifications **ON**
- Setup your Zoom account, add profile picture, add gender pronouns
- Attend Zoom orientation
- Watch the introduction video on Canvas
- Read the syllabus and Prepare a learning schedule/study plan

Graded Assignments in the Orientation Module

- Submit “**Getting to know you**” sheet to instructor
- Post on the **introductory discussion board** (Submit using Canvas Studio, or text with photos), 10 points
- Complete the Syllabus Quiz, 10 points

Case Studies, Discussions, Activities – 50 points (10 points per assignment)

To enhance the student learning experience, you will have the opportunity to participate in small group activities during class and/or Canvas assignments. For in-class Zoom assignments, you must be in attendance and participating during class in order to receive credit. An example of an in-class activity might be reviewing a case study and working with group members to develop a treatment plan for that case. All you are expected to contribute to the final product submitted. For Canvas assignments, please follow the stated deadline. There is some flexibility, but I can give better feedback to you when submitted timely. **Late submissions will be accepted up to 7 days late. If you do not submit the assignments by the late deadline, you will receive 0 points.**

For Canvas submissions – you are responsible for making sure your file can open. Please convert “Apple Pages” files to PDF or Word before submitting them. Corrupted files or files that I cannot access will receive 0 points. Please **do not** directly email me the assignment. Please always submit your work onto the Canvas website.

1. **A1: Case of Jorge, Theories application**
2. **A2: Hypothetical cases for Assessment, Sarah and Norman**
3. **A3: PSA Project: Preventing substance use or disordered eating among teens**
4. **A4: Case of Chamique**
5. **A5: The Little Stars**

Exams – 100 points (25 points each exam)

Each exam will cover a subset of the course materials. [Study guides are available online](#) Course exams will consist of multiple choice, true/false, short answer, and essay questions. The exam will cover all chapters, cases, lectures, videos, and classroom activities up to that date. The primary purpose of this exam is to verify your mastery of the course material. The focus will be on integration of course concepts, rather than simple presentation of memorized concepts. **Missed exams will result in 0 points.**

Course Policies

Classroom Procedures

All class policies are available on [The Course HQ website](#).

- Academic Integrity
- Adding the Course
- Artificial Intelligence Use (ChatGPT and A.I.)
- Attendance (Do I have to attend class?)
- Accessibility & Disability Accommodations
- Class Collegiality & Student Tips for Success
- Diversity Statement
- Dropping the Course
- Extra Credit
- Final Examinations
- Final Grades (Letter Grades)
- I need help with ... tutoring, mental health, food, housing, computers, writing...
- Late Work
- Mental Health Disclaimer (Content Disclaimer)
- MLK, Jr. Library (My favorite place on campus!)
- Office Hours (what are office hours?)
- Online Exams
- Practicing Netiquette
- Student Rights, Responsibilities, & Conduct (SJSU Catalog)
- Syllabus Information (SJSU Resources)
- Technology needed for class
- Student Absences (what if I need to miss class?)
- Withdrawing from all courses
- Writing Help
- Zoom Classroom Etiquette
- Zoom Recordings

Course Schedule

Please review the schedule below. Deadlines will also be posted on Canvas. The schedule is subject to change, and any changes will be announced in class and posted on Canvas.

Week 1 (June 3-7)

- Get your book
- Read: Syllabus, Chapter 1, Chapter 2, and Chapter 3
- Attend Zoom class sessions
 - ~~Syllabus, Course Overview~~
 - ~~The Science of Developmental Psychopathology~~
 - ~~Historical perspectives~~
 - ~~Introduction to the DSM-5~~
 - ~~Theoretical causes of childhood disorders~~
 - ~~Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models~~
 - ~~Case of Eric~~
 - Research methods
 - Clinical assessment and DSM-5 Diagnosis
 - Treatment methods
 - ~~Professional ethics~~
 - **Risk factors and Protective Factors**
- ~~Discuss Case of Eric~~
- Discuss Case of Jorge
- Review videos, articles, supplemental materials and resources on Canvas
- **Complete Welcome Forum, introduce yourself to classmates**
- **Complete the Syllabus Quiz**
- **Submit A1 assignment: Case of Jorge**

Week 2 (June 10-14)

- Read: Chapter 4, Chapter 5, Chapter 6, and Chapter 7
- Attend Zoom class sessions
 - **Intellectual disabilities**
 - Intellectual Disability
 - Global Developmental Delay
 - Chromosomal disorders
 - **Autism Spectrum Disorder**
 - **Social pragmatic communication disorder**
 - **Communication disorders**
 - **Specific learning disorders**

- Discuss Peter and special education classrooms
- Discuss autism spectrum
- Discuss disproportionalities in special education
- Review videos, articles, supplemental materials and resources on Canvas
 - Watch: Educating Peter
- **Complete A2 assignment: Hypothetical cases of assessment**
- **Complete Exam 1 (Chapters 1, 2, 3, 4)**

Week 3 (June 17-21)

- Read: Chapter 8, Chapter 9, Chapter 10
- Attend Zoom class sessions
 - **Attention Deficit/Hyperactivity Disorder**
 - **Conduct problems in children**
 - Oppositional defiant disorder
 - Conduct disorder
 - **Substance Use Disorders in children and adolescents**
 - Smoking, Drinking, Illicit drugs
 - Treatment and Prevention for substance use
- Discuss conduct problems and incarceration
- Discuss substance use among adolescents
- Review videos, articles, supplemental materials and resources on Canvas
 - Watch: Autism in America
 - Watch: Spectrum (22 minutes)
 - Watch: United States of Autism
 - Read: CDC report on increasing rates of autism
- **Submit A3 assignment: Create a substance use prevention PSA**
- **Complete Exam 2 (Chapter 5, 6, 7, 8)**

Week 4 (June 24-28)

- Read: Chapter 11, Chapter 12, Chapter 13
- Attend Zoom class sessions
 - **Anxiety disorders**
 - Separation anxiety disorder
 - Selective mutism
 - Specific phobias
 - Social anxiety disorder
 - **Trauma and Stressor related disorders**
 - Post-traumatic stress disorder

- Adjustment disorders
- **Asynchronous films**
 - Physical abuse
 - Sexual abuse
 - Emotional abuse and neglect
- **Depressive disorders**
 - Major depressive disorder
 - Persistent depressive disorder
 - Disruptive mood dysregulation disorder
- **Suicide risks in children and adolescents**
- Discuss Anxiety in young children and adolescents
- Discuss childhood trauma and ACEs
- Discuss depressive symptoms in youth
- Review videos, articles, supplemental materials and resources on Canvas
- **Submit A4 assignment: Case Study of Chamique Holdsclaw**
- **Complete Exam 3 (Chapters 9, 10, 11, 12)**

Week 5 (July 1-5)

- Read: Chapter 14, Chapter 15, Chapter 16
- Attend Zoom class sessions
 - **Feeding and eating disorders**
 - Anorexia nervosa
 - Bulimia nervosa
 - Binge-eating disorder
 - ARFID
 - Pica
 - **Pediatric and Health Psychology**
 - The field of pediatric psychology
 - Elimination disorders: Enuresis and Encopresis
- Discuss eating disorders among children and adolescents
- Discuss psychosis among adolescents
- Discuss long-term health conditions in youth
- Review videos, articles, supplemental materials and resources on Canvas
- **Submit A5 assignment: The Little Stars**
- **Complete Exam 4 (Chapter 13, 14, 15, 16)**