San José State University
Psychology Department
PSYC142, Child Psychopathology
Summer 1 (June) 2023

Instructor:	Matthew R. Capriotti, PhD
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Office Hours:	By appointment
Class Days/Time:	Asynchronous (no set meeting times)
Classroom:	Online.
Prerequisites:	PSYC 001

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System (http://sjsu.instructure.com). You are responsible for regularly checking Canvas regularly to learn of any updates.

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

Course Learning Objectives (CLOs)
Upon successful completion of this course:

CLO1 – <u>Critical thinking development: Abnormality in Historical Context</u>. 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 – <u>Knowledge based and application development: Understanding paradigms</u>. 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 – <u>Research Methods development: Clinical science.</u> 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 – <u>Critical thinking and application: Classification</u>. 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 – <u>Critical thinking and application: Assessment.</u> 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 – <u>Knowledge base and application & Values in psychology - Evidence based interventions development.</u> 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.

Program Learning Outcomes (PLOs)

Upon successful completion of the psychology major requirement:

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

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

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

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

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

Required Texts, Readings, and Materials

Textbook. We will be using the 3rd edition of Weis' textbook (citation below). This is available at the SJSU bookstore or online via various retailers.

Weis, R. (2017). Introduction to Abnormal Child and Adolescent Psychology. Publisher: SAGE Publications, Inc, 3nd edition, Print ISBN: 9781506339764

In recent semesters, some students have also reported succeeding in this course using the 2nd edition of this textbook, which can be found used for a fraction of the cost of the third textbook. The two editions are very highly overlapping, so this seems reasonable to me. That said, please know that the 3rd edition is what we will officially be using.

Supplemental Readings. Supplemental required readings may be assigned throughout the semester. These will be posted on Canvas at least one week before they are due.

Course Requirements and Assignments

Course structure and weekly schedule

This is an asynchronous online class. There are no "live" meetings either in person or virtually (e.g., via Zoom). That said, this is not an entirely self-paced class where you do the work entirely on your own schedule. You must progress through the course according to a specific schedule and meet specific deadlines. <u>You will not pass this class if you attempt to wait to do all of the work until the end.</u>

Please note that this is an intensive course that moves at three times the pace of a regular semester course. We will cover 16 topics, broken into 4 units (4 chapters per unit). See the page entitled "Keeping On Track: Recommended Weekly Schedule" on Canvas for a recommended day-by-day schedule of how to approach distributing the workload in this fast-paced class.

Grading Information

Instead of a traditional grading rubric, this class uses a grading contract. Please review the below information about grading contracts and how our specific course grading will work. Please also see Module 0 on Canvas for more detailed information on why I am using a grading contract in this class and for answers to common questions about taking a course that uses a grading contract.

Determination and Grades and Grading Contract Details

Core Class Achievements

You will earn a course grade of B- if you pass* ALL of the following core class achievements.

- Welcome Assignment
- 14 of 16 Starting Point Assignments
- 14 of 16 Reflection Discussion Post assignments (note that this includes writing your post AND replying to 2 classmates' posts)
- Exams 1-4 (65.00% or higher is passing)
- Final Reflection Paper

Grade Boosters

You will earn an additional third of a-letter grade (e.g., B- vs. B) for completing EACH of the following achievements:

- Score 87.00% or higher on an exam (4 boosts available total, 1 for each exam)
- Complete and pass a project (4 maximum, Everyday Parenting Project, Pseudoscience, and Book Report project. Can do Book Report project twice, on two different books).

Grade Sinkers

You will lose a third of a letter grade (e.g., B- vs. B) for each instance where your course performance does not meet expected minimum standards. These are:

- Score < 65.00% on an exam (including a 0 for failing to take an exam; each exam < 65% lowers course grade by 1/3 of a letter)
- Completing fewer than 14 of 16 Starting Point assignments (1/3 letter grade decrease, regardless of how many fewer than 14 completed, e.g., 2 vs. 12)
- Completing fewer than 14 of 16 Reflection Discussion posts (1/3 letter grade decrease, regardless of how many fewer than 14 completed, e.g., 2 vs. 12)
- Completing fewer than 14 of 16 Post-Discussion Reflections (1/3 letter grade decrease, regardless of how many fewer than 14 completed, e.g., 2 vs. 12)

*A note on what is considered "passing" in this class

- For exams, a passing score is 65.00% or higher.
- For ungraded assignments, you must follow instructions specified in the assignment to pass. Each assignment's description lays out what is required to pass.
- Assignments must be completed on time to be considered passing, unless a student arranges an extension as described in the class policies.

Grading will be based on the following assignments. Detailed rubrics are available on Canvas within the descriptions for each assignment.

Welcome Assignment. This is a relatively informal writing assignment to get you thinking about the course topic, what experience and perspective you bring to our class, and what will help you succeed.

For each of the 16 topics covered, you will complete two assignments. Both of these must be completed by Friday 1159 PM each week:

Starting Points. *Before* you engage with class lectures, readings, etc., you will write 100-150 words on your knowledge of the topic. You will also state two things you want to learn about the topic at hand. The idea of this is to guide you to self-assess how your own lived experience, knowledge from other courses, and (if relevant) work/volunteer experience have formed a foundation of knowledge for you already. You will get full credit if you write at least 100 words and pose two questions.

Reflection Discussion Posts. *After* you engage with course content for each chapter, you will write a discussion post of 250-300 words that summarizes the 2-3 things that stood out to you from that module (e.g., because they were interesting to you, seemed particularly relevant, or changed your mind on something). For each concept you discuss, include a citation to a specific page in the book and/or lecture slide. You must also pose at least one question that you To earn credit, your post must summarize at least 2 issues, pose at least one question, and meet the word count requirement.

You must also respond to 2 classmates' posts to earn credit. Your replies can do things like (a) elaborate on the points your classmate has made based on your knowledge form this course, other courses, or volunteer, work, or personal experience, (b) point out additional examples that align with the original post, © explain (respectfully) a difference of opinion that you have, or (d) provide some thoughts on the question they posed. Your replies must do at least one of the four things described above and be at least 75 words long to earn credit.

Unit Exams

Each week, you will complete a unit exam designed to assess the specific competencies (learning objectives) listed for each chapter. The questions will revolve very heavily around the learning objectives. Question types will include multiple choice and short-answer. Each exam will have about 25 questions. You will have one, 55-minute attempt to complete it. You may use notes, the textbook, and other online resources but you may not work with other students on this and you may also not use AI tools (e.g., ChatGPT) on exams (see below).

 The instructor may use weighting (either of total scores or of the percentage that specific test questions count toward the final score) to "curve" exam scores. This may result in increases or decreases in students' final, curved exam score

End-of-Course Reflection

This is the culminating experience for the course. You will write a ~5-page paper reflecting on how your views on child psychopathology, the broader fields of psychology and child development, public policy related to children and families, and online learning have (or have not) changed through this course. The idea of this assignment is for you to assess where this course has fit in the broader journey of your education and life experience. This is not a research paper or technical report. You will be successful on this assignment if you respond to the prompts and write professionally. A detailed assignment description and rubric will be available at least halfway through the course.

Extra credit opportunities are not given for this class.

Late work: Given the accelerated pace of this class, it will be very difficult for students to stay on track if they are consistently turning in work late.

If you are going to miss a assignment due date to circumstances beyond your control (e.g., you are ill; a family member is ill and requires your help), please let me know ASAP, and I will attempt to work with you to find a solution for you to complete work for full credit. I reserve the right to request documentation of illness and other emergencies.

I will not exercise this flexibility for students missing assignments/class due to personal travel, conflicts of your work schedule with class meetings, or other foreseeable conflicts that are within your control.

 If you do not contact me within 24 hours of a missed assignment or class meeting, I reserve the right to assign you a grade of 0 for the relevant assignment(s). Please honor this policy by being truthful and doing your best to proactively manage your time.

Academic dishonesty, including ChatGPT and other AI software. Academic dishonesty will not be tolerated in this class. Students can use notes, textbooks, and online resources for assignments and exams. Working together with other students on exams is considered an academic honesty violation. Downloading, distributing, or publicly posting exams or other course materials is also academic dishonesty. All written work and short-answer or essay exam items will be checked for plagiarism using TurnItIn. I will follow University policies regarding academic dishonesty, which indicate that I must report all incidents to the University. Penalties within the course may range from a loss of credit for an assignment to failing the class, depending on the severity of the infraction.

Students may not use AI software (e.g., ChatGPT) to produce text on assignments where they are supposed to submit their own work. I will use TurnItIn's AI detection feature to evaluate whether an assignment is likely to have been composed by AI software. The first violation of this may result in the student being asked to re-do the assignment for violations. For subsequent violations, students may receive a failing grade without the opportunity to resubmit work. In these situations, other disciplinary actions for repeated academic dishonesty may apply.

Students also may **not** use AI software (e.g., ChatGPT) on exams. AI software tends to reliably miss certain questions on my exams. I reserve the right to weigh these questions MORE heavily toward final exam scores in order to create a normalized grade curve. This could result in students who use ChatGPT on exams earning LOWER grades through the curving process.

Students are encouraged to learn more about plagiarism by completing the tutorial at: https://libguides.sjsu.edu/plagiarism. Links to an external site.Please note that students who commit plagiarism without being aware that they are doing so are still subject to disciplinary action under University policies; so, it is in your best understanding to develop a good understanding of this issue.

Final Examination or Evaluation

The culminating experience for this class is the End-of-Course Reflection paper. Final exams are governed by University Policy S06-4 (http://www.sjsu.edu/senate/docs/S06-4.pdf) which states that *"There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course."* Consistent with this policy, exams will only be given at alternative times if (a) there are verifiable emergency circumstances or (b) if a student has more than two exams scheduled within a 24-hour period, in which case the student must contact the instructor *at least three weeks before the last regular class meeting* to schedule an alternative exam time.

Definition of a Credit Hour
SJSU has standards, consistent with national norms, about how much time commitment is expected for a credit hour. Our summer session is 5 weeks, whereas a typical semester is 15 weeks. Based on this accelerated schedule, and the credit hour norms below, our 3 credit class would be expected to require about 27 hours per week of student work, including class sessions each week. Note that this starts on the first day of the semester (M 6/5).

Standard language: 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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica.

Over the fifteen-week semester, students are expected to dedicate 135 hours to a three-unit course, inclusive of attending lectures, reading course materials, etc. In other words, students are expected to dedicate 9 hours a week to this course, inclusive of all course activities.

Class Protocols and Procedures.

This class requires reliable internet access. You are strongly encouraged to complete course activities from a laptop or desktop computer.

Internet outages. You are responsible for submitting work on time. If you experience a prolonged internet outage (for days or weeks), you will need to find another way to access the internet to complete assignments (e.g., at a local public library).

I understand that temporary internet outages do happen. Please download this syllabus to your computer and smartphone so you have access to it in the event of an internet outage. If you experience an internet outage just before a deadline, please complete the work in MS Word or another word processing program, use your smartphone to take photographs of the assignments, and email them to me with a brief note explaining the situation. This will validate that you completed the work on time, and you can then submit it through Canvas as usual once your connection is restored. If you do not own a smartphone and such a situation arises, please let me know, and I will work with you to find a solution.

Expectations for Behavior

You are expected to behave in a respectful manner toward your peers and instructor in online interactions. When differing opinions emerge in class discussions, I expect you to maintain a civil and professional tone in your writing. You can expect me (the instructor) to do the same. If you engage in behavior that is overtly disrespectful, disruptive to the class, threatening, racist, bigoted, or otherwise harmful toward others, you may be removed from online class discussion boards.

You are expected to check Canvas and email regularly, and to communicate professionally through this means. Please use Canvas only (not email) for electronic course-related communication. I expect you to communicate professionally via Canvas, just as in class.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/

PSYC142, Child Psychopathology, Summer 2023 Schedule

This is a tentative schedule of lecture topics, assignment due dates, and exam dates. Any changes in the content of assignments or exams will be given at least one week in advance of the date due date/exam date.

Week/ Unit	Module Due Date (always Fri 1159 PM)	Topics	Assignments due *All assignments and exams are due at 1159 PM on the date specified
0	6/5	Welcome, orientation, syllabus	Welcome assignment due Fri 6/9 Orientation Quiz due Fri 6/9 *Begin working ahead and/or working on projects
1	6/12	(1) Intro (2) Causes (3) Assessment (4) Treatment & Ethics	Starting Points 1-4 due Fri 6/16 Discussions 1-4 due Fri 6/16 Unit Exam 1 due Sun 6/18
2	6/19	(4b) Clinical Science vs. Pseudoscience (5) Intellectual and Developmental Disabilities (6) Autism Spectrum Disorder (7) Learning Disabilities	Starting Points 4b-7 due Fri 6/23 Discussions 4b-7 due Fri 6/23 Unit Exam 2 due Sun 6/25
3	6/26	(8) ADHD (9) Oppositional Defiant Disorder (9b) Conduct Disorder (10) Substance Use Disorder	Starting Points 8-10 due Fri 6/30 Discussions 8-10 due Fri 6/30 Unit Exam 3 due Sun 7/2
4	7/3	(11) Anxiety (12) Post-traumatic stress disorder and child maltreatment (13) Depression, Self-Harm, and Suicide (14) Psychotic-Spectrum Disorders	Starting Points 11-14 due Fri 7/7 Discussions 11-14 due Fri 7/7 Unit Exam 4 due **Fri 7/7** Projects Due **Fri 7/7** End-of-Semester reflection due **Fri 7/7**