

San José State University, College of Social Sciences
Department of Psychology
PSYC 142: Child Psychopathology
Summer 2023

Sections:

Psyc 142-02, CRN: 30534, MW 1-5:15pm

Psyc 142-62, CRN: 30536, MW 1-5:15pm

Instructor	Dr. Leslye M. Tinson, M.S., LMFT, Ed.D. (pronouns: she/her) Lecturer of Psychology & African American Studies
Class day/time	Synchronous class meetings Mondays, 1pm-5:15pm (Zoom) and Wednesdays, 1pm - 5:15pm (Zoom) <ul style="list-style-type: none">• July 10 and July 12• July 17 and July 19• July 24 and July 26• July 31 and August 2• August 7 and August 9 AND independent study to be arranged by each student
Class dates	July 10, 2023 - August 11, 2023 (5-week course)
Class Location	Online via Canvas: sjsu.instructure.com ; one.sjsu.edu
E-mail address	Leslye Tinson Please include "PSYC 142" in the subject line
Office Hours	Tuesdays 11am-12pm by appointment: leslyetinson.youcanbook.me
Office Location	Working from home
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 Prerequisites

PSYC 1: General Psychology.

Welcome to our online-hybrid 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 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, July 10 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

Leslye Tinson is inviting you to a scheduled Zoom meeting. Join from PC, Mac, Linux, iOS or Android:
<https://sjsu.zoom.us/j/81827542921?pwd=bWZBVGJGaEh2UUt6VDhRS9rZz09> Password: 310994

Our class is fully online with synchronous class meetings, and there are required activities 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 **July 10 at 1pm. 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. Tinson

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 and my pronouns are she, her. Please refer to me as “**Dr. Tinson**” or “**Professor T**”. 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.

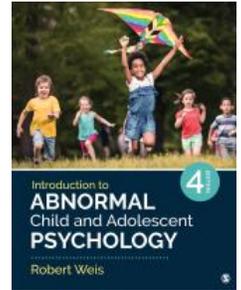
What can we discuss in office hours?

- 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 you may 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.](#)

Course Format

This course will be conducted through weekly Zoom meetings, online discussion forums, required films, and assignments on the Canvas course website. To use Canvas, you will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

Canvas

Canvas is SJSU's Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. 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.

- **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 ” in the subject line of the email. Example emails are below:

Dear Professor Tinson: I am in your Psyc 142 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.

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.

Office hours procedures

I will hold office hours each week before class. Office hours are the best time to discuss your progress in the course, ask additional questions about content that we didn't have time to cover in class, and speak to me about any personal matters. Since this is a 4-hour course, we will take a few short breaks during class, but please note, this is not my office hours time. FERPA prohibits me from discussing personal issues with you in front of other students. Therefore, the 15 minute break(s) we take during class is not the appropriate time to meet with me about personal matters. Please come to office hours as needed. If office hours do not work for you, we can schedule an appointment for a different time to meet.

- You can [book appointments into my calendar directly](#)

Email procedures

- While email is available 24 hours per day, I am not awake 24 hours a day. Please give me the courtesy of up to 48 hours (during the school week) to respond to your email request.
- Always remember to tell me what course and section you are enrolled in.
- Please use kind words and a respectful tone in your email.
- Please avoid sending emails when you are upset or frustrated.
- Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate toward the instructor.
- If your email is disrespectful, I will refer it to the department chair and/or University conduct. I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss the matter in person.

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 once per week for class discussions and the rest of the class will be conducted asynchronously. **Our course will meet on Zoom on Tuesdays 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, 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.

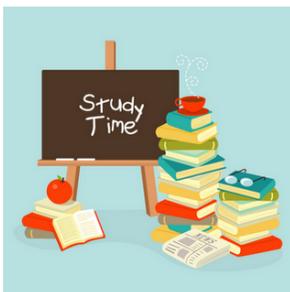
Student suggested learning path

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.



Courses are designed such that in order to be successful, it is expected that you will spend a minimum of forty-five hours for each unit of credit (normally 3 hours per week, per unit = 9 hours per week for a 3.0 unit course), including preparing for class, participating in course activities, completing assignments and so on.

REMEMBER...

Time management is especially important in summer session courses!

Please keep in mind that additional discipline is required in making sure that assignments are completed on time, and time management is the responsibility of the student enrolled.

PRO-TIP: Create a plan for your studying schedule during the first few days of class!

Program Learning Objectives: B.A. Psychology

1. Knowledge Base of Psychology

you will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. Research Methods in Psychology

you will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

3. Critical Thinking Skills

you 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

you will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. Values in Psychology

you will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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	20 points	10%
Syllabus Quiz	10 points	5%
Exams (3) - Exam 1 - Exam 2 - Exam 3	90 points	46%
Case Studies and Discussion Assignments (submit to Canvas)	50 points	26%
Final Project/Presentation	25 points	13%
Total Grade	195 points	100%

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

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

Syllabus Quiz (10 points)

The course syllabus is our agreement for the semester. you 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. **you 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, 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.

In addition to our Zoom “live” discussions, you will 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. You 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 classmates in each discussions. **Discussion posts can be submitted as written text or video submissions using [Canvas Studio](#), which is an app built into our Canvas course.**

1. **A1: Case of Jorge, Theories application**
2. **A2: Hypothetical cases for Assessment, Sarah and Norman**
3. **A3: Child maltreatment discussion**
4. **A4: Case of Chamique**
5. **A5: PSA Project: Preventing substance use or disordered eating among teens**
6. **A6: Disproportionality in special education**

Exams – 90 points (30 points each exam)

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.**

Each exam will cover a subset of the course materials. [Study guides are available online](#)

Final Presentation – 25 points

Each student will design a final project as their final exam for the class. Students can select one of 2 options:

- 1) Select a local Bay Area based nonprofit agency, community organization or resource center that provides services to infants, children, adolescents and their families. Your task is to conduct thorough research on the organization/center and present a visual and oral presentation of the services the organization provides. Canvas Studio, PowerPoint, Prezi, YouTube or other visual aids are welcomed. An example of appropriate agencies is available on Canvas.
- 2) Create a “lessons learned” culminating project, highlighting 5 key areas of your learnings from the semester, and the implications for how you will utilize these learnings in your future work/career, etc. This may not be a flat powerpoint. It must have an audio (spoken) component included. Canvas Studio, PowerPoint, Prezi, YouTube or other visual aids are welcomed to bring your presentation to “life”.

Complete details about the final project will be posted on Canvas.

If you need help, please contact me:

- 1) Send me a message in Canvas inbox
- 2) Send me an email OR
- 3) Request an appointment to meet via Zoom

Instructor feedback

Assignments are due by Friday night each week of our course. I plan to grade assignments by the following Monday evening each week. I will try my best to ensure that you are given feedback by the following week’s class.

Grades will be posted as they are completed by me. Even if you finish and submit an assignment early, it will likely not be graded until the deadline for the assignment has passed. This helps me keep track of who has truly not completed the assignment, and it also allows you to make revisions until the deadline. Late assignments will be accepted for 7 days past the deadline. Thereafter, you will receive 0 points.

Unfortunately, I am not able to give written comments on each assignment to each and every student. ***Broadly speaking, if there aren’t any written comments on your assignment, then you did a good job on the assignment!*** However, if you need more specific feedback about an assignment submission, or are concerned about your grades, please come to office hours where I will be happy to discuss it with you.

Grading

The course is set up so that no one specific assignment can “tank” your grade. Complete as many assignments as you can to get the grade that you hope to earn. At the end of the semester, you 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 you have questions about their progress in the course, I strongly encourage you to meet with me during office hours. **Grades will not be rounded up.** Except in the event of clerical error, all grades are final. There is no extra credit in this course.

Final grades will be awarded based on the minimum points as listed below:

Letter Grade	Percentage
A plus	99%
A	93%
A minus	90%
B plus	87%
B	83%
B minus	80%
C plus	77%
C	73%
C minus	70%
D plus	67%
D	63%
D minus	60%
Fail	Below 60%
Credit	70% or better
No Credit	Below 70%

Determination of Final Grades in the course

- Final points and letter grades are not rounded up.
- **There is no extra credit in this course.** You should plan to complete the required assignments in order to get the grade that they want in the course.
- **Grades and percentages posted on Canvas are not official grades.** Any student who has questions about their progress in the course should contact the instructor directly.
- 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.
- Grades of 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.

Course Policies

Online Classroom Procedures

1. Please be respectful of the instructor and other students in the course, by refraining from use of profanity, racism, sexism, homophobia, etc. and any other offensive comments on the discussion forums and in your electronic communications.
2. If a behavioral disruption arises, I will ask to set up a meeting prior to the student being allowed to return to the course.
3. Cheating and plagiarism will not be tolerated. College rules regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair and the Dean of Social Sciences. ([See Academic Integrity Policy](#))
4. I expect you to take risks, try hard and do their best. Having a positive attitude will go a long way!
5. **TIME MANAGEMENT is important.** Taking an online course requires additional discipline. We won't have the day-to-day reminders and in-person interaction. I will do my best to send email reminders, or post Canvas reminders online. However, it is ultimately the student's responsibility to manage time wisely, study in a progressive manner (as opposed to cramming) and submit all assignments by their stated deadlines.
6. **Special reminders about email etiquette**
 - a. Please use kind words and maintain a respectful tone in your emails to me.
 - b. Please avoid emailing me when you are upset or frustrated.
 - c. Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.
 - d. If your email is disrespectful, demeaning or disruptive, I will refer it to the psychology department chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss in person.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The academic integrity policy and Student Code of Conduct requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the [Office of Student Affairs - Student Conduct](#).

Each student in this course is expected to conduct themselves with academic integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together to discuss major concepts covered in lecture. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an e-mail attachment file, a diskette, or a hard copy, or in any other format.

you are expected to submit college-level original work, with proper credit and in-text citations given to external sources using [American Psychological Association \(APA\) current edition style guide](#). A list of references must also be provided for each typewritten assignment. For more information on proper citations in APA format, visit www.apastyle.org.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive **0 points for the assignment**. Penalties can also be extended to include [University disciplinary action](#).

Examples of Plagiarism can be found on the following website: <https://libguides.sjsu.edu/plagiarism>

Attendance, Absences, & Late Work

This is a fully online course, so attendance is expected by engaging on Canvas multiple times per week and attending Zoom synchronous meetings. As your instructor, I will have the ability to monitor Canvas engagement, login times and pages visited through the activity report. The activity report shows often a student is logged into our course and interacting with the assignment and materials. I expect you will be able to manage your own time. Since this is an online class, I expect you to develop their own learning schedule, ensuring that they adhere to the deadlines.

- **Late and Missed assignments:** I will accept late assignments up to 7 days after they are due. Thereafter, the assignment will be locked and no more submissions accepted.
- **Missed exams:** Exams are open for several days and students should complete them by the stated deadline.

Course Incompletes, Withdrawals, & Grade Changes

I expect each student to monitor their own academic progress in the class using the course points system listed in the syllabus. If you are having difficulty, please consult with me during office hours for guidance (as soon as they notice they are having difficulty) or seek other academic assistance ([tutoring](#), [disability accommodations](#), [counseling](#), etc.). [Grade changes](#) after the semester is over will only be allowed for instructor clerical error. Sometimes you are not performing well (having a "bad" semester) or have other emergencies that prohibit them from completing the course on time. If this happens, a student may wish to apply for an incomplete or withdraw from the course.

Statement on Diversity and Inclusiveness

I understand and appreciate that we represent a rich variety of backgrounds and perspectives. Therefore, I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all you to:

- share their unique experiences, values and beliefs
- be open to the views of others
- appreciate the opportunity that we have to learn from each other
- value each other's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course, on campus, and in our communities

Mental Health Disclaimer & Support Services

All course material has been carefully selected to enhance the educational experience, and is not intended to traumatize or harm you. However, there are topics that we will cover that might be difficult to hear about, view films or witness others' experiences. There may also be some material that has the potential to be retriggering of past trauma. I strongly suggest that you "put your safety mask on first" – which means, take good care of yourself as you take this online course, take breaks when needed, and regularly practice self-care, as well as solicit mental health services (if needed) as you pursue the course content.

- **If you are experiencing a psychiatric emergency, please dial 911 or go to your nearest hospital.**
- [SJSU Counseling and Psychological Services](#)

[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](#)

Mandatory reporting of suspicion of child abuse/neglect

As a mandated reporter, whenever in your professional capacity or within the scope of your employment you have knowledge of or observe a person under the age of 18 years whom you know or reasonably suspect has been the victim of child abuse or neglect, you must report the suspected incident (Penal Code § 11166).

Important University Dates and Deadlines

The deadlines below pertain to our course. See the [Academic Calendar](#) at [2023 Summer Session Calendar | Summer Session | San Jose State University](#) for additional details and other Summer Sessions.

Session TWO: July 10 - August 11

Instruction Begins	July 10
Last day to Drop 100% refund	July 11
Last day to Drop without W	July 12
Withdrawal begins (Drop with W)	July 13
Last day to ADD online	July 17
Last day to Request CR/NC grading	July 17
Add with Late Enrollment Petition	July 18
Withdrawal ends	August 11
Last day of instruction	August 11
Grades due	August 18
Grades available online	August 19
Grades post to transcript	August 23

Last day of our Zoom class meetings is Wednesday, August 9. Our final exam is due by Friday, August 11. The course officially ends on Friday, August 11. No work can be submitted after this date.

Course Schedule

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

Class Date	Class topics	Asynchronous activities and deliverables
WEEK 1		
Monday July 10	1pm: Syllabus, Course Overview 1:30pm: The Science of Developmental Psychopathology <ul style="list-style-type: none"> Historical perspectives Introduction to the DSM-5 2:30pm: Theoretical causes of childhood disorders <ul style="list-style-type: none"> Psychodynamic, Biological, Behavioral, Cognitive, and Contextual models 3:15pm: Case of Eric 4:15pm: Adjourn for asynchronous homework	<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 <input type="checkbox"/> Module 1: Read Chapter 1 <input type="checkbox"/> Module 2: Read Chapter 2 <input type="checkbox"/> Module 1 & 2: Watch videos <input type="checkbox"/> Assignment A1: Theories-Case of Jorge
Wednesday July 12	1:00pm: Research methods 2:00pm: Clinical assessment and DSM-5 Diagnosis 3:30pm: Treatment methods 4:15pm: Professional ethics	<input type="checkbox"/> Module 0: Submit Syllabus Quiz <input type="checkbox"/> Module 3: Read Chapter 3 <input type="checkbox"/> Module 4: Read Chapter 4 <input type="checkbox"/> Module 3 & 4: Watch videos <input type="checkbox"/> Module 3: Review assessment websites <input type="checkbox"/> Assignment A2: Submit Hypothetical cases of assessment <input type="checkbox"/> Other: Select final project option and sign-up on Google Doc
WEEK 2		
Monday July 17	1:00pm: Research & Assessment Q&A 1:30pm: Risk factors and PTSD Trauma and Stressor related disorders <ul style="list-style-type: none"> Post-traumatic stress disorder Adjustment disorders 2:00pm: Asynchronous films <ul style="list-style-type: none"> Physical abuse Sexual abuse Emotional abuse and neglect 3:30pm: Anxiety disorders <ul style="list-style-type: none"> Separation anxiety disorder Selective mutism Specific phobias Social anxiety disorder 	<input type="checkbox"/> Module 5: Read Chapter 12 <input type="checkbox"/> Module 6: Read Chapter 11 <input type="checkbox"/> Module 5 & 6: Watch videos <input type="checkbox"/> Read CANRA law <input type="checkbox"/> Review SCAR form <input type="checkbox"/> Locate a child abuse news story or clip <input type="checkbox"/> Assignment A3: Participate in online discussion on child maltreatment

Wednesday July 19	1pm: Depressive disorders Major depressive disorder Persistent depressive disorder Disruptive mood dysregulation disorder 4:00pm: Suicide risks in children and adolescents	<input type="checkbox"/> Module 7: Read Chapter 13 <input type="checkbox"/> Module 7: Watch Mind/Game <input type="checkbox"/> Assignment A4: Submit Case of Chamique
Friday July 21	Exam 1 covers Chapters 1, 2, 3, 4, & 11.	<input type="checkbox"/> Submit Exam 1 on Canvas <input type="checkbox"/> Exam 1 is due by Friday, July 21. Late deadline is Saturday, July 22.
WEEK 3		
Monday July 24	1pm: Depression Q&A 1:30pm: Feeding and eating disorders Anorexia nervosa; Bulimia nervosa; Binge-eating disorder; ARFID; Pica 3pm: Pediatric and Health Psychology The field of pediatric psychology Elimination disorders: Enuresis and Encopresis	<input type="checkbox"/> Module 8: Read Chapter 15 <input type="checkbox"/> Module 8: Watch Recovering film <input type="checkbox"/> Module 9: Read Chapter 16 <input type="checkbox"/> Module 9: Watch Pediatric Psych film
Wednesday July 26	1pm: Substance Use Disorders in children and adolescents Smoking, Drinking, Illicit drugs Treatment Prevention for substance use	<input type="checkbox"/> Module 10: Read Chapter 10 <input type="checkbox"/> Module 10: Watch films <input type="checkbox"/> Assignment A5: PSA on substance use or disordered eating Prevention for teens <input type="checkbox"/> Create videos and post to Canvas discussion forum <input type="checkbox"/> Watch and comment on at least 2 classmates' PSAs
Friday, July 28	Exam 2 covers Chapters 10, 13, 15 and 16. Substance use, depression, health psych, and eating/feeding disorders	<input type="checkbox"/> Submit Exam 2 on Canvas <input type="checkbox"/> Exam 2 is due by Friday, July 28 at 5pm. Late deadline is Saturday, July 29.
WEEK 4		
Monday July 31	Intellectual disabilities and learning disorders 1pm: Intellectual Disability 2pm: Global Developmental Delay 3pm: Specific Learning Disorders	<input type="checkbox"/> Module 11: Read Chapter 5 <input type="checkbox"/> Module 11: Read Chapter 7.2 <input type="checkbox"/> Watch Educating Peter <input type="checkbox"/> Assignment A6: Disproportionality in SPED discussion
August 2	1pm: Attention Deficit/Hyperactivity Disorder 2:30pm: Autism Spectrum Disorder 3:30pm: Social pragmatic communication disorder	<input type="checkbox"/> Module 12: Read Chapter 8 <input type="checkbox"/> Watch Dr. Barkley videos <input type="checkbox"/> Module 13: Read Chapter 6 <input type="checkbox"/> Watch Autism in America
WEEK 5		
August 7	Conduct problems in children 1pm: Oppositional defiant disorder 2:30pm: Conduct disorder	<input type="checkbox"/> Module 14: Read Chapter 9 <input type="checkbox"/> Module 14: Watch assigned videos

August 9	Post Final Project/ Presentation videos to Canvas Discussion	<input type="checkbox"/> Submit presentation to Canvas <input type="checkbox"/> Watch and comment on at least 2 classmates' videos
Friday, August 11	Exam 3 covers Chapters 5, 6, 7, 8 and 9.	<input type="checkbox"/> Submit Exam 3 on Canvas <input type="checkbox"/> Exam 3 is due by Friday, August 11 at 5pm. No submissions will be accepted after Friday, August 11 at 11:59pm.