

**Psychopathology of Childhood
Psychology 4314, Section 01R
Spring 2019
Friday 10:40 - 1:10, ELABN 111**

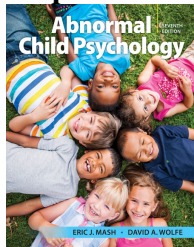
Professor: Joseph D. Hovey, Ph.D.
Office: ELABN 349
Office Hours: Tuesday 10:00 to 12:00
Email Address: Use the course's Blackboard message system



Prerequisites

To have the background knowledge necessary for the course, students should have taken Psychology 4313 (Abnormal Psychology) and Psychology 3337 (Developmental Lifespan).

Required Textbook



Eric J. Mash & David A. Wolfe (2019), *Abnormal Child Psychology* (7th edition), Cengage.

Please note that you can purchase an e-book version of the textbook, or rent the textbook, for a lower cost than the print version. To do so, please go to <https://www.cengage.com/c/abnormal-child-psychology-7e-mash>

Please note that the textbook is absolutely essential for the course. You will not be able to pass the course without reading and comprehending the textbook material!

Course Description and Objectives

Please note that this course is a hybrid course – a mixture of online content and in-person class meetings. The course's Blackboard site contains online lectures, video segments, and study aides. You are expected to thoroughly engage with the Blackboard material as much of your learning in this course will be through Blackboard and the textbook. We will meet in-person for the exams and for review sessions that will be held the week before each exam.

Course Objectives

1. Students should become familiar with the phenomenology of the common psychological disorders of childhood.
2. Students should understand what the most popular theories of psychopathology say about the causes and treatments of emotional and behavioral disorders of childhood.
3. Students should understand the unique aspects of diagnosing and treating psychological disorders in youth.
4. Students should become familiar with the ways in which psychologists discover information about psychopathology in youth.
5. Students should develop critical thinking skills that they apply to the material covered in class so that they are better able to distinguish between how they feel about the subject matter and what we know about childhood psychopathology.

Requirements and Grading

There will be a total of 500 points available for the class. Four required exams will be given in the course. Two of these exams will cover 4 chapters each and the other two exams will each cover 3 chapters. Each required exam will consist of 60 items, each worth 2 points. You will have 75 minutes to complete each exam and you will not be allowed to use your book or notes during the exams. Specific exam dates are listed later in the syllabus. The exams are non-cumulative and will consist of multiple-choice questions. The exams will cover material from the text, online content, and review session. Because of time constraints and the nature of our hybrid course, there will be material on the exams that we do not cover in class. Please be sure to bring a Scantron form and a number two pencil to each exam.

In addition to the exams, there will be 20 points available for "participation." To receive these participation points, you will need to regularly engage in the course's Blackboard site and you will need to attend the in-person review sessions.

Finally, I will offer two optional extra credit exams. Each extra credit exam will be taken online. The first will be held during three days early in the course and the last will be offered during a two-day period after your last required exam. Each extra credit exam will consist of 28 multiple-choice questions evenly drawn from the chapters in the text. Each question on the extra credit exams will be worth 1/2 point. I am offering the first extra credit exam to gauge your baseline knowledge of Childhood Psychopathology and am offering the second extra credit exam to measure your knowledge in Childhood Psychopathology after having taken the course. Please note that although these exams are optional, they might be the only extra credit opportunities I will offer in the course and thus I highly suggest that you take them.

When I calculate the final course grade for each student, quality of class participation will help those students who are on the border between grades. By this, I don't mean just verbal participation during review sessions. Good class participation includes paying attention during class and not being disruptive to other individuals. This means no talking to your neighbor during review session; no falling asleep; no reading newspapers; and so on. In short, I expect courtesy and respectful behavior in the classroom.

Please turn off cell phones before each class. If your cell phone goes off or if you text during class, you will receive one warning. After this warning, your final letter course grade will be lowered by one full grade for each instance. Cheating of any sort will not be tolerated. Those caught cheating will receive an automatic grade of "F" for the course and may be expelled from the university. Text messaging (or the use of headphones or ear devices) during an exam counts as cheating.

Please note that I reserve the right to adjust the grading distribution based on the class' scores. However, you will not receive a lower grade than that indicated in the table below.

Grading:	Points
Exam 1	120
Exam 2	120
Exam 3	120
Exam 4	120
Participation	20
Total Points:	500

Letter Grade	Percentage	Points
A	90-100%	450 to 500
B	80-89%	400 to 449
C	70-79%	350 to 399
D	60-69%	300 to 349
F	Below 60%	Below 300

Course Calendar

01/18	Review Syllabus & Discuss Course Materials & Requirements
01/21 – 01/23	<u>Extra Credit Exam 1 (online)</u> Can be taken anytime from Monday, 01/21 through Wednesday, 01/23 (from 12:00 a.m. Monday to 11:59 p.m. Wednesday)
02/08	<u>Review Session</u> Ch 1: Introduction to Normal & Abnormal Behavior Ch 2: Theories & Causes Ch 3: Research Ch 4: Assessment, Diagnosis, & Treatment
02/15	<u>Exam 1</u> Chapters 1 through 4
03/01	<u>Review Session</u> Ch 5: Intellectual Disability Ch 6: Autism Spectrum Disorder & Childhood-Onset Schizophrenia Ch 7: Communication & Learning Disorders Ch 8: Attention-Deficit/Hyperactivity Disorder (ADHD)

03/08	<u>Exam 2</u> Chapters 5 through 8
03/29	<u>Review Session</u> Ch 9: Conduct Problems Ch 10: Depressive & Bipolar Disorders Ch 11: Anxiety & Obsessive-Compulsive Disorders
04/05	<u>Exam 3</u> Chapters 9 through 11
04/19	<u>Review Session</u> Ch 12: Trauma- & Stressor-Related Disorders Ch 13: Health-Related & Substance-Use Disorders Ch 14: Feeding & Eating Disorders
04/26	<u>Exam 4</u> Chapter 12 through 14
04/29 – 04/30	<u>Extra Credit Exam 2 (online)</u> Can be taken anytime from Monday, 04/29 through Tuesday, 04/30 (from 12:00 a.m. Monday to 11:59 p.m. Tuesday)

UTRGV Policies

Scholastic Integrity

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Sexual Harassment, Discrimination, and Violence

In accordance with UT System regulations, each of your instructors is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that

promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Dropping the Course

Students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop rule” so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time. I do not drop students for nonattendance or poor grades. If you must drop the class, be sure to take care of that paperwork yourself.

Online Evaluations

Students are required to complete an online evaluation of this course, accessed through one’s UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Americans with Disabilities Act (ADA)

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Working in an Online Environment

Attendance and Class Preparation Policy

Although this course is fully online, this is not a self-paced course. Students are expected to complete all assignments by the due dates and to actively participate by **regularly checking the course website**.

Computer Skill Requirements

You will achieve the best results in this online learning class by having a computer with a lot of random access memory (RAM) and a fast connection to the Internet. All students should have

the ability to navigate online. Please do not take this course if you do not have strong computer skills. Computer skills will not be taught in this course. If you have never taken an online course, please visit <https://www.utrgv.edu/online/getting-support/student-support/index.htm> to learn how to work with the online course system.

- For this course you will need to be competent in the following skills:
 - Sending and receiving email messages
 - Opening and viewing video files and listening to audio files
 - Creating file folders on your computer and saving files to these folders
 - Saving files to portable storage media such as USB keys or in the Cloud (e.g., Dropbox)
 - Attaching files to email messages
 - Opening files attached to email messages

Back Up Your Work! I recommend that you go to your computer right now and create a folder within My Documents (or somewhere else) on your hard-drive for this class. Call this new folder Childhood Psychopathology and save copies of any coursework in this folder.

Online Course Expectations

Here are some of my expectations for you:

- I expect that you will read the textbook and the chapter summaries notes in a timely manner throughout the entire course.
- I expect that you will explore all the multimedia materials incorporated within each lecture.
- I expect that you will plan appropriately so as to be ready for exams when they are offered.

Absenteeism: This is NOT a self-paced, self-timed course. This course is designed to be a successive progression from one chapter to the next. If you have a work or family emergency that interferes with your ability to participate or meet deadlines in this class, you need to notify me ASAP. Such events may necessitate dropping the course.

Time Commitment: Although this is a hybrid course, this does not mean that this course is easier or less of a time commitment than a regular classroom-based course. You will still need to thoroughly review and read the course material to receive a passing grade in the course.

Academic Honesty and Integrity: As noted above, you are expected to display academic honesty. Any instances of cheating will result in an automatic “F” for the course. You will also be referred to the Dean of Students with the possible sanction of expulsion from the University.

Professional Courtesy: It is my expectation that you will act, perform, and conduct yourself in a professional manner. This includes the content and style of your online communication and the nature of communication with me and the other students in the course. Profanity, vulgar or offensive words or phrases are unacceptable. I will be the judge of what is offensive as well as the penalty for such offenses. Please click on the following link for resources on Netiquette:

<http://www.albion.com/netiquette/>

Tour of Blackboard Course Page

These are the areas on our Blackboard home page that you need to visit and learn to use:

- **Course News** – This is the “homepage” for our course. It provides a calendar of events, announcements, etc. I may sometimes post links and stories about childhood pathology in the current news and media. The calendar lists upcoming assignments and exams.
- **Course Syllabus & Other Information** – This is where the syllabus is located as well as other institutional and online learning information.
- **Lecture Room** – This is where chapter objectives and summaries from the text are located. The overall purpose of the summaries is to provide a template for your reading of the chapters. Most of the summaries include multimedia such as video segments and web links. These materials are included in the course as a way to highlight course material. All information in the lecture notes, including the information presented in the videos, may appear on exams.
- **Video Center** – This is where you will view videos for the course. The videos for each chapter are organized according to their location in the online chapter summary. The chapter summary will let you know which video segment pertains to which part of the summary.
- **Messages** - This is where you can send and receive course messages.
- **Study Aides** – Here you can download material that will help you prepare for each exam. These include PowerPoint slides, sample exam questions, and a description of the SQ3R study method. I highly recommend that in preparing for the exams, you go over the sample questions because they are similar to the real exam questions and will give you an idea about what to expect on the exams. Please note that these sample exam questions are not meant to be a "study guide"; rather, they are meant to let you know what the exam questions will be like and to help gauge your readiness for the exams.
- **Exam Room** – This is where you will go to take your online extra credit exams. Please remember to submit your exam for grading when you are finished with your exam. This ensures that your grade is entered into my grade book.
- **My Grades** – This is where you go to see your grades and points for the exams and for other assignments.

Correspondence Policies & Procedures & Additional Course Support

Responding to your message: Please note that I have set aside specific times in my weekly schedule when I will respond to student messages from this class. I will typically respond to student messages within 24 hours after the student sends a message.

What to include when sending a message: When sending a message to me, please fully identify yourself in the text of your message. Use the subject header to indicate if the message is a

general comment, question for the entire class, or a question specifically for me. If you are responding to other messages or to one of my messages, please reply directly to that message.

Technical Assistance: If you are having technical problems, please contact the Center for Online Learning and Teaching Technology (COLTT) office by calling (956) 882-6792 (Brownsville) or (956) 665-5237 (Edinburg), by sending an email to colthelp@utrgv.edu, or by going to <http://www.utrgv.edu/online/>. Their hours are 7:30 a.m. – 6:00 p.m. Monday through Friday.

Notification of Technical Problems: Technical problems with your computer are not a legitimate reason for failing to complete assignments or exams by posted deadlines. There are many computer options available to you, such as the many UTRGV computer labs. Students are responsible for finding their own alternative methods or locations to engage in the online material. If you have a technical problem during an exam that results in you being unable to complete the exam, please call the number for technical assistance right away and complete the exam as soon as the problem is addressed. If someone does not immediately answer your call, leave a message to verify that you attempted to get help in order to complete the exam immediately. If you do not follow these steps you will not be able to complete the exam.