COURSE DESCRIPTION

General Course Description:
This course is designed to provide the student with a thorough overview of the behavioral and emotional problems that are commonly seen in childhood and adolescence. Psychology 411 will focus on major forms of atypical development. These include disorders of behavior (e.g., attention-deficit hyperactivity disorder, oppositional disorder), disorders of emotion (e.g., anxiety and depression), neurodevelopmental problems (e.g., autism, communication and learning disorders), and problems related to physical and mental health (e.g., substance use disorders and eating disorders). You will learn about the defining characteristics, associated features, possible causes, theoretical formulations, research evidence, and current approaches to intervention and prevention for a wide range of child and adolescent disorders. We will trace the possible developmental course of each disorder and show how biological, psychological, and socio-cultural factors interact with the child's environment to determine its expression. We will focus on the child and the environment—not just the disorder. A number of other key features of our approach to atypical development are:

- a transactional approach in which the interplay among child, family, peer, and cultural influences is examined.
- presentation of developmental pathways for linking early childhood disorders with long-term outcomes.
- attention to risk and protective factors, and the conditions that lead to effective coping in some children, despite early adversity.
- examination of sub-types of similar forms of atypical development.
- attention to important gender, ethnic, and cultural differences in the expression, determinants, and outcomes of child and adolescent disorders.
- an emphasis on empirically supported approaches to treatment and prevention.

The course is intended for students majoring in a wide range of disciplines who study or work with atypical children as well as those who have a general interest in learning more about atypical development in children.

Course Objectives:

The overall objectives of this course are the acquisition of knowledge and understanding regarding:

1. basic characteristics and determinants of atypical forms of development in children and adolescents;
2. current conceptual frameworks for defining and understanding developmental disturbances in childhood and adolescence;
(3) approaches to classification, diagnosis, and assessment;
(4) conceptual issues associated with the study of developmental disturbances;
(5) current research findings on various types of developmental psychopathology;
(6) current approaches to intervention and prevention and their effectiveness.

**METHOD OF INSTRUCTION**

Classes will be a mixture of lecture, discussion, group work, videos, clinical examples, and activities, and students are expected to participate. This class is structured to provide you with a level of knowledge expected of an upper division course. Students are strongly encouraged to attend all classes and should come prepared, having completed the required readings.

**REQUIRED TEXT**


**COURSE WEBSITE** Access to the course website can be found by logging into your university account. The tab will be on the left by your email tab and will read “Moodle.” Once in Moodle, click the “My Courses” button on the left and then click to enter our course. **It is the responsibility of the student to check the course website regularly for course information.** Contact the IT Help Desk [http://www.sonoma.edu/it/helpdesk/](http://www.sonoma.edu/it/helpdesk/) if you need assistance with Moodle or other information about computing and information technology at SSU. Three ways to contact the IT Help Desk are:

- Call: 707-664-4357
- Email: helpdesk@sonoma.edu
- Visit Location: Schulz 1000

**RESPONSIBILITIES**

**Instructor Responsibilities:**
- Provide prompt and constructive feedback to you on assignments, quizzes, and points raised in class.
- Begin and end class on time.
- Meet with students to discuss course material when requested.
- Respect diverse viewpoints and opinions in class discussions.

**Student Responsibilities:**
- Be prepared for class.
- Hold on to all graded assignments after they have been returned. They will help you keep track of how you are doing in the course and will serve as a record of your work in the class. Situations about disputed scores or missing scores can only be resolved by the student having a record of the graded assignment.
- Contact the instructor as soon as possible if you are having difficulty with understanding the course material. I am available via email and office hours by appointment to talk with students about the course and will do as much as possible to help students master the course material.
- Turn off cell phones during class and refrain from distracting behavior.
- Respect the views of all students in the class.
- Use laptop computers or other electronic devices for class related purposes only.
COURSE REQUIREMENTS

STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

In-Class Assignments (ICAs)

Individual and small group in-class activities will be distributed during class throughout the semester. Assignments are not limited to but may include brief writing assignments, student lead discussions, small group work with mini-reports, or comments and questions on the day’s material. The purpose of the activities is to aid in processing material, to promote class discussion, and to emphasize the practical applications of some of the concepts learned in class or in readings. There will be a total of 15 ICAs throughout the semester; all of the ICAs will be graded out of a possible 5 points each. Satisfactory completion of 14 of the 15 activities is required to obtain the maximum number of points (70 points). If students complete all 15 ICA assignments, the lowest score will be dropped. Students are required to come prepared to class every day with a writing utensil, blank paper and his/her textbook. Students will NOT, under any circumstances, be able to make up any missed in-class assignments.

Case Analyses

Students will complete three case analyses during the semester. A description of a child or adolescent experiencing emotional and/or behavioral difficulties will be provided. Students will then write a 2-4 page (typed, double spaced, complete sentences and paragraphs) case analysis of the scenario, including developmental factors, contextual factors, and a final diagnosis, utilizing differential diagnosis. More information regarding this assignment will be provided in class. See course outline for due dates.

Quizzes

There will be 10 brief diagnostic quizzes (see course outline for dates) to ensure completion of weekly readings. I will give a description of a case or a disorder, and students will identify the diagnosis. The quizzes will take approximately 5-10 minutes, occur at the beginning of class on the designated dates, and be worth 3 points each. Students will NOT, under any circumstances, be able to make up any missed in-class quizzes.

Exams

Four exams will be administered throughout the semester; three exam grades will count towards to the student’s final grade. Exams will consist of multiple choice, short answer, and essay questions, and will cover course readings, lectures, discussions, and videos. Topics for each exam are listed in the table below.

You are free to miss one exam without penalty. Missing more than one exam results in a deduction of 40 points for each exam missed. If you take all of the exams, I will drop the lowest grade. It is your choice. Because I am dropping an exam, you will not be able to make up exams- even for approved absences. Period. No exceptions. If you are missing several classes/exams for personal and/or health reasons, please come and talk to me.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Exam Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday 9/21/17</td>
<td>Introduction to Developmental Psychopathology; Theories and Causes; Research; Assessment, Diagnosis, and Treatment</td>
</tr>
<tr>
<td>2</td>
<td>Thursday 10/19/17</td>
<td>Intellectual Disability, Communication and Learning Disorders, Autism and Childhood-Onset Schizophrenia, ADHD</td>
</tr>
<tr>
<td>3</td>
<td>Thursday 11/16/17</td>
<td>Conduct Disorder, Depressive and Bipolar Disorders, Anxiety and Obsessive-Compulsive Disorders</td>
</tr>
<tr>
<td>4</td>
<td>Tuesday 12/12/17</td>
<td>Trauma and Stress Related Disorders, Substance Use Disorders, Feeding and Eating Disorders</td>
</tr>
</tbody>
</table>
COURSE GRADING

Assignment: Points:
Exams (3 @ 40 points) 120
In Class Assignments (ICA’s; 14 @ 5 points) 70
Case Analyses (3 @ 10 points) 30
Quizzes (10 @ 3 pts) 30

TOTAL 250 points

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Grade Received</th>
<th>Total Points Earned</th>
<th>Grade Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>232-250 (93-100%)</td>
<td>A</td>
<td>182-191 (73-76%)</td>
<td>C</td>
</tr>
<tr>
<td>224-231 (90-92%)</td>
<td>A-</td>
<td>174-181 (70-72%)</td>
<td>C-</td>
</tr>
<tr>
<td>217-223 (87-89%)</td>
<td>B+</td>
<td>167-173 (67-69%)</td>
<td>D+</td>
</tr>
<tr>
<td>207-216 (83-86%)</td>
<td>B</td>
<td>157-166 (63-66%)</td>
<td>D</td>
</tr>
<tr>
<td>199-206 (80-82%)</td>
<td>B-</td>
<td>149-156 (60-62%)</td>
<td>D-</td>
</tr>
<tr>
<td>192-198 (77-79%)</td>
<td>C+</td>
<td>Below 148 (59%...)</td>
<td>F</td>
</tr>
</tbody>
</table>

IMPORTANT NOTES

Grading Disputes: Students who would like to dispute their grade on an exam or assignment must provide a written explanation of their concerns to the instructor within one week after the assignment has been returned to the class. After receiving a written explanation, the instructor will review the exam or assignment in its entirety.

For information regarding university policies as well as General Education, please visit the following web pages: www.sonoma.edu/uaffairs/policies/studentinfo and www.sonoma.edu/ge_initiative

UNIVERSITY POLICIES

Campus Policy on Disability Access for Students

If you are a student with a disability, and think you may need academic accommodations, please contact Disability Services for Students (DSS), located in Salazar Hall, Room 1049, Voice: (707) 664-2677, TTY/TDD: (707) 664-2958, as early as possible in order to avoid a delay in receiving accommodation services. Use of DSS services, including testing accommodations, requires prior authorization by DSS in compliance with university policies and procedures http://www.sonoma.edu/uaffairs/policies/disabilitypolicy.htm.

Academic Integrity

Students should know that the University's Cheating and Plagiarism policy is available at www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. Your own commitment to learning, as evidenced by your enrollment at Sonoma State University and the University’s policy, require you to be honest in all your academic coursework. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on how to add class is available at
http://www.sonoma.edu/registration/addclasses.html. The Registration Information page (http://www.sonoma.edu/registration/regannounce.html) lists important deadlines and penalties for adding and dropping classes.

ADDITIONAL RESOURCES

SSU Writing Center

The SSU Writing Center, located at Schulz 1103, helps SSU students become better writers and produce better written documents. The knowledgeable and friendly tutors can help you with a wide array of concerns, from generating good ideas and organizing papers more clearly to learning citation formats and using semi-colons correctly. Visit the Writing Center website (http://www.sonoma.edu/programs/writingcenter/default.html) for more information on how to schedule time with a tutor.

Counseling and Psychological Services (CAPS)

CAPS is a unit of the division of Student Affairs of Sonoma State University. CAPS offers confidential counseling to students experiencing personal problems that interfere with their academic progress, career or well-being. The CAPS web pages (http://www.sonoma.edu/counselingctr) provide information only. If you would like to talk with someone or make an appointment, please call (707) 664-2153 between 8 a.m. - 4:30 p.m., Monday-Friday.

Contact information for other students in the class (the instructor will not provide class notes in the event of a missed class):
Name: ________________________ E-mail: _______________________ Phone: __________________
Name: ________________________ E-mail: _______________________ Phone: __________________
**COURSE OUTLINE**

* Note that the schedule may change with advanced notice DURING THE SEMESTER.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/22/17, 8/24/17</td>
<td>Introduction to Developmental Psychopathology Rd. Mash &amp; Wolfe Ch. 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>8/29/17, 8/31/17</td>
<td>Theories and Causes Rd. Mash &amp; Wolfe Ch. 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/5/17, 9/7/17</td>
<td>Research in Developmental Psychopathology Rd. Mash &amp; Wolfe Ch. 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/12/17, 9/14/17</td>
<td>Assessment, Diagnosis, and Treatment *Tuesday: Quiz # 1 Rd. Mash &amp; Wolfe Ch. 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/19/17, 9/21/17</td>
<td>Tuesday: Material Wrap-Up Thursday: Exam # 1 Study!</td>
</tr>
<tr>
<td>Week 6</td>
<td>9/26/17, 9/28/17</td>
<td>Learning Disabilities Rd. Mash &amp; Wolfe Ch. 5</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/3/17, 10/5/17</td>
<td>Intellectual Disabilities Tuesday: Quiz # 2</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/10/17, 10/12/17</td>
<td>Autism and Childhood Onset Schizophrenia Tuesday: Quiz # 3 Rd. Mash &amp; Wolfe Ch. 6</td>
</tr>
<tr>
<td>Week 9</td>
<td>10/17/17, 10/19/17</td>
<td>Attention Deficit Hyperactivity Disorder Tuesday: Quiz # 4 Rd. Mash &amp; Wolfe Ch. 8</td>
</tr>
<tr>
<td>Week 10</td>
<td>10/24/17, 10/26/17</td>
<td>Conduct Problems Tuesday: Quiz # 5 Rd. Mash &amp; Wolfe Ch. 9</td>
</tr>
<tr>
<td>Week 11</td>
<td>10/31/17, 11/2/17</td>
<td>Depressive and Bipolar Disorders Tuesday: Quiz # 6 Rd. Mash &amp; Wolfe Ch. 10</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/7/17, 11/9/17</td>
<td>Anxiety Disorders and Obsessive-Compulsive Disorders Tuesday: Quiz # 7 Rd. Mash &amp; Wolfe Ch. 11</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/14/17, 11/16/17</td>
<td>Tuesday: Material Wrap-Up Thursday: Exam # 3 Study!</td>
</tr>
<tr>
<td>Week 14</td>
<td>11/21/17, 11/23/17</td>
<td>Substance Use Disorders Tuesday: Quiz # 8 Rd. Mash &amp; Wolfe Ch. 13 (pgs 467-473)</td>
</tr>
<tr>
<td>Week 15</td>
<td>11/28/17, 11/30/17</td>
<td>Trauma and Stress Related Disorders Tuesday: Quiz # 9 Rd. Mash &amp; Wolfe Ch. 12</td>
</tr>
<tr>
<td>Week 16</td>
<td>12/5/17, 12/7/17</td>
<td>Eating Disorders Tuesday: Quiz # 10 Rd. Mash &amp; Wolfe Ch. 14</td>
</tr>
<tr>
<td>12/12/17</td>
<td>FINAL EXAM WEEK</td>
<td>Optional Exam # 4 Tuesday 12/12 11-12:50</td>
</tr>
</tbody>
</table>

Optional Exam # 4 Tuesday 12/12 11-12:50