# Child and Family Psychopathology

## PSY 424 – Section 001

## Spring 2021

Location: This course will be delivered completely online, using a combination of D2L and Zoom

Time: The course begins at 12:01 am Eastern Standard Time on Monday January 11,2021,.

The course ends at 5:00 pm Eastern Daylight Time on Friday April 30, 2021.

The course is organized into 15 weeks plus finals week. Week 1 is a week of reflection, with no course requirements. Week 1 begins on Monday January 11 at 12:01 am and ends on Monday January 18 at 11:59 pm. Week 2 is the first week of required activities and it begins the day after the MLK holiday – 12:01 am on Tuesday January 19. Weeks 3 – 15 begin at `12:01 am on Monday and end at 11:59 pm on Sunday. Finals week begins at 12:01 am on Monday April 26 ends at 5:00 pm on Friday, April 30. The final exam will be available from 7:45 am on Friday April 30 until 5:00 pm on Friday April 30

The course is “asynchronous”, which means that you can complete course activities at any time, within the constraints of the posted deadlines for the completion of each course activity and there are limited time frames in which the three course exams are open to you.

Professor: Tim Goth-Owens, Ph.D.

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Special Guest: Megan Mikhail, M.A. is a graduate student in clinical psychology at MSU. Her research is in the area of eating disorders. She will present material and prepare the modules for the week 15 discussion of eating disorders.

Campus Office: Office hours will be held remotely via Zoom and will be available by appointment. I will, sadly, not be coming to campus at all during the fall semester. I will monitor my email regularly each day but cannot guarantee that I will see an email that you think needs my urgent attention at the precise time you send it. I intend to respond to all emails with 24 hours.

Prerequisites:PSY 295 and a Tier I writing course are required. This class is designed for junior and senior psychology majors. Although not a requirement, background in abnormal psychology (e.g., PSY 280) and developmental psychology (e.g., PSY 244) will enhance students’ experience in PSY 424. The course will not extensively cover material commonly addressed in those courses.

Overview:PSY 424 is an advanced undergraduate Tier II writing course. The course covers child and adolescent psychopathology. The developmental psychopathology perspective will be emphasized, with a heavy emphasis on descriptive psychopathology (i.e., the symptoms and syndromes described in the *DSM-5*). We will review fundamental models of developmental psychopathology and a range of child disorders. With each syndrome possible biological, genetic, familial, and social-cultural causal factors will be scrutinized.

### Objectives:

1. Students will develop a clear understanding of developmental psychopathology concepts and of key childhood psychological disorders.
2. Students will understand the manner in which contextual factors, like discrimination and poverty, influence the development of psychopathology.
3. Students will produce APA-styled, grammatically correct, properly spelled and punctuated, intellectually sophisticated papers discussing topics raised in the course. These papers will demonstrate an understanding of key concepts from the course and will demonstrate the scientific perspective of rationalism, empiricism, and skepticism. Students will demonstrate effective and professional written communication in psychological science.
4. Students will correctly apply core concepts of PSY 424 to clinical examples.
5. Students will have a more sophisticated ("beyond the average lay person") framework for thinking critically about the causes, consequences, questions, and preventive challenges facing scientists, families, clinicians, and society in child and family psychopathology. This will make them more effective consumers of information about childhood problems and better able to contribute meaningfully to political discourse and processes aimed at improving the lives of children.

Class Format: Recorded lectures and other digital material (posted on D2L), required participation in D2L discussion boards and associated self-assessment of your discussion participation, optional scheduled class meetings using combination of Zoom and D2L , multiple written assignments, online multiple choice examinations.

## **Required** technology: [This is the link to information about technical assistance](https://sway.office.com/3mnfJF9aoGddK2Dt?ref=Link) You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

You will need reliable internet access and a computer or tablet with a word-processing program

## Core text– **required**

Weis, R. (2017). [*Introduction to abnormal child psychology (3rd Edition)*](https://us.sagepub.com/en-us/nam/introduction-to-abnormal-child-and-adolescent-psychology/book248505)*.* Thousand Oaks, CA: Sage. ISBN: 9781506339764 (Students may watch videos and obtain study guides, self-quizzes, and links to internet sites relevant to the text at [edge.sagepub.com/weis3e](http://edge.sagepub.com/weis3e) and at [www.abnormalchildpsychology.org](http://www.abnormalchildpsychology.org))

## APA style – internet resource

Everything that you need from the APA publication manual can be found in the APA Style tutorial at: [Link to APA style resources](http://owl.english.purdue.edu/owl/resource/560/01/)

Assigned (required) Articles *(All articles listed are available through MSU Library’s electronic resources. Links to these articles are also provided on D2L.)*

[Here is a link to the assigned readings for PSY 424](https://sway.office.com/OjASSbnWOV7NjZtb?ref=Link%20) You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

Attendance: There are deadlines each week for the completion of course assignments and late work is not usually accepted. Beyond that you can participate in course activities at whatever time best suits you. There will be weekly Zoom/D2L discussion sections on Tuesdays from 9:00 – 9:45 am Eastern Time. These class meetings are completely optional and do not have any course points associated with them.

Expectations:

* Adhere to the Spartan Code of Honor, University Covid-19 related guidelines, and be a responsible citizen of a world struggling with a pandemic.
* Communicate with me about any difficulties you have with course material, meeting deadlines, etc. Let me know before there is a crisis if it looks like you are having trouble.
* Use the D2L help desk liberally if you encounter problems accessing course materials or completing tasks. Call them, rather than emailing them. (Local: **(517) 432-6200** Toll Free: **(844) 678-6200).**
* Read the assigned readings early in the week let me know if you have trouble understanding anything you are reading.
* Pay careful attention to all assignments and due dates. Do your work and do it on time. Let me know in advance if you expect to have problems with a deadline.
* Make it your goal to understand the content of this course as thoroughly as possible. This is a capstone psychology course. Do exemplary work of which you can be proud.
* Do not lie, cheat, steal, plagiarize, or blame others for your mistakes.
* Use discussion boards and group meetings to post questions and assist one another with the material. All posts should be respectful toward the instructor and your other students. Inappropriate posts will be removed and disciplinary action may be taken at the instructor’s discretion. Never post to D2L in violation of copyright laws.

# Course Assignments:

How are materials organized on D2L?

Course materials are organized so that you can find them several different ways on D2L. If you go to “Content Browser” and open the “Weekly Materials and Assignments” folder you will find everything you need for each week of the course.

Or, alternatively:

Quizzes and exams are accessed by opening the “Assessments” drop-down menu on the course home page and clicking on “Quizzes”.

Discussions are accessed by opening the “Communication” drop-down menu on the course home page and clicking on “Discussions”. Your weekly self-assessment of your discussion participation will show up as a quiz with the title “Week \_ Self- Discussion Self-Assessment”.

Papers are handed into the assignments folder opening the “Assessments” drop-down menu on the course home page and clicking on “Assignments”.

Details of all the assignments and course activities can be found by going to the “Content Browser” and opening the “Syllabus and Other Course Information” folder.

Calendar: All assignments and due dates will be listed on the calendar on the course’s D2L home page.

Reading: There are reading assignments each week for weeks 2 – 15. These include the course text and articles and chapters addressing course topics. The course objectives that will be posted with each weeks assignments and the quiz questions will be your guide about what I consider critical information for these readings. They will also serve as references for the papers you will be writing. All of the assigned articles and chapters from sources other than the Weis text can be found on D2L in the “Content Browser” in the “Assigned Reading Articles” folder.

[Here is a link to the assigned readings for PSY 424](https://sway.office.com/OjASSbnWOV7NjZtb?ref=Link%20) You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

The course schedule is found at the end of this syllabus. It will show you which materials to read for which weeks. You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

[This link shows you the reading assignments by textbook section names, rather than page numbers if you are reading the course text on a device that does not show the original page numbers.](https://sway.office.com/PcafX5myhfz1ePDe?ref=Link) You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

Lectures/Media: Course content for required viewing will include Power Point lectures and other relevant media. Files and links for all activities will be found in the “Weekly Materials and Assignments” folder as well as in the “Power Point lectures and other Assigned Media” folder in the “Content Browser”. These materials will all be available beginning on the first day of the class.

Quizzes: There are 15 quizzes covering the lecture and other media content and the assigned reading for each week. There is a quiz due before the end of every week, including weeks in which there are exams or papers due. The quizzes account for 5% of the 600 points available for the course. [This is the link for information about these quizzes.](https://sway.office.com/7ijPLEX3jdunEllJ?ref=Link) You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file. There is also a quiz in which you grade your participation in the weekly discussions.

Discussions: You are required to participated in a D2L discussion each week, including weeks in which there are exams or papers due. The discussions account for 15% of the 600 points available for the course. [This is a link for more information about discussion board participation](https://sway.office.com/0LloDmhNEwGHFuCc?ref=Link). You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

Papers: There are three papers for the course, due before the end of weeks 5, 9, and 14. The first paper is worth 30 course points; the second is work 90 course points, and the third is worth 120 course points. [Here is a link for an overview of information about the course papers.](https://sway.office.com/qvjBCAd7WeNvsZHT?ref=Link) You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

Exams: There are thee exams for the course, due before the end of weeks 6 and 11 (Sunday, 11:59 PM) and by 5:00 pm on Friday of finals week. The first exam is worth 60 course points; the second exam is worth 80 course points, and the third exam is worth 100 course points. [This is the link for more information about these exams.](https://sway.office.com/o06QuZUob9mWZ4Qf?ref=Link)  You can also find the same information on D2L by going to the “Content Browser” and opening the “Syllabus and other course information” file.

Extra credit: MSU’s administration has set aside two days in week 8 as “Break Days” and two days in week 15 as “Study Days”. While it is not precisely clear to me how this might work in asynchronous remote learning, my adaptation is as follows: The usual weekly assignments for weeks 8 and 15 will not be required. However, they will still be available to you in the same format and on the same schedule as the other weeks of the course. I you complete those assignments you will receive extra credit toward your final PSY 424 grade. There are 2 points for each of the quizzes and 6 points available for participation in the discussion. Together that is a total of 16 extra credit points (2.6% of course points).

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Honors option: There is no honors option for this course. However, if you are in Honors College, and you are graduating at the end of this semester, and you need an additional honors course to satisfy your Honors College graduation requirement, and you can provide me with documentation of these circumstances, I will arrange an honors option for you.

Late work: Please, do not delay starting and completing the assignments for this course. I will not accept any late work unless you have informed me at least 24 hours before the assignment is due that you will miss the deadline and why you will miss the deadline. Even with advance notice, you should assume that I will not accept late work. For late papers you be penalized 10% of the points you earned for the assignment for each day (24 hour period after the due date, or portion of a day that your assignment is late).

**Academic Honesty**: Article 2.III.B.2 of the [Student Rights and Responsibilites (SRR)](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](http://splife.studentlife.msu.edu/) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu/).)  
Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

You are expected to adhere to the Spartan Code of Honor, which is as follows: **“As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do.”**

**Specific examples of academic dishonesty in an online course include (this is not an exhaustive list; there are additional academically dishonest behaviors):**

* Have another student provide academic assistance or coaching during an online quiz or test
* Have another person take a quiz or test for you
* Copy questions or answers from any face-to-face or online quiz or test and share them with another student
* Copy questions or answers from any face-to-face or online quiz or test and post them on a website for others to view
* Get questions and/or answers from students who have already taken an exam or quiz you are scheduled to take
* Collaborate with other students on projects or assignments without your instructor's permission
* Turn in a paper that was written for another class
* Include information from articles or papers in papers without noting the source and using quotation marks.

**Limits to confidentiality:**Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies.  However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others.  As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

--Suspected child abuse/neglect, even if this maltreatment happened when you were a child,

--Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and

--Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared.  In almost all cases, it will be your decision whether you wish to speak with that individual.  If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

**Accommodations for Students with Disabilities** [from the Resource Center for Persons with Disabilities (RCPD)]: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](file:///C:\Users\Tim\Documents\MSU\Courses\Previous%20courses\493%20-%20Spring%202016\493%20-%20Spring%202016\rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please email this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored.

### Grades:

#### Exams – 240 points (40%)

Exam #1 60 points (10%)

Exam #2 80 points (13.33%)

Exam #3 100 points (16.64%)

#### Writing Assignments – 256 points(42.7%)

Paper #1 46 points (7.7%)

Paper #2 First draft 90 points (15%)

Paper #2 Revision 120 points (20%)

#### Discussion Board Participation – 78 points (13%)

#### 6 points per week (1%) for 13 weeks

(4 points for participation: 2 points for your self-assessment) 78 points (13%)

#### *Weekly Quizzes* - 26 points (4.3%)

2 points per week (.33%) for 13 weeks 26 points (4.3%)

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Total 600 points (100%)

Final course grades are dependent upon a straight percentage of points earned during the course. There is no “curve’, which means that no one in the course is statistically required to do poorly and everyone in the course is eligible (and expected) to earn a 4.0 for the semester.

4.0 90 – 100% 540 – 600 points

3.5 84 – 89% 504 – 539 points

3.0 78 – 83% 468 – 503 points

2.5 71 – 77% 426 – 467 points

2.0 66 – 70% 396 – 425 points

1.5 61 – 65% 366 – 395 points

1.0 56 – 60% 336– 365 points

0.0 <56% <336 points

At the end of the semester, percentages of total points earned that include a fraction that is at least 4/10 of a percentage point will be raised to the next whole percentage point. For example, if you earn 89.4% to 89.9% of the course points, I will raise that score to 90%. But, if you earn between 89.000001 and 89.399999% your percentage will not be rounded up to 90%. Beyond that adjustment, I will not raise students’ grades at the end of the semester simply because they are within a point or two of a higher grade, or worked really hard, or believe they deserve a higher grade, or will suffer adverse consequences because of the grade they earned, etc. Please do not ask. Also, it is also a violation of University standards for me to allow an individual student an opportunity to earn a few extra points by doing some additional work at the end of the semester, unless that opportunity is available to everyone in the class. Please do not ask me to do this either. I promise you right now that the answer is “no”.

## Course schedule follows on the next page

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| --- | --- | --- | --- |
| *Week* | *Reading* | *Course Content PSY 424-001* | *Assignment due*  **All assignments due at 11:59 pm Sunday unless otherwise noted\*** |
| **1**  12:01 am M 1/11-  11:59 pm Mon1/18 | Syllabus | Reflection week: Optional review materials to prepare you for PSY 424 are posted on D2l  The scientific method  Child/adolescent psychopathology is a political issue  Common fallacies in political discourse  Common distortions in everyday observation of “others” | V*oluntary activities; Introduce yourself on the discussion board; complete the PSY 424* |
| **2**  12:01 am T 1/19-  11:59 pm Sun 1/24 | Syllabus  Weis, Ch. 1 pp. 2-14; Deacon (2013)  Kazdin & Blase (2011) | Course introduction  What is a child/adolescent “disorder”?  The biomedical model of psychological disorder– *DSM-5*  The epidemiology of child/adolescent psychopathology | *Wk 2 quiz*  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **3**  12:01 am M 1/25-  11:59 pm Sun 1/31 | Weis, Ch. 1, pp. 14-30; Ch. 2 pp. 32-44  Cicchetti (2016) | Processes of child development: The developmental psychopathology framework  Key developmental tasks | *Wk 3 quiz*  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **4**  12:01 am M 2/1- 11:59 pm Sun 2/7 | Weis, Ch. 2 pp. 55-59  Stephens et al (2017)  Frankenhuis & Nettle (2020) | Contexts of child development: The bioecological model  Stress and trauma - how context becomes risk | *Wk 4 quiz*  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **5**  12:01 am M 2/8-  11:59 pm Sun 2/14 | Marks, et al (2015)  Scarpa (2015) | Developmental effects of discrimination | *Wk 5 quiz*  **Paper 1 due**  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **6**  12:01 am M 2/15-  11:59 pm Sun 2/21 | Weis, Ch. 2 pp. 44-54  Belsky & De Haan (2011) | Does parenting matter? Parental contributions to and correlates of C&A psychopathology | *Wk 6 quiz*  **Exam #1(Wk1-5)**  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **7**  12:01 am M 2/22-  11:59 pm Sun 2/28 | Weis Ch. 12 (entire)  Jaffee (2017) | Child maltreatment  Trauma-related disorders | *Wk 7 quiz*  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **8**  12:01 am M 3/1-  11:59 pm Sun 3/7 | Weis Ch. 11 (entire) | C&A anxiety disorders and OCD  *Tuesday 3/2 & Wednesday 3/3 are “Break Days”.*  *This week’s quiz and discussion are not required; they are extra credit opportunities* | **Extra credit**  **Wk 8 quiz**  **1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm** |
| **9**  12:01 am M 3/8-  11:59 pm Sun 3/14 | Weis Ch. 13 (entire)  Weis Ch.14 pp. 460-482  Juvonen & Graham (2014) | Mood disorders and suicide in children and adolescents | *Wk 9 quiz*  **Paper 2 due**  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **10**  12:01 am M 3/15-  11:59 pm Sun 3/21 | Deater-Deckard (2014)  Zelazo (2020) | Self-regulation and executive function | *Wk 10 quiz*  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **11**  12:01 am M 3/22-  11:59 pm Sun 3/28 | Weis, Ch. 8 (entire) | ADHD | *Wk 11quiz*  **Exam 2(Wk1-10)**  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **12**  12:01 am M 3/29-  11:59 pm Sun 4/4 | Weis, Ch.9 (entire)  Krahé (2020) | Oppositional and conduct disorders  Aggression | *Wk 12 quiz*  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **13**  12:01 am M 4/5-  11:59 pm Sun 4/11 | Weis Ch.10 (entire)  Castellanos-Ryan et al (2017) | Adolescent substance use disorders | *Wk 13 quiz*  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **14**  12:01 am M 4/12-  11:59 pm Sun 4/18 | Weis Ch. 6 (entire) | Autism | *Wk 14 quiz*  **Paper 2 revision due**  *1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm* |
| **15**  12:01 am M 4/19 -  11:59 pm Sun 4/25 | Weis, Ch. 15 (entire)  Becker et al (2019) | Eating disorders in children and adolescents  *Thursday 4/22 & Friday 4/23 are “Study Days”.*  *This week’s quiz and discussion are not required; they are extra credit opportunities* | **Extra credit**  **Wk 15 quiz**  **1 discussion thread-Weds11:59 pm\* 3 replies & Self-assessment Sun 11:59 pm** |
| **Finals Week**  12:01 am M 4/26-  ***05:00 pm F 4/30*** |  | **Exam available on D2L Friday 4/30 7:45 am – 5:00 pm EDT** | **Exam 3 Wk 1-15** |

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