

**Psychology 424-740/741: Child & Family Psychopathology (Hybrid)
Spring 2020**

**Meeting Times: Tuesdays or Thursdays, 10:20 AM – 11:40 AM
Classroom: 119 Psychology Building**

Professor	Office	Office Hours	Contact
Brooke Ingersoll, Ph.D.	105B Psychology Building	Tuesday and Thursdays 9:00-10:00am	Email: ingers19@msu.edu
Teaching Assistant	Office	Office Hours	Contact
Prachi Solanki	244B Psychology Building	Mondays and Tuesdays 11:45-12:30	Email: solanki7@msu.edu

Disclaimer

Elements of this syllabus are subject to change per the discretion of the instructor. Any changes to this syllabus will be provided to students in writing.

Course Readings

- 1) Mash, E.J. and Wolf, D.A. (2016). Abnormal Child Psychology (6th Ed.). Belmont, CA: Wadsworth Publishers/ Thomson Learning.
- 2) Wilmhurst, L. (2015). Child and Adolescent Psychopathology: A Casebook (3rd Ed.). Los Angeles, CA: Sage Publications.
- 3) Journal Articles. These articles can be found on D2L in the folder for the relevant topic.
 - a) Weisz, J. R., Chorpita, B. F., Palinkas, L. A., Schoenwald, S. K., Miranda, J., Bearman, S. K., ... & Gray, J. (2012). Testing standard and modular designs for psychotherapy treating depression, anxiety, and conduct problems in youth: A randomized effectiveness trial. *Archives of General Psychiatry*, 69(3), 274-282.
 - b) Dawson, G., Rogers, S., Munson, J., Smith, M., Winter, J., Greenon, J., ... & Varley, J. (2010). Randomized, controlled trial of an intervention for toddlers with autism: the Early Start Denver Model. *Pediatrics*, 125(1), e17-e23.
 - c) Pfiffner, L. J., & Haack, L. M. (2014). Behavior management for school-aged children with ADHD. *Child and Adolescent Psychiatric Clinics*, 23(4), 731-746.

Course Description

This course covers fundamental models of developmental psychopathology and a range of child disorders, with a focus on descriptive psychopathology (i.e., the symptoms and syndromes described in the DSM-5). With each syndrome, possible biological, genetic, familial, and social-cultural causal factors will be examined. Since this is a 400-level course, prior background in research methodology, developmental psychology, and abnormal psychology is assumed, and it is hoped that students will come out of the course with 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 psychopathology.

Student Learning Outcomes

The student learning outcomes for this course are to develop:

- An understanding of assessment and diagnosis of childhood psychological disorders
- An understanding of symptoms, course, and prevalence of major childhood disorders
- An understanding of the various risk and protective factors of childhood disorders and how they can interact
- An understanding of treatment and prevention methods for childhood disorders
- The ability to critically evaluate current research in the field of child psychopathology presented in peer-reviewed journals.
- Fluency in scientific writing with a focus on APA format

Course Format

This course is a **blended (hybrid) course**. This means that you will attend class only one day per week, either Tuesdays **Or** Thursdays, and will complete the rest of the course online using D2L. Blended courses place the didactic portion of the course (lecture) online for students to access at the times when they learn best. Class time is then spent primarily on cooperative and active learning activities to help students apply the material from the lecture and readings in meaningful ways. The **amount of time** that you will need to spend learning the material in this blended course will be the same as if the class were fully face-to-face; however, the **type of learning activities** you will do will differ. You can see below how this course compares in terms of time and structure, when is it taught as a Face-to-face or Blended course.

Activities	Face-to-Face	Blended (Hybrid)
Face-to-face class time	160 minutes	80 minutes
Required online lectures and activities	-----	80 minutes
Course reading and online homework	200 minutes	200 minutes
Quizzes	15 minutes	15 minutes
Research Proposal	30 minutes	30 minutes
Office hours	Optional	Optional
Total average time per week	405 minutes (~ 6 ½ hours)	405 minutes (~ 6 ½ hours)

This course will cover a significant amount of material, much of which will be new to you. The class format will be a combination of lecture, discussion, and activities designed to acquaint you with important topics in developmental psychopathology.

Each week you will be expected to watch the online lectures and an occasional video. The online lectures will focus on explaining the most important and more difficult concepts related to the textbook. However, they will **Not** review all of the important information that is presented in the text. This means that you will need to read the assigned reading in order master the material. Since I will not cover all of the material in the assigned chapters, it is your responsibility to let me know what material you are struggling with so that we can discuss it during class.

The class time will be devoted to large and small group discussion of the assigned readings and in-class activities designed to help you think about the material more deeply. On some class periods, I will present additional lecture material. Regular attendance and participation in class activities and discussion is expected. In order to make the most out of class discussions, you must have watched the online lecture, and read assigned readings *before* class. If you miss a class, it is your responsibility to make up the material.

There are several things to keep in mind about this different course format:

1. There will be only one face-to-face class meeting per week
2. The time that isn't spent in class will be spent doing watch online lectures and videos (see above chart).
3. The mix of what we do in class and what we do online is different. Lectures will be online and classes will be active "hands-on" learning activities.
4. Quizzes take place *before* class time so that you are ready to use the material in class.

Contacting Me

I am here to help you master the course material. I encourage to you to stop by my office during office hours to get clarification on material presented in class to get additional information about topics we have (or have not) covered in class that interest you. If you cannot make office hours or need a longer time to talk, you can make an appointment to meet at another time. You can also reach me by email. If you don't hear back from me within 2 days, please email me again.

Grading

Your final grade in this course will be based on the following 4 components.

Assignments	% of Final Grade
Readiness Assessment Quizzes	10%
Midterm	20%
Final Exam	20%
Research Critique	7.5%
Literature Review	35%
Muddiest Point Questions	2.5%
In-Class Activities	5%

Readiness Assessment Quizzes (RAQs)

You will complete 11 readiness assessment quizzes on D2L. These 6-item, multiple choice quizzes are designed to make sure you understand the material presented in the book and online lecture and are prepared to discuss it during our class session. RAQs are to be completed on your own. RAQs open at 8:00 am the week before they are due and close the night before class at 11:59 pm. RAQs are open-book but time is limited (12 minutes), which means that you must have a thorough understanding of the material because there will not be time to look up the answer to each question! Answers will be available to review once the quiz closes for both sections and will remain on D2L for one week. One of

the RAQs will be dropped. Since you have one week to complete each RAQ and one is dropped, there will be no make-ups. Your performance on the RAQs will be worth 10% of your grade.

Exams

There will be one midterm and a final, each worth 20% of your final grade. These exams will consist of shorter and longer essay questions covering material from the textbook, assigned articles, and lecture. All exam questions will be taken from the study guide posted on D2L under Course Materials and Resources. Early and late exams will not be given except under very special circumstances. If you are sick and miss an exam, you may make it up only if you provide me with a doctor's note.

Research Critique

You will be required to complete a written critique of the research article by **Weisz et al. (2012)**. This assignment is designed to help you learn to critically analyze original source articles in written form. This critique should be 1-2 pages maximum and will be turned in to Dropbox. Your performance on the critique will be worth 7.5% of your final grade. *More information on the research critique will be provided in a separate handout.*

Literature Review

You will be required to write a 10-12 page literature review on a relevant topic in field of developmental psychopathology. This assignment is designed to help you develop a deeper understanding of an issue in this field that interests you as well as to develop your scientific writing skills. Your performance on the literature review will be worth 35% of your final grade. This assignment will be completed in 5 stages. *More information on the literature review will be provided in a separate handout.*

Stage 1: You will turn in a summary of your research topic and an initial supporting reference list and abstracts of at least 5 scholarly articles that you will review in your paper to Dropbox. The summary should be several sentences that describe what you plan to research and write your paper on. Your reference list should be written in APA style. This portion of your will be worth 5% of your literature review.

Stage 2: You will turn in an outline of your paper to Dropbox. This outline should include a summary of the articles that you will review and should be laid out in argument form. This portion of your assignment will be worth 10% of your literature review.

Stage 3: You will bring a copy of the first draft of your literature review (1st Draft) to class to participate in a peer review. The goal of this activity is for you to give and receive feedback from peers on your papers that should be incorporated into the 2nd draft that is turned into the instructor. Participation in the peer review is worth 10% of your literature review. You **MUST** come to class with a complete rough draft to receive credit.

Stage 4: You will turn in the **revised** 1st draft (2nd Draft) of your literature review to Dropbox to receive feedback from the instructor and TA that you will incorporate into your final draft. The 2nd draft will be worth 20% of your literature review.

Stage 5: You will turn in the final draft of your literature review to Dropbox. The final draft of your literature review will be worth 55% of your literature review grade.

Muddiest Point Questions

You will turn in 11 “Muddiest Point” questions during the term. The purpose of the muddiest point questions is to make sure that you understand the lectures and readings that you have done outside of the classroom. Each week, you will write a question about the online content that you found least clear on a 3 X 5 index card, which you will bring to class. The beginning of class will be spent discussing these points in small groups. After discussion, you will write the answer to the question on the back of the index card and turn it in. If all of the online material seems clear, turn in a card describing what you found most interesting regarding the topic. Muddiest point questions will be graded Credit/No Credit. Two Muddiest Point questions will be dropped. Since two are dropped there will be no make-ups. Your performance on the Muddiest Point questions will be worth 2.5% of your grade.

In-Class Activities (ICAs)

There will be 12, in-class activities during the term. ICAs are designed to help you think more deeply about the material covered in class. ICAs will be graded Credit/No Credit. Two ICAs will be dropped. Since two are dropped there will be no make-ups for the In-Class Activities. Your performance on the ICAs will be worth 5% of your grade.

Final Grades

The percentage cut-offs for particular letter grades are:

- 90% - 100% = 4.0
- 85% - 89% = 3.5
- 80% - 84% = 3.0
- 75% - 79% = 2.5
- 70% - 74% = 2.0
- 65% - 69% = 1.5
- 60% - 64% = 1.0
- <60% = 0.

There is no extra credit for this course.

Deadlines and Extensions

Assignment deadlines are listed in the syllabus. Points will be deducted for late papers (those handed in after class has started the day due). Note that extensions will be discouraged and will be granted only in unusual --and well documented-- circumstances. Please keep in mind that in requesting an extension, you are putting me in the position of having to judge whether your situation is more valid or serious than that of other students who also have difficult circumstances but may not have requested an extension. Fairness to all is very hard to achieve. For this reason, I do not like to grant extensions. You are encouraged to plan ahead and work on each assignment in such a way that you do not expose yourself to the risk of last-minute emergencies. If the term paper is handed in late you may receive an incomplete for the course, because of the tight schedule to grade papers and then final exams so as to turn in final grades.

Assignments must be turned in through D2L on the due date or before. They may NOT be emailed. To be fair to all students, it is best if all papers are on time and graded together. If you are late (i.e., after 11:59 pm on the due date), points will be deducted accordingly. The more late it is, the more points will be deducted.

Academic Integrity Policy

Every student is held responsible for knowing the academic integrity policy at MSU. The policy can be found at <https://www.msu.edu/unit/ombud/academic-integrity/index.html>. Specific examples of academic dishonesty include:

- 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.

Plagiarism means (1) that you copy someone else's exact words without indicating by quote marks that it is a quote (even if you cite the author, it is still plagiarism to take the exact words without quoting) or (2) that you take someone else's exact idea without giving them any credit for it. If you are paraphrasing make sure that you know the appropriate way to do this AND still cite your source! Whether you plagiarize unwittingly or intentionally, the penalty will be the same. If you are in doubt about whether what you have done may be plagiarism, either meet with the instructor or TA to look at your work and we will be glad to give you pointers on how to properly paraphrase and use sources of this nature, without penalty.

You are expected to complete all course assignments, including written work, quizzes (Readiness Assessments), and exams, without assistance from any source. You are not authorized to use the www.allmsu.com Web site to complete any course work in Psychology 424. Students who violate MSU's academic integrity policy will receive a penalty grade, including but not limited to a zero on the assignment or in the course itself.

Special Accommodations

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 <http://rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present 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.

If you require testing accommodations (additional time, less disruptive room, etc.), you must contact me and present your VISA **at least two weeks before the exam date** to schedule an alternative exam. Typically, I will schedule for you to take the exam during a special exam session offered by the Psychology Department. Those exams occur in small group settings and are offered **Tuesdays at 4:00pm and Thursdays at 3:00pm in Giltner 346**. If you are unable to make either of those times, or that option does not meet your VISA accommodations, you may be able to schedule to take your exam at the RCPD office. In either case, the exam must be scheduled well in advance, so you need to adhere to the two-week prior notification requirement. You will need to show up to Giltner 346 at the appointed time with your ID.

Honors Option

There is no honors option for this course.

Observing a Religious Holiday

You may make up coursework missed to observe a religious holiday only if you make arrangements **in advance** with the instructor. If you do not make arrangements in advance then your absence for a religious holiday will be one of the in-class activities that you can drop. You need to let the instructor know in the case of exams in advance or you will lose those points!!