

## PSY 424: Child & Family Psychopathology Summer 2023 (Online)

Monday May 15 - Thursday June 29

This course is entirely online, you will need a high-speed internet connection to complete this course. All times listed in the syllabus are in Eastern Standard Time (EST).

**Instructor:** Emily Rolan (Doner) (she/her) | [doneremi@msu.edu](mailto:doneremi@msu.edu)

*\*I am listed as Dr. Doner in the MSU systems, but I prefer to go by Dr. Rolan.*

**Contact Policy:** Please put PSY 424 in the subject line of all email correspondence. I will do my best to respond within 24 hours on weekdays and 48 hours on weekends.

**Virtual Office Hours:** Please use this link to schedule a 30-minute meeting with me:  
[https://outlook.office.com/bookwithme/user/a5e22dfebca54ac5a6cd76bd908a43c3@msu.edu/meetingtype/\\_-kDAMCyVUShPAjfONer0A2?anonymous](https://outlook.office.com/bookwithme/user/a5e22dfebca54ac5a6cd76bd908a43c3@msu.edu/meetingtype/_-kDAMCyVUShPAjfONer0A2?anonymous)

**Technical problems:** If you have any problems with Desire2Learn (D2L), call the D2L Help Line: 1-517-432-6200 or 1-844-678-6200 or visit their website at <https://help.d2l.msu.edu/>. They are open 24 hours a day, 7 days a week. The MSU Help Line will log your problem, and in turn, report the details to us. If it is just a problem with your computer, the help line can help troubleshoot that issue, too.

**Time Zone:** All times listed in the syllabus are East Lansing, MI time. Make sure to adjust if you are in a different time zone.

### 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 through D2L.

### Course Overview

Psychology 424 is an advanced undergraduate Tier II writing course. This course covers fundamental models of developmental psychopathology and a range of child/adolescent disorders. This course uses a descriptive psychopathology approach to clinical syndromes (i.e., the symptoms and diagnostic criteria described in the DSM-5). With each syndrome, possible biological, genetic, familial, and social-cultural causal factors will be examined. As 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 framework for thinking critically about the causes, consequences, questions, and preventive challenges facing scientists, families, clinicians, and society in child psychopathology.

### Course Objectives

The student learning outcomes for this course are to:

- Understand the classification, symptomatology, course, prevalence, and etiology of major psychological disorders of childhood.

- Understand the concepts of risk and protective factors as means for understanding etiology, prevalence, and comorbidity of childhood disorders. Critically evaluate current research in the field of child psychopathology.
- Develop fluency in scientific writing, with a focus on APA format.

### Workload

This course is a Tier II, upper-level writing course. The requirements for this summer course are the same as for the full semester course but condensed into 7 weeks. Plan to spend 3-4 hours per day, 5 days a week reading the text, viewing lectures, completing writing assignments, and studying the material. The best way to be successful is to stay on top of the material. Please use the weekly checklists in D2L to keep on top of the material and track your progress. The full course is available to you from the beginning of the class (except for the exams), so you are welcome to work ahead.

### Course Readings

1. Mash, E.J. and Wolf, D.A. (2018). *Abnormal Child Psychology* (7th Ed.). Boston, MA: Cengage Learning. 978-1337624268.
2. Various journal articles (all posted to D2L)

### Course Format

A set of lectures are provided courtesy of Dr. Brooke Ingersoll in the Psychology Department here at Michigan State University. It should be noted that 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 readings in order master the material.

### Evaluation

Your grade will be determined according to the following breakdown:

Assignments	Point Value	% of Final Grade
Midterm Exam	150	25%
Final Exam	150	25%
Weekly Responses	30	5%
Research Critique	30	5%
Literature Review:		
Stage 1: Topic and References	24	4%
Stage 2: Outline	36	6%
Stage 3: First Draft	60	10%
Stage 4: Final Draft	120	20%
Optional Extra Credit	+30	+5%

### Grade cutoffs:

Total	Percentage	Grade
540-600	90% - 100%	4.0
510-539	85% - 89%	3.5
480-409	80% - 84%	3.0

450-479	75% - 79%	2,5
420-449	70% - 74%	2.0
390-419	65% - 69%	1.5
360-389	60% – 64%	1.0
0-359	<60%	0

### Exams

There will be 2 exams (each worth 25% of your final grade or 150 points each). Exams will be written short-answer questions. A study guide will be posted one week prior to the exam. Exams are not cumulative, and exams are open-book, open-note. **Exams will be available online for a window of 48 hours, and you will have 2 hours to complete the exam once you have opened it.** The exam method used in the Department of Psychology is called “single-question, no backtrack.” In this type of exam only one question is delivered at a time. A student completes a response to that question and submits it. Then the next question is presented. It is not possible to go back to previous questions. More information on the short-answer exam questions will be provided in a separate handout.

### Weekly Responses

You will have 5 weekly responses that you will submit via D2L, each worth 6 points, which will be counted towards your final grade (5% of your final grade). For each weekly response, you will be asked to respond to two prompts of your choice (one for each lecture topic, 3 points each) with a 2-6 sentence written response to each. Prompts will assess your knowledge of the material and are designed to help you gain comfort and familiarity writing about these topics in a low-stakes format. **Weekly responses are due via D2L on Friday nights by 8:00pm** but can be submitted anytime earlier as well.

### 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 and will help prepare you for your literature review. This critique should be 1-2 pages maximum and will be turned in via D2L. Your performance on the critique will be worth 5% of your final grade (30 points). More information on the research critique is posted on D2L.

### Literature Review

You will be required to write an 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 40% (240 points) of your final grade.** This assignment will be completed in 4 stages. More information on the literature review is posted on D2L. Rubrics for each stage are also provided on D2L.

**Stage 1:** You will turn in a summary of your research topic and an initial supporting reference list of at least 5 scholarly articles that you will review in your paper to D2L; you will also turn in the articles themselves so I can look at them. 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 will be worth 4% of your final grade (24 points).

**Stage 2:** You will turn in an outline of your paper to D2L. 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 6% of your final grade (36 points).

**Stage 3:** You will turn in the first draft of your literature review to D2L to receive feedback that you will incorporate into your final draft. This draft will be worth 10% of your final grade (60 points).

**Stage 4:** You will turn in the final draft of your literature review to D2L. The final draft of your literature review will be worth 20% of your final grade (120 points).

### **Optional Extra Credit**

There are two extra credit opportunities in this class; you may do one or both. Each is worth a maximum of a 2.5% boost in your grade (15 points each), for a total possible 5% (30 point) boost. For each, you will write a research critique on one of the empirical journal articles assigned in class (Willicutt et al., 2014; Dawson et al., 2010; Goodnight et al., 2012; or Mian et al., 2011; you may not critique Luby, 2010, as it is a review paper). Each critique should be 1-2 pages maximum and follow the same guidelines as the first research critique due earlier in the course. Due dates for optional extra credit papers are Friday 6/10 and Friday 6/24 by 8:00PM via D2L.

### **Honors Option**

There is no honors option for this course.

### **Deadlines and Extensions**

Assignments must be turned in through D2L on or before the due date listed in the syllabus. Late assignments will be penalized 20% for each day following the deadline (20% for 0-24 hours after the deadline, 40% for 25-48 hours after the deadline, etc.). Extensions will only 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. **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.** Additionally, given the tight deadlines of submitting grades for summer classes, turning in the final paper late may result in an incomplete for the course.

### **Academic Honesty**

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>. **Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course.** Please do not hesitate to discuss concerns or questions about these issues with me.

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 test and share them with another student
- Copy questions or answers from any 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.

### **Turnitin**

Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources. The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.' The tool does not determine whether plagiarism has occurred or not. Instead, I will make a complete assessment and judge the originality of your work. All submissions to this course will be saved in the MSU Turnitin repository.

You should submit all papers and assignments **without identifying information** included (e.g., name or student number), the D2L system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin. If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. If you have any questions about the use of Turnitin in this course, please bring them to my attention.

### **Accommodations for Students with Disabilities**

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.

Students who require any accommodations should email me at least one week prior to the start of the class. It is especially important that accommodations for exams be made at least two weeks before the exam will take place.

### **Observing Religious Holidays**

You may make up coursework missed due to observance of a religious holiday only if you make arrangements in advance with the instructor.

### Limits to Confidentiality

Papers and exams 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
- 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 MSU Counseling & Psychiatric Services or the MSU Center for Survivors.

### Supportive Resources for MSU Students:

A comprehensive list of support resources for MSU students is centralized on the Dept. of Psychology website, either through the main page: <https://psychology.msu.edu/> or the direct link: <https://psychology.msu.edu/undergraduates/student-resources.html> This list includes resources related to: Academic Learning, Mental Health, Culture, and Identity. This list has been compiled and centralized to assist students in their search throughout the MSU website for these resources. Resources include (but are not limited to) assistance with food, financial expenses, and physical and mental healthcare.

### Course Schedule

Week	Topics	Readings	Assignments Due
1. 5/15-5/21	Introduction to Child Psychopathology Research in Child Psychopathology	Mash & Wolfe, Ch. 2 Mash & Wolfe, Ch. 3 Weisz et al. (2012)	Weekly Response #1 (5/19, 8:00pm) Research Critique (5/21, 8:00pm)
2. 5/22-5/28	Assessment, Diagnosis, and Treatment Intellectual Disability	Mash & Wolfe, Ch. 4 Mash & Wolfe, Ch. 5	Weekly Response #2 (5/26, 8:00pm) Lit Review: Topic & References (5/28, 8:00pm)

3. 5/29-6/4	Autism Spectrum Disorder Communication and Learning Disorders	Mash & Wolfe, Ch. 6 Dawson et al. (2010) ASAN: About Autism webpage Mash & Wolfe, Ch. 7	<b>No Weekly Response</b> <b>Midterm Exam (Wednesday 5/31 12:01am – Friday 6/2 8:00pm)</b> Lit Review: Outline (6/4 8:00pm)
4. 6/5-6/11	ADHD Conduct Problems	Mash & Wolfe, Ch. 8 Willcutt et al. (2014) Mash & Wolf, Ch. 9 Goodnight et al. (2012)	Weekly Response #3 (6/9, 8:00pm) Optional Extra Credit 1 (6/11, 8:00pm)
5. 6/12-6/18	Depressive & Bipolar Disorders Anxiety and Obsessive Compulsive Disorders	Mash & Wolfe, Ch. 10 Luby (2010) Mash & Wolf, Ch. 11 Mian et al. (2011)	Weekly Response #4 (6/16, 8:00pm) Lit Review: 1st Draft (6/18, 8:00pm)
6. 6/19-6/25	Trauma-Related Disorders	Mash & Wolfe, Ch. 12	Weekly Response #5 (6/23, 8:00pm) Optional Extra Credit 2 (6/25, 8:00pm)
7. 6/26-6/29	None	None - Work on lit review and study for final	<b>No Weekly Response</b> Literature Review Final Draft (Tuesday, 6/27 8:00pm) <b>Final Exam (Tuesday 6/27 8:00 pm – Thursday 6/29 8:00 pm)</b>