# PSY 424: Child and Family Psychopathology

Summer 2024 Syllabus

Department of Psychology/College of Social Science

Contents

[PSY 424: Child and Family Psychopathology 1](#_Toc166150005)

[Part 1: Course Information 1](#_Toc166150006)

[Instructor Information 2](#_Toc166150007)

[Course Description 2](#_Toc166150008)

[Course Overview: 2](#_Toc166150009)

[Textbook & Course Materials 2](#_Toc166150010)

[Course Requirements 3](#_Toc166150011)

[Technical Assistance 3](#_Toc166150012)

[Resource Center for Persons with Disabilities (RCPD) 3](#_Toc166150013)

[Part 2: Instructional Objectives 4](#_Toc166150014)

[Exams 4](#_Toc166150015)

[Weekly Responses 4](#_Toc166150016)

[Research Critique 4](#_Toc166150017)

[Literature Review 5](#_Toc166150018)

[Optional Extra Credit 5](#_Toc166150019)

[Honors Option 5](#_Toc166150020)

[Part 3: Course Outline/Schedule 6](#_Toc166150021)

[Part 4: Grading Policy 7](#_Toc166150022)

[Graded Course Activities 7](#_Toc166150023)

[Late Work Policy 7](#_Toc166150024)

[Viewing Grades 7](#_Toc166150025)

[Grading Scale 8](#_Toc166150026)

[Required Proctoring for Grading 8](#_Toc166150027)

[Part 5: Course Policies 8](#_Toc166150028)

[Applicable policies, syllabus statements, and resources for students: 9](#_Toc166150029)

[Commit to Integrity: Academic Honesty 9](#_Toc166150030)

[Limits to Confidentiality 9](#_Toc166150031)

[Inform Your Instructor of Any Accommodations Needed 10](#_Toc166150032)

[Drops and Adds 10](#_Toc166150033)

[Commercialized Lecture Notes 10](#_Toc166150034)

[Disruptive Behavior 10](#_Toc166150035)

[Attendance 10](#_Toc166150036)

[Build Rapport 10](#_Toc166150037)

[Complete Assignments 11](#_Toc166150038)

[Other Classroom Expectations 11](#_Toc166150039)

## Part 1: Course Information

Credit Hours: 3

Meeting Days/Times: asynchronous online

Meeting Location: online

Website: d2l.msu.edu

### Instructor Information

Instructor: Dr. Emily Rolan (Doner)

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

Preferred pronouns: she, her, hers

Office: <https://msuhipaa.zoom.us/j/9246734524> (Virtual Office)

Office Hours: Please schedule a time to meet with me using the following link:

[https://outlook.office365.com/bookwithme/user/a5e22dfebca54ac5a6cd76bd908a43c3@msu.edu/meetingtype/eexbqmaDcUiF-4D3Y0V\_kQ2?anonymous](https://outlook.office365.com/bookwithme/user/a5e22dfebca54ac5a6cd76bd908a43c3%40msu.edu/meetingtype/eexbqmaDcUiF-4D3Y0V_kQ2?anonymous)

Appointments Outside Office Hours: If you visit my booking link and the available times do not work for you, please send me an email with a list of alternatives times you are available (minimum of three alternative times).

E-mail: doneremi@msu.edu

### Course Description

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 Overview:

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.

### Textbook & Course Materials

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

### Course Requirements

* Internet connection (DSL, LAN, or cable connection desirable)
* Access to Desire2Learn (D2L), or other delivery platform.
* Mash, E.J. and Wolf, D.A. (2018). Abnormal Child Psychology (7th Ed.). Boston, MA: Cengage Learning. 978-1337624268.

### Technical Assistance

If you need technical assistance at any time during the course or to report a problem you can:

* Visit the [Distance Learning Services Support Site](https://www.lib.msu.edu/dls/) (lib.msu.edu/dls)
* Visit the [Desire2Learn Help Site](http://help.d2l.msu.edu/) (help.d2l.msu.edu)
* Or call Distance Learning Services: (800) 500-1554 or (517) 355-2345
* To learn D2L use, login with your MSU NetID and password at [d2l.msu.edu](https://d2l.msu.edu/d2l/home), select “Self Registration” from the menu bar, register for and complete the course named “Students - Getting Started with D2L.” Also be aware of the “Help” option on the D2L Home page menu.

### Resource Center for Persons with Disabilities (RCPD)

* To make an appointment with a specialist, contact: (517) 353-9642

Or TTY: (517) 355-1293

* [Web site for RCPD](http://MYProfile.rcpd.msu.edu): MYProfile.rcpd.msu.edu

## Part 2: Instructional Objectives

The primary learning objectives for this course are:

A) understand the classification, symptomatology, course, prevalence, and etiology of major psychological disorders of childhood

B) understand the concepts of risk and protective factors as means for understanding etiology, prevalence, and comorbidity of childhood disorders

C) critically evaluate current research in the field of child psychopathology

D) develop fluency in scientific writing, with a focus on APA format

You will meet the objectives listed above through a combination of the following activities in this course:

### 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.

## Part 3: Course Outline/Schedule

| ***Week*** | ***Date*** | ***Topic*** | ***Readings*** | ***Activities*** (Due Date) |
| --- | --- | --- | --- | --- |
| Week 1 | May 13 – May 19 | Introduction to Child Psychopathology Research in Child Psychopathology | Mash & Wolfe, Ch. 2 Mash & Wolfe, Ch. 3 Weisz et al. (2012) | Weekly Response #1 (5/17, 8:00pm)Research Critique (5/19, 8:00pm) |
| Week 2 | May 20 – May 26 | Assessment, Diagnosis, and Treatment | Mash & Wolfe, Ch. 4 Mash & Wolfe, Ch. 5 | Weekly Response #2 (5/24, 8:00pm)Lit Review: Topic &References (5/26, 8:00pm) |
| Week 3 | May 27 – June 2 | Autism Spectrum Disorder Communication and Learning Disorders | Mash & Wolfe, Ch. 6 Dawson et al. (2010) ASAN: About Autism webpageMash & Wolfe, Ch. 7 | No Weekly Response Midterm Exam (Wednesday 5/29 12:01am – Friday 5/31 8:00pm)Lit Review: Outline (6/2 8:00pm) |
| Week 4 | June 3 – June 9 | ADHDConduct Problems | Mash & Wolfe, Ch. 8 Willcutt et al. (2014) Mash & Wolf, Ch. 9 Goodnight et al.(2012) | Weekly Response #3 (6/7, 8:00pm)Optional Extra Credit 1 (6/9, 8:00pm) |
| Week 5 | June 10 – June 16 | Depressive & Bipolar Disorders Anxiety and Obsessive Compulsive Disorders | Mash & Wolfe, Ch. 10Luby (2010)Mash & Wolf, Ch. 11 Mian et al. (2011) | Weekly Response #4 (6/14, 8:00pm)Lit Review: 1st Draft (6/16, 8:00pm) |
| Week 6 | June 17 – June 23 | Trauma-Related Disorders | Mash & Wolfe, Ch. 12 | Weekly Response #5 (6/21, 8:00pm)Optional Extra Credit 2 (6/23, 8:00pm) |
| Week 7 | June 24 – June 27 | None | None - Work on lit review and study for final | No Weekly Response Literature Review Final Draft (Tuesday, 6/25 8:00pm) Final Exam (Tuesday 6/25 8:00 pm – Thursday 6/278:00 pm) |

## Part 4: Grading Policy

### Graded Course Activities

The table below describes the graded course activities including points and activity description. The first column includes the points possible, and the second column includes a description for each activity.

| ***Points*** | ***Description*** |
| --- | --- |
| 150 | Midterm Exam |
| 150 | Final Exam |
| 30 | Weekly Responses |
| 30 | Research Critique |
|  |  |
| 24 | Stage 1: Topic and References |
| 36 | Stage 2: Outline |
| 60 | Stage 3: First Draft |
| 120 | Stage 4: Final Draft |
| +30 | Optional Extra Credit  |
| 600 | Total Points Possible |

### Late Work Policy

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.

### Viewing Grades

You can access grades and feedback via grades in D2L.

### Grading Scale

The table below describes the relationships between grades, percent, and performance. The first column describes the grade. The second column describes the percentage associated with that grade. The third column describes the performance represented by that grade and percentage.

| ***Grade*** | ***Percentage*** | ***Performance*** |
| --- | --- | --- |
| 4.0 | 90 to 100% | Nearly Excellent to Excellent Work |
| 3.5 | 85 to 89% | Very Good Work |
| 3.0 | 80 to 84% | Mostly Good Work to Good Work |
| 2.5 | 75 to 79% | Above Average Work |
| 2.0 | 70 to 74% | Average Work  |
| 1.5 | 65 to 69% | Below Average Work |
| 1.0 | 60 to 64% | Poor Work |
| 0 | <60% | Failing Work |

### Required Proctoring for Grading

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.

## Part 5: Course Policies

Students are expected to adhere to the policies of Michigan State University whether noted in this syllabus or not. Instructors have the right to add or adjust policies within limits for the specifics of their courses. While the below may appear at first glance to be common policy boilerplate there may be nuances or course specifics within it that the student must be aware of and adhere to.

### Applicable policies, syllabus statements, and resources for students:

* [Spartan Code of Honor](http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge)
* [Mental Health](https://caps.msu.edu/faculty-staff/Syllabus-Language.html)
* [Religious Observance Policy](https://reg.msu.edu/ROInfo/Notices/ReligiousPolicy.aspx)
* [Student Athletes](https://ombud.msu.edu/classroom-policies/#absence-athletics)
* [Pronoun preference](https://lbgtrc.msu.edu/home/resources-for-staff-and-faculty/)

### Commit to Integrity: Academic Honesty

Article 2.III.B.2 of the [Academic Rights and Responsibilities](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-2-academic-rights-and-responsibilities) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the course adheres to the policies on academic honesty as specified in [General Student Regulations](http://splife.studentlife.msu.edu/regulations/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](https://ombud.msu.edu/academic-integrity/). See [Spartan Life Online](http://splife.studentlife.msu.edu/) (splife.studentlife.msu.edu) and/or the [MSU Web site](http://www.msu.edu/) (msu.edu) for more.

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. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in 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. (See also the [Academic Integrity webpage](https://ombud.msu.edu/academic-integrity/).)

### 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.

### Inform Your Instructor of Any Accommodations Needed

[From the Resource Center for Persons with Disabilities](https://www.rcpd.msu.edu/get-started/faculty-departmental-resources/model-statements-disability-inclusion) (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](https://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 will be honored whenever possible.

### Drops and Adds

**The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is** 5/23/24. The last day to drop with no grade reported is 6/5/24. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

### Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is not permitted in this course.\*

\*Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.

### Disruptive Behavior

Article 2.III.B.4 of [Student Rights and Responsibilities](http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-2-academic-rights-and-responsibilities) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](http://splife.studentlife.msu.edu/regulations/general-student-regulations) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings).” Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

### Attendance

[University Attendance Policy](https://ombud.msu.edu/classroom-policies/) (in part): Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

### Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

### Complete Assignments

Assignments for this course will be submitted electronically through D2L unless otherwise instructed**.** Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student’s grade.

### Other Classroom Expectations

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

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.

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.