Psychology 424: Child & Family Psychopathology  
Summer 2019 (Online), Monday May 13 through Thursday June 27

This course is entirely online. You need a high-speed intervention connection to take this course.  
All times listed in this syllabus are according to eastern standard time (EST) zone!

Instructor
Name: Karís Casagrande. My name is pronounced Ka-reese. My pronouns are she/her/hers.  
E-mail: casagra3@msu.edu I encourage your questions!  
Virtual Office Hours: Wednesdays 9am-11am EST or by appointment. Virtual office hours will be hosted using Slack [https://psy424.slack.com/](https://psy424.slack.com/)

Contact policy: Please put PSY424 in the email subject line of any e-mails. E-mails will be returned immediately during office hours or within 24 hours on weekdays and 48 hours on weekends.  
Technical problems: If you have any problems with Desire2Learn (D2L), call the MSU Help Line: 1-800-500-1554 or 1-517-355-2345. 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.

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 Readings
2)  Various journal article (all posted to D2L)

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:

- 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.
Course Format
A set of instructive and engaging 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 reading in order master the material.

Evaluation
Your grade will be determined according to the following breakdown:

<table>
<thead>
<tr>
<th>Components</th>
<th>% of Final Grade</th>
<th>Point Value</th>
<th>Grade cutoffs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>150</td>
<td>90% - 100% = 4.0</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
<td>150</td>
<td>85% - 89% = 3.5</td>
</tr>
<tr>
<td>Weekly Responses</td>
<td>5%</td>
<td>30</td>
<td>80% - 84% = 3.0</td>
</tr>
<tr>
<td>Research Critique</td>
<td>5%</td>
<td>30</td>
<td>75% - 79% = 2.5</td>
</tr>
<tr>
<td>Literature Review:</td>
<td></td>
<td></td>
<td>70% - 74% = 2.0</td>
</tr>
<tr>
<td>Stage 1: Topic &amp; References</td>
<td>4%</td>
<td>24</td>
<td>65% - 69% = 1.5</td>
</tr>
<tr>
<td>Stage 2: Outline</td>
<td>6%</td>
<td>36</td>
<td>60% - 64% = 1.0</td>
</tr>
<tr>
<td>Stage 3: First Draft</td>
<td>10%</td>
<td>60</td>
<td>&lt;60% = 0</td>
</tr>
<tr>
<td>Stage 4: Final Draft</td>
<td>20%</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Optional Extra Credit</td>
<td>+5%</td>
<td>+30</td>
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</tbody>
</table>

Note: I will not curve any grades in this course. If your grade is at the .5 mark, I will round accordingly (i.e., 84.4% will be rounded to 84% and 84.5% will be rounded to 85%). I will not adjust your grade in any other way - please do not ask me to do so.

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.

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 over the weekend, 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 6 weekly responses that you will submit via D2L, each worth **6 points**. Your lowest score will be dropped, for a total of 5 weekly responses counted towards your 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 11:59pm 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, and includes the rubric.**

**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 (Willcutt 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**). As with the research critique you turn in early in the course, each critique should be 1-2 pages maximum and follow the same guidelines. **Due dates for option extra credit are staggered for Friday 6/7 and Friday 6/21 by 11:59PM via D2L.**
Deadlines and Extensions
Assignment deadlines are 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.). 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. 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.
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 as described above.

Additionally, turning in the final paper late may result in an incomplete, given need to grade final exams and the tight deadlines of submitting grades for summer classes.

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.

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 to observe a religious holiday only if you make arrangements in advance with the instructor.

Academic Honesty
The policy can be found at https://www.msu.edu/unit/ombud/academic-integrity/index.html. The following is the academic honesty statement from the Office of the Ombudsman; all students are required to adhere to this statement:

Article 2.3.3 of the Academic Freedom Report 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 and/or the MSU Web site: 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. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in PSY 235. 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. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/honestylinks.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 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.

You are expected to complete all course assignments without assistance from any source. If you break the academic honesty agreement in any way, you will receive a 0.0 for the course. There are no exceptions. All assignments in this course are run through TurnItIn software.

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.

Honors Option
There is no honors option for this course.
**Course Schedule**

The following schedule is a tentative schedule for the class. I reserve the right to change it to best meet the needs of the class. You will be notified of any changes in writing via D2L. All time listed below are in Eastern Standard Time (EST) and all assignments are submitted through D2L.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (5/13 - 5/17)</td>
<td>Introduction to Child Psychopathology</td>
<td>Mash &amp; Wolfe, Ch. 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research in Child Psychopathology</td>
<td>Mash &amp; Wolfe, Ch. 3</td>
<td>Weekly Response #1 (5/17, 11:59pm)</td>
</tr>
<tr>
<td></td>
<td>Intellectual Disability (ID)</td>
<td>Mash &amp; Wolfe, Ch. 5</td>
<td></td>
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<tr>
<td></td>
<td>Communication and Learning Disorders</td>
<td>Mash &amp; Wolfe, Ch. 7</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>MIDTERM: Saturday, June 1 (12:01 AM) – Sunday, June 2 (11:59 PM)</td>
</tr>
<tr>
<td>4 (6/3 - 6/7)</td>
<td>ADHD</td>
<td>Mash &amp; Wolfe, Ch. 8; Willcutt et al. (2014)</td>
<td>Weekly Response #4 (6/7, 11:59pm)</td>
</tr>
<tr>
<td></td>
<td>Conduct Problems</td>
<td>Mash &amp; Wolf, Ch. 9; Goodnight et al. (2012)</td>
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<tr>
<td></td>
<td>Anxiety and Obsessive Compulsive Disorders</td>
<td>Mash &amp; Wolf, Ch. 11; Mian et al. (2011)</td>
<td></td>
</tr>
<tr>
<td>7.1 (6/22-6/25)</td>
<td>No topic; work on literature review.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.2 (6/26 - 6/27)</td>
<td></td>
<td></td>
<td>Literature Review Final Draft Due by Tuesday, June 25 (11:59 PM)</td>
</tr>
</tbody>
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**Final Exam: Wednesday, June 26 (12:01 AM) – Thursday, June 27 (11:59 PM)**