

Sul Ross State University  
 Behavioral and Social Science Department  
 PSY4310 Course Syllabus~ FALL 2024  
 (ONLINE ASYNCHRONOUS)

<b>Course Title:</b>	CHILD PSYCHOPATHOLOGY
<b>Required Text:</b>	Child Psychopathology, 8th Edition by Eric J. Mash, David A. Wolfe, Katherine Nguyen Williams, Cengage Learning (E-Book ISBN-13: 9780357796672)
<b>Contact Information:</b>	Dr. Gloria Hudson
<b>Office Hours:</b>	To Be Determined/By Appointment w/ Instructor
<b>Phone:</b>	432-837-8146
<b>Email:</b>	Gloria.hudson@sulross.edu

### Description

My name is Dr. Gloria Hudson, and I will be your instructor through this interesting journey we call the world of psychopathology. This course focuses on psychopathology in childhood from biological, cognitive, social and emotional perspectives and the assessment and diagnostic tools and treatment approaches used with major childhood disorders. Environmental factors contributing to the development of child psychopathology, including family dysfunction, interpersonal violence and trauma and assessment of risk for child abuse and neglect, drug use and suicide will be examined.

Child Psychopathology course examines the development, relationships, and culture of the Adolescent. The biological, cognitive, psychosocial and the Social aspects of advanced childhood development are seen in detail and in the context of contemporary macro environment. This study takes an eclectic approach, emphasizing an interdisciplinary philosophy of intervention, which will be of value to those planning a clinical career in psychology.

### Course Design:

This is an asynchronous online course. Asynchronous learning happens on your schedule. There is no online or in-campus meeting for this course. You can access all course materials, including videos, presentations, assignments, and quizzes via Blackboard, and complete them on your own schedule. But please keep in mind that you must meet the expected deadlines for each activity. Each week on Tuesday the class will start a new chapter. Within the week, students will manage their time to complete the required assignments that are assigned for the week by Sunday at 11:59 pm!

Please make sure you have logged into Blackboard and reviewed the informational messages explaining the workings of this course. I will make course announcements weekly to help you keep track of what assignments are due and inform you of any important updates within the course. It is very important that you are reading each assigned chapter and taking notes on the provided PowerPoints. These notes will be your best tools to help you understand the concepts and complete the required activities. You may have taken several online courses - or this may be your first time. You may feel confident - or you may feel nervous... not to worry. You will find that the

course is laid out in a standard online format that has many similarities to an on-campus course. The syllabus serves as your guide to the course. No matter how convenient or flexible online education may be, taking a course online requires time. It is recommended to identify a block of time once or twice each week to complete the course work.

**\*\*Here are some of my own thoughts for the course thus far. All of my plans are subject to change if you wish, within the limits of my own schedule and yours. In the following pages you will find the tentative topic schedule for the course. The specific days and topics are subject to change, but the schedule should prove relatively accurate with respect to order of coverage. \*\***

### Recognizing Course Requirements:

1. **The text MUST be obtained:** Child Psychopathology, 8th Edition by Eric J. Mash, David A. Wolfe, Katherine Nguyen Williams, Cengage Learning (E-Book ISBN-13: 9780357796672)
  - a. The cost of the e-book textbook for this course is \$50.99
  - b. The E-Book can be purchased online through Cengage Learning.
2. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.
3. I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

### Core Curriculum (2024-2025)

1. *Critical Thinking.* Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
2. *Communication.* Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

### Required by Americans with Disability Act Statement (ADA) - ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email <mailto:mschwartz@sulross.edu>. Our office is

located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

## Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## Class guidelines

\*This is an Asynchronous course, which is FULLY ONLINE, working mostly interpedently on assignments and keeping track on weekly due dates.

To be successful in this course, you need to check your Blackboard messages daily announcements and deadlines, and keep up with Child Psychopathology, 8<sup>th</sup> Edition readings and making sure to turn in assignments on time.

***Attendance and Online Meetings*** – Class attendance is governed by the SRSU Undergraduate Academic Regulations policy stated in the schedule of classes. If you are unable to participate online and in class frequently (every week), please discuss the reason with me and arrange to review the online notes, handouts or assignments you may have missed. Excused absences entail established religious observance, or providing emergency, university-authorized, legal, or medical documentation. **Failure to turn in assignments on time (more than 3 weeks) will result in a failing grade for the course.**

**Regular communications with the professor:** It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is the VIRTUAL OFFICE on Black Board and/or the syllabus which provides you with contact hours for the rest of the semester. GENERAL QUESTIONS are to be posted to in the Messages platform in Blackboard. For PERSONAL or PRIVATE ISSUES email me at [gloria.hudson@sulross.edu](mailto:gloria.hudson@sulross.edu). I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email or text me.

**Course Behaviors - Respect and Disruptions:** Watch the VIDEO on NETTIQUETTE -

[https://www.youtube.com/watch?v=FWMk\\_Zv7nB8](https://www.youtube.com/watch?v=FWMk_Zv7nB8) and <https://www.youtube.com/watch?v=80uRE972uQ0>.

You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course, to the extent that we need to return online fully. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable in online courses.

## Late Assignments/Papers

You are expected to meet assignment/deadlines. I feel it is important that students learn about deadlines. Therefore, I do not accept work after its due date.

## Discussing Evaluation

**Quizzes** – This is a 10-question chapter quiz given to ensure that you have read the chapters and understand the most pertinent concepts. Some of these questions will be on the midterm and final exams. These quizzes are available immediately after the chapter and are **due** before the following chapter is introduced. These are automatically graded. Quizzes are only accessible for the time posted so make sure you do them as soon as they are available!

**Assignments** – These exercises will be assigned for each chapter in *Child Psychopathology*, 8<sup>th</sup> Edition when you log into Blackboard, you will see that these assignments have due dates. The first half of the assignments must be completed by the midterm date – **Wednesday October 24th at 11:59pm** and the second half of the assignments must be completed by the end of the semester – **Wednesday December 11th at 11:59pm**.

**Reflection Post**– These reflections will be assigned after each chapter in Blackboard, *Child Psychopathology*. When you log into Blackboard you will see that these exercises are assigned every Thursday and due before Sunday at 11:59pm.

**Video Activities** – These video activities will be assigned for some chapters in *Blackboard*. The first half must be completed by the midterm date – **Wednesday October 24th at 11:59pm** and the second half must be completed by the end of the semester – **Wednesday December 11th at 11:59pm**.

**Midterm and Final Exams** - Two (2) exams will be given during this term. They consist of 50 to 60 questions each. Some of the questions for these two exams will be derived from the quizzes. The dates of the exams are planned for the dates listed below in the class schedule. Please note that there will be no make-up exams unless it is an excused absence with corresponding documentation.

**Case Study:** Specific directions for this assignment can be found in the Assignment section of the Blackboard classroom. In this assignment, you will review a specific case study and then reflect on the questions posed about the case study.

**Self-Reflection Paper**– In this reaction, I would like you to state very honestly what the course has meant to you, both positively and negatively. I would like any criticisms you have to make of the course and suggestions of ways in which it might be improved. This in short is your opportunity to evaluate the course, the instructor, and the manner in which the course has been carried out. It will in no case have any influence on your final grade but if you are fearful that it might have such an influence please mark your submission as suggested, and I will not open it until all the grades have been turned in. The deadline for this paper is **Sunday December 8th**.

**Personal Change Paper** – The Personal Change Paper can be as brief or as lengthy as you wish about your own ideas about the most significant areas of child psychopathology to you and the ways those ideas have changed or not changed as a result of this course. In this paper, use the space to show me what you have learned about the field and yourself because of your efforts in the course. In the past, this paper has generally been five to seven pages in length, not including the title page and references. Your research paper should have at least four (4) references other than the text. Use at least two (2) peer-reviewed journals (which can be electronic). Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. See the attached PERSONAL CHANGE PAPER CHECKLIST below for specifics on components of the paper. **The deadline for this paper is Sunday December 8th**

**PERSONAL CHANGE PAPER CHECKLIST**

The following must be included in your paper: (from syllabus)

- 1) Explore the most significant areas of study of child psychopathology to you. \_\_\_\_\_
- 2) Explain how those ideas have changed and Developed (or not) as a result of the course. \_\_\_\_\_
- 3) Describe how your views can impact your community, our U.S. society, and the global community. \_\_\_\_\_
- 4) Describe how your views can affect how you might choose to be in your family, work, and social life from here on out. \_\_\_\_\_
- 5) Organization of Content/Spelling/ Grammar/Writing style (6 to 8 pages long) \_\_\_\_\_
- 6) APA Style Format
  - a) Title page with Running head \_\_\_\_\_
  - b) Abstract \_\_\_\_\_
  - c) Correct citation of references and quotes within paper \_\_\_\_\_
  - d) Reference page (5 to 6 references) \_\_\_\_\_

Course Schedule Template (Child Psychopathology, Fall 2024, Asynchronous)  
*(This schedule and the topics listed below are subject to modification by the instructor.)*

Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:59 PM CST
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Start Here	Week 1	Aug 26 –Aug 30	Welcome to Child Psychopathology Course!	<p>Introduction, Course Overview, &amp; Discussion</p> <p><b>READ</b> Syllabus &amp; Handouts, (by Friday 8/30)  <b>SYLLABUS QUIZ</b> and <b>START HERE</b> orientation to BLACK BOARD (by Sunday 9/01 11:59pm)  <i><b>Introduce yourself and Syllabus, Handouts</b></i> (by Sunday 9/1 by 11:59pm)</p>
Unit 1	Week 2	Sep 2 -Sep 6 (Sep 2 Labor Day, Holiday)	Introduction to Child Psychopathology	<p><b>READ</b> Chapter 1 Introduction to Child Psychopathology (by Friday 9/6)  <b>~Watch Assigned Video</b>  <b>~REACTION REPORT on Chpt 1 due</b> by Sunday 9/4 no later than 11:59pm</p>
	Week 3	Sep 9 – Sep 13	Theories & Causes	<p><b>READ</b> Chapter 2 Theories &amp; Causes (by Friday)  <b>~Watch Assigned Video</b>  <b>~REACTION REPORT on Chpt 2 due</b> by Sunday 9/15 no later than 11:59pm</p>
	Week 4	Sep 16 – Sep 20	Research	<p><b>READ</b> Chapter 3 Research (by Friday 9/20)  <b>~Watch Assigned Video</b>  <b>~REACTION REPORT on Chpt 3 due</b> by Sunday 9/22 no later than 11:59pm</p>
	Week 5	Sep 23 – Sep 27	Assessment, Diagnosis & Treatment	<p><b>READ</b> Chapter 4 Assessment &amp; Dx (by Friday 9/27)  <b>~Watch Assigned Video</b>  <b>~REACTION REPORT on Chpt 4 due</b> by Sunday 9/29 no later than 11:59pm</p>

<b>Unit</b>	<b>Week</b>	<b>Dates (Mon-Fri)</b>	<b>Topic</b>	<b>Activities/ Assignments All Due Dates @ 11:59 PM CST</b>
Unit 2	Week 6	Sep 30 – Oct. 4	Intellectual Developmental Disorders	<b>READ</b> Chapter 5 Intellectual Developmental D/O (by Friday 10/6) ~ <b>Watch Assigned Video</b> ~ <b>REACTION REPORT on Chpt 5 due</b> by Sunday 10/6 no later than 11:59pm
	Week 7	Oct 7 – Oct 11	Autism Spectrum Disorder & Childhood Onset Schizophrenia	<b>READ</b> Chapter 6 Autism Spectrum D/O (by Friday 10/13) ~ <b>Watch Assigned Video</b> ~ <b>REACTION REPORT on Chpt 6 due</b> by Sunday 10/15 no later than 11:59pm
	Week 8	Oct 14 – Oct 18	Communication & Learning Disorders	<b>READ</b> Chapter 7 Communication & Learning D/O (by Friday 10/18) ~ <b>Watch Assigned Video</b> ~ <b>REACTION REPORT on Chpt 6 due</b> by Sunday 10/20 no later than 11:59pm  <i><b>Prepare for Upcoming Midterm Exams! (Covering Chapters 1-7)</b></i>
	Week 9	<b>Oct 21 – Oct 25</b>	<b>Midterm-Week!</b>	<b>Midterm Exam-TBD (Covering Chapters 1-7)</b>
Unit 3	Week 10	Oct 28 – Nov 1	Attention Deficit Hyperactivity Disorder (ADHD)	<b>READ</b> Chapter 8 ADHD (by Friday 11/1) ~ <b>Watch Assigned Video</b> ~ <b>REACTION REPORT on Chpt 8 due</b> by Sunday 11/3 no later than 11:59pm

	Week 11	Nov 4 – Nov 8	Conduct Problems	<p><b>READ</b> Chapter 9 Conduct Problems Communication &amp; Learning D/O (by Friday 11/8)</p> <p>~<b>Watch Assigned Video</b></p> <p>~<b>REACTION REPORT on Chpt 9 due</b> by Sunday 11/10 no later than 11:59pm</p>
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Unit	Week	Dates (Mon-Fri)	Topic	Activities/ Assignments All Due Dates @ 11:59 PM CST
	Week 12	Nov 11 – Nov 15	Major Depressive Disorder	<p><b>READ</b> Chapter 10 Major Depressive D/O (by Friday 11/15)</p> <p>~<b>Watch Assigned Video</b></p> <p>~<b>REACTION REPORT on Chpt 10 due</b> by Sunday 11/17 no later than 11:59pm</p>
	Week 13	Nov 18 - Nov 22	Anxiety & Obsessive-Compulsive D/O	<p><b>READ</b> Chapter 11 Anxiety &amp; Obsessive-Compulsive D/O (by Friday 11/22)</p> <p>~<b>Watch Assigned Video</b></p> <p>~<b>REACTION REPORT on Chpt 11 due</b> by Sunday 11/24 no later than 11:59pm</p>
	Week 14	Nov 25 – Nov 29 Have a great Thanksgiving Holiday	Thinking about Applying What you Learned	<b>No Reading Log this Week!</b>
Unit 6	Week 15	Dec 2 – Dec 6	Last week to turn in assignments! Course Wrap Up	<p><b>CASE STUDY ASSIGNMENT by</b> Friday, 12/6 11:59pm</p> <p><b>PERSONAL CHANGE PAPER</b> by Sunday 12/8 11:59pm</p> <p><b>SELF REFLECTION</b> by Sunday 12/8th 11:59pm</p> <p><b>PERSONAL REACTION TO THE COURSE PAPER</b> by Sunday 12/8 11:59pm</p>



	Week 16	FINAL EXAMS Dec 9-Dec 13 (TBD)	CHECK BLACKBOARD FOR MORE INFO ON FINALS INFO	FINAL EXAMS, GRADE & COURSE WRAP UP
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**Student Learning Outcomes:**

Throughout the course, these are the outcomes that we will aspire to gain:

**Required Task-Reaction Reports:**

Goal One: The student will demonstrate the ability to engage in the self-expression of emotions by writing weekly reaction reports. (Affective Domain: Respond)

Goal Two: The student will demonstrate value development by reporting an emotion they experienced in the reaction reports. (Affective Domain: Value Development)

**Required Task-Reading Log:**

Goal Three: The student will write an evaluation of the readings they complete for the course that will be examined both at the mid-term and the end of the semester. (Cognitive Domain: Evaluation)

Goal Four: The student will demonstrate an awareness of their responsibility for their development as a life-long learner by taking personal responsibility for the volume of readings they complete. (Affective Domain: Value Development)

**Required Task-Personal Change Paper:**

Goal Five: The student will write a critical evaluation of the issues they have learned about in the course. This evaluation will compare the state of their knowledge about psychology at the beginning of the course and towards its close. (Cognitive Domain: Evaluation)

Goal Six: The student will create an original paper that compares and contrasts the state of their knowledge about psychology at the beginning of the course and towards its close. (Psychomotor Domain: Creation)

Goal Seven: The student will freely express their opinion that demonstrates the student has been independently studying and thinking about issues in psychology. (Affective Domain: Value Development)

**Marketable Skills Assessed by the Tasks Completed in this Course**

1. **Speaking Effectively:** Students will demonstrate competency in public speaking and communicating scientific information to diverse audiences.
2. **Describing Feelings:** Students will demonstrate empathic or active listening and conversational skills, and/or write clearly about their affective stance, respectfully attuned to the needs of their audiences.

3. Identifying Resources: Students will demonstrate the aptitude to locate, organize and evaluate the credibility of information from multiple sources.
4. Analyzing: Students will demonstrate ability to examine the underlying issues of scientific problems, attending to the pertinent details and creating action plans, recognizing ambiguity and complexity as essential components. Students will communicate effectively in writing.

**Method of Summative Assessment:** Checklists, Activities, Participation, Exams and Portfolio