I. Locator Information:
Instructor: Pius N. Nyutu, PhD
Course # and Name: PSYC 381-D1: Child Psychopathology
Day and Time Class Meets: Online
Semester Credit Hours: Three (3)
Total Contact Hours: Forty-Five (45)
Office Location: 223 Southeast Nursing Ed. & Res. Ctr.
Office hours: T 8:30am – 12:30pm, 5:00-6:00pm; R 9:30am-12:30pm or by appointment
Office Phone: 910-672-1124
Email address: pnyutu@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:
Psychology 381 is a survey of factors affecting psychological development from infancy through adolescence, with emphasis on conceptual models, assessment approaches, and treatment of abnormalities.
Prerequisite: PSYC 210 and PSYC 331.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Ms. Linda Melvin

Page 1 of 10
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Required Textbook:

Other Recommended Resources

ISBN: 978-1-4338-0560-8  
American Psychological Association http://www.apa.org/  
ABPSI website www.abpsi.org

VI. Student Learning Outcomes
Upon the completion of PSYC 381-D1, the successful student is expected to have acquired the following competencies:

1. Identify, define, describe, compare, contrast, and reflect upon the basic content knowledge, subject matter, and ethical principles governing the scientific study of child psychopathology.
2. Demonstrate knowledge of primary scientific methods, paradigms, and assessment, observational, and empirical approaches and findings related to understanding child psychopathology.
3. Explore empirical inquiries, review literature, and demonstrate APA writing skills related to the analysis, evaluation, and report of psychological findings related to child psychopathology.
4. Discuss and demonstrate understanding of the influences of sociocultural, diversity, status, and gender linked factors on child psychopathology.
5. Demonstrate a basic understanding of biological/physiological, neurological, genetic, and evolutionary factors as they relate to child psychopathology.
6. Assess and reflect on the impact of nature and environment as they relate to child psychopathology.
7. Demonstrate a basic understanding of theory and data related to human development as it
relates to child psychopathology.
8. Demonstrate a fundamental understanding of clinical and counseling assessment.
9. Demonstrate an understanding of content knowledge and major theories and principles related to understanding specific childhood and adolescent psychological disorders and disabilities.
10. Discuss the impact of stress, physical illness, wellness, and resilience on psychological health and functioning in children and adolescents.
11. Identify and discuss both adaptive and maladaptive or dysfunctional child adolescent mental processes and behavior. Demonstrate an understanding of theory and empirical findings related to cause, course, prevention, and effects of maladaptive mental

VII. Course Requirements and Evaluation Criteria
Grades will be determined by the quality of all written work submitted, quizzes, exams, discussion forum participation, and the group project. Please note that more information concerning specific assignments may be provided on Blackboard.

Courses Assignments

A. **Tests:** There will be 3 tests in this course. The format of the tests may consist of multiple choices, true/false questions, and/or short essays. Quizzes will be available during the whole week when scheduled and students are encouraged to complete them after conducting the readings. There will be no make-up quizzes. (25 points each/75 points total)

B. **Final Exam:** The final exam will assess for your comprehension, retention and understanding of the course materials. It will consist of multiple choice and short answer type questions. The examination will be timed and backtracking will not be allowed. (100 points)

C. **Discussion Forums:** A series of 15 Discussion Board Activities (DBAs) will be set up on Blackboard and require your consistent, weekly participation throughout the course. Each discussion forum closes at the end of the specified duration. All the DBA’s will be graded and count towards your total grades. Each forum requires: a) your initial post to the instructor’s question(s); and b) counter-responses to at least two classmates. You must complete both ‘a’ and ‘b’ (unless stated otherwise) to gain a grade for the DBA. (10 points each DBA: 150 points total)

Discussion postings will be graded on a 10 points scale for each DBA:
10 points: Initial posting and responses to at least two classmates (unless stated otherwise) by due date and of excellent quality (5 points for initial post, and 5 points for counter-responses):
- Raise a number of points from the readings in your answers (shows you have read the readings),
- Explain the points in your own words and in an analytical way (shows you comprehend the material),
- Support the points with appropriate examples such as scientific sources, and provide citations and references (shows ability to integrate and synthesize material).
9 points: All the criteria above is met but missing citations and references
6-8 points: Most of the criteria met but needs more explanations for the points
3-5 points: Only minimal points raised but lacks explanations and support from the readings
2-3 points: Discussion question not answered properly to meet the criteria, and/or one of the responses is conducted slightly late (late by not more than an hour)
1-2 points: Only the counter-response has relevant information, and still not well explained and supported
0 points: The initial response and/or the counter-response not completed by the due date. (NB: If a student has a justifiable reason for not completing a part of the DBA on time, the student should contact the instructor before the DBA is graded)

D. **Term Paper:** This course requires the completion of a term paper analyzing and synthesizing
information on one of the topics covered in class, or of the student’s choice with approval by the instructor. The paper should include an introduction indicating why the students is interested in the topic, a review of professional literature on the topic, and discussion analyzing the applicability of the topic to life and the student’s career goals. The completed paper will be submitted to the instructor through Turn-it-in. (50 points total).

This synthesis paper must adhere to the following guidelines:

1. Must follow APA format (cover page, reference page, citations within paper, correct section headings)
2. Must be typed, double spaced, and in 12pt. font.
3. Must be no more than 8 pages in length and no less than 5 pages in length.
4. Must include at least 5 references from other professional psychology sources such as books and published articles. (A list of the references in APA format must be attached to the paper).
5. Must demonstrate appropriate use of grammar, sentence structure, punctuation, etc.

Scoring guide for the Paper:
30 - 50 points: 1) Paper discusses the required information on a relevant mental health profession, 2) Information presented is well supported with proper citations and references, all written in APA format, and 3) paper is written in a clear, understandable manner, without grammatical, structural, spelling problems.
20 - 30 points: Paper is lacking in one of three criteria listed above.
10 - 20 points: Paper is lacking in two of three criteria listed above.
0 - 10 points: Paper is lacking in all three of the criteria listed above and is not original

E. Group Project: In groups assigned by the instructor, students will research and prepare a presentation on a current issue in child psychopathology identified and assigned by the instructor. Students will be expected to explore scholarly literature to back their position. In addition to reviewing current, relevant scholarly literature from peer-reviewed journals, each group may utilize online professional resources, and/or interview a professional in the area of child psychology or pediatric psychiatry. Participation in the group project is class requirements and there are no exceptions provided. Grading for the group project (50 points) will be based on:
   i. Students rating of each other in the group (10 points maximum based on average)
   ii. Instructor rating of each students participation in the group discussion forum (10 points)
   iii. Group’s PowerPoint presentation (30 points)

Course Grading Criteria

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests (3)</td>
<td>75</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Discussion forums (15 DBAs)</td>
<td>150</td>
</tr>
<tr>
<td>Group Project</td>
<td>50</td>
</tr>
<tr>
<td>Term Paper</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td><strong>425</strong></td>
</tr>
</tbody>
</table>

A 90 – 100% = 382-425
B 80 – 89% = 340-381
C 70 – 79% = 297-339
D 60 – 69% = 255-296
F 0 – 59% = 254 or less
FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.
Interim Grades (Advisory or warning): X = Non-attendance; EA = Excessive Absence

Late Assignments: Assignments must be turned in on the date they are due. Late assignments will be penalized 5 points of the grade for each day after the due date, after a justifiable explanation to the instructor. Test must be turned in by the deadline and cannot be turned in late. Assignments turned in late by more than one week will not be accepted.

Grading: Extra credit may be awarded to students who complete and submit high quality assignments such as discussion responses that are evident that the student went beyond the class requirements. Opportunities for extra credit may be made available through the semester as they arise and posted on announcements.

You may appeal your grade for any assignment within one week of getting it back. To do so you must return the assignment to the instructor with a coherent written argument for why you feel your grade should be changed. Final grades cannot be changed once submitted to banner unless through a grade appeal.

Policies: Online class attendance, preparation, and participation is expected of all students. Failure to complete an assignment/class activity will be considered as lack of attendance. Please email or phone my office if an emergency prevents you from attending a class and all completing an assignment. Excellent work and consistent preparation is expected of all students. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct the student to cease disruptive behavior.
2. Direct the student to change seating location.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss from class for the remainder of the period (must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

**VIII. Academic Support Resources**

**ITTS and Blackboard Help Assistance** is available 24/7 by calling 910.672HELP (910.672.4357) or submit a request online. Access Blackboard Online Support Center.

Students are encouraged to utilize the following resources to continue developing their writing skills:

i. **Smartthinking** (available on Tools section of Blackboard)

ii. University College Learning Center [http://www.uncfsu.edu/learningcenter/](http://www.uncfsu.edu/learningcenter/).

**IX. Course Outline and Assignment Schedule**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Initial discussion posting due by 11:59pm</td>
<td>Review of other students' discussion postings</td>
<td>Review of other students' discussion postings</td>
<td>Counter-responses due by 11:59pm</td>
<td>Test due by 11:59pm, if assigned</td>
</tr>
</tbody>
</table>

Note: Please note that class week starts on Monday and ends on Sunday (Jan 10, 2015 - May 09, 2015).
<table>
<thead>
<tr>
<th>Week of</th>
<th>Module/Unit Topic and reading Assignments</th>
<th>Discussion Board Activity (DBA)/Assignment</th>
<th>Due dates</th>
</tr>
</thead>
</table>
| January 12th | **Course Introduction**  
1. Review the syllabus  
2. Review course information and requirements on Blackboard  
**Module 1: Understanding Abnormal Child Psychology**  
Unit 1  
Introduction to Normal and Abnormal Behavior in Children and Adolescents  
*Reading:* Mash & Wolfe, Ch. 1 | **Open Forum**  
- Post your self-introduction and goals  
- Syllabus Review comments  
**DBA 1:**  
- Post *at least* one response to the discussion question by Wednesday 11:59pm  
- Post at least two counter-responses by Saturday 11:59pm | Self-introduction and goals due by Wednesday January 14th at 11:59pm  
**DBA 1 required also** |
| January 20th | Unit 2  
Theories and Causes  
*Reading:* Mash & Wolfe, Ch. 2 | **DBA 2:**  
- Post *at least* one response to the discussion question by Wednesday 11:59pm  
- Post at least two counter-responses by Saturday 11:59pm | |
| January 26th | Unit 3  
Research  
*Reading:* Mash & Wolfe, Ch. 3 | **DBA 3:**  
- Post *at least* one response to the discussion question by Wednesday 11:59pm  
- Post at least two counter-responses by Saturday 11:59pm | |
| February 2nd | Unit 4  
Assessment, Diagnosis, and Treatment  
*Reading:* Mash & Wolfe, Ch. 4 | **DBA 4:**  
- Post *at least* one response to the discussion question by Wednesday 11:59pm  
- Post at least two counter-responses by Saturday 11:59pm | **Test 1 due** by Sunday February 8th at 11:59pm |
| February 9th | **Module 2: Neurodevelopmental Disorders**  
Unit 1  
Intellectual Disability  
*Reading:* Mash & Wolfe, Ch. 5 | **DBA 5:**  
- Post *at least* one response to the discussion question by Wednesday 11:59pm  
- Post at least two counter-responses by Saturday 11:59pm | |
<table>
<thead>
<tr>
<th><strong>February 16th</strong></th>
<th></th>
<th><strong>DBA 6:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td></td>
<td>• Post <em>at least</em> one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Autism Spectrum Disorder and Childhood-Onset Schizophrenia</td>
<td>• Post at least two counter-responses by Saturday 11:59pm</td>
</tr>
<tr>
<td></td>
<td><em>Reading:</em> Mash &amp; Wolfe, Ch. 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>February 23rd</strong></th>
<th></th>
<th><strong>DBA 7:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3</td>
<td></td>
<td>• Post <em>at least</em> one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Communication and Learning Disorders</td>
<td>• Post at least two counter-responses by Saturday 11:59pm</td>
</tr>
<tr>
<td></td>
<td><em>Reading:</em> Mash &amp; Wolfe, Ch. 7</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>March 2nd</strong></th>
<th></th>
<th><strong>DBA 8:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td></td>
<td>• Post <em>at least</em> one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Attention-Deficit/Hyperactivity Disorder</td>
<td>• Post at least two counter-responses by Saturday 11:59pm</td>
</tr>
<tr>
<td></td>
<td><em>Reading:</em> Mash &amp; Wolfe, Ch. 8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>March 9th</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>March 16th</strong></th>
<th></th>
<th><strong>DBA 9:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 3: Behavioral and Emotional Disorders</strong></td>
<td></td>
<td>• Post <em>at least</em> one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td>Unit 1</td>
<td></td>
<td>• Post at least two counter-responses by Saturday 11:59pm</td>
</tr>
<tr>
<td>Conduct Problems</td>
<td><em>Reading:</em> Mash &amp; Wolfe, Ch. 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Group Project PowerPoint</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Group Project PowerPoint Due</strong></td>
<td>Friday March 20th at 11:59pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>March 23rd</strong></th>
<th></th>
<th><strong>DBA 10:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td></td>
<td>• Post <em>at least</em> one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Depressive and Bipolar Disorders</td>
<td>• Post at least two counter-responses by Saturday 11:59pm</td>
</tr>
<tr>
<td></td>
<td><em>Reading:</em> Mash &amp; Wolfe, Ch. 10</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>DBA 11:</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 30th</td>
<td>Unit 3 Anxiety and Obsessive-Compulsive Disorders</td>
<td>Post at least one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Reading: Mash &amp; Wolfe, Ch. 11</td>
<td></td>
</tr>
<tr>
<td>April 6th</td>
<td>Unit 4 Trauma- and Stressor-Related Disorders</td>
<td>Post at least one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Reading: Mash &amp; Wolfe, Ch. 12</td>
<td></td>
</tr>
<tr>
<td>April 13th</td>
<td><strong>Module 4: Problems Related to Physical and Mental Health</strong></td>
<td>Post at least one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Unit 1 Health-Related and Substance-Use Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: Mash &amp; Wolfe, Ch. 13</td>
<td></td>
</tr>
<tr>
<td>April 20th</td>
<td>Unit 2 Feeding and Eating Disorders</td>
<td>Post at least one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td></td>
<td>Reading: Mash &amp; Wolfe, Ch. 14</td>
<td></td>
</tr>
<tr>
<td>April 27th</td>
<td>Unit 3 Review the groups’ PowerPoints (PowerPoints available in the Group Project Folder at the Assignments Section)</td>
<td>Post at least one response to the discussion question by Wednesday 11:59pm</td>
</tr>
<tr>
<td>May 4th</td>
<td>Final Examination available on Monday May 4th at 12:00am</td>
<td>Final exam due by Monday May 4th at 11:59pm</td>
</tr>
</tbody>
</table>

**X. Teaching Strategies**
This course will be taught online at [http://blackboard.uncfsu.edu/](http://blackboard.uncfsu.edu/). For this reason, please make sure that your computer meets or exceeds the minimum requirements outlined by our support staff. All students must familiarize themselves with all sections of this website and check this website daily.

**XI. Bibliography**


**PLEASE NOTE THAT THIS SYLLABUS AND THE SCHEDULES CONTAINED HEREIN ARE SUBJECT TO CHANGE AS NECESSARY MODIFICATIONS ARISE**