Instructor:	Sarah Francis		
Office Hours:	M 815-1100, W 815-1100	**Term:**	Spring 2017
Office Location:	UH 1430	**Class Location/Times:**	Online
Office Phone:	419 530 2771	**Course Website:**	Blackboard Learn
Email:	Internal Course Messages*		

COURSE OVERVIEW

This course will provide an overview of the major areas of psychopathology among children and adolescents For each disorder area reviewed, the emotional and behavioral dysfunction underlying the disorder will be discussed in historical context Current and relevant empirical findings relevant to diagnosis, epidemiology, course and outcome, comorbidity, associated developmental and social problems, health outcomes, risk factors, and etiology will be presented, reviewed, and discussed for each disorder area covered Conceptual and theoretical issues salient to each disorder area will also be discussed. Students will achieve a greater understanding of the key issues relevant to the study of child psychopathology, and will acquire basic skills in critically evaluating the current research literature in this area.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1   Describe the dominant theories underlying childhood psychopathology.
2   Analyze the major differences between the study of child and adult psychopathology
3   Identify the inherent differences in the diagnosis and treatment of psychopathology amongst children and adults
4.   Identify the methods essential to the study of common forms of psychopathology amongst children
5   Utilize critical thinking skills to evaluate current empirical literature relevant to the study of child psychopathology
6   Demonstrate effective skills in the reading and interpretation of current empirical literature relevant to the study of child psychopathology.

TEACHING STRATEGIES

This fully online course is designed to stimulate student learning through the web-based delivery of readings, video, and audio, as well as collaborative activities involving asynchronous discussion. No on-campus meetings will be required

COURSE EXPECTATIONS

My expectations of your performance in this course include the following

1   I expect that you will read the textbook and additional empirical articles in their entirety in a timely manner throughout the course.
2   I expect that you will plan appropriately so as to post comments to the discussions in a timely manner and by the designated deadlines Meeting the designated deadlines for each assignment is your responsibility. **Please note: the deadlines for the discussion topics are the LAST day on which your can submit a response. You can post your response any other time before the deadline; therefore, if you wait to post until the last day prior to the deadline and then have problems posting, you will not receive credit for your post. The same is true for quizzes. There is a two-day period in which you are permitted to complete each quiz. If you wait until just prior to the deadline and then experience technical problems, you will not be able to retake the quiz. I strongly suggest that you post your responses to the**

discussions early and take the quizzes on the first day on which they are posted. If you choose not to follow this suggestion and experience technical problems such as those suggested above that preclude you from posting a comment or submitting an quiz, do not send me a message regarding this issue. There will be nothing that I can do at that point to assist you in obtaining credit for that assignment.

ABSENTEEISM

This is NOT a self-paced, self-timed course This course is designed to be a successive progression from one content area to the next If you have work or family emergencies that interfere with your ability to participate or otherwise meet course deadlines and due dates, you must notify me by Internal Course Message as soon as possible Such events may necessitate dropping this course

WORKWEEK

In this fully online course, weeks run from Mondays through Sundays: specifically, they begin at 12:00 AM Monday morning and end at 11:59 PM on Sunday night. The materials for any week will be posted by Monday morning of that week, if not earlier, under the appropriate folder. Begin each week on Monday by checking the schedule and then viewing the content for the week under Weekly Content

PREREQUISITES

Psychology 2200 (Abnormal Psychology) *and* either Psychology 2500 (Developmental Psychology) or Psychology 2510 (Lifespan Developmental Psychology)

TECHNICAL SKILLS

To succeed in this course, it will be important for learners to possess the following technical skills

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins
5. Send and receive email with attachments.
6. Locate and access information using a web search engine
7. Use chat or IM software for real-time communication.
8. Use a learning management system.

REQUIRED TEXTS AND MATERIALS

Mash, E J., & Wolfe, D A. (2016) Abnormal Child Psychology (6th Edition), Cengage Learning. ISBN-13 9781305620513

TECHNOLOGY REQUIREMENTS

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center.

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player

- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - Recommended

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests A list and schedule for on-campus computer labs is available on the Open Lab for Students webpage

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser.

The virtual lab is open 24/7 and 365 days a year at VLAB The University of Toledo's Virtual Labs.

COURSE POLICIES

Policy Statement on Academic Dishonesty

Academic dishonesty will not be tolerated Please read The University's Policy Statement on Academic Dishonesty.

Please note that you are expected to display academic honesty in all aspects and contexts of this course Any instances of cheating will result in an automatic "F" for the course You will also be referred to the Dean of the college with the possible sanction of expulsion from the University

Copyright Notice

GRADING POLICIES

Student work will be assessed as follows There will be a total of 500 points available for the class quizzes, discussions, selected empirical articles, and the written article summary will be the basis for your grade. All discussion comments must be completed on time or they will not be accepted Quizzes must be completed on the designated quiz days. (Note. I reserve the right to adjust the grading distribution based on the class' scores, however, you will not receive a lower grade than indicated in the table below) Specific guidelines, grading criteria, and a timeframe for grades and feedback will be provided as each assignment is announced:

Assignments/Assessments	Total Points	% of Final Grade
Online participation in 15 weekly discussions	150	30%
15 weekly quizzes	150	30%
Empirical article selection	50	10%
Reading weekly empirical articles	50	10%
Empirical article written summary	100	20%
Total	500	100%

Students are expected to complete and submit all assignments and tests by the due date listed in the Course Schedule Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date Ask questions as soon as possible by Internal Course Message if you do not understand an assignment.

Quizzes: There will be 15 quizzes in this course (one for each week of the course; none are cumulative). Each quiz will be comprised of 5 multiple-choice questions drawn from the assigned text and 2 multiple-choice questions drawn from the assigned empirical articles for that week (please see below) You will have 7 minutes to complete each quiz You will *not* have time to use your book or notes during these exams, and will need to prepare as you would for an in-class quiz You must take the quiz on one of the two days that are designated for the quiz. You will have from 12:00 a m on day 1 until 11 59 p.m on day 2 to take the quiz (see course schedule for quiz dates) All quizzes will post on 1200am Thursday and will remain active until 1159pm Friday. You can only take the quiz once, you may not take the quiz on both days **Because you have two days to take each quiz, NO MAKEUP QUIZZES WILL BE SCHEDULED.**

The quizzes will take place in the **Exam Room.** PLEASE REMEMBER TO SUBMIT YOUR QUIZ FOR GRADING WHEN YOU ARE FINISHED TAKING THE QUIZ SUBMITTING YOUR QUIZ ENSURES THAT YOUR GRADE IS ENTERED INTO THE GRADE BOOK YOU SHOULD BE ABLE TO VIEW YOUR GRADE AFTER THE EXAM PERIOD IS OVER

Collectively, the 5 multiple-choice questions drawn from the text across each of the 15 weekly quizzes will comprise 150 points (30%) of your grade

Article Written Summary: Each student in this course is responsible for selecting an empirical article relevant to an assigned subject area, distributing the PDF of this article to the class by the indicated deadline, and submitting a written summary of this article to the instructor for review and grading

> **Assignment of topic areas:** By the end of the first week of this course, a list will be posted indicating the topic to which you have been assigned Each topic will have 2-3 students assigned to it Please check this list to see your assigned topic so that you know how to proceed with selecting an empirical article
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> **Selecting an empirical article:** The article you select must correspond to your assigned topic area The article should have been published within the last 3 years (2014 to present). It must be published in a peer-reviewed journal as an original empirical study Literature reviews, commentaries, and theoretical articles are **not** acceptable (although meta-analyses are). The purpose of reading and summarizing these articles is to integrate current research into the class discussions and to supplement the information presented in the text **The article you select must be submitted to the instructor for approval by January 22, 2017.** It is your responsibility to contact the instructor (using Internal Course Messages) and send the **full-text PDF of your selected article** for approval Once your article has been approved by the instructor, it is your responsibility to **post the full-text PDF of the approved article by January 29, 2017** so the entire class has the opportunity to read and review the article for the assigned week Please post your article to the **Article Assignments** Discussion Board in the **Class Discussions** section of the course website via Blackboad. By following the steps outlined above for selecting, seeking approval for, and circulating your empirical article to the class, you have the potential of earning 50 points (10%) toward your final grade.
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> **Reading the empirical articles:** It is each student's responsibility to read **each and every** article circulated by each member of the class (this means that you will be responsible for reading approximately 35 empirical articles relevant to the content of this course throughout the semester, at the rate of approximately 3-4 articles per week). The content of these articles should be treated in the same way as the course text That is, the content of these articles can be the subject of the online discussions and the quizzes Your knowledge and understanding of these articles will be assessed in a very broad manner; you will not be responsible for knowing any specific details of these articles (e g , how many participants were in each group, what type of analyses were conducted) Rather, you should be able to understand and comment on the main point of each article (what was the overall outcome, what did this article contribute to our understanding of this particular subject area)

As noted above, on each weekly quiz, 2 multiple-choice questions will be drawn from the assigned empirical articles for that week. Across the 15 weekly quizzes, 50 points (10%) will be drawn from questions related to the assigned empirical articles.

Written Article Summary Guidelines: One to two pages, double-spaced, 12-point font, margins of 1 inch top and bottom, 1.25 inches left and right. This written summary should outline the importance of the study (e g , why did the authors conduct this research?), the highlights of the methods (e.g., clinical or school sample, interview or questionnaire or observation data collection), the primary findings (what did the authors most want the reader to take away from this article?), and the interpretation of the results (what do these findings mean, why should we consider them important, do they make a contribution to our knowledge in this area?). **Your written article summary is due on the last day of your assigned topic, as per the course Schedule.** That is, if your assigned topic is Communication Disorders, covered from 2/27 to 3/5, your written article summary is due by 1159pm on 3/5. You can also locate the due dates associated with your written article summary on the "3220 Article List" that will be posted to our class website at the end of the first week of classes. Your written article summary must be submitted using the Assignments link on the course webpage Assignments that are submitted to the instructor via the Internal Course Messages will not be read or graded

Grading Rubric for Written Article Summaries: The following rubric will be applied to each written article summary. The written article summary is worth, in total, 100 points (20%) of your final grade Fulfilling each criterion to the maximum as outlined below will result in your attainment of the full points for that criterion

APA Format (15 points)
Title page (running head, page header, page number, title, byline, affiliation)
Reference – the full citation for your article (starting on separate page, header, indentation, punctuation, italics)
Maximum 2 pages of text (does not include the title and reference pages)
Double-spaced, 12-point font
1-inch top & bottom margins, 1.25 left/right margins
Content (30 points)
Do you clearly address the following points. importance of the study (e.g., why did the authors conduct this research?), the highlights of the methods (e g , clinical or school sample, interview or questionnaire or observation data collection), the primary findings (what did the authors most want the reader to take away from this article?), and the interpretation of the results (what do these findings mean, why should we consider them important, do they make a contribution to our knowledge in this area?)
Critical analysis (40 points)
What do these findings mean, why should we consider them important, do they make a contribution to our knowledge in this area?
Organization (40 points)
Is your writing well organized, do ideas flow logically from one point to the next?
Writing style, grammar, spelling (25 points)
Is the summary written in scientific/journal style (no first person, no slang, no contractions), objective 3rd person, proper grammar/sentence structure/use of punctuation, correct spelling?

Group Discussions: To stimulate engagement with the course material, I will post **15 discussion topics** To receive full credit for the Quantity and Timeliness of this assignment, you are responsible for responding by posting at least one thoughtful, academic-style response for each of the 15 topics *early* in the week; you must then post at least *three* peer responses later in the week; simply posting four times at the end of the week will not earn full credit for this assignment. Your responses to the topics will be graded Responses can be posted at any point before the due date, but to earn full credit, please be sure to post early and then to comment as your classmates post their comments Thus, you do not have to wait until the last day to post a response **Each set of responses for**

each discussion post is worth up to 10 points (for a maximum of 150 points, or 30% of your grade). To receive full credit for a response, each response must be insightful, relevant to topic, and be a **minimum** of 6 sentences in length. Responses should also demonstrate knowledge of the lecture and reading materials Thus, a response of "I agree" or anything of that nature will receive zero points Please do not send your discussion responses by Internal Course Message – they will not be read or graded if sent this way Failure to participate in class discussions by the posted deadlines will result in 0 points for that topic Your discussion group contributions will be graded according to the following *Grading Rubric for Online Discussions* (below) **Please note: to receive the full point value under "Quality and Timeliness" you must submit one initial post early in the session and three or more peer responses closer to the end of the session.** Posting only once each session or posting fewer than three responses to peer posts will result in less than the full point value for this criterion

Grading Rubric for Online Discussions

Knowledge & Application

Points: 2 (20%)

Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice

Points: 3.4 (34%)

Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice

Points: 4 (40%)

Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice, and include other resources that extend the learning of the community

Learning & Community

Points: 1.5 (15%)

Posts and responses do not attempt to elicit responses and reflections from other learners and/or responses do not build upon the ideas of other learners to take the discussion deeper

Points: 2.55 (25.5%)

Posts and responses attempt to elicit responses and reflections from other learners and responses build upon the ideas of other learners to take the discussion deeper

Points: 3 (30%)

Posts and responses elicit responses and reflections from other learners and responses build upon and integrate multiple views from other learners to take the discussion deeper

Quantity & Timeliness

Points: 1 (10%)

Does not submit at least one initial post early in the session and/or does not submit at least two peer responses closer to the end of the session.

Points: 1.7 (17%)

Submits at least one initial post early in the session and two peer responses closer to the end of the session.

Points: 2 (20%)

Submits one initial post early in the session and more than two peer responses closer to the end of the session.

Spelling & Mechanics

Points: .5 (5%)

Does not submit posts and responses that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.

Points: .85 (8.5%)

Submits posts and responses that have one or more grammatically incorrect sentences and two spelling errors

Points: 1 (10%)

Submits posts and responses that contain grammatically correct sentences without any spelling errors.

The grading scale for this course is as follows:

Letter	Points
A	92-100%
A-	90-91%
B+	87-89%
B	82-86%
B-	80-81%
C+	77-79%
C	72-76%
C-	70-71%
D+	67-69%
D	62-66%
D-	60-61%
F	below 60%

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact Student Disability Services for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, Blackboard Learn, is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2 0). External sites used in the course are compliant with Section 508 standards; and media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software. If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's Office of Student Disability Services processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete

COMMUNICATION GUIDELINES

*Email/Messages:

IT IS VERY IMPORTANT TO NOTE THAT FOR THIS COURSE WE ARE USING BLACKBOARD'S INTERNAL COURSE MESSAGES TO COMMUNICATE WITH ONE ANOTHER. PLEASE DO NOT EMAIL ME AT MY UT ACCOUNT. I WILL NOT RESPOND TO MESSAGES SENT TO MY UT ACCOUNT. I WILL REPLY ONLY TO THOSE MESSAGES SENT TO THE INTERNAL COURSE MESSAGES WITHIN BLACKBOARD.

Because this course uses ONLY Internal Course Messages, it is essential that you login to and check on a DAILY basis your Internal Course Messages in Blackboard. Failure to do so can result in your missing critical course updates or information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know as soon as possible using Internal Course Messages. I am here to help, and will do my best to respond to your questions.

I have set aside specific times in my weekly schedule when I will respond to student messages from this class. I will respond to your questions and comments sent via the Internal Course Messages within Blackboard on **Wednesdays and Fridays**.

When sending a message to me, the TA, or the rest of the class, please fully identify yourself in the text of the message. Use the subject header to indicate if the message is a general comment, a question which you are posing to the entire class, or a question specifically for me and the TA. If you are responding to other messages or my questions, please reply directly to that message (do not create a new message)

Discussion:

In this fully online course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. At the beginning of the term, you will be assigned to a discussion group designed to help you understand assigned readings, learning activities, and course assignments. On Monday morning of each week, a discussion question will be posted for that week. To earn full credit, you must reply to the initial question by 11 59 PM on the following Sunday. Please see the *Grading Rubric for Online Discussions* above for complete grading criteria.

Real-Time Communication:

A link to a real-time communication or chat tool has been added to the Course Menu. We will not be using this tool as part of our course assignments; however, the tool is available for you to use if and when you need it. To that end, I would be happy to arrange a time to meet with you in a chat room if you feel that you have questions that would best be answered in real-time. Conversely, you could also use the tool to meet with fellow students online in order to enhance your understanding of course concepts

Netiquette:

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of internet etiquette

It is my expectation that you will act, perform, and conduct yourself in a courteous and professional manner in all aspects of this course This includes the content and style of your online communication and the nature of communication with me. Profanity, vulgar or offensive words or phrases are unacceptable. I reserve the right to make judgments determining what is offensive as well as the consequences for such offenses

TECHNICAL SUPPORT

I am not a computer expert. I will not be able to assist you with any technological problems related to your ability to access any component of this online course. Please do **NOT** use the course message system to report any technical difficulties with the course If you are experiencing technical difficulties, please utilize one of the following two options:

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk**** at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day.

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk**** at (419) 530-2400 or ithelpdesk@utoledo edu

Notification of Technical Problems

Technical problems with your computer are not a legitimate reason for failing to complete assignments or exams by posted deadlines There are many computer options available to you, such as the many University of Toledo computer labs and the computers at the public libraries To find out the hours of the University of Toledo computer labs, please call 419 530 4636 Students are responsible for finding their own alternative methods or locations to complete exams and assignments by the given deadlines. **If you have a technical problem during an exam that results in your being unable to complete the exam, please call the number for technical assistance right away and complete the exam as soon as the problem is addressed. If you do not reach a person when you call, lease a message to verify that you attempted to get help in order to complete the exam immediately.** If you do not follow these steps you will not be able to complete the exam and your score will be equal to the number of completed correct items divided by the total number of items on the exam.

LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology

eLibrary Services Portal

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Student Disability Services

Student Disability Services provides accommodations and support services to students with disabilities.

Counseling Center

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the Resources for Current Students webpage to learn more about the wide range of services for online students.