

This is your syllabus. Please read it completely and refer to it often.

Welcome to PSY 339! • Behavior Problems of Children • Fall 2021

••COURSE QUICK FACTS••

Awesome lectures: Dr. B love in every module!

Chewy readings: Mmmm, science. No textbook.

Bonus Viewings: Watch Ted talks, demos, virtual tours.

Expert Assessment: Module quizzes, video assignments, self-graded activities. No exams!

Keeping It Real: All asynchronous. A module per week and you're done by Thanksgiving.

Extra Credit: Generous, to protect your grade in these uncertain times.

Unique #: 43025

Instructor: Kirsten Bradbury, Ph.D.

Email: bradbury@austin.utexas.edu

Watch for opportunities throughout the semester for Zoom Meet & Greet Drop-In's with Dr. B!

Teaching Assistants (TA's) Names and Emails and office hours information (Zoom) to be announced in the first week of class.

Pay attention to the Course Announcements we post on Canvas! Be sure you are receiving notifications of these announcements. This is how we communicate with the class and provide you with important information throughout the semester in an ongoing way.

•COURSE DESCRIPTION•

Lecture course covering a wide range of clinical problems in children and adolescents, including normal and abnormal development, assessment and diagnosis, theories and causes, ethical principles, effective helping techniques and parenting, as well as other aspects of developmental psychopathology.

This course addresses the following four core objectives established by the Texas Higher Education Coordinating Board: communication skills, critical thinking skills, empirical and quantitative skills, and social responsibility. Only one of the following may be counted: Human Development and Family Sciences 339, 342, Psychology 339.

Prerequisites: For psychology majors, upper-division standing and Psychology 301 and 418 with a grade of at least C in each; for non-majors, upper-division standing,

Psychology 301 with a grade of at least C, and one of the following with a grade of at least C: Biology 318M, Civil Engineering 311S, Economics 329, Educational Psychology 371, Electrical Engineering 351K, Government 350K, Mathematics 316, 362K, Mechanical Engineering 335, Psychology 317, Sociology 317L, Social Work 318, Statistics 309, Statistics and Scientific Computation 302, 303, 304, 305, 306, 318.

•TECHNICAL REQUIREMENTS•

All students are required to have access to a **laptop** or **desktop computer**, running either **Windows** or **macOS** operating systems. (Tablets, smartphones, and Microsoft Surface devices are not advised or supported for this course.) Your computer should meet the following requirements:

- Modern and up-to-date operating system (macOS or Windows)
- Browser: Chrome (highly recommended), Safari or Firefox (If using Safari or Firefox, be prepared to [download Chrome](#)(Links to an external site.) (Links to an external site.) and use it.)
- 5 Mbps internet connection speed ([check your speed here](#)(Links to an external site.) (Links to an external site.))
- Functional webcam and microphone
- Zoom installed and configured

Confirm that your computer is able to stream video by visiting <https://www.laits.utexas.edu/tower/tech.php> (Links to an external site.) (Links to an external site.)

Technical Support: If you experience a technical problem, click on the "Online Course Tech Support" item in the left-side navigation bar. The Online Course Tech Support chatbot, called "LAITS Bot", will assist with technical problems and can escalate your question to a human if it cannot readily answer your question.

•COURSE REQUIREMENTS•

Required Course Materials: All required readings are available online or provided through Canvas. No textbook. Everything you need to participate in the course is on Canvas, including lectures, readings, viewings, course administration materials (syllabus, course calendar), communication from the teaching team (announcements), assignment descriptions and submission, quizzes, grades, etc.

The course is divided into 12 modules. Each module covers a different topic within clinical child psychology and consists of a lecture and/or additional viewings, readings, a journaling assignment, and a quiz.

Lectures can be viewed anytime. No required class meetings, neither Zoom nor in person. These are videos of Dr. B teaching the concepts of the class and explaining assignments, often with slides shown within the lecture. Other course materials can also be accessed as you like, on your own schedule.

Quizzes each consist of 10 multiple-choice items. Quizzes are "open notes/open book" and cover material from the lectures, readings, and viewings for that module. Quiz questions range from very easy to very difficult and are not all answerable by memorization of material alone or direct reference to it. That is, some items will require *application, synthesis, interpretation, integration, or extension* of the material in order to be answered correctly. You will need to understand the material in order to do well on the quizzes, but you will not be under time or memorization pressure when you take them. The quizzes are not timed. You could even let your friends "help" you when you take them, but you'll probably get higher grades if you take them on your own!

Journal Assignments are self-graded. You complete an assigned activity or exercise to deepen and extend your understanding of the module topic. At the end of the semester, you assign yourself a journaling grade. (This is on the honor system. You could cheat, but these assignments are so fun you won't want to fake doing them anyway.)

Video Assignments bookend the semester. Both of these assignments are project-based and require more than just an afternoon's worth of work. There are clear criteria for completing them with a high grade and are designed to allow you to have fun with them and be creative. You submit them to us on Canvas through the Assignment link. You must keep your video to the time limit and use a supported file type. Detailed descriptions and due dates are given on the Canvas Course Assignments Page. We love getting to know you through these assignments!

A note about course pacing: The course is designed to allow you to complete course requirements on your own schedule, without synchronous requirements that could conflict with other responsibilities throughout the week. However, the course is not designed to be completed in a very short time, far ahead of time, or 'all at once.' The course is meant to be nibbled throughout the semester, not binged at the beginning or end. Modules are intended to be worked on weekly. The **course calendar** provides both a suggested schedule for completing the course most comfortably, as well as required deadlines for submitting assignments and completing quizzes.

Course Grades:

300 points total – 1/3 quizzes, 1/3 journaling, 1/3 assignments (project videos)

Quizzes: We count your best 10 of 12. 10 x quizzes @ 10 points each = 100 points

Journal Assignments: You give yourself up to 100 points for your efforts on 12 assignments = 100 points

Video Assignments: 1 @ 25 points and 1 @ 75 points = 100 points

To calculate your course grade, we add together your points earned and divide by three, to yield a percentage score that can be converted to a letter grade according to this chart.

A = 93-100

A- = 90-92

B+ = 86-89

B = 83-85

B- = 80-82

C+ = 76-79

C = 70-75

D = 60-69

F = <60

Percentage course grades are calculated to two decimal places and rounded to the nearest whole number, such that, for example, the lowest A- is 89.50 (rounds to 90).

Extra Credit: Need more points? At the end of the semester, students who want to complete extra credit learning activities in order to pull up their grade will be given the opportunity to do so. Details to be announced on Canvas later in the semester.

•COVID-19 POLICIES•

Q: What should I do if I think I might have COVID?

A: The number one priority is for you to take care of yourself and get well. If you are ill, stay home. Avoid people as much as possible. Rest, drink plenty of water, monitor your symptoms, and call the UHS 24-hour Nurse Advice Line at **512-475-6877** for advice about how to get medical care. Get tested:

https://www.healthyhorns.utexas.edu/coronavirus_testing.html (Links to an external site.) (Links to an external site.)

Here is the World Health Organization's advice on caring for yourself or someone else with COVID-19 at home:

<https://apps.who.int/iris/rest/bitstreams/1292529/retrieve> (Links to an external site.) (Links to an external site.)

[https://www.who.int/publications/i/item/home-care-for-patients-with-suspected-novel-coronavirus-\(ncov\)-infection-presenting-with-mild-symptoms-and-management-of-contacts](https://www.who.int/publications/i/item/home-care-for-patients-with-suspected-novel-coronavirus-(ncov)-infection-presenting-with-mild-symptoms-and-management-of-contacts)

Put your health and the health of your loved ones first.

We will work with you on any missed work or other academic issues. Always let us know if you are ill or encountering any other COVID-related interference with your performance in this course. We understand how horrible the virus is and how much

trouble it can cause in people's lives in a wide variety of ways. We will do anything we can to accommodate your situation, if we know what it is.

What should I do if I don't have COVID but it is messing with my course performance anyway?

Always let us know if you are encountering any interference with your performance in this course, be it directly or indirectly. *We understand how horrible the virus is and how much trouble it can cause in people's lives in a wide variety of ways.* We will work with you on any missed work or other academic issues. Email us.

• IMPORTANT NOTICES •

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY. We care about all our students' learning abilities. Please let us know if we can improve the learning environment for you or otherwise assist you in achieving the highest level of success you can in this course. If you have accommodations, send us an email to let us know and we will assist you in implementing them for this course.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Under Senate Bill 212 (SB 212), the professor and TAs for this course are **required** to report for further investigation any information they receive concerning incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against a UT student or employee. Federal law and university policy also requires reporting incidents of sex- and gender-based discrimination and sexual misconduct (collectively known as Title IX incidents). **This means we cannot keep confidential information about any such incidents that you share with us. If you need to talk with someone who can maintain confidentiality, please contact** University Health Services (512-471- 4955 or 512-475-6877) or the UT Counseling and Mental Health Center (512-471-3515 or 512-471-2255). We strongly urge you to make use of these services for any needed support.

Diversity Statement

The Department of Psychology values the richness and open dialogue that diversity brings to our community. Diversity refers to individual differences that broadly include ability, age, culture, ethnicity, gender, nationality, race, religion, sexual orientation, and socioeconomic status. We appreciate that diversity enriches both the departmental social climate and the scope and depth of the department's research mission.

As a department, we are fully committed to a journey of inclusion and justice for all students from groups that are marginalized or minoritized. We acknowledge this has not always been the case to the extent that it should have been. Our department is in the process of diversifying and creating identity safety for all students.

In keeping with the department's values, I am committed to creating a learning environment that is safe and supportive of your identity and perspective. In addition, I will honor your request to address you by a name and gender pronoun you use (she/he/they/ze, etc). If you need additional support, these are some of the available resources on campus.

Division of Diversity and Community Engagement <https://diversity.utexas.edu/> (Links to an external site.) (Links to an external site.)

Gender and Sexuality Center <https://diversity.utexas.edu/genderandsexuality/> (Links to an external site.) (Links to an external site.)

Multicultural Engagement

Center <https://diversity.utexas.edu/multiculturalengagement/> (Links to an external site.) (Links to an external site.)

We welcome ALL students to PSY339. We're going to have a fantastic semester!!