

**Welcome to PSY 339! This is your syllabus. Please refer to it often.**

Behavior Problems of Children • Fall Term 2022 • Unique #42625

MWF 9:00-9:50AM, *Location provided to students*

**See the class calendar and Canvas announcements for the most up to date instructions on in-person or zoom attendance as these may change unexpectedly throughout the term!**

Teaching Team: Instructor, Kirsten Bradbury, PhD .... [bradbury@austin.utexas.edu](mailto:bradbury@austin.utexas.edu)

*Lead TA, Name and Email provided to students*

*TA, Name and Email provided to students*

*Available for Online Office Hours weekly via Zoom drop-in and by appointment. Details to be provided in the first week of class.*

**Be sure you are receiving our Canvas Announcements!** This is how we communicate with the class as a group and provide you with important information throughout the semester in an ongoing way. We send out a test message early in the semester called the "Early Bird/Opportunity Knocks/Lucky Day Mixed Metaphor Easy Points," which requires you to reply in a timely way to a Canvas Announcement in order to show us you are receiving and reading them and receive 10 easy Participation Points in return.

## **••COURSE DESCRIPTION••**

Lecture & discussion 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. **Please contact your major advising office with any questions about prerequisites; these are program-specific and are not up to the teaching team's discretion.**

## **••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 recommended. Your computer should meet the following requirements:

- Modern and up-to-date operating system (macOS or Windows)
- Browser: Chrome (highly recommended), Safari or Firefox
- 5 Mbps internet connection speed
- Functional webcam and microphone
- Zoom installed and configured

Technical Support: If you experience a technical problem, click on the "?" icon in the orange left-side navigation bar.

## ••COURSE REQUIREMENTS••

Readings and other course materials like lecture slides are posted on Canvas in each module. There is no textbook to purchase. Although Dr. B often recommends books during class, these are not required reading. All the required readings for the course are posted on Canvas.

### **Your grade is based on:**

100 Participation Points (20 our choice, 80 your choice)

100 Self-Graded Journaling Points

100 Quiz Points

(300 Total Points)

- **Participation Points come from engaging in learning interactions**, primarily participating in class discussions in person and/or over Zoom, and creating brief videos. Complete **10** of the following learning interactions (10 points each) to earn 100 Participation Points. **The first two of these are selected for you:**
  - 1) **attend one class meeting the first week, either in person or over zoom** (see course calendar for details) and
  - 2) **create a video introducing yourself** (see Canvas Assignment for details).
  - Then **complete 8 more learning interactions throughout the semester, either more videos or more class attendance or a combination of both:**
    - **Attend class discussions in person**, most Wednesdays at 9:00AM. The exact format of each class discussion will vary depending on how many students show up and who is moderating. You will be provided with instructions for ensuring you get credit for your participation. Masks expected! DO NOT COME TO CLASS SICK.

- - - **Attend class discussions on Zoom**, most Fridays at 9:00AM, often a Reading Round-Up, when Dr. B discusses books and articles pertinent to the module topics and/or you can ask her questions about the readings. The exact format of each class meeting will vary depending on how many students show up and who is moderating. You will be provided with instructions for ensuring you get credit for your participation.
- - - **Create a one-minute video responding to specific content prompts for any module** (with feedback; flexibly scheduled, due dates and details to be provided). You submit the videos to us on Canvas through the Assignment link and receive feedback via Canvas. You must keep your videos to the time limit and respond cogently to a specific prompt. Descriptions and due dates are given on Canvas.
    - **Easy Responsivity Points:** Post a reply to our Opportunity Knocks prompts throughout the term on Canvas Announcements (flexibly scheduled, limit 2 per student, due dates and details to be provided). These are **ONLY** done on Canvas and require you to keep up with your Canvas Announcements.

You may use any combination of these types of learning interactions to fulfill the Participation requirement, with these restrictions: **Limit 2 Opportunity Knocks prompts; must have Participation points in at least one category for at least 6 different modules.**

- **Quiz Points come from taking 12 multiple-choice Canvas quizzes.**
  - **Quizzes are based on the course materials posted in the Canvas module, including lectures, videos, and readings.**
  - **Quizzes may be taken anytime during their available window (see Canvas); quizzes are not administered in class.**
  - Quizzes each consist of 10 multiple-choice items. 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.
  - The quizzes are not timed. You can use any materials you wish when you take a quiz.
  - Be warned: Do not leave questions open for 100 years while you look stuff up, or open multiple browser tabs for the same quiz; this begs for problems from Canvas.
  - Quizzes are usually due Fridays at 10:00pm following the discussion times for that module (see course calendar) but are available until sometime later (see course calendar). **There is no penalty for late quizzes; if you can access a quiz, you can take it for full points.**

- **We count your best 10 quiz scores.** See Assignments and Course Calendar for all deadlines and due dates!
- **Journaling Points** come from self-graded *reflective writing assignments* associated with each module. You provide your self-evaluation of each journaling assignment in Canvas; these have due dates, but there is no penalty for completing them late; if you can access the assignment in Canvas, you can complete it without penalty for turning it in late. This part of your grade is **homework done outside of class time**. Journal Assignments are self-graded. (This is on the honor system. You could cheat, but these assignments are so fun you won't want to skip them!)

This vibrant and dynamic course format gives students a lot of flexibility and the teaching team a lot to keep track of. We ask that you **please be considerate of procedural requirements and patient with our response time to email**. There are almost 100 of you, and we hope to get to know every one of you – at least a little! – this term. **We are SO excited to be here and to be able to provide students with the highest quality learning experiences!**

**A note about course pacing:** This course is a face-to-face course with a lot of added flexibility to accommodate reality. This course is NOT an asynchronous class. You must work your way through the material on a more-or-less consistent basis throughout the term, with ongoing Participation demonstrated by your chosen combination of learning interactions. Most lectures will be online, but some will be offered in person (untested). Follow the course calendar and Canvas announcements, and if you have any questions about requirements or course mechanics, just ask!

Course Grades:

300 points total – 100 points Participation; 100 points Journaling; 100 points Quizzes.

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

Journal Assignments: You give yourself points for your best 10 of 12 assignments = 100 points

Participation: 10 learning interactions (Class Attendance + Video Production) = 100 points

To calculate your course grade, we add together your points earned and divide by 3, 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).

## ••CLASSROOM EXPECTATIONS••

COVID is NOT gone, much as we all wish for it to be. Lots of other nasty viruses circulate in the community as well. In order to protect yourself, your teaching team (Dr. B is old now, folks!!), and your fellow students who may have complex health conditions, **please do not come to class sick!** And please, continue to **wear a mask** even when you think you're not contagious with anything; it's a big class and those seats are too close together.

I have not had any problem before and do not anticipate any problem now, but my face-to-face syllabi always include this **fair warning: I do not allow any type of disrespectful, aggressive, or antagonistic behavior in my classroom by anyone toward anyone; you will act appropriately as a member of a cooperative and caring learning community, period, or you will not be allowed to be here with us.**

I expect my students to recognize that my TAs represent me in any interaction with them and accordingly treat the TAs with the same respect and due courtesy they afford me. I managed to secure the best TAs in the department for us this semester, so honestly I don't think we'll have any problem in this area at all.

## ••COVID-19 and MISSED WORK POLICIES••

**Taking care of your health must be your first priority, even as a student! We will do everything we can to support you in prioritizing your health and wellness.** We will work with you on any missed work or other academic issues. You are not required to let us know anything about your health status. If you are struggling with course requirements for any reason, just let us know that you need help and we will help you, no questions asked. You can also contact the Dean of Students Office and they will notify all your professors that you need our leniency, be it due to COVID or any other issue that might interfere with your ability to keep up with course requirements.

## ••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 intended to protect 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 by the University any information they receive concerning Title IX incidents**, including incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against a UT student or employee, as well as incidents of sex- and gender-based discrimination and sexual misconduct. **This means we cannot keep confidential any such information 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 (512471-3515 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 the identity and perspective of people from marginalized groups. 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/>

Gender and Sexuality Center <https://diversity.utexas.edu/genderandsexuality/>

Multicultural Engagement Center <https://diversity.utexas.edu/multiculturalengagement/>

**THE COURSE CALENDAR IS POSTED IN MODULE 0.**

**We're going to have a great Fall term!**