

THIS IS YOUR COURSE SYLLABUS –
KEEP IT HANDY; REFER TO IT OFTEN.

Welcome to PSY 339!
Behavior Problems of Children
Spring 2017 Unique # 43235
MWF 9:00-9:50 a.m., NOA 1.124

Instructor: Kirsten Bradbury, Ph.D.
Email: bradbury@austin.utexas.edu

Dr. B's Spring 2017 Office Hours!

Weekly **Drop-in Hours** and Locations:

Thursdays 9:30-11:30a in SEA 3.214

Fridays 8:00-8:55a in NOA 1.124

Instructions:

- drop in anytime; you don't need a special reason
- how long I spend with each student depends on how many students show up
- if you wait in line but I run out of time to see you, you get to be first in line at my next drop-in hours

Weekly **By-appointment Hours** and Locations:

Mondays 8:00; 8:15; 8:30a in NOA 1.124

Wednesdays 8:00; 8:15; 8:30a in NOA 1.124

Thursdays 9:00; 9:15a in SEA 3.214

Instructions:

- Appts are typically scheduled for 15 minutes. If we need more time, we can set up another appt.
- Times are reserved for individual students; appts must be pre-arranged.
- **To set up an appt:** email me (Dr. B) to request a specific time or to let me know which times work for you. You will receive an email back saying which date and time has been reserved for you.
- Show up to your scheduled appt. If you can't make it, email me as soon as you realize. I will do the same for you.
- Available appt times are likely to change after spring break.

TA: [REDACTED]

Email: [REDACTED]

Office (Hours): Tuesdays and Thursdays 11:30 AM- 1:00 PM in [REDACTED]

We are here to help you – please take advantage of our office hours. Come see us!!

Office hours are subject to change. Watch for announcements in class and on Canvas.

Required Text:

Mash & Wolfe (2015). Abnormal Child Psychology (6th ed); Cengage.

Earlier editions are unacceptable. An e-book is available through the publisher's website. Additional readings may be assigned.

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.

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Exams

There will be four exams. Exams will be given during regular class times. There will be no final exam during finals week. Exams will include free-response and multiple-choice items. Exams may include items requiring students to have completed a pre-exam assignment; if this occurs, you will be given this information in class as part of the assignment. All exams are cumulative (cover all previous material from lectures and assigned readings). You are responsible for text material whether or not it is covered in class and for lecture material whether or not it is covered in the text. Information about any curve, dropped items, etc., will be provided following each exam.

Make-Up Exams: If you miss an exam, and you hope to be allowed to take a make-up exam, you must convince Dr. B or the TA that you have a good reason. Documentation is very convincing, but the right attitude will probably suffice.

Extra Credit

I occasionally award an extra credit point in class. You must be in class to earn the point (even really good, well-documented excuses do not apply). This is the only way to earn extra credit in the course.

Attendance

I have learned over the years that for many students class attendance is *crucial* for doing well in my courses (a lot of the exam material comes from my lectures). However, attendance is not *mandatory*. We do not take attendance. You will come to class because you want to learn what there is to be learned there and because you enjoy it. If you happen to need to miss class, we will not judge you or penalize you. Indeed, we will assume that you are absent from class because you need to be, and we will do anything we can to help you catch up when you return. We are on your side. *Please do not come to class sick!*

Grades

To compute your course grade, we add together all the points you earn on the four exams, add any extra credit you earn, and then divide by 4 to yield a percentage score. This percentage score is represented as a letter grade for the course using the following grade distribution:

A = 92 and up	C+ = 78-79
A- = 90-91	C = 72-77
B+ = 88-89	C- = 70-71
B = 82-87	D = 60-69
B- = 80-81	F = 59 and down

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).

Borderline Grades Stay Borderline: Every semester, some students score just below the borderline of the next highest grade. I have great sympathy for people who find themselves in that position, but I have also found that raising those grades simply uncovers a new group of people whose grades are near the new borderline. This situation makes everybody edgy. Therefore, my policy must be that borderline grades stay as they are. Thus, for example, an 89.49 is a B+.

IMPORTANT NOTICE:

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 there is anything we can do to improve the learning environment for you or otherwise assist you in achieving the highest level of success you can in this course.

See the **Course Calendar** for exam dates, lecture topics, and specific reading assignments. In addition to being distributed in class, this syllabus and the course calendar are posted on the class Canvas page. I typically post lecture slides and other course materials to Canvas also. If you encounter difficulties accessing course materials, please speak with either Dr. B or the TA about it.
