

Welcome to PSY 435: Developmental Psychopathology!**Instructor:** Jaclyn N. Wolf, Ph.D. (she/her)**Email:** jaclynwolf@sfsu.edu**Office location:** EP 238**Office hours:** Mondays 11am-1pm or by appointment**Class time:** M/W 9:30-10:45am**Location:** BUS 210

Office hours: Office hours are available in person or via Zoom (***email me for a link***). I encourage you to meet with me related to our course as well as other aspects of your professional development (i.e., questions about graduate school, major advising, etc.). I also recognize that you may have obligations outside of school that prevent you from being available during the above office hours. I am available to meet outside of these hours if necessary. If, for any reason, you are unable to meet during my regularly scheduled office hours, please email me or approach me after class. Additional office hours are by appointment only.

Instructor contact: Many questions or concerns that you have will be addressed in this syllabus. If your question is beyond this syllabus, please reach out to me and I will be happy to help you. As your instructor, I will do my best to reply to emails during the hours from 8am-4pm, Monday through Friday. After those hours or during weekends, the promptness of response may differ. Please consider that if you have any last-minute questions. I will use your SF State email address to communicate with you so be sure to check this account. You will also want to make sure that your Canvas settings are set to receive emails. Emails sent in Canvas will be automatically forwarded to your SF State email address when this setting is turned on. Announcements about the course and questions of a general nature will be responded to on Canvas so that all students may have access to the information, so be sure to check Canvas regularly. ***I am here to help you***, so please contact me with any questions you have or if you need help. When contacting me, please address me professionally using either 'Professor Wolf' or 'Dr. Wolf.'

About this course: PSY 435 is a 3-unit course that examines the early and multiple factors associated with the development of psychiatric illness in childhood. We will begin by learning about the field of developmental psychopathology, which includes several models for understanding how psychiatric illness develops in childhood. We will add to this understanding by examining key considerations for contextualizing childhood psychiatric illness, such as sociocultural factors and child maltreatment. Each week, we will examine a different class of childhood disorders (i.e., learning disorders, autism spectrum disorder, etc.) while holding a critical lens that includes considerations for diversity, equity, and inclusivity. As we learn about these disorders, we will gain hands-on practice applying what we have learned to the diagnosis, treatment, and prevention of childhood mental illness.

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Learning objectives:

- Gain knowledge of the concept of developmental psychopathology, including common theoretical perspectives and disorders of childhood and emerging adulthood;
- Recognize potential influences of environmental, sociocultural, and societal factors associated with the onset and course of a range of difficulties and disorders experienced by children and their families;
- And, identify and apply evidence-based treatment and prevention strategies in the treatment of childhood psychiatric disorders

Prerequisites: PSY 330 or PSY 431, or equivalents, are required.

Required Materials:

- Textbook
 - *Disorders of Childhood: Development and Psychopathology*, 3rd Edition (Parritz & Troy, 2018)
Note: If you have other courses that use a Cengage textbook, consider purchasing Cengage Unlimited. For one fee, you will receive unlimited access to all Cengage materials. Alternatively, as part of SF State's Affordable Learning Program, you are eligible for Immediate Access, a program that gets students the lowest possible pricing for their course materials and delivers them directly through Canvas before class starts. You can learn more about the program and/or opt out of it at: <https://www.bkstr.com/sanfranciscostatestore/help-faq/textbook-faqsl>. I also have a copy on reserve at the library. **Importantly**, please see me if you are unable to afford the textbook for this course. I am happy to help!
- Pen and paper
- Wi-Fi-enabled device
 - In class, this will be required for some activities. During non-scheduled class periods, you will complete assignments through Canvas and will need to be able to access Wi-Fi and Canvas for those assignments. If you do not have access to Wi-Fi during non-scheduled class periods, please let me know as soon as possible and I will help you find access to Wi-Fi through the University.

Expectations: I value a learning environment with mutual respect, inclusion, compassion, and understanding. I believe students thrive under these conditions. I will assume that students enrolled in my class share these values; however, no behavior to the contrary will be tolerated. It is important to note that everyone learns differently, and this course will be taught while keeping this fundamental idea in mind. It is my job as your instructor to make sure that everyone enrolled in my class is able to learn the material being presented. Creating an environment with mutual respect, inclusion, compassion, and understanding will foster learning

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as it should encourage you all to ask questions and participate in class. If you still are not comfortable asking questions when finding yourself confused or unsure about any of the material covered, please do not hesitate to approach me before or after class, during my office hours, or by email.

Audio and/or video recordings, and respecting course material: PSY 435 is very participation-based, and students often share personal material about themselves and others. To protect the safety of our classroom, students may not capture audio, photos, or video from class sessions on their own devices without the explicit permission of the instructor **and** everyone present, unless part of a DPRC-authorized accommodation. Additionally, please respect my intellectual property and the time and effort that goes into creating course materials. Students may not post any course materials to any third-party sites (such as Chegg) or post any recordings, screenshots, audio, or chat transcripts in any setting outside the class. Violations of these policies are subject to student disciplinary action.

Electronics policy: I recognize that we all have different preferences and needs for accessing course material and my goal is to be as flexible as possible. You are welcome to use a laptop or tablet in this class ***as long as it contributes to your learning***. Because this class is participation-based, all students are expected to actively listen to one another to engage in class activities and discussions. If you are unable to contribute to the discussion because you are distracted by your computer, cell phone, or tablet, I will ask that you refrain from using it in class. Except in special circumstances, cell phones should ***always*** be silenced and put away during class time.

Content warning and diagnostic/treatment considerations: PSY 435 covers a range of topics within developmental psychology, which include self-harm, child abuse and neglect, suicidality, and more. I recognize that these topics may be difficult for some. If a topic is difficult for you to engage with, please let me know. I am happy to find alternate content to meet the learning objective. Additionally, we will be learning much about how to diagnose and treat various psychiatric illnesses. It is important to note that this does not qualify you to diagnose or treat psychiatric illness and that these activities are for your learning only. Moreover, through this process, you may discover things about yourself. Please see the counseling resources available on Canvas and at the end of this syllabus if you need help.

Name/pronoun policy: I support elective gender pronoun use and self-identification, regardless of what may be on a student's University record. I will prioritize students' comfort and thus students may request their chosen name and pronouns remain confidential, or that course rosters are updated to reflect this information.

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Class participation and attendance: Formal attendance will not be calculated toward your final grade. While attendance is thus not ***required***, being present for class will have a direct impact on your grade through in-class assignments (ICAs) and Group Discussions (GDs).

ICAs can include participating in quizzes, discussions, short answer questions, or other activities, and are completed through Canvas or using pen and paper during class time. Note that ICAs may be given any time during class time, thus it is important that you arrive on time and stay for the whole class period. ICAs are due as stated in class and cannot be submitted after the deadline.

ICAs will be held periodically throughout the semester, with 10 total given, but your lowest score will be automatically dropped from your final grade (45 points total). Each ICA will be worth 5 points. Although some of these are primarily participation-based assignments, they will still be graded for quality, effort, and thorough understanding of course content, and students should not assume they will earn full points without following directions, answering correctly, and submitting quality work.

Similarly, GDs will be used to capture students' engagement with their groups during application days. There will be 10 total given, but your lowest score will be automatically dropped from your final grade (45 points total). Each GD will be worth 5 points. Nothing is required of these assignments other than simply being in class and engaging with the material (see instructions on Canvas for more detailed information).

Missed ICAs and GDs cannot be made up; these are participation-based assignments that require in-person class attendance. To account for times when students may miss class due to unforeseen circumstances, the lowest ICA and GD scores will be dropped at the end of the semester (***effectively allowing you to miss two classes without impacting your grade***). Students who have special circumstances regarding course attendance (i.e., unexpected illness, etc.), in accordance with the University's excused absence policy (<https://senate.sfsu.edu/policy/excused-absence-policy>), should contact me as soon as possible.

Additionally, it is important to note that ICA and GD points are reflective of student participation and engagement in class. Being overly late, leaving early, and/or engaging in disrespectful/distracting behavior (inappropriate phone use, talking during presentations/lecture, distracting the instructor/others, etc.) can and will result in point deductions from the ICA or GD associated with the day of that behavior. If students earn full points on the content of the ICA or GD, they may have points deducted for behavioral/participation issues as stated above.

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Final project: There will not be a final exam, but rather, a final culminating project in this course. For the final project, you will submit a video presentation and short paper to Canvas. Due to the time required for grading and the deadline for submitting final grades to the university, ***no late submissions can be accepted.*** Please see the rubric on Canvas for more details. There are also instructions on Canvas to assist you with recording and sharing your video.

Reading quizzes: Reading quizzes will be due weekly to ensure you have prepared for the lecture material we will cover in class. Each required quiz (14 total) will be worth 5 points (70 total). You will have unlimited time and attempts to take each quiz; however, note that questions are chosen at random from a larger set. This means that you may be given new questions with each attempt. See Canvas for additional information.

Comprehension checks: Comprehension checks (4 total) are low-stakes assignments that help you and me gauge your level of understanding of course material. Comprehension checks will be in a quiz format and will include a mixture of multiple choice, true false, and short-answer questions. Each is worth 5 points (20 total). You may use your textbook, lecture notes, and any other course material to complete them. These assignments both help you to engage in application days while also representing important benchmarks of knowledge you should have heading into the final project. I encourage you to meet with me if you are not performing well on the comprehension checks! I am here to help.

Late work: Due to the nature of our assignments, late work generally cannot be accepted. Emergencies such as illness or other circumstances that impact one's ability to submit course assignments/take exams will be addressed on an individual basis. If you find yourself missing many classes and/or assignments, it is paramount that you meet with me ***as soon as possible*** so that we can collaborate about how to best move forward.

Guest speakers: As an instructor, I feel strongly about exposing you to diverse thoughts, perspectives, and experiences. For this reason, I enjoy bringing in guest speakers so that I can diversify your learning. This semester, we will have a handful of child psychological providers who will be guest lecturing on topics they are experts in. All are currently working in the mental health field, providing direct services to children and families. Guest speakers are marked in the syllabus. Each week, I will upload their biography, contact information, and lecture slides (if applicable) to the corresponding module on Canvas. I have asked each to begin their lecture by sharing a bit about themselves and their professional journey so that you all will have access to various role models within this field. I have also provided each with a copy of the respective textbook chapter for that week, so their lecture will align with what you have read. Please come to these classes as you would any other: Prepared, with questions, and ready to engage!

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Extra credit: Planned and unplanned extra credit will be offered throughout the semester. You have the option of completing the extra assignments below by their assigned due date and/or completing unplanned extra credit opportunities as they are offered. No late submissions will be accepted.

Assignment (Points)	Due
Class Playlist (1)	On Canvas by 11:59pm on 8/31/25
Week 10 Application Day Reading Quiz (1)	On Canvas by 9:00am on 10/29/25
Week 13 Application Day Reading Quiz (1)	On Canvas by 9:00am on 11/19/25
Professional Development Questions (1)	On Canvas by 11:59pm on 12/5/25

Grading procedures: Grades earned will be assigned in accordance with the University's system (<https://bulletin.sfsu.edu/policies-procedures/grading/>). Points will be calculated as follows:

Final Project	50 points
Comprehension Checks (4 @ 5 points)	20 points
Reading Quizzes (14 @ 5 points)	70 points
ICAs (5 points each, 10 total, lowest dropped)	45 points
GDs (5 points each, 10 total, lowest dropped)	45 points
Total points	230 points

Because of the amount of extra credit offered, I do not “round up” grades. Grades will be assigned based on the following scale (note that I use “+” but not “-“):

- 90.00 – 100.00+ = A
- 85.00 – 89.99 = B+
- 80.00 – 84.99 = B
- 75.00 – 79.99 = C+
- 70.00 – 74.99 = C
- 65.00 – 69.99 = D+
- 60.00 – 64.99 = D
- 0 – 59.99 = F

Plagiarism and academic dishonesty: While plagiarism is sometimes unintentional, it is considered cheating, and students should be aware of how to appropriately provide citations and reference others' work to avoid plagiarism. For more information about what is and is not considered plagiarism, visit <https://conduct.sfsu.edu/plagiarism>. University policy regarding plagiarism and academic dishonesty may be found at <https://conduct.sfsu.edu/academic-dishonesty>.

The use of artificial intelligence (AI) software: The proliferation of AI is the reality for students *and* instructors. For AI to be most useful in any professional setting, one must already be a content expert, which is, ultimately, what you have

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enrolled in this course to begin to become. Thus, using AI undermines your own learning and the time, money, and other resources you have invested in your education. As an instructor, I am here to support *your* learning (not a machine's), and I care most about hearing *your* authentic voice (even if it isn't perfect). While I know some students use AI software for assistance with academic tasks, it is important to note that the use of AI constitutes plagiarism by allowing a computer program to create or alter work that a student then submits as their own. Therefore, AI programs are ***strictly prohibited*** in this course and will be considered a violation of academic integrity. Please note that writing assignments submitted via Canvas will be run through programs to detect the use of AI. Submissions that are flagged as having a significant portion likely written by AI will be further investigated; if it is determined AI was used, university guidelines for violations of academic integrity will be followed.

Disability resources and educational services: It is my policy, as well as the University's, to reasonably accommodate students with disabilities that might affect their course participation or assignment completion. I encourage any student with disabilities to contact the Disability Programs and Resource Center (DPRC) at (415) 338-2472 (TTY) or (415) 335-7210 (V). The DPRC is located in the Student Services Building (Room 110). Please visit <https://access.sfsu.edu> for additional information and/or assistance. You are not required to disclose your disability to me to receive accommodation during this course.

Tutoring and Academic Support Center (TASC): If you find that you need some extra support to achieve success in this class, I am here for you! However, you also have additional University-based services that I would encourage you to take advantage of. TASC is a University-wide tutoring center that supports the academic success of all SF State students by providing peer-to-peer tutoring for all SF State students. Peer tutors assist students in completing specific assignments as they strengthen their overall academic skills. Tutors are available to work with students in one-on-one appointments, in drop-in tutoring, and in small group study sessions. TASC is offering tutoring in person in the Library (Room 220) and online via Zoom. You can schedule appointments as needed, or you can request a weekly appointment to meet regularly with the same tutor. ***Tutoring is free*** for all SF State students and is available for many subjects. TASC is available on the web at <https://tutoring.sfsu.edu>.

Counseling & Psychological Services (CAPS): Students sometimes experience significant challenges and distress when trying to manage school, work, relationships, and family responsibilities. CAPS provides ***free and confidential*** services to help students deal with academic stress, relationship problems, family/roommate conflicts, personal growth, crisis events (e.g., rape, divorce, assault), and other mental health issues (e.g., anxiety, depression, suicidal ideation). Students may visit CAPS in the Student Services Building (Room 205) or

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call (415) 338-2208 for an appointment. CAPS is located on the web at <https://psyserve.sfsu.edu>.

Title IX Notice of Non-Discrimination/ Policy against threatening behavior

by students: All students have the right to participate in SF State programs and activities free from discrimination, harassment, and retaliation. The Dean of Students Office provides many avenues for reporting student concerns either for yourself or others. Please review their website and policy against threatening behavior by students at <https://dos.sfsu.edu/content/concerned-about-student>. Additionally, Title IX of the Education Amendments of 1972, and certain other federal and state laws, prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by the University (both on and off-campus). The protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, and gender-based dating and domestic violence, and stalking. For more information, visit <https://www.calstate.edu/titleix>.

If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose confidentially, contact:

- The SAFE Place – (415) 338-2208; psyserve.sfsu.edu/content/safe-place
- Counseling and Psychological Services Center – (415) 338-2208; psyserve.sfsu.edu

Course schedule:

Week	Date	Topic	Reading/Assignment Due
1	8/25/25	Course introduction	Review this syllabus!
	8/27/25	Introduction to developmental psychopathology	Chapter 1: Introduction Extra credit: Class playlist selection due 8/31/25 by 11:59pm in Canvas Reading quiz for Chapter 1 due in Canvas 8/31/25 by 11:59pm in Canvas*

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			*Priority deadline (Note: Late submissions will be accepted without penalty through 9/7/25 to account for the time it takes to acquire the textbook.)
2	9/1/25	NO CLASS: LABOR DAY!	-
	9/3/25	Introduction to developmental psychopathology (continued)	Reading quizzes for Chapters 1 and 2 due in Canvas on 9/7/25 by 11:59pm
3	9/8/25	Models of child development, psychopathology, and treatment	Chapter 2: Models of Child Development, Psychopathology, and Treatment
	9/10/25	Models of child development, psychopathology, and treatment (continued)	Reading quiz for Chapters 3 and 4 due in Canvas on 9/14/25 by 11:59pm
4	9/15/25	Principles and practices of developmental psychopathology	Chapter 3: Principles and Practices of Developmental Psychopathology
	9/17/25	Classification, assessment and	Chapter 4: Classification, Assessment and

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		diagnosis, and intervention	Diagnosis, and Intervention Comprehension Check 1 due in Canvas on 9/19/25 by 11:59pm Reading quiz for Chapter 5 due in Canvas on 9/21/25 by 11:59pm
5	9/22/25	Disorders of early childhood	Chapter 5: Disorders of Early Childhood
	9/24/25	Application day for Chapter 5	GD 1 due (available in class only) Reading quiz for Chapter 6 due in Canvas on 9/28/25 by 11:59pm
6	9/30/25	Intellectual developmental disorder and learning disorders	Chapter 6: Intellectual Developmental Disorder and Learning Disorders
	10/1/25	Application day for Chapter 6	GD 2 due (available in class only) Reading quiz for Chapter 7 due in Canvas on 10/5/25 by 11:59pm
7	10/6/25	Autism spectrum disorder	Chapter 7: Autism Spectrum Disorder

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		Guest speaker: Dr. Greta Hilbrands, Psy.D.	
	10/8/25	Application day for Chapter 7 Guest speaker: Ms. Nissa-Belle Vidal, BCBA (and an SFSU alum!)	GD 3 due (available in class only) Comprehension Check 2 due in Canvas on 10/10/25 by 11:59pm Reading quiz for Chapter 8 due in Canvas on 10/12/25 by 11:59pm
8	10/13/25	Maltreatment and trauma- and stressor-related disorders	Chapter 8: Maltreatment and Trauma- and Stressor- Related Disorders
	10/15/25	Application day for Chapter 8	GD 4 due (available in class only) Reading quiz for Chapter 9 due in Canvas on 10/19/25 by 11:59pm
9	10/20/25	Attention- deficit/hyperactivity disorder <i>Tentative guest speaker: Dr. Shuyi Liu, Ph.D.</i>	Chapter 9: Attention- Deficit/Hyperactivity Disorder

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	10/22/25	Application day for Chapter 9	GD 5 due (available in class only) Reading quiz for Chapter 10 due in Canvas on 10/26/25 by 11:59pm
10	10/27/25	Oppositional defiant disorder and conduct disorder	Chapter 10: Oppositional Defiant Disorder and Conduct Disorder
	10/29/25	Application day for Chapter 10	Extra credit reading quiz due in Canvas on 10/29/25 by 9:00am GD 6 due (available in class only) Comprehension Check 3 due in Canvas on 10/31/25 by 11:59pm Reading quiz for Chapter 11 due in Canvas on 11/2/25 by 11:59pm
11	11/3/25	Anxiety disorders, obsessive-compulsive disorder, and somatic symptom disorders Guest speaker: Dr. Ariela Rabizadeh, Psy.D.	Chapter 11: Anxiety Disorders, Obsessive-Compulsive Disorder, and Somatic Symptom Disorders

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	11/5/25	Application day for Chapter 11	GD 7 due (available in class only) Reading quiz for Chapter 12 due in Canvas on 11/9/25 by 11:59pm
12	11/10/25	Depressive disorders, bipolar disorders, and suicidality	Chapter 12: Depressive Disorders, Bipolar Disorders, and Suicidality
	11/12/25	Application day for Chapter 12 Guest speaker: Dr. Jessica Jensen, Psy.D.	GD 8 due (available in class only) Reading quiz for Chapter 13 due in Canvas on 11/16/25 by 11:59pm
13	11/17/25	Eating disorders <i>Tentative</i> Guest speaker: Dr. Shelby Griffiths, Psy.D.	Chapter 13: Eating Disorders
	11/19/25	Application day for Chapter 13 <i>Tentative</i> Guest speaker: Dr. Krystal Akbar, Ph.D.	Extra credit reading quiz due in Canvas on 11/19/25 by 9:00am GD 9 due (available in class only)

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14	11/24/25	NO CLASS: FALL BREAK!	-
	11/26/25	NO CLASS: FALL BREAK!	-
15	12/1/25	Substance-related disorders, personality disorders, and psychotic disorders	Chapter 14: Substance-Related Disorders, Personality Disorders, and Psychotic Disorders Reading quiz for Chapter 14 due in Canvas on 12/1/25 by 9:00am
	12/3/25	Application day for Chapter 14 Guest speaker: Ms. Jennifer Gross, MFT	GD 10 due (available in class only) Comprehension Check 4 due in Canvas on 12/5/25 by 11:59pm Extra credit: Professional development questions due in Canvas on 12/5/25 by 11:59pm
16	12/8/25	Final project working day NO IN-PERSON CLASS! Use class time to work on your project and bring questions/concerns to class on Wednesday! 😊	-

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	12/10/25	Looking ahead: Careers in child developmental psychopathology	Final project due in Canvas on 12/10/25 by 11:59pm
17	12/15/25	Final Exams Week NO CLASS!	-
	12/17/25	Final Exams Week NO CLASS!	-

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