Psychology 330
Child Psychopathology
Biology/Psychology Building (BPS), Room 1250
Monday/Wednesday 4:15pm-5:30pm
Spring 2020

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Pronouns: She/Her/Hers

**Preferred: Email Dr. Dougherty or the TAs if you plan to come to office hours.

Prerequisite: PSYC 100: Introduction to Psychology

Course Overview and Learning Objectives: This course is designed to provide students with general knowledge of child and adolescent emotional and behavioral disorders within the context of a developmental psychopathology framework. Specific objectives include:

1. Familiarity with the DSM-5 diagnostic criteria, etiology, correlates, developmental course, and treatment/prevention of child and adolescent disorders
2. Understanding of developmental considerations that influence the diagnosis, behavioral manifestation, and treatment of childhood disorders
3. Consideration of social and contextual influences (e.g., home, school, neighborhood, culture, race/ethnicity, sexual orientation and gender identity, socioeconomic disadvantage) on the development, maintenance, and treatment of childhood disorders
4. Familiarity with research methods relevant to abnormal child psychology and interventions for childhood disorders.
5. Familiarity with reading empirical papers and literature reviews and critically evaluating the science.

Required Text and Readings:

Mash, E.J., & Wolfe, D.A. (2016). *Abnormal Child Psychology (6th Edition)*. Belmont, CA: Wadsworth, Cengage Learning. ISBN #978-1-305-10542-3.

Or

Mash, E. J. & Wolfe, D. A. (2019). *Abnormal Child Psychology, 7th Edition*. New York: Wadsworth. ISBN #978-1-337-62426-8.

*The 7th edition textbook offers MINDTAP resources, including digital flashcards, auditextbook, practice quizzes, and a mobile app. Cengage.com/mindtap

This textbook is written by leaders in developmental psychopathology and provides a comprehensive and current summary of the field. The textbook is available at the UM Bookstore and www.chegg.com. The textbook has excellent online learning resources that students are encouraged to use to enhance understanding of the material and to prepare for exams. To access the online resources, go to https://www.cengagebrain.com/ and click on "Register a Product." Enter the ISBN (9781305105423) and follow the steps for creating an account.

**I recommend renting the book via Amazon.com for approximately $30 for the semester.

Assigned research articles are provided on the Enterprise Learning Management System (ELMS; https://myelms.umd.edu) in the Files section.

Course Website: Course materials are provided on the Enterprise Learning Management System (ELMS; https://myelms.umd.edu) under course PSYC 330. This website will be used for sharing information relevant to the course such as important announcements, changes to the syllabus or schedule, grades, and assigned articles. As a student in this course, it is your responsibility to remain aware of all announcements and information posted on this website. Official information will also be sent via a class- wide email.

Course Requirements:

Overview
- Participation in class: including in-class active learning experiences, written reflections, and quizzes
- Completion of brief writing assignments based on class readings
- 3 mid-term exams and 1 cumulative final
- 1 writing assignment: "Child Clinical Psychology in the News" Assignment

1a. Participation in class discussions and completion of active learning experiences, written reflections, and quizzes: During lecture, I will focus on elements of greatest significance—with respect to child/adolescent psychopathology and interventions in general and the course exams in particular. In preparing for lectures, you should read the pertinent assignments before the subject is discussed in class. A worksheet to facilitate note-taking will be posted prior to the start of class. In addition, portions of the lecture notes will be posted prior to the start of class. I recommend that you print these notes and bring them with you. The purpose is to facilitate note taking in class. They should NOT be used as a substitute for attending class. Lecture notes for guest speakers may not be available online, although the material they present and the assigned readings for guest lectures will be covered on exams.

Students are expected to actively participate in class discussions. Students are encouraged to share relevant insights, knowledge, or experiences with the class during lectures or group discussions. It is expected that all assigned readings will be read prior to class.

During randomly selected classes, 5-15 minutes will be spent on an active learning experience, written reflection or quiz. This cannot be made up if you are not in attendance at that day's class. It is therefore in your best interest to attend and be actively engaged in each class period.

1b. Completion of brief writing assignments based on class readings/works.
Class readings/works consist of textbook chapters, empirical papers, literature reviews, and podcasts. Students are expected to read or listen prior to the class. Throughout the semester, some readings/podcasts will also include a written component that will be submitted via elms. Your written reflections can take several forms:
- **General Reflection:** Write a 100-250 word reflection about the piece. This can include follow-up questions you might have and want the class to address.

- **Future Direction Reflection:** Write a 100-250 word discussion of what would be an important future direction of the work. What question would you ask next, why (significance) and how (method)?
- **Diversity Science Reflection:** Related to what you learned from the reading/podcast, write a 100-250 word discussion on how racial/ethnic identity, culture, socioeconomic status, immigration status, sexual orientation and gender identity, or stigma/prejudice impact child development outcomes.
- **Create a Press Release for the paper:** As succinctly as possible, describe the message of the paper with attention to grabbing the reader's interest and increasing the likelihood the reader will want to know more!

2. Exams:

There will be 3 non-cumulative mid-term exams worth 100 points each, and scores from 2 of these exams will count toward your course grade. These exams will primarily cover material presented in lectures and the readings. Exams will include information presented in lectures that may <u>not</u> appear in the readings, as well as information in the readings which is <u>not</u> discussed in lecture. Exams may include multiple- choice, fill in the blank, matching, definitions, and short answer questions. **You will be allowed to drop your lowest mid-term test score.**

> *Note:* Because you are able to drop your lowest mid-term test score, make-up mid-term exams will ***NOT*** be given (unless you have an excused absence). If you miss a mid-term exam, this will have to be the score that you drop. Plan to come to all the mid-term exams because you never know when you may be sick, want to travel (for vacation or holiday), etc.

The final exam is **cumulative,** meaning it will cover material from the entire course. The final exam may include multiple-choice, fill in the blank, matching, definitions, and short answer questions. The final exam is worth 100 points.

You will NOT be allowed to drop your test score on the final exam.

> *Final exam make-ups:* Students with written, excused absences are entitled to a make-up final exam at a time mutually convenient for the instructor/TA and student within 48 hours of the original final exam time.

3. <u>**"Child Clinical Psychology in the News Project"**</u>: ***Due on Monday April 13 by 4:15 p.m***. Students are asked to choose a recent (2017-2020) news article (e.g., from the NY Times Health Section, Psychology Today, Washington Post, etc.) that discusses or mentions a scientific article or study related to child/adolescent psychopathology or prevention/treatment. The article must be a news article that discusses an empirical study as part of a larger news story. The news report cannot be a press release for a recent paper (e.g., sciencedaily.com is not a good source). Read the news article. Then, carefully read the original scientific article. The empirical papers can be accessed through the university library electronic system or interlibrary loan (ILL). <u>Write a 3-4 page reflection paper (double-spaced, 12 Times New Roman font, 1 inch margins).</u> **Papers must be submitted on ELMS**. The reflection should briefly summarize the main points from the news article

and from the scientific article; discuss whether you think the news article accurately captures the original scientific article or not (support your opinion); and reflect on what you read; be creative! Detailed instructions for this assignment and the grading rubric will be posted on ELMS.

Grading:
Class Participation and In-Class Active Learning Experiences, Reflections and Quizzes and Written Reflections based on Readings/Works: 100 pts
Exams: 100 points each (lowest score dropped): 200 points
Cumulative Final: 100 points
"Child Clinical Psychology in the News" Assignment: 100 points

Total Points Possible: 500 points

Late assignments (i.e., submitted on ELMS after 4:15 p.m. on the due date) will be penalized: 20% will be taken off your final grade for each day it is late (1 day late = 20% off, 2 days late = 40% off, 3 days late=60%, and no credit will be given after 72 hours or three days after the deadline). Note: If you hand in your assignment within 24 hours after the deadline, 1% will be taken off for each hour the assignment is late.

Extra Credit Opportunities (Up to 10 Points)

1. **Participation in research (1-5 points)**: You can earn up to 5 points (1 hour research participation = 1 extra credit point) for research participation. If you sign up on http://umpsychology.sona- systems.com/ and assign the credits to this class, it will keep track of the research credits you earn this semester. We encourage you to sign up early, as sometimes students have encountered difficulty finding studies to participate in later in the semester. You may not add or reassign SONA credits after the date of the last class.
2. **Learn about a career in psychology and share it with us (5 points)**: Interview someone who works in a psychology-related field and share what you learned (1-page minimum). Does this career appeal to you? Or, meet with someone in the UMD Career Center (https://careers.umd.edu/) and share what you learned. Potential questions to ask:
    a. What educational and professional experience is needed for this career?
    b. Typical work week? Job description and duties?
    c. Pros and cons of this career? Best and worst aspect of the career?
    d. How many hours does the person work in week?

Extra Credit Due Date:
Extra credit is due on **Wednesday, May 6, 2020** at the start of class. Extra credit assignments will not be accepted if turned in late.

Grades and Appeals:
In accordance with University Policy, letter grades are assigned as follows:

"**A**" denotes **excellent mastery** of the subject and **outstanding scholarship**. "**B**" denotes good mastery of the subject and good scholarship. "**C**" denotes **acceptable mastery** of the subject and the **usual achievement expected**.
"**D**" denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.
"**F**" denotes failure to understand the subject and unsatisfactory performance.

Absolute grade cutoffs:

+	97%
A	94%
-	90%
+	87%
B	84%
-	80%
+	77%
C	74%
-	70%
+	67%
D	64%
-	60%
F	<60%

Students should make themselves fully aware of all grading policies and seek clarification when needed prior to the established academic deadlines for the course. Students have the right to review their work and the assessment criteria and the right to expect that objective errors in assessment or calculations are corrected. Students should not expect that their final grade will be altered for any other reason, regardless of how close they might be to some cutoff or important consequence (e.g., scholarships, academic probation, impact on GPA).

Students who believe that their final grade is not an accurate representation of their scholarly performance are expected to first resolve the matter with their instructors. All students have the right to appeal a final grade under the University of Maryland's policy on "arbitrary and capricious grading." Visit https://president.umd.edu/administration/policies/section-iii-academic-affairs/iii-120b for details to the policy and appeals process and feel free to request a meeting with the Department of Psychology's Director of Undergraduate Studies if you have any questions or concerns.

UMD Undergraduate Course Policies:

http://www.ugst.umd.edu/courserelatedpolicies.html.
It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Final exams and course evaluations
- Copyright and intellectual property
- Campus resources

Inclusive Learning Environment

Students will be invited to share their thoughts in class; a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask that you do the same for all of your fellow Terps.

Resources to Help Students Succeed:

UMD Writing Center
Accessibility and Disability Support Services
University Counseling Center
University Health Center
Office of Civil Rights and Sexual Misconduct (Title IX Office)
UMD Psychology Clinic: https://psyc.umd.edu/graduate/clin-psychology-clinic

Class Conduct:

All students are expected to conduct themselves professionally and with respect for the speakers and other students. Please be aware that some topics discussed in class are sensitive and be particularly considerate at these times.

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered all of the valid arguments for permitting laptop and tablet computers in the classroom. However, based on the research evidence (http://ter.ps/distraction), the reality is that they present an irresistible distraction, detract from the cooperative learning environment and unfairly distract other students. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason the use of computers and phones will not be permitted during class meetings (except when required by a ADS accommodation). If a computer is required to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you. I expect you to make the responsible and respectful decision to refrain from the temptation to use your cellphone in class. If you have critical communication to attend to, please excuse yourself from the room and return when you are finished. If I find myself or other students to be distracted by your behavior, I will ask you to leave the room.

As per university guidelines, students who engage in any form of disruptive behavior will be asked to cease the behavior. If the behavior has not stopped, that student will be asked to leave the classroom. These policies are consistent with the UMD Code of Student Conduct and can be viewed at: https://president.umd.edu/administration/policies/section-v-student-affairs/v-100b

Academic Integrity: Academic integrity is the foundation of science and the policies will be strictly enforced. Any indication of academic dishonesty (including but not limited to cheating, plagiarism and falsification) will be referred to the Office of Student Conduct (https://www.studentconduct.umd.edu/) without hesitation. You are personally responsible for reviewing the Department of Psychology's policy statement on academic integrity (ter.ps/psycethics) for details and definitions.

Students with special needs or disabilities: Students requiring specific academic accommodations should contact his or her instructor with the appropriate documentation from the Office of Accessibility and Disability Services (ADS) https://www.counseling.umd.edu/ads/ within the "drop/add" period for the semester. **All matters of this nature will be held in strict confidence.**

Absences from Class or Assigned Work: The University of Maryland's policy on excused absences is provided here: https://president.umd.edu/administration/policies/section-v-student-affairs/v-100g. This section highlights the key elements of attendance policies.

Major Scheduled Grading Events. Any assessment listed as a test or exam, in-class presentation or an assessment worth at least 20% of your final grade is assumed to be a "major scheduled grading event" unless otherwise defined in the course syllabus.

Single Absences due to Illness or Injury. For medically necessitated absences, students may, one time per course per semester, provide a self-signed excuse as documentation of an absence from a single class (e.g., lecture, recitation, or laboratory session) that does not coincide with a major assessment or assignment due date. For all other medically necessitated absences, a course instructor may request that students provide documentation from a physician or the University Health Center to verify an absence. In cases where students are asked to provide verification, the course instructor may request the dates of treatment or the time frame that the student was unable to meet academic responsibilities, but may not request diagnostic information. University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a self-signed letter attesting to the date of the illness and acknowledging that the information is true and correct. You are expected to contact your instructor by email prior to the class meeting if you expect to be absent. Please note that this policy does <u>not</u> excuse students from major scheduled grading events.

Religious Observations. Absences due to religious observances will be excused provided that a student contacts the instructor and TA at least two weeks in advance of the holiday, submits work due in advance and assumes responsibility for any material or announcements missed that day. *Note:* This request should NOT include travel time, as travel for religious holidays is <u>not</u> an excused absence by the University.

Multiple Absences & Those Covering Major Scheduled Grading Events.
University policy excuses absences due to (1) the illness of the student or the illness of a dependent as defined by Board of Regents policy on family and medical leave; (2) religious observance (where the nature of the observance prevents the student from being present during the class period); (3) participation in university activities at the request of university authorities; and (4) compelling circumstance beyond the students control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes immediately before or after the excused absence. Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis, but makeup assessments will not be offered for unexcused or undocumented absences.

<u>Inclement Weather or Campus Emergency Policy:</u> We will hold class unless there is an official closure or delay announced by the University. Official closures and delays are announced on the campus website (<u>http://www.umd.edu</u>) and snow phone line (301-405-SNOW) as well as local radio and TV stations. Assignments due on the day the University is closed will be due the next class period. In the event that the campus is closed for an extended time due to emergency, students will be notified by e- mail and on ELMS regarding how the course will be continued or completed. Thus, you should always ensure your current e-mail address is listed with the University.

Copyright Notice: Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own copyright in any work products that you create for this course. If I am interested in sharing your work with others, I will ask for your written permission. Copyright violations may result in referrals to the Office of Student Conduct and/or civil penalties under State and Federal law: https://www.copyright.gov/title17/.

Course Evaluations: As a member of our academic community, you as a student have a number of important responsibilities. One of these responsibilities is to submit your course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. Please make a note now that online course evaluations via CourseEvalUM will be available at the end of the semester at www.courseevalum.umd.edu. Your feedback is confidential.

By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations. More information is available at: https://www.courseevalum.umd.edu/.

DIVERSITY AND INCLUSION STATEMENT: In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read papers from a diverse group of scientists, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. I would like to discuss issues of diversity in developmental psychopathology as part of the course from time to time.

Please contact me (in person or electronically) or the TAs if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.). To help accomplish this:

If you have a name and/or set of pronouns that differ from those that appear in your official records, please let me know.

If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone, including me) that made you feel uncomfortable, please talk to me or the TAs about it.

As a participant in course discussions, you should also strive to honor the diversity of your classmates.

Changes to the schedule will be announced in class and via email and posted on ELMS.

Course Schedule:

Note: Required Articles/Works to be completed **before** class on that day.

Mon 1/27	Syllabus Review Introduction to the Developmental Psychopathology Framework	Welcome! Mash & Wolfe Chapter 1
Wed 1/29	Introduction to the Developmental Psychopathology Framework Theories & Etiology	Mash & Wolfe Chapter 2 *Troller-Renfree et al. (2018). Neural and cognitive factors influencing the emergence of psychopathology from the Bucharest Early Intervention Project. *Child Development Perspectives, 12,* 28-33. ***Prep for in-class activity**
Mon 2/3	Research Design in Clinical Child & Adolescent Psychology	Mash & Wolfe Chapter 3
Wed 2/5	Empirically-Based Approaches to Assessment	Mash & Wolfe Chapter 4
2/7	**End of Drop/Add Period**	
Mon 2/10	Empirically-Based Approaches to Treatment	**"Therapy for Black Girls" podcast**

| | | https://www.therapyforblackgirls.com/

*Listen to one of these episodes of the podcast and write a reflection.

#9 "Parenting without Shame"

#23 "Let's Talk Teens"

#21 "How Racism Impacts Our Mental Health"

*Written Reflection due (10 points) |
|---|---|---|
| Wed 2/12 | Finish up introductory sections

Diversity Science Discussion about podcast and reading | M&W Chapters 1-4

*Loyd et al. (2017). The potential for youth programs to promote African American youth's development of ethnic and racial identity. *Child Development Perspectives, 11,* 29-38.

*Prep for in-class activity |
| Mon 2/17 | Autism Spectrum Disorders | Mash & Wolfe Chapter 6 |
| Wed 2/19 | Autism Spectrum Disorders | Mash & Wolfe Chapter 6 |
| Mon 2/24 | Autism Spectrum Disorders

Exam Review: Following class the TAs will hold a study session. Please attend! | Mash & Wolfe Chapter 6

***recommended – Watch an episode of "Atypical" on Netflix |
| **Wed 2/26** | **Exam 1** | **100 points** |
| Mon 3/2 | Learn how to complete the "Child Clinical Psychology in the News" writing assignment | Review the instructions and grading rubrics on Elms. |

	ADHD	Mash & Wolfe Ch. 8
Wed 3/4	ADHD in College Students Guest: Lauren Oddo, M. S., Clinical Psychology Doctoral Student and SUCCEEDS Therapist https://www.umdadhd.org/succeeds/	Mash & Wolfe Ch. 8 *Anastopoulos, A. D., & King, K. A. (2015). A cognitive-behavior therapy and mentoring program for college students with ADHD. *Cognitive and Behavioral Practice, 22*(2), 141-151. http://dx.doi.org/10.1016/j.cbpra.2014.01.002 ***Written Reflection Due (10 points)**
Mon 3/9	ADHD	Mash & Wolfe Ch. 8
Wed 3/11	Conduct Problems	Mash & Wolfe Ch. 9
Spring Break 3/16-3/20		
Mon 3/23	Conduct Problems	Mash & Wolfe Ch. 9 *Gershoff (2013). Spanking and child development: We know enough now to stop hitting our children. *Child Development Perspectives, 7*, 133-137. ***Written Reflection Due (10 points)**
Wed 3/25	Parent-Child Interaction Therapy Guest Lecture: Emma Chad-Friedman, M.S., Clinical Psychology Doctoral Student	*Lieneman et al. (2017). Parent–Child Interaction Therapy: current perspectives. *Psychology Research and Behavior Management, 10*, 239–256. ***Prep for in-class activity**
Mon 3/30	TA Lecture: Substance Use Disorders in Youth	Park et al. (in press). Adolescent E-cigarette use trajectories and subsequent alcohol and

		marijuana use. *Addictive Behaviors.* ***Prep for in class activity**
Wed 4/1	**Exam 2**	**100 points**
Mon 4/6	Depressive Disorders	Mash & Wolfe Chapter 10
Wed 4/8	Depressive Disorders	Mash & Wolfe Chapter 10
Mon 4/13	Bipolar	Mash & Wolfe Chapter 10 **"Psychology in the News" Assignment Due (100 points)**
Wed 4/15	Anxiety Disorders & OCD	Mash & Wolfe Chapter 11
Mon 4/20	Anxiety Disorders & OCD	Mash & Wolfe Chapter 11 Listen to an episode from "The Daily" – "Our Fear Facer Makes a New Friend" **Written Reflection Due (10 points)**
Wed 4/22	Anxiety Disorders & OCD	Mash & Wolfe Chapter 11 Listen to an episode from "This American Life" – "Ten Sessions"
Mon 4/27	Trauma-focused CBT	*Cohen, J.A. & Mannarino, A. (2015). Trauma-focused cognitive behavioral therapy for traumatized children and families. *Child Adolesc Psychiatr Clin N Am*, 2_4, 557–570_. **Written Reflection Due (10 points)**
Wed 4/29	**Exam 3**	
Mon 5/4	Sexual and Gender Identity Minority Youths and Mental Health Disparity	Duncan, D. T., & Hatzebuehler, M.L. (2014). Lesbian, gay, bisexual, and transgender hate crimes and suicidality among a population-based sample of sexual-minority adolescents

		in Boston. *American Journal of Public Health, 104,* 272-278.
		Turban, J.L., & Ehrensaft, D. (2018). Research Review: Gender identity in youth: treatment paradigms and controversies. *Journal of Child Psychology and Psychiatry, 59,* 1228-1243. doi: 10.1111/jcpp.12833.
		Hatzenbuehler et al. (in press). Proposition 8 and homophobic bullying in California. Pediatrics.
		Written Reflection Due (10 points)
Wed 5/6	Career/Professional Issues Panel (tentative lineup) 4:15-4:40 Hannah Griffith, Social Work Masters Student 4:40-5:05 Heather Clark, Masters in School Counseling, School Counselor, Anne Arundel County Public Schools 5:05-5:30 Veronica L. Raggi, Ph.D. Clinical Psychologist Brighter Outlook Cognitive Behavioral Therapy, LLC www.brighteroutlook-cbt.com Victoria Smith, Ph.D., Clinical Psychologist and Owner of Group Practice (video) **Final Exam Review after class**	No readings. Come prepared with questions! **All Extra Credit Due**
Mon 5/11		

The Ethics of Scholarship in Psychology

When engaged as a student of the field of psychology, each scholar must maintain the ethical standards that all have pledged to uphold. The Department of Psychology has prepared this document to clarify the definition of academic integrity and communicate its policies related to academic dishonesty. Please be sure that you are aware of the following and contact your instructor or teaching assistant with any questions that you have. The burden is on **you** to make sure that you understand what plagiarism is, how to avoid it, and how to properly cite your references.

WHAT IS PLAGIARISM?

Plagiarism is broadly defined as using someone else's work, words or ideas and presenting them as your own. It is essentially academic theft, and a serious violation of the ethical standards that all students should take pride in upholding. There are three general forms of plagiarism:

Direct plagiarism occurs when someone presents another person's work as his or her own. For example, copying text written by another student, posted on a website or published in a book and submitting it for an assignment. Whether it is a phrase or a paragraph, and even if you edit or rearrange words, you are still stealing someone else's work and passing it off as your own.

Original text from Coie, Dodge, & Kuperschmidt, 1990	Children who are well liked by peers are also less likely to develop adjustment problems later on in life.
Direct plagiarism (word-for-word)	Research has shown that popularity can have an impact on development. For example, children who are well liked by peers are also less likely to develop adjustment problems later on in life. Teachers should work with students to help them develop social skills.
Direct plagiarism (reworded)	For example, children who are liked by peers are less likely to have mental problems later in life.
Appropriately written (cited quote)	For example, "children who are well liked by peers are also less likely to develop adjustment problems later on in life" (Coie, Dodge, & Kuperschmidt, 1990).
Appropriate written (original work)	For example, a recent study found correlations between peer ratings and future adjustment issues (Coie, Dodge, & Kuperschmidt, 1990).

In academic writing it is sometimes appropriate to include word-for-word quotes from another author, although the text must be in quotes and properly credited to the original

author(s). Even if your intention was to properly cite a quote, failing to do so constitutes plagiarism. Most assignments call for individual student writing, so you should minimize the use of quotations and write the point in your own words. Keep quotations short and rare unless the instructor tells you otherwise.

Idea plagiarism occurs when a person takes the main ideas (arguments, theories, etc.) from another source and presents it as though it was his or her own idea. For example, if you came up with a creative idea for a study to conduct in a lab class, it would be unethical for a friend to steal that idea from you and pretend that he came up with it for his own class without giving you credit. Similarly, if you read a summary of a research article, but never read the actual article, you would need to credit the authors who summarized it rather than present their ideas about the article as your own.

In academic writing, we credit original authors for their ideas even if we are not copying their exact words. For example, in the following paragraph the student gives credit to another author for reaching the conclusion that new research on lie detection will always be important:

Idea plagiarism (original writing, but the idea not credited)	Any new development in the lie detection field may be a useful in a wide variety of contexts as either an alternative when existing procedures are not logistically feasible or as a source of supplemental data to decrease the likelihood of incorrect conclusions.
Appropriately written (cited idea)	Any new development in the lie detection field may be a useful in a wide variety of contexts (Gass & Seiter, 2007) as either...

In short, if it's not your original idea than you must make it clear where that idea came from.

Finally, **Self-plagiarism** occurs when a person presents old work (e.g., a paper written for another course) as new scholarship without permission. Essentially, that would be receiving twice the amount of academic credit that an assignment is worth. You must receive the written permission from <u>both </u>instructors in order to use part of all of a previous assignment in another course.

HOW DO I AVOID PLAGIARISM?

Here are some steps you can take to ensure that you do not violate academic integrity standards:

1) You should avoid taking direct quotes from any sources. You should rarely, if ever, use direct quotes, and only if the assignment specifically calls for it.

2) When summarizing an article you should never copy and paste anything. If you do write something down verbatim, make sure to note that in your notes so that you don't later confuse that with your own writing.

3) When writing a paper or a summary, put all of the original sources away so you cannot look at them, and use only your notes to write the paper.

4) Make sure to properly cite work and ask the instructor if you are unsure of correct APA style.

5) Always err on the side of caution and ask your instructor if in doubt.

WHAT HAPPENS WHEN A STUDENT IS SUSPECTED OF ACADEMIC DISHONESTY?

The Department of Psychology has a zero-tolerance policy towards academic dishonesty of any sort and expects all instructors and teaching assistants to immediately refer any suspected case to the Office of Student Conduct (www.osc.umd.edu) for their review. When referred, the student will speak with a representative from the OSC who will work with you to resolve the allegations. The Honor Council has primary authority for resolving cases of academic dishonesty. Student found responsible may receive an XF grade in the course and face possible dismissal from the University.

Remember: When in doubt, ask your instructor or teaching assistant for guidance.