

**HHD 2113: DEVELOPMENTAL PSYCHOPATHOLOGY**

**SPRING 2024**

**Instructor**: Robert Gallen, Ph.D., IMH-E

**Contact Information**: Cell: (412) 780-0462

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**Office Hours**: By appointment @ <https://calendly.com/rgallen>

**Classroom**: 5201 Posvar Hall

**Class Time:** Tuesday 1:00 – 3:30 PM

**COURSE INFORMATION**

**Course Description:**

This course is designed to be an in-depth examination of the psychological developmental processes in the expression of psychopathology in children and adolescents with a focus on symptom presentation, risk and protective factors, and evidence-based intervention approaches.

**Course Learning Outcomes:**

At the conclusion of the course, the students will be able to:

* Describe important models of developmental psychopathology including medical/biological, behavioral, cognitive, psychoanalytic, psycho-social and family systems approaches
* Define and identify risk and resiliency factors
* Identify diagnostic tools of psychopathology including the DSM-V and DC:0-5.
* Differentiate between approaches to assessment and evaluation of child and adolescent psychopathology.
* Identify familial, relational, cultural, ethnic, and developmental issues in the development of child and adolescent psychopathology.
* Specify, differentiate and recognize signs and symptoms of a variety of diagnostic categories from early childhood through adolescence.
* Identify and understand the core components of evidence-based approaches to intervention.
* Integrate evidence from the scientific literature to identify and explain key intervention approaches for specific psychological problems and disorders.

**Required Texts**

* Parritz & Troy (2024). Disorders of Childhood Development and Psychopathology, 4th Edition, Cengage
* *Additional readings will be provided in Canvas*

**Course Requirements**

You must attend all classes and be prepared to discuss assigned reading. Grading will be based on the following class requirements. The instructor reserves the right to add/subtract or alter this grading system, as he deems necessary.

* EXAMS (30 points: 15 points each): There will be two examinations with each covering approximately ½ the course content. Questions will include essay and short-answer and/or multiple-choice items. Exams may include information covered in class and/or information from assigned readings and other materials that may or may not be discussed in class.
* Quizzes (25 Points): There will be brief quizzes to assess learning of assigned reading to be completed at the **start** of each class meeting (online if courses are moved to Zoom at any point). Student final quiz grades will include their highest 10 quiz scores. Quizzes will be handed out at the start of class and once started no additional quizzes will be distributed. There is no make up option for missed quizzes.
* Presentation (30 points): Students will present/teach to the class the findings from a deeper-dive examination of a developmental psychopathology topic. Presentations will be 15-20 minutes plus time for questions and discussion. Students are expected to create high quality presentation materials, handouts and/or activities for students to demonstrate core concepts in their presentation. Students will submit a reading for the class at least 1-week before their presentation and create a minimum of 2 brief assessment questions for assessment of student learning. Questions will be submitted to the instructor prior to class for quiz development.
* Paper (10 points): Each student will write a 10-page paper identifying, describing and reviewing **the evidence-base for the intervention** of focus. Papers will be in APA style, double-spaced with 1-inch margins in Times New Roman. Page counts do not include the required cover page, brief abstract, and scholarly references (6 peer reviewed sources minimum).
* CLASS PARTICIPATION (5 points): Your contributions to class discussion and overall engagement, attendance, and level of preparedness will be evaluated by the instructor and assigned a grade. Disruptions to class such as talking to peers during a lecture, not paying attention (such as surfing the web etc.) and other behaviors not conducive to class learning will impact class participation and grades. Significant concerns in this domain may result in a lower overall grade as determined by the instructor.

**COURSE POLICIES:**

Attendance:

Every student accepts the responsibility to attend all required class meetings. To obtain the fullest benefit from their courses, students must participate fully. This implies attending regularly, engaging in course activities, completing work on time, and making up work missed because of an emergency absence. **It is the student’s responsibility to let the course instructor know within the drop-add period if he or she will have to miss class for religious reasons, athletics, or other reasons.**

**Grading**: Grading will be based on the following scale. The instructor reserves the right to add/subtract or alter this grading system as they deem necessary.

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| --- | --- | --- | --- | --- | --- |
| **A+:** | 97-100 percent | **B-:** | 80-82 percent | **D:** | 63-66 percent |
| **A:** | 93-96 percent | **C+:** | 77-79 percent | **D-:** | 60-62 percent |
| **A-:** | 90-92 percent | **C:** | 73-76 percent | **F:** | <60 percent |
| **B+:** | 87-89 percent | **C-:** | 70-72 percent |  |  |
| **B:** | 83-86 percent | **D+:** | 67-69 percent |  |  |

**Professional Behavior:** You are expected to demonstrate professional and courteous behavior during class, within Canvas, and in email communications. Such behaviors include listening quietly and attentively when others are speaking, communicating respectfully with others (especially if you disagree with someone’s perspective or idea), using professional language, maintaining a professional demeanor, and maintaining anonymity and confidentiality of client and/or classmate information discussed in class.

**Statement on Diversity: We must treat every individual with respect.**We are diverse in many ways, and this diversity is fundamental to building and maintaining an equitable and inclusive campus community and classroom environment. Diversity can refer to multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information. Each of these diverse identities, along with many others not mentioned here, shape the perspectives students, faculty, and staff bring to campus. At the University of Pittsburgh we work to promote diversity, equity and inclusion not only because diversity fuels excellence and innovation, but because we want to pursue justice. We acknowledge our imperfections while we also fully commit to the work, inside and outside of our classrooms, of building and sustaining a campus community that increasingly embraces these core values.

Within this class, each of us is responsible for creating a safer, more inclusive environment.

Unfortunately, incidents of bias or discrimination do occur, whether intentional or unintentional. They contribute to creating an unwelcoming environment for individuals and groups at the university. Therefore, if you experience or observe unfair or hostile treatment on the basis of identity you are encouraged to speak out for justice and seek support, within the moment of the incident or after the incident has passed.

**Email:** Please note: I will NOT accept assignments through email. In the case of an emergency or other unique situations, an exception may be made at the instructor’s discretion.

I will attempt to respond to all email within 24-48 hours. I do not typically check email on weekends. Do not assume that I have read your email unless I have responded to it. Further, sending an email with a request is not a contract between you and me. If you send me an email and I have not replied, there is no explicit or implicit agreement that I will agree to or have even considered your request. It is your responsibility to follow up with another email and, better yet, to meet with me to discuss important matters (e.g. rec letters, class performance, etc.). If your matter is urgent, call me (cell phone is preferred). Questions, problems, or concerns about an assignment should be addressed *at least* 24 hours in advance of its due date when possible, unless an emergency arises. Please be sure to plan ahead, as “last minute” emails will likely not be seen immediately.

When sending an email, indicate the course your email is about in the subject line and include your full name in the email. If the information you are emailing about is readily (or possibly) available online, you should use those online resources before emailing your question. If you have made a strong effort to locate information online (especially university-related information such as dates, times, locations, policies, etc.) but have not found it, emailing is appropriate.

**Think before you write, and think twice before you send.** Do not send anything in writing that you would not feel comfortable saying to someone in person.

**Grades:** Please ask if you have questions regarding how you will be evaluated in this course. I am happy to discuss your learning goals and progress toward them at any time, though the earlier in the semester the better.

Please note, however, that I DO NOT discuss grades via email, due to the sensitive nature of grades and laws about student rights and privacy (i.e. FERPA). If you would like to speak to me about your grade, please set up a time to meet with me individually. If you feel there is a specific error in the grading, I will review that particular concern. In fact I encourage you to question any possible scoring or grading errors, especially when quizzes and exams are distributed online and errors are sometimes made. I want you to have credit for the knowledge you gain and any errors on my part will be corrected for all students.

**Grades, however, are not negotiable and no extra credit opportunities are given individually**. I am, however, also happy to discuss ways in which you may enhance your learning and performance in this course.

**Written Work Guidelines:** All submitted papers should show evidence of proofreading. Submitted work should be professional quality, with appropriate structure, grammar, and spelling that reflects university level writing and thinking. If a paper is submitted containing more than four (4) significant grammatical or structural errors that impact the readability of the assignment, it may be returned to the student for correction with a possible deduction in the final grade. A deadline for re-submission will be given at that time.

**Late assignments:** All assignments are expected during the session noted on the syllabus. Unless prior arrangements have been made with me (at least 48 hours in advance), **late submissions will not be accepted and will result in a grade of 0 for that assignment**. Depending on the circumstance, late submissions that are accepted may be at a reduced level of points.

**Course Calendar/Schedule:**

Topics to be covered, assigned readings and tasks, and/or assignment due dates may be subject to change. Any changes will be announced in class and/or in Canvas.

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| --- | --- | --- | --- |
| Date | Topic | Activity | Assignments |
| Week 1  January 9 | Class Introduction & Syllabus |  | Complete assignments by date listed. Additional assignments (readings or videos) may be posted each week. |
| Week 2  January 16 | Developmental Psychopathology Defined | Quiz 1 | * Parritz Chapter 1 * Hinshaw (2017) |
| January 20 | Add/Drop Period Ends | | |
| Week 3  January 23 | Models of Development, Psychopathology & Treatment | Quiz 2 | * Parritz Chapter 2 * Gao et al. (2021) * TED-Ed What is Epigenetics? |
| Week 4  January 30 | Principles & Practices  Classification, Assessment & Diagnosis | Quiz 3 & 4 | * Parritz Chapters 3 & 4 * Causadias (2018) |
| Week 5  February 6 | Disorders of Early Childhood | Quiz 5 | * Parritz Chapter 5 * Forbes (2019) |
| Week 6  February 13 | Intellectual Developmental & Learning Disorders | Quiz 6 | * Parritz Chapter 6 * Shree (2016) |
| Week 7  February 20 | **Exam 1** | | |
| Week 8  February 27 | Autistic Spectrum Disorder | Quiz 7 | * Parritz Chapter 7 * Dominus (2011) * Rogers (2017) * Williamson (2001) |
| Week 9  March 5 | Maltreatment & Trauma-& Stress-Related Disorders | Quiz 8 | * Parritz Chapter 8 * Perry (2007) * Masten (2009) |
| March 9-17 | Spring Break- No Class | | |
| Week 11  March 19 | Attention Deficit/ Hyperactivity Disorder | Quiz 9 | * Parritz Chapter 9 * Faraone et al. (2021) |
| Week 12  March 26 | Oppositional Defiant & Conduct Disorders | Quiz 10 | * Parritz Chapter 10 * Pisano et al. (2017) |
| Week 13  April 2 | Anxiety Disorders  *Class Presentations?* | Quiz 11 | * Parritz Chapter 11 * Hirschtritt et al. (2017) |
| Week 14  April 9 | Mood Disorders  *Class Presentations?* | Quiz 12 | * Parritz Chapter 12 * Gudmundsen (2018) |
| Week 15  April 16 | *Class Presentations* | *Papers Due* | |
| April 24 | **Exam 2 | 8:00-9:50AM** | | |

**Supplemental Reading Assignments**

* Causadias, J., & Ciccetti, D. (2018). Cultural development and psychopathology. *Development and Psychopathology*, 30, 1549-1555.
* Dominus, S. (April 20, 2011). The crash and burn of an autism guru. *New York Times Magazine*.
* Faraone et al. (2021). The World Federation of ADHD International Consensus Statement: 208 Evidence-based Conclusions about the Disorder. *Neurosci Biobehav Rev*. 128: 789–818. doi:10.1016/j.neubiorev.2021.01.022.
* Forbes, M.K., Rapee, R.M., Krueger, R. F. (2019). Opportunities for the prevention of mental disorders by reducing general psychopathology in early childhood. *Behaviour Research and Therapy*, 119. 103411 ; https://doi.org/10.1016/j.brat.2019.103411
* Gao, D., Liu, J., Bullock, A. Li, D., & Chen, X. (2021). Transactional models linking maternal authoritative parenting, child self-esteem, and approach coping strategies. *Journal of Applied Developmental Psychology*, 73. https://doi.org/10.1016/j.appdev.2021.101262
* Gudmundsen, G. R., Rhew, I. C., McCauley, E., Kim, J., & Vander Stoep, A. (2018). Emergence

of depressive symptoms from kindergarten to sixth grade. *Journal of Clinical Child & Adolescent Psychology*, 1-15.

* Hinshaw, S. P. (2017). Developmental psychopathology as a scientific discipline: A 21st-Century perspective. In  T. P. Beauchaine & S. P. Hinshaw (Eds.), *Child and adolescent psychopathology* (3rd ed., pp. 3-32). Hoboken, NJ: Wiley.
* Hirschtrirr, M.E., Bloch, M.H., & Mathews, C.A. (2017). Obsessive-compulsive disorder: Advances in diagnosis and treatment. *Journal of the American medical Association*. V317(13) 1358-1367.
* Masten, A. (2009). Resilience over the lifespan. Excerpt from *Handbook of Adult Resilience*, Ed J.W. Reich, Guilford Publications. Pp. 213-237.
* Morgan, A. J., Rapee, R. M., & Bayer, J. K. (2016). Prevention and early intervention of anxiety problems in young children: a pilot evaluation of Cool Little Kids Online. *Internet Interventions*, 4, 105-112.
* Perry, B. (2007). *The boy who was raised as a dog* (Chp. 6). Pages 125-154. Basic Books.
* Pisano, S. et al. (2017). Conduct disorders and psychopathy in children and adolescents: aetiology, clinical presentation and treatment strategies of callous-unemotional traits. *Italian Journal of Pediatrics*, 43:84, 1-11.
* Rogers, S. (2017). Making evidence-based approaches to autism accessible. *Bulletin of the World health Organization*, Vol. 95(8), p552-554.
* Shree, A. (2016). Intellectual disability: definition, classification, causes, and characteristics. *Learning Community*, 7(1): 9-20.
* Williamson, G, & Anzalone, M. (2001). Sensory Integration: A key component of the evaluation and treatment of young children with severe difficulties in relating and communicating. Excerpt from Williamson and Anzalone *Sensory Integration and Self-Regulation in Infants and Toddlers: Helping Very Young Children Interact with their Environment*.

**Guidelines for Classroom Interactions**

* **Confidentiality.**We want to create an atmosphere for open, honest exchange.
* **Share responsibility for including all voices in the conversation.** If you tend to have a lot to say, make sure you leave sufficient space to hear from others. If you tend to stay quiet in group discussions, challenge yourself to contribute so others can learn from you.
* **Listen respectfully.** Don’t interrupt, turn to technology, or engage in private conversations while others are speaking. Use attentive, courteous body language. Comments that you make (whether asking for clarification, sharing critiques, or expanding on a point) should reflect that you have paid attention to the previous speakers’ comments.
* **Be careful not to generalize about people**. No one of us is representative of “all” members of our “group.” Labels can minimize our uniqueness and lose perspective of shared attributes across all of us.
* **Consider who gets left out**, who is marginalized, under-represented, or erased by particular claims. So, for example, we could say, “That’s an image of an ideal family,” or we could say, “That may be an image of an ideal family for many middle-class white heterosexuals.”
* **Be open to changing your perspectives based on what you learn from others.** Try to explore new ideas and possibilities. Think critically about the factors that have shaped your perspectives.  Seriously consider points-of-view that differ from your current thinking.
* **Understand that we are bound to make mistakes in this space**, as anyone does when approaching complex tasks or learning new skills.  Strive to see your mistakes and others’ as valuable elements of the learning process.
* **Understand that your words have effects on others.**  Speak with care.  If you learn that something you’ve said was experienced as disrespectful or marginalizing, listen carefully and try to understand that perspective.  Learn how you can do better in the future.
* **Take pair work or small group work seriously**.  Remember that your peers’ learning is partly dependent upon your engagement.
* **Understand that others will come to these discussions with different experiences from yours**. Be careful about assumptions and generalizations you make based only on your own experience. Be open to hearing and learning from other perspectives.
* **Make an effort to get to know other students.** Introduce yourself to students sitting near you. Refer to classmates by name and make eye contact with other students.
* **Understand that there are different approaches to solving problems.** If you are uncertain about someone else’s approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work.

**UNIVERSITY COURSE POLICIES**

### **Academic Integrity**

Students in this course will be expected to comply with the [University of Pittsburgh’s Policy on Academic Integrity](https://www.provost.pitt.edu/info/ai1.html). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](http://pitt.libguides.com/academicintegrity/) for an overview of the topic. For hands- on practice, complete the [Academic Integrity Modules](http://pitt.libguides.com/academicintegrity/plagiarism).

### **Disability Services**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](https://www.studentaffairs.pitt.edu/drs/) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu,](mailto:drsrecep@pitt.edu) (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### **Accessibility**

The Canvas LMS platform was built using the most modern HTML and CSS technologies, and is committed to W3C’s Web Accessibility Initiative and [Section 508](https://www.section508.gov/)guidelines. Specific details regarding individual [feature compliance](https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas) are documented and updated regularly.

### **Content Warning and Class Climate Statement**

Our course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course examining psychology and especially problems with mental health, course topics are often personal and sometimes political. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, boredom, and for some, our own personal histories of trauma or other mental health experiences may be evoked. Some of us will have emotional responses to the readings; some of us will have emotional responses to our peers’ understanding of the readings; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities position us in the classroom.

I expect everyone to come to class prepared to discuss the readings in a mature and respectful way. If you are struggling with the course materials, here are some tips: read the syllabus so that you are prepared in advance. You can approach your instructor ahead of time if you’d like more information about a topic or reading. If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed. If you need to leave or miss class, you are still responsible for the work you miss. If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center.

### **Copyright Notice**

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](https://www.copyright.gov/)and the [University Copyright Policy](https://www.policy.pitt.edu/sites/default/files/Policies/Community-Standards/Policy_CS_03.pdf).

### **Equity, Diversity, and Inclusion**

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University’s Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University’s mission. For more information about policies, procedures, and practices, visit the[Civil Rights & Title IX Compliance web page](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, please contact the Title IX Coordinator, by calling 412-648-7860, or e-mailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](https://www.diversity.pitt.edu/civil-rights-title-ix-compliance/make-report/report-form). You may also choose to report this to a faculty/staff member; they are required to communicate this to the University’s Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

### **Email Communication**

Each student is issued a University e-mail address (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students.  Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The University provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding, it does not absolve the student from responding to official communications sent to their University e-mail address.

### **Gender Inclusive Language Statement**

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender.  Gender-inclusive/non-sexist language acknowledges people of all genders (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, everyone versus ladies and gentlemen, etc.).  It also affirms non-binary gender identifications, and recognizes both gender identity and expression.  Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences.  Just as sexist language excludes women’s experiences, gendered language excludes the experiences of individuals whose identifies may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.  Students, faculty, and staff have the right to control their own identity and to be referred to by the name and pronouns with which they identify.  People also have the right to maintain their privacy regarding information they do not wish to share about their identities, including gender identity and pronouns.

### **Health and Safety Statement**

During this pandemic, it is extremely important that you abide by the [public health regulations](https://www.alleghenycounty.us/Health-Department/Resources/COVID-19/COVID-19.aspx) , the University of Pittsburgh’s [health standards and guidelines](https://www.policy.pitt.edu/university-policies-and-procedures/covid-19-standards-and-guidelines), and [Pitt’s Health Rules](https://www.coronavirus.pitt.edu/healthy-community/pitts-health-rules). These rules have been developed to protect the health and safety of all of us.  Universal [face covering](https://www.coronavirus.pitt.edu/frequently-asked-questions-about-face-coverings) is required in all classrooms and in every building on campus, without exceptions, regardless of vaccination status. This means you must wear a face covering that properly covers your nose and mouth when you are in the classroom. If you do not comply, you will be asked to leave class.  It is your responsibility have the required face covering when entering a university building or classroom. For the most up-to-date information and guidance, please visit [coronavirus.pitt.edu](http://coronavirus.pitt.edu/) and check your Pitt email for updates before each class.

If you are required to isolate or quarantine, become sick, or are unable to come to class, contact me as soon as possible to discuss arrangements.

### **Religious Observances**

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

### **Sexual Misconduct, Required Reporting, and Title IX**

The University is committed to combating sexual misconduct. As a result, you should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University’s Title IX office.  What this means is that as your professor, I am required to report any incidents of sexual misconduct that are directly reported to me, or of which I am somehow made aware.  After a report is made, you will be contacted by the Title IX Office for opportunities for support and options for proceeding. For additional information, please visit the [full syllabus statement](https://www.diversity.pitt.edu/civil-rights-title-ix/make-report/responsible-employee-program-and-reporting#syllabus) on the Office of Diversity, Equity, and Inclusion webpage.

### **Statement on Classroom Recording**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

### **Statement on Scholarly Discourse**

In this course we will be discussing very complex issues of which all of us have strong feelings and, in most cases, unfounded attitudes. It is essential that we approach this endeavor with our minds open to evidence that may conflict with our presuppositions. Moreover, it is vital that we treat each other’s opinions and comments with courtesy even when they diverge and conflict with our own. We must avoid personal attacks and the use of ad hominem arguments to invalidate each other’s positions. Instead, we must develop a culture of civil argumentation, wherein all positions have the right to be defended and argued against in intellectually reasoned ways. It is this standard that everyone must accept in order to stay in this class; a standard that applies to all inquiry in the university, but whose observance is especially important in a course whose subject matter is so emotionally charged.

### **Your Well-being Matters**

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](https://www.thrive.pitt.edu/" \o "thrive.pitt.edu" \t "_blank) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](http://www.counseling.pitt.edu/) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.

**DEPARTMENTAL GRIEVANCE PROCEDURES**

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a PSYED student or a student in a PSYED class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

**FEDERAL AND STATE BACKGROUND CHECKS AND CLEARANCES**

All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. A new system will be in place soon to make sure that there is compliance. For now, see [how students can get their clearances](https://www.education.pitt.edu/CurrentStudents/TeacherPreparation/FederalandStateCriminalClearances.aspx).

**THE SCHOOL OF EDUCATION**

[Policies and Forms](https://www.education.pitt.edu/CurrentStudents/PoliciesandForms.aspx) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

**ADDITIONAL STUDENT RESOURCES**

* ***Technology/Computer Help Desk:***412-624-HELP [4357]
* ***Graduate Studies at Pitt*:** [http://www.pitt.edu/~graduate/](http://www.pitt.edu/%7Egraduate/)
* ***Student Health Services:*** 412-383-1800 (<http://www.studhlth.pitt.edu>)
* **Student Mental Health:** Counseling Center, in the Wellness Center in Nordenberg Hall: <https://www.studentaffairs.pitt.edu/cc/> Call **412-648-7930**, any time.
* ***The Writing Center:*** 412-624-6556 ([www.english.pitt.edu/writingcenter](http://www.english.pitt.edu/writingcenter))
* ***Academic Resource Center****:* 412-648-7920 (<http://www.asundergrad.pitt.edu/offices/arc/index.html>)
* ***Disability Resources and Services:*** 412-648-7890 (http://www.drs.pitt.edu/)
* ***Office of International Services:*** 412-624-7120 (http://www.ois.pitt.edu/)
* ***Information Technology (Computing Services & Systems Development)***(<http://technology.pitt.edu/>)
* ***Office of the Registrar*** (calendar, transcripts, registration, enrollment) (<http://www.registrar.pitt.edu/>)
* ***Education Library Guide:*** See this Hillman Library [customized libguide](https://pitt.libguides.com/education), a gateway to resources for education students and faculty,
* ***Religious Observances:*** See the [Provost’s annual memo](http://www.universityannouncements.pitt.edu/Religious%20Observances%20FY19.pdf) about religious observances.
* ***Emergencies:*** Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121
* ***Office of Diversity and Inclusion (ODI):*** Resources, consultation, and bias incident reporting:<https://www.diversity.pitt.edu/>
* **Title IX office**: resources regarding sexual harassment, gender-based discrimination, and sexual violence: <https://www.titleix.pitt.edu/>
* ***Catalogs:*** The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.
* ***Sexual Assault Response:*** 412-648-7856
* ***Care and Resource Support Team (CARS):*** Email [pittcares@pitt.edu](mailto:pittcares@pitt.edu) or see: <http://www.studentaffairs.pitt.edu/cars/>

***Student Affairs Summary***: [Faculty and Staff Guide for Helping Distressed Students](https://www.studentaffairs.pitt.edu/wp-content/uploads/2015/12/WEB-Helping-Distressed-Students-Guide1.pdf)