Course and Contact Information

Instructor: Matthew Capriotti, Ph.D.
Office Location: DMH 318
Telephone: (408) 924-5641
Email: Matthew.capriotti@sjsu.edu
Office Hours: Thursdays, 8-9 AM; 10:30-11:30 AM
Class Days/Time: Wednesday 9AM-11:45 AM
Classroom: DMH 308
Prerequisites: Enrollment in MS Clinical Program

Course Description

This graduate level MS clinical psychology class covers child psychopathology. Students will be introduced to the study of childhood disorders from a developmental perspective. Descriptive psychopathology will also be covered, with a requirement that students learn the symptoms and syndromes of common childhood disorders. Empirical research will be reviewed to identify possible biological, familial, social-cultural and environmental factors associated with each disorder. Frequently used standardized assessments, and evidence-based treatments for each disorder will be reviewed.

Learning Outcomes

Course Learning Outcomes:
Through this course, students will:
CLO1: learn the details of descriptive child psychopathology (i.e., the symptoms and syndromes in DSM-5).
CLO2: understand the biological and contextual processes (i.e., risk and protective factors) that impact the development and treatment of childhood disorders.
CLO 3: identify and interpret standardized assessments for the major childhood disorders.
CLO4: identify and understand the therapeutic mechanisms associated with evidence-based treatments for childhood disorders
CLO5: develop and utilize critical thinking to integrate relevant clinical and contextual information to diagnose, assess, and treat a child or adolescent seeking clinical services.
Program Learning Outcomes (PLO)

Upon successful completion of the MS in Clinical Psychology:

PLO1.1 – Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

PLO1.2 – Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

PL02.1 – Students will demonstrate effective integration and communication of clinical case material.

PL02.2 – Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials.

PL02.3 – Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

PL02.4 – Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

PL03.1 – Student will demonstrate understanding of different assessment devices and strategies for assessing child outcome over the course of treatment including standardized nomothetic and idiographic approaches.

PL04.1 – Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases.

PL05.1 – Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

This course meets PLOs 1.2, 2.1, 2.2., 2.4, 3.1, 4.1, and 5.1

Licensing Learning Objectives (LLO)

Licensing requirements for academic coursework toward the LPCC and MFT will be met by this course in the following ways:

LLO1: For the LPCC requirements, this course fulfills the additional advanced coursework requirement for instruction with special populations and specific treatments from a multicultural and developmental perspective. More specifically, this course will include coverage of the following required topics: child abuse assessment, evidence-based prevention and intervention strategies for children and adolescents from diverse backgrounds. This class will include opportunities for students to understand the experience of mental illness, treatment, and recovery from a consumer’s perspective. (BPC Section, 4999.33 (d,e).

LLO2: For the MFT, this course fulfills the requirement for coursework in the clinical application of psychotherapeutic principles and methods with children and adolescents. (BPC Section, 4980.36(d) (1)(A)).

Required Texts/Readings


Supplemental readings will be made available online via Canvas.

**Course Requirements and Assignments**

**Diagnostic criteria quizzes**
10 points x 7 quizzes = 70 points

For 7 weeks of the semester, you will be quizzed on the diagnostic criteria for diagnoses listed in the syllabus for that week. If multiple diagnoses are listed, you may be tested on any or all of them. Quizzes will happen at the beginning of class. Each quiz will be worth 10 points. **CLO1.**

**Clinical vignettes**
50 points x 4 vignettes = 200 points

On four occasions, you will be required to respond to a clinical case vignette/study for a grade. Your response will be expected to demonstrate evidence-based approaches to diagnosis, case formulation, treatment planning, and process/progress monitoring, as well as an appreciation for contextual factors as they affect each of these. All graded vignette assignments will be completed outside of class. The first two will be untimed and submitted on Canvas. The other two will be timed assignments (90 min) completed on Canvas.

Each response will be worth 50 points. You will need to use your laptop for this assignment if the computer lab is not available. Most often, you will email your response/document to me and I will confirm receipt. **CLO5**

**Final vignette**
100 points

For your final project, you will respond in detail to a vignette originally presented on the first day of class. In addition to completing standard vignette questions, you will respond to several other prompts related to the case. These additional portions will prompt you to highlight how your experience in this class has shaped the way you approach assessment and treatment of psychological problems in children. **CLO5**

**Participation**
50 points

You are expected to contribute to the class by sharing your thoughts and impressions about the readings/videos, asking questions, and responding to questions. How you do this is as important as doing it. Showing respect, being curious, and demonstrating interest are all important qualities to exhibit during class. An assessment of participation will be done informally during the semester. I would encourage you to seek me out to check on your level of participation. If you are not talking enough or are not evidencing that you have done the readings, you will receive feedback. Active participation is worth 50 points. **CLO2, CLO3, CLO4**
**Time Commitment and Expectations**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Final Examination or Evaluation**

The culminating experience for this class will be a group discussion related to the Final Vignette project, held M 5/22 from 7:15 AM – 9:30 AM in our regular classroom.

**Determination of Grades**

Total points earned in the class will be divided by 420 and converted to a percentage. Percent grades will be converted to letter grades using the scale below. Grades will not be rounded; for example, a percentage grade of 96.9% would earn a final grade of A, not A+:

- 100-97%=A+, 96%-93% =A, 92-90%=A-
- 89-87%=B+, 86-83%=B, 82-80%=B-
- 79-77%=C+, 76-73%=C, 72-70%=C-
- 69-67%=D+, 66-63%=D, 62-60%=D-
- 59.9% and less = F.

Extra credit is available, in that it is possible to earn more than 100% for Participation if you participate fully and effectively throughout the entirety of the class. No separate extra credit assignments will be given.

Late work will not be accepted in this class.

**Classroom Protocol and Etiquette**

This is a graduate seminar, so I expect you to be attentive in meetings, participate in discussions, and limit other distractions. Most importantly, please be respectful of your classmates’ opinions, as this is a seminar course and we are likely to discuss topics for which students will have differing opinions. Also, if you discuss patient-related content in class, please be sure to protect that person’s confidentiality. Students are asked not to share these discussions outside of class.

In general, my expectation for students in class is that they **be respectful and attend to what is going on in class**. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during class. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call or monitor for an important message, let me know about it in advance. Never take a call and start talking during class.
4. Do not text message during class.
5. If you bring a laptop, please use it only for the purposes of the class (e.g., note-taking, referencing readings).
6. Attend to the class material. Do not work on any other course material during class, including studying for other exams.
7. Do not sleep during class.

Professional Communication
Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a graduate student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important over email. Though this seems simple at face, students (and professionals) often fail to communicate professionally via email. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 9/12/16).
2. Be clear in your statement about what you are asking for or of what you are informing the reader.
3. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hungover, etc., please do not make requests based on those reasons.
4. Use a polite and respectful tone.
5. Use complete sentences.
6. Do not use abbreviations for words that are often used in text messages.
7. Use upper and lower case letters.
8. Be sure to use correct grammar and spelling in your message.
9. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
10. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

If I notice you struggling to maintain a professional tone in your communications, I may point this out and suggest changes you might make. If this happens, please know that this is intended to further your professional development, and not out of anger, frustration, disdain, etc..

University Policies
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Didactic Topics, Readings, Assignments, Quizzes</th>
<th>Clinical Skill Practice</th>
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<tbody>
<tr>
<td>1</td>
<td>2/1</td>
<td>Overview of Course, Biopsychosocial framework</td>
<td>Thuy Vignettes (not graded)</td>
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<td>M&amp;B: Ch 1; Karam &amp; Sprenkle (2010)</td>
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<td>2</td>
<td>2/8</td>
<td>General approaches to assessment of children</td>
<td>Interpreting test scores</td>
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<td>De los Reyes &amp; Kazdin (2005), focus on pp. 483-489; Ortiz et al. (2010); <a href="http://aseba.org/schoolage.html">CBCL Website: aseba.org/schoolage.html</a></td>
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<td>3</td>
<td>2/15</td>
<td>Anxiety Disorders</td>
<td>Building rapport</td>
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<td><strong>Separation Anxiety/Selective Mutism Criteria Quiz</strong></td>
<td>Child-directed play</td>
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<td>M&amp;B: Ch 8; DSM: 189-264; Connolly &amp; Bernstein (2007) Practice Parameter; Nilsen et al. (2013)</td>
<td>CC Session 1</td>
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<td>4</td>
<td>2/22</td>
<td>Attention-Deficit/Hyperactivity Disorder (ADHD)</td>
<td>Behavioral reward plans</td>
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<td><strong>ADHD Criteria Quiz</strong></td>
<td><em>When-Then Model</em></td>
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<td><strong>Vignette 1 (take home) Due</strong></td>
<td><em>Daily Report Cards</em></td>
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<td>M&amp;B: Ch 2; DSM: 461-480; ADHD Clinical Practice Guidelines (2011); Pfiffner &amp; Haack (2014)</td>
<td><em>Token Economies</em></td>
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<td>5</td>
<td>3/1</td>
<td>Disruptive Behavior Disorders (Oppositional Defiant Disorder, Conduct Disorder); Adolescent Substance Use</td>
<td>Identifying Feelings</td>
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<td><strong>ODD/CD Criteria Quiz</strong></td>
<td>CC Session 2</td>
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<td>M&amp;B: Ch 3&amp; 4, DSM: ODD, CD; Steiner &amp; Ramsing (2007); Puckering (2009)</td>
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<td>6</td>
<td>3/8</td>
<td>Intellectual Disability (ID), Autism Spectrum Disorder (ASD), Learning Disabilities (LD)</td>
<td>Hierarchy building</td>
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<td><strong>ID/ASD/LD Criteria Quiz</strong></td>
<td>CC Session 3</td>
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<td><strong>Vignette 2 Due</strong></td>
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<td>7</td>
<td>3/15</td>
<td>Depression and Bipolar Disorders</td>
<td>Relaxation training</td>
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<td><strong>Dysruptive Mood Dysregulation Disorder Criteria Quiz</strong></td>
<td>CC Session 5</td>
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<td>M&amp;B: 5, 6, 7; DSM: 123-189, DMDD; Birhamer et al. (2007); McClellan et al. (2007); Copeland et al (2013)</td>
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<td><strong>8</strong> 3/22</td>
<td>Trauma and Stressor Related Disorders</td>
<td>Coping with negative affect&lt;br&gt;Positive Self-talk&lt;br&gt;CC Session 6&lt;br&gt;Creating a trauma narrative</td>
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<td><strong>9</strong> 4/5</td>
<td>Obsessive-Compulsive Spectrum Disorders</td>
<td>Conducting Exposures CC&lt;br&gt;Sessions 10-15</td>
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<td><strong>10</strong> 4/12</td>
<td>Behavioral Pediatrics</td>
<td>Habit Reversal Training</td>
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<td><strong>11</strong> 4/19</td>
<td>Eating and Feeding Disorders</td>
<td>Behavioral Parent Training I (Sleep)</td>
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<td><strong>12</strong> 4/26</td>
<td>Thought Disorders</td>
<td>Behavioral Parent Training II (Morning Routine)</td>
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<td><strong>13</strong> 5/3</td>
<td>Gender Variance and Gender-Related Disorders</td>
<td>Behavioral Parent Training III (Bedtime Refusal)</td>
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<td><strong>14</strong> 5/10</td>
<td>Child Maltreatment</td>
<td>Abuse assessment</td>
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<td><strong>Final</strong> M 5/22</td>
<td><strong>Discussion of Final Project</strong>&lt;br&gt;0715-0930, DMH308</td>
<td><strong>Discussion of Final Project</strong>&lt;br&gt;0715-0930, DMH308</td>
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Supplemental Reading List


