San José State University
Psychology Department
PSYC142, Child Psychopathology
Spring 2018

Instructor: Matthew R. Capriotti, PhD
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Email: matthew.capriotti@sjsu.edu
Office Hours: Tuesday 10 AM-12 Noon
Class Days/Time: Tues 6:00-8:40 PM
Classroom: DMH XXX
Prerequisites: PSYC001

MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System (http://sjsu.instructure.com). You are responsible for regularly checking Canvas regularly to learn of any updates.

Course Description
Overview of common child and adolescent psychological disorders and developmental psychopathology addressing issues such as ethnicity, SES and gender differences throughout; the course focuses on DSM5 classifications, adaptive and maladaptive behaviors, risk and protective factors within the child, family and environment and developmental models.

Course Learning Objectives (CLOs)
Upon successful completion of this course:

CLO1: Students will become aware of the features of psychological disorders in children and adolescents

CLO2: Students will become aware of the impact of ethno-cultural beliefs, values, and practices on the conceptualization and expression of behavioral disorders in children, as well as of the impact of poverty and economic disadvantage on the well-being of children and adolescents.

CLO3: Students will be able to identify the types of information needed to be collected and assessed in order to make a diagnosis.
CLO4: Students will be familiar with the DSM-5 criteria for diagnosis of the major childhood psychological disorders, and will be able to provide diagnosis and differential diagnosis for hypothetical vignette cases.

CLO5: Students will understand the complexity associated with issues of etiology, and will be familiar with the current status of the major etiological models and the interactions among them.

CLO6: Students will be familiar with criteria that distinguish variations of normal development from deviations from normal development, as they apply to the understanding of childhood disorders.

Program Learning Outcomes (PLOs)

Upon successful completion of the psychology major requirement:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

Required Texts, Readings, and Materials

Textbook. We will be using the 3rd edition of Weis’ textbook (citation below). This is available at the SJSU bookstore or online via Amazon and other retailers.


Supplemental Readings. Supplemental required readings may be assigned throughout the semester. These will be posted on Canvas at least one week before they are due.

iClicker. I will be using iClicker/REEF Polling to administer individual quizzes and to facilitate participation during class sessions. You will have several options available to participate in clicker sessions, all options are available to you at no cost.

iClicker/REEF Polling App for Smartphone or Tablet (most popular)
Allows you to use your smart phone or tablet as a clicker to participate. On your smartphone or tablet go to Mac App Store or Google Play and download Reef Polling by iClicker

iClicker/REEF Polling Site for Laptop
If using a laptop, go to https://app.reef-education.com/#/login
Clicker Remote Handset
If you do not have a smart phone, tablet, or laptop, you can request to borrow a Clicker remote handset from eCampus (eCampus@sjsu.edu) for free. Remotes are to be returned to eCampus at the end of the semester.

Course Requirements and Assignments

Final Examination or Evaluation
The final exam for this course will be held **Tues December 19 from 7:15 AM- 9:30 AM.**

Final exams are governed by University Policy S06-4 (http://www.sjsu.edu/senate/docs/S06-4.pdf) which states that “There shall be an appropriate final examination or evaluation at the scheduled time in every course, unless specifically exempted by the college dean who has curricular responsibility for the course.” Consistent with this policy, exams will only be given at alternative times if (a) there are verifiable emergency circumstances or (b) if a student has more than two exams scheduled within a 24-hour period, in which case the student must contact the instructor **at least three weeks before the last regular class meeting** to schedule an alternative exam time.

Grading Information
Grading will be based on the following assignments

**Welcome Assignment: 30 points**
You will complete a two-page written welcome assignment in the first week of the class. The purpose of this assignment is to orient you to the course and to inspire to think about the unique perspective that you as an individual will bring to our class discussions together. In this assignment you will respond to several specific prompts. On the first day of class, Dr. Capriotti will further explain this assignment and provide a grading rubric via Canvas.

**Check-In Surveys: 10 points (2x5)**
The instructor will solicit your feedback on the class two times throughout the semester via an anonymous Canvas quiz semester (see course schedule). These surveys are intended to give the instructor feedback on the class, so that minor changes can be made to best suit students’ needs. These quizzes will be a combination of multiple choice and short answer and should take 5-10 mins to complete.

**Individual Quizzes: 80 points (10x10, 2 lowest dropped)**
At the beginning of most class periods, you will completed a Clicker quiz that will contain (a) questions testing mastery of concepts covered in the last class (“old” material), and (b) familiarity with diagnostic criteria for the disorders to be covered in that class period (“new” material). Study guides with specific behavioral competencies will be provided to help you prepare for these quizzes. “Old material” quiz questions may cover not only material from the assigned textbook chapters, but also related material from in-class lecture and activities, and supplemental readings (when applicable). These quizzes will be administered on a timed basis (about 1 min per question), so you. You will be given a study guide at least one week in advance of each quiz. You may not use notes, websites, or external aids for these quizzes, nor are you allowed to consult with classmates or any other individuals about your answers. Failure to conform to this policy may constitute an academic integrity violation and result in disciplinary action.

Your two lowest quiz scores will be dropped (i.e., not counted toward your final grade). These may include quizzes that you did not take, for which you received a score of 0.
No makeup quizzes will be given due to absence, scheduling conflicts, or technology mishaps. It is your responsibility to make sure you have a functioning device to participate in the Clicker sessions. All students have access to these resources at the SJSU Library. No makeup quizzes will be given for students.

**Group Quizzes: 40 points (10x4)**

After you take the individual quiz, you will move into your designated group of 4-5 classmates (assigned the first day of class). In these groups, you will complete the exact same quiz, but you will be able to discuss with your peers and use notes, the textbook, and any other resources to arrive at correct responses. Your group will use “Star Hunt Scratchies” (provided by the instructor) to mark your answers and see if they are correct. These look like Scantrons, but each response option (A, B, C or D) can be scratched off instead of bubbled in. When the correct answer is scratched, a star appears.

You will receive full credit for each question you answered correctly on the first try (i.e., only the correct answer is scratched). For each other option scratched, 0.25 points will be deducted.

All team members who are present will receive the same score. Team members who participate in less than 75% of the group quiz will receive a 0 for that quiz.

**Exams: 200 points (100x2)**

You will complete two in-class exams consisting of about 50 multiple choice questions each. Exam 1 (administered in class 03/13/2018) will cover material from Chapters 1-8. Exam 2 (administered during the final exam period) will cover Chapters 9-15. Material covered will correspond to the study guides from the chapters covered on each exam.

Extended time will not be given for late arrivals. If you do not take an exam, you will receive a zero on it. Make-up exams will be given only for students with documented medical illnesses, deaths in the family, or similarly serious circumstances. For the final exam, you may request an alternative time if you have more than two exams in a 24-hour period, but you must request this in writing by 4/21/17, consistent with University policy. Note that I will request documentation (e.g., a doctor’s note, funeral program, etc.) from any student requesting to reschedule an exam.

**Participation: 40 points (4 x 13=52 possible)**

Starting on 02/06/2018, students will participate in class by responding to clicker questions during each regular (non-exam) class period. These are separate from the Individual Quizzes. These will be questions mixed into lectures and activities to (a) test students’ comprehension of material that has just been covered, (b) assess students’ attitudes/beliefs before a topic is covered, and/or (c) gauge students’ reactions to class material (e.g., How engaging? How clearly presented? How well paced?). Questions may be administered at any point during the class period, including the beginning and end of the class. These questions will be graded on participation, not accuracy. Students who participate in all clicker questions during a class period will receive 5 participation points for that day. Students who participate in some, but not all, clicker questions on a given day will receive 3 participation points for that class. Students who do not participate in any clicker questions on a given day will receive 0 points for that day. The instructor reserves the right to substitute a brief, written assignment, graded in a similar fashion, should Clicker be unavailable due to technical issues, or if another mode of participation is better suited for class goals that day (e.g., having students submit questions for an upcoming guest speaker). Because there is a 10 point “buffer” built in, no makeup opportunities for participation will be given due to absence, equipment malfunction, or other reasons. It is your responsibility to work with me and, when
applicable, SJSU eCampus (http://www.sjsu.edu/at/ec/support/) to make sure your clicker is functioning properly.

**Interview project: 150 points (50 for Part 1/proposal, 100 for Part 2/final paper and discussion)**

To provide a more “on-the-ground” perspective on course material, you will complete a project in which you will interview a person with professional and/or personal involvement with child psychopathology, and then write a paper based on what you have learned. You may choose to interview either (a) a mental health professional who works with young people or their parents (e.g., psychotherapist, psychologist, psychiatrist, special education teacher, behavioral therapist), (b) the parent of a child who has received mental health services, or (c) a community member involved with a mental-health-related nonprofit, business, or activist organization. A person who works with young people broadly, without special emphasis on individuals with behavioral/emotional/learning/psychological problems is not appropriate (e.g., regular education teacher, staff in a general afterschool program). A description of the project follows, and specific instructions and rubrics will be provided on Canvas at least one month before each part is due.

Part 1 (proposal) of this project will involve writing a 3-5 page proposal in which you will (a) define the topic area (usually a specific diagnosis or problem), (b) describe what you already know about the topic area, based on course info and the textbook (c) identify the person you will interview, (d) describe what you hope to learn from interviewing this person, and (e) list questions you plan to ask this person. For Part 1, you will also obtain written consent from the person you propose to interview, using a consent form provided by the instructor. I will provide feedback confirming that your plan meets the requirements for the assignment, and providing suggestions on how you might modify your topic area and/or interview questions.

For Part 2 (final report and discussion), you will first write a ~7 page report on what you learned from interviewing this person (80 points) and then participate in an in-class discussion of this during the final exam period (20 points). In the paper, you will discuss how this first-person knowledge fits with information on the topic area we discussed in class (including evidence-based practices for assessing and treating relevant disorders/clinical problems). In this paper you will also discuss, based on what you’ve learned from your interview and course material, you will discuss your opinions on best practices for prevention, support, and/or treatment for children and families experiencing the problem at hand.

*Note, I will contact each interviewee to verify that you indeed interviewed them. Fabricating interviews constitutes an academic integrity violation and will result in a grade of 0 on the project and disciplinary action.

**TOTAL POINTS: 700**

**Definition of a Credit Hour**

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.
Determination of Grades

Total points earned in the class will be divided by 700 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+:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
<th>Percent</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 97</td>
<td>A+</td>
<td>73-76.99</td>
<td>C</td>
</tr>
<tr>
<td>93-96.99</td>
<td>A</td>
<td>70-72.99</td>
<td>C-</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
<td>67-69.99</td>
<td>D+</td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
<td>63-66.99</td>
<td>D</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
<td>60-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
<td>&lt;60</td>
<td>F</td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
<td>-</td>
<td>-</td>
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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

You are expected to arrive on time to each class meeting and attend to what is going on in the classroom. This course uses a team-based approach to learning, which assumes that teammates are present and actively engage. So, please come to class, do your best to engage thoughtfully, and support your learning and that of your classmates. Most classes will follow the general schedule listed below. Note that absence during individual and/or group quizzes will result in zeros for those assignments:

6:00-6:05: Housekeeping and Announcements
6:05-6:15: Individual quiz (Clicker)
6:15-6:25: Group Quiz (Scantron)
6:25-7:20: Lecture/Activities
7:20-7:30: Break
7:30-8:40: Lecture/Activities

You are expected to use laptops and/or tablets in a professional manner, if you choose to do so. This means that you use them for class-related purposes, and not for other things. If I notice this happening, I reserve the right to restrict permission to use these devices, either for an individual student(s) or for the entire class. Lectures should not be recorded without my prior permission; see me if you wish to discuss this.

You are expected to behave in a respectful manner toward your peers and instructor. When differing opinions emerge in class discussions, I expect you to maintain a civil and professional tone. You can expect me (the instructor) to do the same. If you feel I am not living up to this expectation, or that I am approaching a topic in a problematic way, please do let me know (professionally) via email or in-person. If you engage in behavior that is overtly disrespectful, disruptive to the class, threatening, or harmful toward others in the room, you may be asked to leave the class for the day.
You are expected to check Canvas and email regularly, and to communicate professionally through this means. When I initiate course-related communication, it will be via Canvas. This includes messages to the whole class and those to individual students. If you choose to email me, I will reply via email, so you will be expected to look out for my reply there. I expect you to communicate professionally via Canvas and email, just as in class.

**Guest Speakers**

Throughout the semester, we will have four guest speakers share their personal and/or professional insights into the topics we are discussing. These will be parents of children with various mental health diagnoses and professionals who work with youth in mental health settings. When these guest speakers are present, it is particularly important to show them respect by following the Classroom Protocol expectations outlined above. Please strive to be particularly welcoming as these folks volunteer their time to bring their valuable perspectives into our class.

**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/
PSYC142, Child Psychopathology, Fall 2017 Schedule

This is a tentative schedule of lecture topics, assignment due dates, and exam dates. Note that we may deviate somewhat from this schedule throughout the semester. However, due dates and exam dates will remain the same, unless extreme circumstances (e.g., natural disaster) dictate a change. Any changes in the content of assignments or exams will be given at least one week in advance of the date due date/exam date.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Preparation</th>
<th>Individual and Group Quizzes and In-class activities</th>
<th>Assignments Due 5 PM on Canvas the day of class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/30</td>
<td>Intro and Causes</td>
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<tr>
<td>2</td>
<td>2/6</td>
<td>General Clinical Approaches with Children</td>
<td>Discuss welcome assignment w/ team, Clicker test, “10 questions”</td>
<td>Welcome Assignment</td>
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<tr>
<td>3</td>
<td>2/13</td>
<td>IDD and Autism</td>
<td>I&amp;GQ1 (Causes and General)</td>
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<tr>
<td>4</td>
<td>2/20</td>
<td>Autism (cont) and Learning Disabilities</td>
<td>I&amp;GQ 2 (IDD), Melissa Schulz Guest</td>
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<tr>
<td>5</td>
<td>2/27</td>
<td>ADHD and ODD</td>
<td>I&amp;GQ 3 (Autism and LD)</td>
<td>Interview Proposal Due</td>
<td></td>
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<tr>
<td>6</td>
<td>3/6</td>
<td>ODD (wrapup), CD, Substance Use</td>
<td>I&amp;GQ 4 (ADHD/ODD), Vignette case</td>
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<tr>
<td>7</td>
<td>3/13</td>
<td><strong>Exam 1, Anxiety Disorders</strong></td>
<td>Piacentini webinar</td>
<td>Exam 1,</td>
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<tr>
<td>8</td>
<td>3/20</td>
<td>Anxiety Disorders (cont)</td>
<td>Vignette case</td>
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<tr>
<td>9</td>
<td>4/3</td>
<td>OCD and Related Disorders</td>
<td>I&amp;GQ 5 (anxiety)</td>
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<tr>
<td>10</td>
<td>4/10</td>
<td>Trauma/STressor Related Disorders</td>
<td>I&amp;GQ 6 (OCD and related), defining trauma</td>
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<tr>
<td>11</td>
<td>4/17</td>
<td>Depressive Disorders</td>
<td>I&amp;GQ 7 (Trauma and Stressor)</td>
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<td>12</td>
<td>4/24</td>
<td>Thought and Bipolar-Spectrum Disorders</td>
<td>I&amp;GQ 8 (Depressive), Sabrina guest</td>
<td>Interview Project Due</td>
<td></td>
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<tr>
<td>13</td>
<td>5/1</td>
<td>Feeding and Eating Disorders</td>
<td>I&amp;GQ 9 (Thought/Bipolar), Karima guest</td>
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<tr>
<td>14</td>
<td>5/8</td>
<td>Gender and sexual orientation; interview project discussion</td>
<td>I&amp;GQ 10 (Feeding/Earthing),</td>
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<tr>
<td>Final Exam</td>
<td></td>
<td>Exam 2</td>
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<td>Exam 2</td>
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