Course and Contact Information

Instructor: Matthew Capriotti, Ph.D.
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Office Hours: Wednesday 3:00-5:00 PM
Class Days/Time: Wednesday 12:00-2:45 PM
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.
CLO3: 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 individualized evidence-based treatment plans that integrate relevant clinical and contextual information to diagnose, assess, and treat a child or adolescent seeking clinical services.

For the LPCC & MFT requirement set by the BBS in AB1436, this course partially meets the requirement of completing at least 6 hours of coursework or supervised experience in suicide risk assessment and intervention.
This requirement is satisfied across the courses in assessment, child psychopathology, ethics, and crisis and trauma intervention.

**Program Learning Outcomes (PLOs) and Licensing Learning Objectives (LLOs)**

See Appendix B

**Required Texts/Readings**


Online Coursera Course: “Everyday Parenting: The ABCs of Child Rearing.” Available at: [https://www.coursera.org/learn/everyday-parenting](https://www.coursera.org/learn/everyday-parenting)

**Course Requirements and Assignments**

**Diagnostic criteria quizzes**

10 points x 8 quizzes = 80 points

For 9 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 will be tested on criteria for only one disorder, chosen arbitrarily by the instructor without your advance knowledge. Quizzes will occur at the beginning of each class, and you will have 20 minutes to complete each quiz, unless otherwise specified. Each quiz will be worth 10 points. Your lowest quiz score will **not** count toward your final grade. **CLO1.**

**Vignettes**

30 points x 5 vignettes = 150 points

On five occasions, you will be given-take home assignments requiring 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. You **may** use outside resources including course textbooks and readings, as long as you use proper citation and ensure that your response reflects your own thinking. The first two will be group assignments, in which you and your group members will submit a single response and receive a single grade. The final three will be individual assignments, which should represent your own independent work. Vignettes will be graded according to the rubric provided on Canvas.
CLOs 1-5

Final vignette
50 points

For your final project, you will complete an individual vignette assignment similar in nature and scope to those described above, but in response to first-year comprehensive exam questions (see MS Clinical Program Handbook). These questions will require more in-depth and nuanced responses than for the other vignette assignments. The goal of this assignment is to provide a “bridge” into your Spring semester course work, and to continue developing your skills for considering evidence-based assessment and treatment in applied contexts.

CLOs 1-5

Assessment Data Project
30 points

In this project, you will be given 4 mini vignettes accompanied by comprehensive assessment profile data from inventories and assessment devices covered in class (i.e., WISC, WIAT, RCADS, SDQ). For each, you will respond to 5 questions that assess your ability to interpret and contextualize this information with DSM-5 diagnosis and evidence-based assessment and treatment planning.

CLOs 1 & 3

Socio-Emotional Learning Project
50 points

This course includes an applied service-learning project, in which you and a small group of your classmates will present a socio-emotional learning lesson to students at McKinley Elementary school. You will be assigned a session from an evidence-based protocol for school-based treatment of behavioral problems in youth, and you will adapt this to a whole-class socio-emotional learning lesson. This is not a psychotherapeutic intervention for these youth; however, your lesson should strive to teach new information about effectively self-regulation and/or social skills. This is a chance for you to develop teaching skills that will directly relevant to your future work treating emotional and behavioral problems in youth.

Groups will generate a Comprehensive Outline lesson plan, learning objectives, and assessment tools to track learning objectives. They will submit these well in advance (see schedule) and discuss these with Dr. Capriotti. The Comprehensive Outline will be worth 10 points, evaluated on clarity and completeness of lesson plan, clarity of learning objectives, and fit of assessment tools with learning objectives. A sample will be provided on Canvas. The presentation itself will be worth 30 points, evaluated via Dr. Capriotti’s direct observation and using a rubric; you will be evaluated based on clarity and age-appropriateness of instruction, adherence to the lesson plan, and flexibility in responding effectively to student in-class behaviors, questions, etc.. All group members will receive the same grade for these Comprehensive Outline and the presentation. Finally, students will submit a ~750-word page reflection paper in which they will reflect on their experience with the presentation in the context of their training and career goals (10 points). Specific prompts will be provided. Papers will be evaluated on the extent to which they respond to the prompts, clarity of communication

Participation
50 points

You are expected to contribute to the class by sharing your thoughts and impressions about the readings, asking questions, and responding to questions. Participation is defined as doing the following for each class meeting:

a) Completing the assigned readings/videos/online learning modules in advance of class
b) Coming prepared to class with at least two substantive questions about the content you read for that class meeting
c) Contributing verbally to whole-group class discussion at least once per class
d) Participating in small-group activities as prompted during class periods
e) Behaving consistently with the classroom expectations defined in Appendix C

If it appears that students are struggling to complete a & b consistently, the instructor reserves the right to require that all students posting two questions about, or reactions to, the week’s reading to Canvas 24 hours ahead of each class meeting, in order to encourage students to read material and document more concretely that you have done so. Given that this is a grad-level class, it is my hope that students will engage with the readings without this contingency in place.

If you participate fully in all class meetings, as described above, you will earn 50 points toward your final grade. For every class period in which you do not participate fully in the above, 4 points will be subtracted from your participation score. Each time you do not participate fully in the class, the instructor will notify you within 48 hours of the class meeting. CLOs 2-5

**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 the Final Vignette assignment, as described above.

**Determination of Grades**
Total points earned in the class will be divided by 410 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 not available.

I do accept late work, with a deduction of 20% for each day (i.e., 24-hour period) that it is late.

There is one, and only one, possible makeup assignment in this class, in that your lowest quiz score will not count toward your final grade. No other makeup assignments will be arranged.

**Classroom Protocol and Etiquette**
Students are expected to behave with professionalism, respect, and courtesy in all in-class and out-of-class communications with classmates and the instructor. **This includes actively participating in class discussions.** See Appendix C for detailed expectations for in-class behavior and professional communication.

**Professional Communication**
Email is a good medium to ask simple, clarifying questions about class material or logistics. 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.

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. See Appendix C for specific expectations. 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](http://www.sjsu.edu/gup/syllabusinfo/) at http://www.sjsu.edu/gup/syllabusinfo/”
Appendix A: PSYC211/Child Psychopathology, Fall 2019, Course Schedule

Please note that assignments and readings may change with one week’s notice or more.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Didactic Topics, Readings, Assignments, Quizzes</th>
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| 8/21   | 1    | Overview of Course, Psychopathology Definitions Part I, McKinley Project breakouts  
Rosenhahn – Being sane (article) [http://psychrights.org/articles/rosenham.htm]; Lillenfeld “Myths” excerpt/reply to Rosenhan |
| 8/28   | 2    | Psychopathology Definitions Part II, Psychological Assessment and Diagnosis of Children Part I (DSM approach)  
F&P: 1-2; Maddux, Gosselin, & Winstead; Szaz; Alegria et al., 2010 |
| 9/4    | 3    | Psychological Assessment and Diagnosis of Children Part II (structured interviews, behavior rating scales)  
Group Vignette 1 due (Linh)  
F&P: 3; RCADS User Manual, Chorpita et al. (2000); Goodman (2000), review [https://www.sdqinfo.com/], SDQ Scoring Guide, MINI-KID Instrument (focus on instructions and general structure); De los Reyes & Kazdin (2005), focus on pp. 483-489; |
| 9/11   | 4    | Disruptive Behavior Disorders I: ODD  
Quiz 1: ODD  
F&P: 11 (focus on ODD); DSM: ODD, Steiner & Ramsing (2007); Kazdin Coursera Modules 1-2 (heads up- this is time-intensive) |
| 9/18   | 5    | Disruptive Behavior Disorders II: Conduct Disorder  
Quiz 2: CD  
F&P: 11 (focus on CD), Puckering (2009), Kazdin Coursera Modules 3-4;  
Posted guides on School-Home Notes and Daily Report Cards |
| 9/25   | 6    | Anxiety Disorders I  
Quiz 3: Separation Anxiety/Social Anxiety Disorder/ Generalized Anxiety Disorder Criteria Quiz  
F&P: Ch 6-8; DSM: Anxiety Disorders; Connolly & Bernstein (2007) Practice Parameter; |
| 10/2   | 7    | Anxiety Disorders II and OCD  
Group Vignette 2 Due  
Quiz 4: Selective Mutism/OCD Criteria Quiz  
F&P: 10, POTS Team (2004)  
Coping Cat manual Sessions 1-8 |
| 10/9   | 8    | Anxiety Disorders III: Coping Cat Clinical Skill practice  
Coping Cat manual Sessions 9-16  
Individual Vignette 1 due |
| 10/16  | 9    | WORKSHOP MCKINLEY PRESENTATIONS |
| 10/23  | 10   | Trauma and Stressor Related Disorders  
Quiz 5: PTSD Criteria Quiz  
F&P: Ch. 9, DSM: Trauma and Stressor Related Disorders; Cohen et al (2010); optional: Webb et al. (2014) |
| 10/30  | 11   | Mood Disorders and Suicidality (including suicide assessment)  
Quiz 6: Major Depressive Disorder/Persistent Depressive Disorder Criteria Quiz  
Individual Vignette 2 due M 11/4  
F&P: 4-5; DSM: Mood Disorders; Birhamer et al. (2007); Fremouw et al. (2006), Hunnicutt et al. (2018), Linehan Risk Assessment and Management Protocol |

FRIDAY 11/1: 8 AM- 1:30 PM: MCKINLEY SOCIO-EMOTIONAL LEARNING PRESENTATIONS
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| 11/6  | 12   | Discuss McKinley project, Individual Vignette 2  
Behavioral Pediatrics  
**Quiz 7 (fill in the blank): Encopresis, Enuresis, Tourette Syndrome, Trichotillomania**  
F&P: 15, DSM: Elimination disorders, Obsessive Compulsive and Related Disorders; Friman et al. (2006) |
| 11/13 | 13   | McKinley Reflections due  
Individual Vignette 3 due 11/13  
**Quiz 8: ADHD**  
| 11/20 | 14   | Intellectual Disability (ID), Learning Disabilities (LD), ASD  
**Quiz 9: ID/LD/ASD**  
**Individual Vignette 4 Due 11/27**  
| 11/27 | X    | NO CLASS, THANKSGIVING |
| 12/4  | 15   | ID & LD Part II: In-Class Assessment Data Interpretation Exercise  
Course recap and debrief. |
| M 12/16, 0945-1200 | Final Exam | **Submit final vignette (untimed, first-year comp questions) before start of exam period**  
**Assessment Data Interpretation Assignment Due before start of exam period**  
Case conference: Final Vignette |
Appendix B: Program and Licensure Learning Outcomes

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 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 the following Program Learning Outcomes: 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1.

Licensure Learning Outcomes (LLO)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

LLO1: For the LPCC requirements, this course is designed to fulfill category: (H) Research and evaluation, including studies that provide an understanding of research methods, statistical analysis, the use of research to inform evidence-based practice, the importance of research in advancing the profession of counseling, and statistical methods used in conducting research, needs assessment, and program evaluation. per BPC Section 4999.12

1. LLO2: For the MFT requirements, this course includes instruction in Diagnosis, assessment, prognosis, and treatment of mental disorders, including severe mental disorders, evidence-based practices, psychological
testing, psychopharmacology, and promising mental health practices that are evaluated in peer-reviewed literature (BPC Section 4980.36(d)(2)(A))

This course will also cover aspects of the general MFT requirements that programs:

(1) Integrate all of the following throughout its curriculum: (A) Marriage and family therapy principles, (B) The principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments, among others, (C) An understanding of various cultures and the social and psychological implications of socioeconomic position, and an understanding of how poverty and social stress impact an individual’s mental health and recovery; (2) Allow for innovation and individuality in the education of marriage and family therapists; (3) Encourage students to develop the personal qualities that are intimately related to effective practice, including, but not limited to, integrity, sensitivity, flexibility, insight, compassion, and personal presence; and (4) Permit an emphasis or specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by marriage and family therapists.
Appendix C: Expectations for In-Class Conduct and Professional Communication

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 participate actively, attentively, and respectfully. 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 Expectations (email)

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).
Supplemental Reading List


