San José State University  
Psychology Department  
PSYC142, Child Psychopathology  
Spring 2020

Instructor: Matthew R. Capriotti, PhD  
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Office Hours: Tues 1:15-2:15, Thurs 9:15-10:15  
Class Days/Time: Tues/Thurs 12:00-1:15  
Classroom: DMH 348  
Prerequisites: PSYC 001

MYSJSU Messaging
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning 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 – Critical thinking development: Abnormality in Historical Context. Students will be able to describe a contemporary approach to defining psychopathology in children and adolescents, and they will be aware of the historical context around defining psychopathology.

CLO2 – Knowledge based and application development: Understanding paradigms. Students will be able to describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems in children and adolescents.
CLO3 – Research Methods development: Clinical science. Students will be able to describe the role of science (with its varying methods) in the study of “normal” and “abnormal” behavior in children and adolescents.

CLO4 – Critical thinking and application: Classification. Students will be able to identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology, with emphasis on application to problems commonly seen in children and adolescents.

CLO5 – Critical thinking and application: Assessment. Students will be able to name different purposes of assessment of abnormal behavior in children and adolescents, and to identify different modalities appropriate to these purposes.

CLO6 – Knowledge base and application & Values in psychology - Evidence based interventions development. Students will be able to identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

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. We will use iClicker polling in this course (see Participation section below). Students do not need to purchase anything to do this, but they do need to plan carefully to make sure they are configured to participate in iClicker sessions each class. Students may participate in iClicker polls using their laptops or smart phones.
The SJSU ECampus website, [http://www.sjsu.edu/ecampus/teaching-tools/reef/index.html](http://www.sjsu.edu/ecampus/teaching-tools/reef/index.html), has detailed guides on how to register your laptop or smart phone, link it to this class, and participate in sessions. If students anticipate that they will not have consistent access to a laptop or smart phone, or if they simply prefer not to use these technologies, they can borrow a physical clicker free of charge for the semester by contacting ECampus or stop by their office (IRC 206).

**Course Requirements and Assignments**

**Final Examination or Evaluation**

The culminating experience for this course is the final project. This is due 5/1/2020 at the start of the class period. During the final exam period (W 5/22 9:45-12) we will meet to discuss these projects and reflect together on your experience with them.

Final exams are governed by University Policy S06-4 ([http://www.sjsu.edu/senate/docs/S06-4.pdf](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: 5 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.

**Individual Quizzes: 60 points (10x7, lowest one dropped)**

At the beginning of most class periods, you will complete a Scantron quiz that will contain (a) questions testing mastery of concepts covered in the last class (“old” material), and (b) familiarity with diagnostic criteria and/or other material 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 lowest quiz score will be dropped (i.e., not counted toward your final grade). These may include a quiz that you did not take, for which you received a score of 0. **Makeup quizzes will generally not be given due to absence or scheduling conflicts.**
Group Quizzes: 30 points (7x5, lowest one dropped)

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.

Participation: 15 points (17 x 1=17 possible, 2 extra credit)

Starting on 02/04/2020, students will participate in class by responding to clicker questions during each class period where no quiz is given. 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 2 participation points for that day. Students who participate in some, but not all, clicker questions on a given day will receive 1 participation point 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).

Everyday Parenting Project: 15 points

You will complete an online, self-paced Coursera class entitled “Everyday Parenting” (https://www.coursera.org/learn/everyday-parenting) by Dr. Alan Kazdin, world-renowned parent training expert (and SJSU alumnus!). This 15-hour course highlights how the principles of evidence-based treatment for disruptive behavior disorders can be put into practice by parents. This is not intended to train you to deliver this as a psychotherapeutic intervention, nor is it intended as psychological intervention for any children in your life. Rather, it will give you an in-depth look at how powerful principles of behavior change can be used to enhance the lives of children and families. You will complete the course and then write a 5-page reflection paper that (a) summarizes the 3 things that stood out to you the most about the strategies provided, (b) your thoughts on the feasibility of applying the strategies, and (c) your thoughts on the cultural acceptability of the strategies provided within the context of your own cultural background. A detailed set of instructions and rubric will be provide on Canvas by Week 3 of class.

Final project: 30 points

You will choose one of the two below options for a final project. Each is designed to provide a “deep dive” into a specific topic related to the course. Each will require you to write a 10-page paper with sufficient references to relevant research literature. Very detailed instructions and rubrics for each will be available on Canvas by Week 3 of the semester. For either option, you are highly encouraged to discuss your plans with the instructor far in advance of completing the assignment, to ensure that you are on the right track to succeed.
Option A: Interview project: 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.

The write-up of this project will involve:
(a) a 3-5 page background section in which you will (i) define the topic area (usually a specific diagnosis or problem), (ii) describe what you already know about the topic area, based on course info and the textbook, and (iii) identify three specific learning goals you have for interviewing this person
(b) a 2-4 page writeup on the knowledge you gained related to each learning goal
© a 2-3 page reflection on your own experience of this project and the interview

Option B: Pseudoscience and Science in Treatment of Child Psychopathology. This option involves an in-depth analysis of a specific pseudoscientific treatment for a child/adolescent problem. You will write up:
(a) 2-3 page description of the treatment and how it claims to work
(b) 3-5 page analysis of the treatment’s claims that includes (i) references to 3 empirical research articles and (ii) discussion of how the proposed treatment shows characteristics of pseudoscience
(c) 2-3 page discussion of evidence-based (i.e., scientific) alternatives to the pseudoscientific treatment you are analyzing

TOTAL POINTS: 155

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.

Over the fifteen-week semester, students are expected to dedicate 135 hours to a three-unit course, inclusive of attending lectures, reading course materials, etc. In other words, students are expected to dedicate 9 hours a week to this course, inclusive of all course activities.

Determination of Grades
Total points earned in the class will be divided by 155 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>Letter Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 or higher</td>
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<tr>
<td>A</td>
<td>93 to 96.99</td>
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<tr>
<td>A-</td>
<td>90 to 92.99</td>
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Extra credit opportunities may be provided for students up to 4 grade points (~2.5%) of the total course grade. No more than 4 total grade points may be earned from these assignments and extra participation points combined. For opportunities involving attendance at an event held at a fixed time (e.g., attending a research talk), a functionally equivalent alternative will be made available for students who cannot attend due to a conflict with class or work schedules.

Late work: Late papers will be accepted with a 25% deduction for each calendar day the paper is late. Late (i.e., makeup) quizzes will be arranged only in cases of documented illnesses or emergencies. Students who miss quizzes for other reasons will receive a zero for that quiz and may use this as their “dropped” quiz.

Academic dishonesty will not be tolerated in this class. Examples of academic dishonesty include, but are not limited to cheating on exams and assignments and turning in work that is not your own (in part or in whole). Notes, textbooks, and other resources may not be used on quizzes. Defrauding the iClicker system to attempt to register responses when not in class also counts as academic dishonesty. Note that the system has location verification, so attempts to do this will be easily detected. All cases of suspected and/or confirmed academic dishonesty will be reported to the University, per University policy. Penalties for academic dishonesty may range from a grade of zero on the assignment in question to expulsion from the University, depending on severity of the infraction. See University Policies (below) for full info.

Classroom Protocol
You are expected to arrive on time to each class meeting and attend to what is going on in the classroom. Each class will begin with a participation opportunity (factored into your grade), such that arriving promptly and attending until the end of each class will directly help you maximize your grade.

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 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. Please use Canvas only (not email) for electronic course-related communication. I expect you to communicate professionally via Canvas, just as in class.
Guest Speakers
Throughout the semester, we may have guest speakers share their personal and/or professional insights into the topics we are discussing. These may include parents of children with various mental health diagnoses and/or 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, Spring 2020 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. 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 (I&amp;GQ), Assignments Due, in-class activities</th>
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<tbody>
<tr>
<td>0-1</td>
<td>1/23</td>
<td>Child Psychopathology: Intro, History, Causes</td>
<td>Ch. 1-2</td>
<td>Intros/team formation</td>
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<td>1/28</td>
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<tr>
<td>2</td>
<td>2/4</td>
<td>Assessment and Diagnosis</td>
<td>Ch. 3-4</td>
<td>2/6: Welcome Assignment Due</td>
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<td></td>
<td>2/6</td>
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<td></td>
<td>2/6 I&amp;GQ1 (Intro, History, Causes, Assessment)</td>
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<td>3</td>
<td>2/11</td>
<td>Treatment and Ethics</td>
<td>Ch 4, Appendix A</td>
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<td></td>
<td>2/13</td>
<td>Clinical Science and Pseudoscience</td>
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<td>4</td>
<td>2/18</td>
<td>Clinical Science and Pseudoscience</td>
<td>Pseudoscience reading TBD; Shapiro (1989);</td>
<td>Shapiro (1989) Article analysis</td>
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<td>2/20</td>
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<td>2/20: I&amp;GQ2 (Diagnosis, Treatment, Ethics, Clinical Science)</td>
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<td>5</td>
<td>2/25</td>
<td>Intellectual and Developmental Disabilities</td>
<td>Ch. 5-6</td>
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<td></td>
<td>2/27</td>
<td>Autism Spectrum Disorder (ASD)</td>
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<td>6</td>
<td>3/4</td>
<td>ASD Guest Speaker</td>
<td>Ch. 7; Taylor et al., 2014; Normand &amp; Dallery, 2007</td>
<td>3/6: I&amp;GQ3 (IDD, ASD, LDs)</td>
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<td>3/6</td>
<td>Learning Disabilities</td>
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<td>7</td>
<td>3/11</td>
<td>Attention-Deficit Hyperactivity Disorder (ADHD)</td>
<td>Ch. 8-9; Faraone article; Chen article</td>
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<td>3/13</td>
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<td>8</td>
<td>3/18</td>
<td>Oppositional Defiant Disorder (ODD) and Conduct Disorder (CD)</td>
<td>Ch. 9-10; Kazdin interview</td>
<td>3/20: I&amp;GQ 4 (ADHD, ODD, CD)</td>
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<td>9</td>
<td>3/25</td>
<td>Substance Use and Related Disorders</td>
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<td>3/27: Everyday Parenting Project Due</td>
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<td>10</td>
<td>4/8</td>
<td>Anxiety and Obsessive-Compulsive Disorders</td>
<td>Piacentini webinar , Ch. 11</td>
<td>4/10: I&amp;GQ 5 ( Substance Use, Anxiety)</td>
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<td>11</td>
<td>4/15</td>
<td>Trauma/Stressor Related Disorders Maltreatment</td>
<td>Ch. 12, TF-CBT webinar</td>
<td>4/24: I&amp;GQ 6 (PTSD, Maltreatment, and Depressive Disorders)</td>
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<td>12</td>
<td>4/22</td>
<td>Depressive Disorders , Self-Harm, and Suicide</td>
<td>Ch. 13</td>
<td>5/1: Final project Due</td>
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<td>4/24</td>
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<td>13</td>
<td>4/29</td>
<td>Thought and Bipolar-Spectrum Disorders Guest speaker</td>
<td>Ch 14.</td>
<td>5/8: I&amp;GQ 7 (Thought/Bipolar, Eating)</td>
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<td>14</td>
<td>5/6</td>
<td>Eating Disorders</td>
<td>Ch. 15</td>
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<td>5/8</td>
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<tr>
<td>Final Exam</td>
<td>W 5/13 0945-12</td>
<td>Final Project Discussion</td>
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