San José State University  
Department of Psychology  
Child Psychopathology, PSYC211  
Fall 2021

Course and Contact Information

Instructor:  Matthew Capriotti, Ph.D.
Office Location:  DMH 318
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Email:  Matthew.capriotti@sjsu.edu
Office Hours:  Wednesday 12:00-2:00 PM or by appt via Zoom other days
Class Days/Time:  W 9:00-11:45
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 individualized evidence-based treatment plans that integrate relevant clinical and contextual information to diagnose, assess, and treat a child or adolescent seeking clinical services.
**Program Learning Outcomes (PLOs) and Licensing Learning Objectives (LLOs)**

See Appendix B

**Required Texts/Readings**


**Course Requirements and Assignments**

**Diagnostic criteria quizzes**

For 9 weeks of the semester, you will complete quizzes that test your ability to apply diagnostic criteria covered in that week’s content to a brief case vignette. These will be timed, 30-min quizzes due before the start of class on Canvas. You will write a ~250-word narrative that identifies a primary diagnosis and provides a criterion-by-criterion justification. This justification should evidence knowledge of the diagnostic criteria themselves, and ability to identify examples of said criteria in a clinical context (i.e., the vignette). You are strongly encouraged to complete these without referencing notes.

**Vignettes**

On five occasions, you will complete assignments requiring you 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. Your responses will involve narrative 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 one will be a group assignment, in which you and your group members will submit a single response and receive a single grade. The final four will be individual assignments, which should represent your own independent work. You will receive written feedback on each section, a competency evaluation for each section (below standard, needs improvement, meets standard, or above standard). You must score “meets standard” or above on each section of a vignette to pass it. After you receive feedback, you will have one week to re-write sections that do not meet the standard within one week of receiving feedback.

**CLOs 1-5**

**Final Vignette**

For your final exam, you will complete a timed (3-hour), closed-book, closed-notes individual vignette assignment similar in nature and scope to those described above. This is a summative assessment designed to
evaluate your mastery of course content. You must meet the “standard” level of performance on 4 of 5 sections on your first attempt to pass this assignment. If you do not pass on the first try; you may attempt the final again with a new vignette. If you do not meet the standard for 4 of 5 sections on the re-take, you will receive no higher than a C+ in the course. CLOs 1-5

Assessment Data Project
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

Parent Workshop Project
This course includes an applied service-learning project in collaboration with the Healthy Development Clinic. A detailed rubric and set of instructions will be provided on Canvas by Week 4.

You and a small group of your classmates will lead a workshop for parents on child mental health issues. You will present a ~15 minute presentation on an assigned child mental health topic, facilitate an interactive activity on the topic, and lead a discussion among the parents. The workshop may occur in-person (with County and University safety protocols being followed) or virtually, depending on the state of the pandemic. This is not a psychological assessment or intervention; however, the goal is to provide accurate information in a way that is clear, engaging, and relevant, which could help families in preventing mental health problems and/or accessing appropriate mental health services. This is a chance for you to develop teaching skills that will be 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 at least three weeks before the workshop. The Comprehensive Outline will be considered passing if it provides a clear and complete lesson plan, clearly states parents' learning objectives, and describes a feasible and relevant interactive activity. A sample will be provided on Canvas. The presentation itself will be evaluated based on accuracy of information, adherence to the lesson plan, and responsiveness to parents’ questions and participation.

Finally, students will complete individual, 3-page reflection papers related to the experience of designing and delivering the workshop.

Participation
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. 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**

This class uses a grading contract, rather than a point-based grading scheme. This means that you will earn a baseline grade of B+ for passing the following assignments:

- 6 or more (of 7) diagnostic quizzes
- Assessment Data Activity
- Group Vignette
- Individual Vignettes 1-3 (i.e., scoring “standard” or above on 4 of 5 sections)
- Final vignette
- Parent workshop project (including reflection paper)
- Participating actively in 13 of 15 class meetings

Your grade will **increase** by a half-letter grade (e.g., B+ to A-) for each one of the following you do:

- Score “above standard” on 3 of 5 sections of a vignette and at least “standard” on the other 2 sections on the first attempt
- Score “above standard” on all 5 sections of a vignette re-write

Your grade will **decrease** by a half-letter grade (e.g., B+ to B) for each of the following:

- Participating in less than 13 of 15 class meetings (regardless of number less than 13)
- Passing fewer than 6 diagnostic quizzes
- Failing to pass a vignette on the re-write
- Scoring “substandard” on 4 of 5 sections of vignette assignment the first time it is submitted

**Extra credit** is not available.

**Late work.** Is it critical that you complete work on time in this class. Usually, assignments are due at the start of a class period, and then we will discuss those during the class period. Because of this, missed deadlines create challenges in the teaching of the class and learning of material itself. Please make every effort to complete all work on time. I will give extensions in cases where a student is ill; I will also consider extensions for student emergencies, though this is on a case-by-case basis, and I reserve the right to request documentation supporting said emergency. If you’re requesting an extension, you must contact me at least 24 hours in advance of the
assignment deadline, briefly stating the reason why you need an extension and letting me know how long of an extension you are requesting. If you experience an emergency that makes it impossible for you to reach out in advance, please contact me about the situation ASAP. I reserve the right to decline extensions requested based on foreseeable circumstances (e.g., I had other papers also due this week).

**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.

**Attendance**

Students are expected to attend all class meetings unless they are ill, isolated/quarantined due to COVID-19 exposure, or facing some other significant emergency that makes attending impossible. Students should refer to the CMHC [policy on missing classes](#). If you know you are going to miss a class due to the above reason, please email me as far in advance as possible. I will be open to arranging modifications during class (e.g., Zooming a student in), but this is very difficult to do when I do not have notice until a few minutes before class.

**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](#) at http://www.sjsu.edu/gup/syllabusinfo/”
# Appendix A: PSYC211/Child Psychopathology, Fall 2021, 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>Topics and Class Activities</th>
<th>Readings/Prep</th>
<th>Vignettes Due</th>
<th>Other assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>1</td>
<td>Overview of Course, Psychopathology Definitions Part I</td>
<td>(1) Maddux, Gosselin, &amp; Winstead; (2) Szasz; (3) Rosenhahn – Being sane (article); (4) Lilienfeld “Myths” excerpt/reply to Rosenhan; (5) DBT Assumptions Video: <a href="https://www.youtube.com/watch?v=XPl0MoPZQ_w&amp;t">https://www.youtube.com/watch?v=XPl0MoPZQ_w&amp;t</a> (6) F&amp;P Ch 1-2</td>
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<tr>
<td>9/1</td>
<td>2</td>
<td>Psychopathology Definitions Part II</td>
<td>(1) F&amp;P, Ch 3; (2) Assessment Lecture, (3) Alegria et al., 2010; (4) De los Reyes &amp; Kazdin (2005), just pp. 483-489; (5) Child Assessment Interview Guide</td>
<td></td>
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<tr>
<td>9/15</td>
<td>4</td>
<td>Disruptive Behavior Disorders I: ODD and Conduct Disorder</td>
<td>(1) F&amp;P: 11; (2) DSM: ODD, CD (3) ODD &amp; CD lectures (4) ODD Practice Parameter</td>
<td>Group Vignette Re-write Due</td>
<td>DQ1: ODD and CD</td>
</tr>
<tr>
<td>9/22</td>
<td>5</td>
<td>Disruptive Behavior Disorders II: Parent-Child Interaction Therapy and Behavioral Parenting Training</td>
<td>PCIT Webcourse: <a href="https://pcitwebcourse.pcit.ucdavis.edu/">https://pcitwebcourse.pcit.ucdavis.edu/</a> (note that this is long)</td>
<td>Assessment Data Project Due</td>
<td></td>
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<tr>
<td>9/29</td>
<td>6</td>
<td>ADHD</td>
<td>(1) F&amp;P 12; (2) ADHD Lecture; (3) DSM: ADHD; (4) ADHD Clinical Practice Guidelines (2011); (5) Abstract only: Polanczyk et al (2014); (6) Optional: Pfiffner &amp; Haack (2014); (7) Optional: Hinshaw: <a href="https://www.youtube.com/watch?v=XPl0MoPZQ_w&amp;t">Is it really ADHD?</a></td>
<td>Individual Vignette(IV) 1 (Tyler) Due</td>
<td>DQ2: ADHD</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Reference(s)</td>
<td>Feedback Due</td>
<td>Discussion Questions</td>
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<tr>
<td>10/6</td>
<td>7</td>
<td>Anxiety Disorders</td>
<td>(1) F&amp;P: Ch 6-7; (2) Piacentini webinar; (3) Anxiety Lecture;</td>
<td>[receive IV1 feedback]</td>
<td>DQ 3: Separation Anxiety, Social Anxiety Disorder, Generalized Anxiety Disorder</td>
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<td></td>
<td>(4) DSM: Separation, Social, and Generalized Anxiety Disorders; (5) Connolly &amp; Bernstein (2007) Anxiety Practice Parameter</td>
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<tr>
<td>10/13</td>
<td>8</td>
<td>OCD and OC-Spectrum Disorders Orient to CC, Practice Coping Cat (Skills)</td>
<td>(1) F&amp;P 10, (2) Coping Cat (CC) manual Sessions 1-8</td>
<td>IV 1 re-write due</td>
<td>DQ4 : OCD, Trichitillomania, Tourette Disorder</td>
</tr>
<tr>
<td>10/20</td>
<td>9</td>
<td>Anxiety Disorders III: Q&amp;A, Practice Coping Cat (Exposure)</td>
<td>(1) CC manual Ch 9-16</td>
<td>IV 2 due</td>
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<tr>
<td>10/27</td>
<td>10</td>
<td>Trauma and Stressor Related Disorders KY CBT Demo and Practice</td>
<td>(1) F&amp;P: Ch. 9, (2) PTSD Lecture (3) DSM: Trauma and Stressor Related Disorders; (4) Practice Parameter- Cohen et al (2010); (5) TF-CBT webinar</td>
<td>[receive IV 2 feedback]</td>
<td>DQ5: PTSD</td>
</tr>
<tr>
<td>11/3</td>
<td>11</td>
<td>Mood Disorders and Suicidality (including suicide assessment) Chain Analysis Practice suicide assessment &amp; safety planning</td>
<td>(1) F&amp;P: 4-5; (2) DSM: Mood Disorders; (3) Birhamer et al. (2007); (4) Hunnicutt et al. (2018), (5) Linehan Risk Assessment and Management Protocol</td>
<td>IV 2 re-write due</td>
<td>DQ6: Mood Disorders</td>
</tr>
<tr>
<td>11/10</td>
<td>12</td>
<td>Intellectual Disability (ID), Learning Disabilities (LD), ASD</td>
<td>F&amp;P: 16, DSM: Autism Spectrum Disorder, Specific Learning Disorder;</td>
<td>IV 3 due (timed)</td>
<td>DQ7: ID, LD, ASD</td>
</tr>
<tr>
<td>11/17</td>
<td>13</td>
<td>Psychotic- and Bipolar-Spectrum Disorders in Youth Practice teacher consultation/collaboration</td>
<td>TBD; Mock IEP meeting video,</td>
<td>[receive IV 3 feedback]</td>
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<tr>
<td>11/24</td>
<td></td>
<td>NO CLASS, THANKSGIVING</td>
<td></td>
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<tr>
<td>12/1</td>
<td>14</td>
<td>Eating Disorders (Guest Lecture)</td>
<td></td>
<td>Parent Workshop Reflection Due</td>
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<tr>
<td>R 12/9, 0715-1015</td>
<td>Final Exam</td>
<td>Timed Final Vignette (2nd administration: W 12/16 9 AM if did not pass first attempt)</td>
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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.

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.
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.

Pandemic-Related Considerations

1. Fully comply with current SJSU policies around masking. For Fall 2021, this means wearing a mask appropriately throughout the duration of all classes, regardless of your vaccination status. Failure to do so is a student conduct issue and a professionalism issue and may result in disciplinary action at both the MS CMHC program level and at the University level.
2. Do not eat and drink in our classroom. This includes prior to the start of class, during
3. Please exit the classroom after class ends. SJSU has intentionally spaced class periods to allow for recirculation of air between our class and the one that follows it. Students or faculty lingering in classrooms will interfere with this. If you want to discuss anything with me (the instructor) following class, you may do so in my office. If you want to discuss things among peers and/or just hang out with your classmates, that is great; please do so outside of DMH.
4. Please do not attend class if you are sick (i.e., have physical symptoms).

General Considerations

5. 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.
6. Do not carry on side conversations with others during class. If you have a question or point to make, please share it with the course. It’s likely that others will benefit from your point or question
7. Please have your phone on silent when in class. If you need to receive an emergency call or monitor for an important message, let me know about it in advance.
8. Do not text message during class.
9. You are encouraged to bring and use a laptop or tablet for note-taking, accessing readings during class, etc.. If you do this, please use it only for the purposes of the class.
10. Attend to the class material. Do not work on any other course material during class, including studying for other exams.
11. 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 collaborative and respectful tone.

5. Use complete sentences and attend to grammar and spelling. An overly formal tone is not necessary, but please email clearly and in standard “office workplace” style.

6. **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.**

7. **If you do not hear back within 48 business hours from me, please email me again politely request a response and resend the original message (you can use the forward function here).**
Supplemental Reading List


