Course and Contact Information

Instructor: Matthew Capriotti, Ph.D.
Office Location: DMH 318
Telephone: (408) 924-5641
Email: Matthew.capriotti@sjsu.edu
Office Hours: Wednesday 12:00-2:00 PM reserved for this class. Please email me to book during this time
Other hours (shared with undergrads):
M 2:00-2:40, 4:20-5:00
W 2:00-2:40
Signup at: https://matthewcapriotti.youcanbook.me/

Class Days/Time: W 9:00-11:45 on Zoom
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.

**Vignettes**

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 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, standard, or above standard). You must score “standard” 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 fail 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**

**Socio-Emotional Learning Project**

This course includes an applied service-learning project, in which you and a small group of your classmates will create videos on socio-emotional learning lessons to students. These videos will be shown to local elementary school students at McKinley Elementary school’s after school program. 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 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 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 well in advance (see schedule) and discuss these with Dr. Capriotti. The Comprehensive Outline will be considered passing if it provides a clear and complete lesson planning (including a skill practice activity), clearly states student learning objectives, and describes an age-appropriate method for evaluating students’ learning. A sample will be provided on Canvas. The presentation itself will be evaluated based on clarity and age-appropriateness of instruction, as well as adherence to the lesson plan.

**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:

- 8 or more (of 9) diagnostic quizzes
- Assessment Data Activity
- Passing Vignettes 1-4 (i.e., scoring “standard” or above on 4 of 5 sections)
- Final Vignette
- Socio-emotional learning project
- 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
- Substantially exceed expectations on the socio-emotional learning project (e.g., by creating a near-professional-quality product, by creating an adjunct that translates your project into a non-English language, by creating some significant ancillary activity (e.g., a practice board game)

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 8 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.** Students are encouraged to complete all work on time. When some students complete work past deadlines, it becomes very difficult for us to make effective use of class time to discuss assignments. Please make every effort to complete all work on time. That said, I will consider and generally grant extensions on assignments that are turned in late due to circumstances beyond students’ control. For such 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. I reserve the right to decline extensions requested based on foreseeable circumstances (e.g., I had other papers also due this week) and/or to request documentation if a student is making repeated requests for extensions.

**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/’
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topics and Class Activities</th>
<th>Readings/Prep</th>
<th>Vignettes Due</th>
<th>Quizzes Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19</td>
<td>1</td>
<td>Overview of Course,</td>
<td>(1) Maddux, Gosselin, Winstead; (2) Szasz; (3) Rosenhan – Being sane (article) [<a href="http://psychrights.org/articles/roosenham.htm">http://psychrights.org/articles/roosenham.htm</a>]; (4) Lillenfeld “Myths” excerpt/reply to Rosenhan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychopathology Definitions Part I Practice Vignette (begin Linh discussion)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/26</td>
<td>2</td>
<td>Psychopathology Definitions Part II, Psychological Assessment and Diagnosis of Children I Intake Demo &amp; Practice</td>
<td>(1) F&amp;P Ch 1-2, (2) Assessment Lecture, (3) Alegria et al., 2010; (4) De los Reyes &amp; Kazdin (2005), focus on pp. 483-489;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>3</td>
<td>Psychological Assessment and Diagnosis of Children II (structured interviews, behavior rating scales) Structured interview demo In-class Assessment Interpretation Activity</td>
<td>(1) F&amp;P: 3; (2) MINI-KID Instrument, (3) RCADS User Manual, (4) Chorpita et al. (2000); (5) SDQ Scoring Guide, (6) Goodman (2000), Group Vignette 1 (Linh) due M 8/31 9 AM (feedback by T 9/1 end of day)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/9</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>Linh Rewrite Due</td>
<td>DQ1: ODD</td>
</tr>
<tr>
<td>9/23</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: Is it really ADHD?;</td>
<td>Individual Vignette(IV) 1 (Tyler) Due *due Thursday 9/24 1159 PM</td>
<td>DQ2: ADHD</td>
</tr>
<tr>
<td>9/30</td>
<td>7</td>
<td>Anxiety Disorders I</td>
<td>(1) F&amp;P: Ch 6-8; (2) Piacentini webinar; (3) Anxiety Lecture; (4) DSM: Separation, Social, and Generalized Anxiety Disorders; (5) Connolly &amp;</td>
<td>[receive IV1 feedback]</td>
<td>DQ3: Separation Anxiety/Social Anxiety Disorder/</td>
</tr>
<tr>
<td>Date</td>
<td>No.</td>
<td>Topic</td>
<td>Assignments</td>
<td>Due Date(s)</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10/7</td>
<td>8</td>
<td>Anxiety Disorders II and OCD</td>
<td>Orient to CC, Practice CC</td>
<td>IV 1 re-write due (Thurs night)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1) F&amp;P 8 &amp; 10, (2) Coping Cat (CC) manual Sessions 1-8</td>
<td>DQ4 : Panic and OCD</td>
<td></td>
</tr>
<tr>
<td>10/14</td>
<td>9</td>
<td>Anxiety Disorders III:</td>
<td>Q&amp;A, Practice CC</td>
<td>IV 2 (Clara) due (Fri 11:59 PM; 10/16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(1) CC manual Ch 9-16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/21</td>
<td>10</td>
<td>Trauma and Stressor Related Disorders</td>
<td>Child Trauma Expert Panel</td>
<td>[receive IV 2 feedback]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></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) Optional: TF-CBT webinar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/28</td>
<td>11</td>
<td>Mood Disorders and Suicidality (including suicide assessment)</td>
<td>Chain Analysis Suicide Assessment &amp; Safety Planning</td>
<td>IV 2 re-write due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></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>DQ6: Mood Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Q7: ID, LD, ASD</td>
<td></td>
</tr>
<tr>
<td>11/11</td>
<td></td>
<td>Veterans Day- No Class;</td>
<td></td>
<td>[receive IV 3 feedback]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>individual checkins with MC this week</td>
<td>Final McKinley Projects Due M 11/9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/18</td>
<td>13</td>
<td>Understanding school-based services and collaborating with teachers</td>
<td>Mock IEP meeting video, School-Home Note/DRC Guides</td>
<td>IV 3 re-write due</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice behavioral consultation/DRCs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/25</td>
<td></td>
<td>NO CLASS, THANKSGIVING</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/2</td>
<td>14</td>
<td>Behavioral Pediatrics Quiz 7 (fill in the blank):</td>
<td></td>
<td>Receive IV 4 Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F&amp;P: 15, DSM: Elimination disorders, Obsessive Compulsive and</td>
<td>IV 4 re-write due 12/9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DQ 7: Encopresis, Enuresis, Tourette Disorder,</td>
<td></td>
</tr>
<tr>
<td>T12/15, 0715-0930</td>
<td>Final Exam</td>
<td>Timed Final Vignette</td>
<td>Trichotillomania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>----------------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Related Disorders; Friman et al. (2006)
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


