Course and Contact Information

Instructor: Jennifer Gregg, Ph.D.
Class Location: Class: https://sjsu.zoom.us/j/85232527710
Telephone: Please use email to reach me during quarantine
Email: Jennifer.gregg@sjsu.edu
Office Hours: Tuesdays 10:30 – 12:00 and by appointment
Office Hours https://sjsu.zoom.us/j/6928294830 (Links to an external site.)

Course Description

This course is designed to build on knowledge accumulated in undergraduate studies to develop an understanding and classification of types of human psychopathology.

This is a core course in the MS Clinical Program. It will have a heavy emphasis on the practical evaluation and utilization of research findings and psychological principles in practice settings. This course is designed to prepare clinicians and clinical scientists for service provision or research in applied settings. We will not focus extensively on the philosophy or empirical development of nosological classifications systems. We will instead engage in assignments geared toward helping students become facile with using the current diagnostic system and tie diagnosing to the conceptualization and treatment of human suffering. We will emphasize the use of empirically supported assessment approaches and treatments for those disorders with this information.

From the SJSU catalog: Advanced course to provide knowledge and experience in the classification and treatment of disorders of childhood, adolescence and adulthood as they are identified in schools, family interactions and worksite settings. Critical review of research related to the evaluation of treatment strategies. Prerequisite: PSYC 110. Notes: MS program priority.

Course Goals

Specifically, the goals of this course are for students to learn to conceptualize and plan treatment for a given case, provide an accurate DSM diagnosis, and make clinical decisions in consideration of symptoms, contextual features, and the empirical literature.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will:

1. CLO1: Know the diagnostic criteria for the major disorders in DSM-5 and have a working understanding of how this classification system operates
   a. Satisfied by in-class and out-of-class vignettes
2. CLO2: Develop a case conceptualization and theoretically conceptualize complex human problems attending to relevant cultural, ethical, and treatment considerations.
   a. Satisfied by in-class and out-of-class vignettes

3. CLO3: Utilize and be familiar with the empirical literature concerning treatments for specific disorders.
   a. Satisfied by in-class and out-of-class vignettes

4. CLO4: Learn treatment planning within the principles of evidence-based practice.
   a. Satisfied by in-class and out-of-class vignettes

**MS Clinical Program Learning Outcomes (PLO)**

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 child 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, 2.4, 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: (G) “Principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual, the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, and the treatment modalities and placement criteria within the continuum of care”. per BPC Section 4999.12

This course will also cover aspects of the additional LPCC requirements of: (d) sections (1) - (5) as follows: (1) The understanding of human behavior within the social context of socioeconomic status and
other contextual issues affecting social position. (2) The understanding of human behavior within the social context of a representative variety of the cultures found within California. (3) Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California. (4) An understanding of the effects of socioeconomic status on treatment and available resources. (5) Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

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.

Required Texts/Readings

Textbook

Required Texts


Other Readings

(1) Supplementary Journal Articles. A copy of supplementary journal articles is available for download on the course website. These are essential readings and you will be responsible for them during the semester.

Course Requirements and Assignments

Vignette Responses

Over the course of the semester, you will be asked to consider several vignettes both in groups and individually and both out-of-class and in-class. In response to these vignettes, you will answer specific questions designed to assess your comprehension of both the diagnosing of the individual in the vignettes and the clinical and
assessment issues present in the case. These vignettes will be brief and will be similar to the types that are seen on licensing exams and the MS comprehensive exams. Your responses are to be written out. You are not to bullet answers or provide 2 or 3 word sentences. You cannot simply ask questions such as “What was her childhood like?” You must state why you want to know the answer to this type of question.

This process is to develop your skills with this task. You must write out your answers. Please use the number and header to denote where your answers to each question begin and end.

Vignette responses may not exceed 8 pages.

Each vignette is worth 50 points, divided as follows:
1. Provide a full diagnosis. (5 pts)
2. Provide a justification for your diagnosis. (5 pts)
3. Provide three disorders that you considered, are still considering, and/or ruled out based on the information provided. (5 pts)
4. What other information would you need to know or want to know about this case that would help with either the diagnosis or the treatment planning? How could you gather this information? (5 pts)
5. What contextual features would you need to address when assessing or treating this case with respect to gender, ethnic, and family issues? (5 pts)
6. What issues would you prioritize for treatment? (5 pts)
7. What, how, and how often might you want to assess in order to help you determine the progress, process, and outcome of treatment? (5 pts)
8. What does the empirical literature state about effective treatments for this client’s problem(s)? What do these treatments entail and how would this be applied in this case? (5 pts)
9. How might you begin to conceptualize this case from your theoretical perspective? (5 pts)
10. What ethical/legal issues are raised in this case? (5 pts)

Vignette Paper Rubric

<table>
<thead>
<tr>
<th>DMS Diagnosis</th>
<th>Provided correct DSM diagnosis for the case 5pts</th>
<th>Provided an incorrect DSM diagnosis for the case 2 pts.</th>
<th>Did not provide a DSM diagnosis for the case. 0 points</th>
<th>Total points: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justification</td>
<td>Provided full justification for diagnosis, based on accurate DSM criteria 10 pts.</td>
<td>Provided some justification for diagnosis, based on DSM criteria, but elements were missing or inaccurate. 8 pts.</td>
<td>Provided no justification for diagnosis, or did not base on accurate DSM criteria 0 pts.</td>
<td>Total points: 5</td>
</tr>
<tr>
<td>Assessment</td>
<td>Provided thorough assessment plan for the case 5pts</td>
<td>Provided some assessment plan for the case, but not thorough or adequate 2 pts</td>
<td>Provided no assessment plan for the case 0 pts</td>
<td>Total points: 5</td>
</tr>
</tbody>
</table>
### Contextual Factors

| Provided thorough description of cultural, racial, ethnic, gender, age, development and other contextual factors for the case | Provided some description of cultural, racial, ethnic, gender, age, development and other contextual factors for the case, but not thorough or adequate | Provided no description of cultural, racial, ethnic, gender, age, development and other contextual factors for the case | Total points: 10 |

### Priorities for Treatment

| Provided thorough description of priorities for treatment for the case | Provided some description of priorities for treatment for the case, but not thorough or adequate | Provided no description of priorities for treatment for the case | Total points: 5 |

### Effective Treatment

| Provided thorough description of effective treatment for the case | Provided some description of effective treatment for the case, but not thorough or adequate | Provided no description of effective treatment for the case | Total points: 5 |

### Conceptualization

| Provided thorough case conceptualization based on theory for the case | Provided some case conceptualization based on theory for the case, but not thorough or adequate | Provided no case conceptualization based on theory for the case | Total points: 5 |

### Ethics/Legal

| Provided thorough description of legal/ethical issues for the case | Provided some description of legal/ethical issues for the case, but not thorough or adequate | Provided no description of legal/ethical issues for the case | Total points: 5 |

### Total

| | | | Total points: 50 |

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**A Note on Using other Resources**

Please note, if you work together to develop ideas, be certain that your writing is always your own. If you turn in writing that another student has turned in, I will assume you plagiarized (copied) each other’s work (see academic integrity policy). In this case, you will both fail the assignment and the course. Your immediate dismissal from the graduate program will be carefully considered.

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**Participation**
Participation in class discussions and in general is very important. The point value for this will be 50 points. An assessment of participation will be done informally during the semester. I would encourage you to seek me out to check on your level of participation. If you are not talking enough or are not evidencing that you have done the readings, you will receive feedback.

Note: This course is approved as meeting the Competency in Written English requirement set by Graduate Studies and Research at SJSU under the Graduate Writing Assessment Requirement (GWAR).

“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

The final examination for this course will be an in-class, individual, timed vignette response.

**Grading Information**

Grading is based on a combination of several factors. The components of your grade are

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Total grade</th>
<th>Learning outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Vignette Responses</td>
<td>(2 @ 50 points each) 100</td>
<td>25% of grade</td>
<td>CLO1, CLO2, CLO3, CLO4</td>
</tr>
<tr>
<td>Individual Vignette Responses</td>
<td>(5 @ 50 points each) 250</td>
<td>63% of grade</td>
<td>CLO1, CLO2, CLO3, CLO4</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
<td>12% of grade</td>
<td>CLO2</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>400</strong></td>
<td></td>
<td></td>
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</tbody>
</table>

**Determination of Grades**

Grades will be determined by the following scale:
- 100-93%=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-,
- and 59.9% and less = F.

Unless otherwise specified, there is no extra credit available in this course. Absolutely no late work will be accepted.
Classroom Protocol

Attendance
As a graduate student, you should not be missing your classes. If you need to miss a class, please let me know by phone or email.

Office Hours
The students who have historically done the best in this class are those who came and met with me in my office (zoom link at the top of this document) when they got stuck, rather than just staying stuck. If you can’t make my office hours, email me (email is the most reliable way to contact me) and we can set up another time to meet. Ultimately, as a graduate student, it is your responsibility to get your needs met, but I will be as present and flexible as I can be to help you succeed. Take me up on it.

Classroom Protocol

This zoom classroom is a professional environment for you, and should be treated that way. There is a lot of interaction in this class, both with the professor and with your fellow students, so professionalism on your part is very important. **Always join the class from a quiet location that allows you to concentrate, mute yourself when not speaking, and turn your camera on whenever possible.**

My office hours are Tuesdays from 10:30 – 12:00 (My meeting ID is 692-829-4830; this code will work for joining office hours all semester). If you cannot make this time, please email me. I want to be available to you. The best time to catch me is office hours, but let me know if you need to see me at another time. With office hours it is first come, first served, and you will be placed in the virtual waiting room until it is your turn. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please be respectful of the thoughts, opinions, and experiences of others. Many of the topics in this class may have personal significance to some students. Even though I know it is tough in this context, please make a special effort to listen to one another.

Canvas

All of the material shown on the overheads in lectures will be available on the on Canvas after class. These materials are not meant to be a substitute for coming to class, and many times they will not be available until after the material is discussed in class. In that this a graduate course, my expectation is that you will be very engaged in the material as it is being discussed in class, and will use the notes as reference, either during or after class, and to prepare for examinations and for future reference rather than a way to not be present physically or intellectually in class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along. If you have trouble accessing the webpage or downloading any of the items there, come and talk to me.

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/"
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/28/21</td>
<td>Introduction to course Refreshers on Ethics, Context, Case Conceptualization, Social Constructionism, DSM</td>
<td>Group Vignette 1 In class Not graded</td>
<td>1. DSM: skim 5-25 2. Morris – metamodel article</td>
</tr>
<tr>
<td>2</td>
<td>2/4/21</td>
<td>Anxiety Disorders: Panic Disorder and Agoraphobia</td>
<td>Group Vignette 2 In class Graded</td>
<td>1. Barlow Ch 1 (Panic)</td>
</tr>
<tr>
<td>3</td>
<td>2/11/21</td>
<td>Anxiety Disorders: GAD Phobias, Social Phobia</td>
<td>Individual Vignette 1 in class Not Graded</td>
<td>1. Barlow Ch 5 (GAD) 2. Barlow Ch 3 (SA)</td>
</tr>
<tr>
<td>4</td>
<td>2/18/21</td>
<td>OC-Related Disorders: OCD</td>
<td>Individual Vignette 2 in class Graded</td>
<td>1. Barlow Ch 4 (OCD)</td>
</tr>
<tr>
<td>5</td>
<td>2/25/21</td>
<td>Trauma and Stressor-Related Disorders: PTSD, ASD, Adjustment</td>
<td>Individual Vignette 3 due (Out of class) Graded Due 11:59pm 2/24</td>
<td>1. Barlow Ch 2 (PTSD)</td>
</tr>
<tr>
<td>6</td>
<td>3/4/21</td>
<td>Bipolar and Related Disorders</td>
<td>Individual Vignette 4 in class Not Graded</td>
<td>1. Barlow Ch 11 (bipolar) Barlow Ch 9 (BA dep)</td>
</tr>
<tr>
<td>7</td>
<td>3/11/21</td>
<td>Depressive Disorders</td>
<td>Individual Vignette 5 due (Out of class) Graded Due 11:59pm 3/10</td>
<td>1. Barlow Ch 7 (CBT dep) 2. Barlow Ch 8 (IPT dep)</td>
</tr>
<tr>
<td>8</td>
<td>3/18/21</td>
<td>Personality disorders</td>
<td>Individual Vignette 6 in class Graded</td>
<td>1. Barlow Ch 10 (BPD)</td>
</tr>
<tr>
<td>9</td>
<td>3/25/21</td>
<td>Schizophrenia and psychotic disorders</td>
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<td>1. Barlow Ch 12</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
<td>Reading</td>
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<tr>
<td>10</td>
<td>4/1/21</td>
<td>No Class – Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>4/8/21</td>
<td>Feeding and Eating Disorders</td>
<td>Individual Vignette 7 in class Graded</td>
<td>1. Barlow Ch 17 (Eating Disorders)</td>
</tr>
</tbody>
</table>
| 12   | 4/15/21   | Somatic Symptom and Related Disorders & Dissociative Disorders |                                                | 1. Dissociative DSM 291 – 308  
2. Somatic DSM 309 – 327 |
| 13   | 4/21/21   | Substance-Related and Addictive disorders  |                                                | 1. Barlow Ch 13 (alcohol)                   |
| 14   | 4/29/21   | Sex Dysfunctions, Paraphilic Disorders and Couple Distress |                                                | 1. Barlow Ch 18 (couples)  
2. DSM 685 – 705 and 423 - 459 |
| 15   | 5/6/21    | Wrap Up                                    |                                                |                                               |
|      | Final Exam | Final Exam: Wednesday 5/19  
9:45am – 12:00pm | Group Vignette 3 In class Graded |                                               |