

# Child Psychopathology Section 02

## PSYC 211

Fall 2023 3 Unit(s) 08/21/2023 to 12/06/2023 Modified 08/16/2023

### Course Description and Requisites

An overview on the nature, assessment and treatment of Child Psychopathology. Emphasis will be placed on understanding DSM-V diagnoses from a developmental perspective. Objective methods of assessment and empirically supported treatments will be covered.

Letter Graded

## \* Classroom Protocols

### Course Format

Courses will be in-person and compliant with the most current university health and safety guidelines (for COVID-19). Course format may change to match with any health and safety guidelines.

### Classroom Policies

It is expected that students will come to class prepared. This means that students:

1. Will be in class and in their seats OR logged on and ready no later than 5 minutes after class starts.
2. Will have read any assigned material and finished any assignments before class starts.
3. Will participate in in-class activities and discussions.
4. Online: Students will be expected to keep their mics muted and their cameras on for class, except if a student has a compelling reason to keep their cameras off.

## Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical and Mental Health Counseling (CMHC) degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

#### 1. Interventions and evidence-based applications

1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention

1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

#### 2. Communication and Case presentation

2.1 Students will demonstrate effective integration and communication of clinical case material

2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers

2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

#### 3. Competent Assessment and Evaluation

3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

4. Professional clinical practice

4.1 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

5. Preparation and meeting professional licensing requirements

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

## Course Goals

---

# Program Learning Outcomes (PLO)

This course is part of the MS in Clinical Psychology Program. Upon completion of the

MS in Clinical Psychology program...

1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention.

1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.

2.1 Students will demonstrate effective integration and communication of clinical case material.

2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials

2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers.

2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases.

3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches.

4.1 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.

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

## Course Learning Outcomes (CLOs)

---

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.

## Course Materials

### Assessment and treatment of childhood problems: A clinician's guide

Author: Schroeder & Smith-Boydston

Publisher: Guilford Press.

Edition: 3rd

### Treatment of disorders in childhood and adolescence

Author: Prinstein, Youngstrom, Mash, & Barkley

Publisher: Guilford Press.

Edition: 4th

### Diagnostic and Statistical Manual of Mental Disorders

Author: American Psychiatric Association

Publisher: American Psychiatric Publishing

Edition: 5th ed., text rev

Optional

available through SJSU library free of charge

## Course Requirements and Assignments

---

“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.”

### Diagnostic Criteria Quizzes

CLOs 1-5

For seven 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. 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: Final Examination

CLOs 1-5

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 3 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 3 of 5 sections on the re-take, you will receive no higher than a B- in the course.

## 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 will lead a workshop for teens about a mental health related topic (e.g., dealing with conflict with friends and family members, dealing with stress).

For the workshop: 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 clear, engaging, relevant and accurate information, 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.

You will be evaluated on the following deliverables:

- Students will complete a detailed outline of the workshop.
- Students will conduct the workshop with evidence of preparation and evidence of clinical interviewing skills taught in this course.
- Students will appropriately request assistance from the instructor when needed during the workshop.
- Students will complete individual, 3-page reflection papers related to the experience of designing and delivering the workshop.

## Online Participation: Packback Discussions

### In-Class Participation

You are expected to contribute to the class by sharing your thoughts and impressions about the readings, asking questions, and responding to questions. The discussions provide opportunity for students to demonstrate knowledge of the readings and incorporate their personal experiences, reflections, and synthesis of the material. Discussions are typically facilitated by the instructor. They will be providing tokens (e.g., nylon weaving loops, stickers, stamps) to monitor participation. At the end of the discussion/seminar portion, students will be asked to complete a brief discussion form where they will report what they have learned, what questions remain, and the number of tokens earned. Students with a complete discussion form and at least two tokens will receive full credit.

## ✓ Grading Information

### Criteria

Course Grade Breakdown

Assignments	Points	Percentage of Total Grade
<i>Packback Discussion Questions</i>	12 points X 10 = 120	12%
<i>Diagnostic Quizzes</i>	25 points X 6 = 150	15%
<i>In-Class Participation</i>	10 points X 13 = 130	13%
<i>Community Workshop</i>	50 points X 1 = 50	5%
<i>Experiential Reflection</i>	50 points X 1 = 50	5%
<i>Assessment Case</i>	100 points X 1 = 100	10%
<i>Case Vignettes (Deep Dives)</i>	100 points X 4 = 400	40%
<b><u>Totals</u></b>	1000 Points	100%

## Breakdown

Grade	Range	Notes
A+	960-1000	
A	930-959	
A-	900-929	
B+	860-899	
B	830-859	
B-	800-829	A grade of B- will result in academic probation.
< C+	799	Any grade at a C+ or lower will result in dismissal from the program.

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

PSYC 211, Child Psychopathology, Fall 2023

Course Schedule

Week	Date	Topics/Activities	Readings	Assignments Due
1	8/24	Overview of Course Psychopathology Definition Development of Psychopathology	Maddux et al. (Chapter 1) (Chapter 4 optional)  Shroeder & Smith-Boydston (Chapter 1)	
2	8/31	Assessment to Intervention Case Conceptualization Adaptations to Treatment  Intake Demo & Practice Practice Vignette (begin Linh discussion)	Shroeder & Smith-Boydston (Chapter 2)  Thomassin and Hunsley (Chapter 2 in Prinstein et al.)  Chu (Chapter 3 in Prinstein et al.)	Packback Discussion 1 Questions Due on Wednesday at 11:59pm.
3	9/07	Review Group Vignette Responses  Rewrites    Structured interview demo and practice	None!  (I suggest that you get a jump on the PCIT webcourse!)	Packback Discussion 1 Responses Due on Sunday at 11:59pm.  Group Vignette (Linh) Due Tuesday by 11:59pm
4	9/14	Disruptive Behavior Disorders I: ODD and Conduct Disorder    In-class Assessment Interpretation Activity	ODD & CD in DSM-5-TR  McMahon & Frick (Chapter 5 in Prinstein et al.)  Shroeder & Smith-Boydston (Chapter 10)  PCIT Webcourse, modules 2-4: <a href="https://pcitwebcourse.pcit.ucdavis.edu/">https://pcitwebcourse.pcit.ucdavis.edu/</a> (note that this is long)	DQ1: ODD and CD due Tuesday by 11:59pm.  Group Vignette Rewrite Due Tuesday by 11:59pm  Packback Discussion 2 Questions Due on Wednesday at 11:59pm.

5	9/21	<p>Disruptive Behavior Disorders II: Parent-Child Interaction Therapy and Behavioral Parenting Training</p> <p><b>Practice PRIDE skills and coaching</b></p>	<p>PCIT Webcourse, Modules 5-11  <a href="https://pcitwebcourse.pcit.ucdavis.edu/">https://pcitwebcourse.pcit.ucdavis.edu/</a>          (note that this is long)</p>	<p>Packback Discussion 2          Responses Due on Sunday at 11:59pm.</p> <p>Packback Discussion 3          Questions Due on Wednesday at 11:59pm.</p>
6	9/28	<p>ADHD</p> <p><b>Practice behavioral consultation/DRCs</b></p>	<p>ADHD in DSM-5-TR</p> <p>Evans et al.          (Chapter 4 in Prinstein et al.)</p> <p>Shroeder &amp; Smith-Boydston (Chapter 9)</p> <p>ADHD Clinical Practice Guidelines (2011)</p>	<p>Packback Discussion 3          Responses Due on Sunday at 11:59pm.</p> <p><b>DQ2: ADHD due Tuesday at 11:59pm</b></p> <p><b>Individual Vignette (IV) 1 (Tyler) Due Tuesday by 11:59pm</b></p> <p>Packback Discussion 4          Questions Due on Wednesday at 11:59pm.</p>
7	10/05	<p>Anxiety Disorders</p>	<p>SA, SAD, &amp; GAD in DSM-5-TR</p> <p>Palitz et al.          (Chapter 9 in Prinstein et al.)</p> <p>Shroeder &amp; Smith-Boydston (Chapter 7)</p>	<p>Packback Discussion 4          Responses Due on Sunday at 11:59pm.</p> <p><b>DQ 3: Separation Anxiety, Social Anxiety Disorder, Generalized Anxiety Disorder</b>  <b>Due Tuesday by 11:59pm</b></p> <p><b>Individual Vignette (IV) 1 (Tyler) Rewrite) Due Tuesday by 11:59pm</b></p> <p>Packback Discussion 5          Questions Due on Wednesday at 11:59pm..</p>

8	10/12	<p>OCD and OC-Spectrum Disorders</p> <p>Orient to CC, Practice Coping Cat (Skills)</p>	<p>OCD in DSM-5-TR</p> <p>Kemp &amp; Freeman (Chapter 10 in Prinstein et al.)</p> <p>Shroeder &amp; Smith-Boydston (Chapter 6)</p>	<p>Packback Discussion 5 Responses Due on Sunday at 11:59pm.</p> <p>Assessment Data Project Due Tuesday by 11:59pm</p> <p>DQ4 : OCD due by Tuesday at 11:59pm</p> <p>Packback Discussion 6 Questions Due on Wednesday at 11:59pm.</p>
9	10/19	<p>Anxiety Disorders III:</p> <p>Q&amp;A, Practice Coping Cat (Exposure)</p> <p>Psychoeducational Workshops at Healthy Development Community Clinic</p> <p>Oak Grove High School</p>	<p>Specific Phobia in DSM-5-TR</p>	<p>Packback Discussion 6 Responses Due on Sunday at 11:59pm.</p> <p>Individual Vignette (IV) 2 Due Tuesday by 11:59pm</p>
10	10/26	<p>Trauma and Stressor Related Disorders</p> <p>TF-CBT Demo and Practice</p>	<p>PTSD &amp; Adjustment in DSM-5-TR</p> <p>La Greca &amp; Danzi (Chapter 15 in Prinstein et al.)</p> <p>Shroeder &amp; Smith-Boydston (Chapter 15)</p>	<p>DQ5: PTSD due by Tuesday at 11:59pm</p> <p>Individual Vignette (IV) 2 Rewrite Due Tuesday by 11:59pm</p> <p>Packback Discussion 7 Questions Due on Wednesday at 11:59pm.</p>



11	11/02	Mood Disorders and Suicidality (including suicide assessment)  Chain Analysis  Practice suicide assessment & safety planning	MDD & PDD in DSM-5-TR  Curry & Meyer (Chapter 6 in Prinstein et al.)  Nock et al. (Chapter 8 in Prinstein et al.)  Shroeder & Smith-Boydston (Chapter 8)	Packback Discussion 7 Responses Due on Sunday at 11:59pm.  DQ6: Major Depressive Disorder & Persistent Depressive Disorder due by Tuesday at 11:59pm  Packback Discussion 8 Questions Due on Wednesday at 11:59pm.
12	11/09	In class: IV 3 (timed)		Packback Discussion 8 Responses Due on Sunday at 11:59pm.
13	11/16	Intellectual Disability (ID), Learning Disabilities (LD), ASD	ID, LD, ASD in DSM-5-TR  Klinger & Dudley (Chapter 12 in Prinstein et al.)  Matson et al. (Chapter 13 in Prinstein et al.)  McGill & Ndip (Chapter 14 in Prinstein et al.)  Shroeder & Smith-Boydston (Chapter 11)	[receive IV 3 feedback]  DQ7: ID, LD, ASD due by Tuesday at 11:59pm  Packback Discussion 9 Questions Due on Wednesday at 11:59pm.
14	11/23	Thanksgiving		

15	11/30	Eating Disorders	ED & ARFID in DSM-5-TR  Lock & Osipov  (Chapter 22 in Prinstein et al.)  Shroeder & Smith-Boydston (Chapter 3)	Packback Discussion 9 Responses Due on Sunday at 11:59pm.  IV3 Rewrite due by Tuesday at 11:59pm  Packback Discussion 10 Questions Due on Wednesday at 11:59pm.
16	12/06	No Class!		Packback Discussion 10 Responses Due on Sunday at 11:59pm.  Experiential Reflection due by Tuesday at 11:59pm
Final Exam	12/08	Timed Final Vignette  9:45AM - 12PM  (2nd administration: via appointment if did not pass first attempt)		

\*\*\*Course schedule is subject to change and will updated to reflect any necessary changes.\*\*\*