

# Child Psychopathology Section 01

## PSYC 211

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/21/2024

### Contact Information

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Instructor: Dr. Lester A Papa Ph.D., Ed.S.

Email: [lester.papa@sjsu.edu](mailto:lester.papa@sjsu.edu)

Office: DMH 323

Phone: 4089245671

#### Office Hours

Wednesday, 9:00 AM to 11:00 AM, DMH 323

### Course Information

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#### Seminar

Thursday, 12:00 PM to 2:45 PM, DMH 308

#### 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

### Course Description and Requisites

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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

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# 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.
2. Will have read any assigned material and finished any assignments before class starts.
3. Will participate in in-class activities and discussions.

## Program Information

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**Licensure Learning Outcomes (LLOs)** indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology 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 be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material
  - 1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients
2. Communication and Case presentation
  - 2.1 Students will be able to integrate and communicate clinical case material
  - 2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation 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 analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases
3. Competent Assessment and Evaluation
  - 3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches
4. Professional clinical practice
  - 4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning,

psychopharmacology, and issues relevant to adult and child clinical populations.

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 Learning Outcomes (CLOs)

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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

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

**Author:** Schroeder & Smith-Boydston

**Publisher:** Guilford Press.

**Edition:** 3rd

### Packback

*How to Register on Packback:*

Note: Only access Packback through Canvas in order to ensure your grades sync properly

1. Click the Packback assignment link within Canvas to access the community
2. Follow the instructions on your screen to finish your registration.
3. In order for your grade to be visible in Canvas, make sure to click each Packback assignment link as you post your Packback submissions.

*How to Get Help from the Packback Team:*

If you have any questions or concerns about Packback throughout the semester, please read their FAQ at [help.packback.co](https://help.packback.co). If you need more help, contact their customer support team directly at [help@packback.co](mailto:help@packback.co).

For a brief introduction to Packback Questions and why we are using it in class, watch this video:

<https://www.youtube.com/watch?v=OV7QmikrD68>

## Treatment of disorders in childhood and adolescence

**Author:** Prinstein, Youngstrom, Mash, & Barkley

**Publisher:** Guilford Press.

**Edition:** 4th

Optional

## Diagnostic and Statistical Manual of Mental Disorders

**Author:** American Psychiatric Association

**Publisher:** American Psychiatric Publishing

**Edition:** 5th ed., text rev

Optional

## Course Requirements and Assignments

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“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.”

### Quiz: Diagnostic Criteria Quizzes

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.

CLOs 1-5

# Vignettes

On four 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 next three 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. Please be sure to highlight any sections that require revisions.

CLOs 1-5

## Vignette: Final Examination

For your final exam, you will complete a timed, 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.

CLOs 1-5

## Assignment: 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

## Assignment: HDCC Short-Form Content Resource Project

This course includes a collaboration with the [Healthy Development Community Clinic \(HDCC\)](#). A detailed rubric and set of instructions will be provided on Canvas by Week 4.

You will create short-form content (for TikTok) for consumption by parents and youth who would likely seek services at the HDCC. You will be working in pairs or in a trio but all members will be creating content. The topics will be guided by what the HDCC clinic needs are and that will list will be communicated to you by the time the rubric posted on Canvas. The purpose of the content you provide is to serve as a resource for the HDCC and to educate the local community about topics that affect youth and their families. If you are comfortable creating content in a language other than English, then you are encouraged to do so! The HDCC serves a linguistically diverse community and resources in languages other than English are often rare.

## HDCC Short-Form Content Resource Project: Reflection Assignment

After completion of your short-form content, you will be required to write a reflection about your experience. The reflection should include an overview of the content creation process and your thoughts about sharing resources in this manner.

CLO's 1-4

## Online Participation: Online Discussion

Packback Questions (CLO 1-6; PLO1-5)

Participation is a requirement for this course, and the Packback Questions platform will be used for online discussion about class topics. Packback Questions is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications.

*Packback Requirements:*

Your participation on Packback will count toward 10% of your overall course grade.

There will be a Weekly Sunday and Thursday at 11:59PM PST deadline for submissions. In order to receive full credit, you should submit the following per each deadline period:

- 1 open-ended question every week, worth 5pts of each assignment grade (Due Sunday at 11:59pm)
- 1 response every week with a minimum Curiosity Score of 65, worth 5pts of each assignment grade (Due Thursday at 11:59PM)
- All questions and responses must include an article outside of your textbook.

# 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. Participation is defined as doing the following for each class meeting:

1. Completing the assigned readings/videos/online learning modules in advance of class
2. Contributing verbally to whole-group class discussion at least once per class
3. Participating in small-group activities as prompted during class periods
4. Completion of class discussion sheet

## In-Class Discussions: Discussion Leaders

You have all been randomly assigned to lead at least one discussion (see course schedule for when you have been assigned). When it is your week to lead discussions, you are expected to thoroughly read and understand the material. In addition, you will prepare by reading questions posed by your classmates on Packback. Once class begins, it is expected that you and your partner(s) facilitate a discussion that addresses a few of the questions posed by your classmates. Your classmates will then answer the questions from Packback. Since you will be hosting the discussion, Packback questions and responses are not required from you that week.

In addition to leading the discussion, you will need to write a reflection on your experience as discussion leader. You will be in charge of facilitating such didactic conversations as a practicing MFT and this is a simulation of that. In your reflection, be sure to include an overview of preparing for the in-class discussion, the process of discussion in class, and what you learned after reviewing how your classmates answer the questions online.

CLOs 2-5

## ✓ Grading Information

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### Breakdown

Grade	Range	Notes
A+	960-1000	
A	930-959	
A-	900-929	

Grade	Range	Notes
B+	860-899	
B	830-859	
B-	800-829	
C+ and Below	<799	

## Criteria

### Determination of Grades

#### Course Grade Breakdown

Assignments	Score	Percentage of Total Grade
<i>Packback Question/Responses</i>	10 X 10 = 100 points	10%
<i>Discussion Leader Reflection</i>	20 points	2%
<i>Diagnostic Quizzes</i>	20 X 7 = 140 points	14%
<i>In-Class Participation</i>	10 X 14 = 140 points	14%
<i>HDCC Short-Form Content</i>	30 points	3%
<i>Experiential Reflection</i>	20 points	2%
<i>Assessment Case</i>	50 points	5%
<i>Case Vignettes (1-3)</i>	100 X 3 = 300 points	30%
<i>Final Vignette</i>	200 points	20%
<b><u>Totals</u></b>	<b><u>1000 Points</u></b>	<b><u>100%</u></b>



# University Policies

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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

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PSYC 211, Child Psychopathology, Fall 2024

### Course Schedule

Week	Date	Topics/Activities	Readings	Assignments Due
1	8/22	Overview of Course  Psychopathology Definition	Maddux et al. (Chapter 1 & 4)	
2	8/29	Development of Psychopathology  Intake Demo & Practice	Shroeder & Smith-Boydston (Chapter 1)	Packback Discussion 1 Questions on Chapter 1  Posted on Sunday at 11:59pm.  Packback Discussion 1 Responses Due on Thursday by 11:59pm.

3	9/05	<p>Assessment to Intervention</p> <p><b>Structured interview demo and practice</b></p> <p><b>Practice Vignette (begin Linh discussion)</b></p>	<p>Shroeder &amp; Smith-Boydston (Chapter 2)</p>	<p>Packback Discussion 2 Questions on Chapter 2</p> <p>Posted on Sunday at 11:59pm.</p> <p>Packback Discussion 2 Responses Due on Thursday by 11:59pm.</p>
4	9/12	<p>Case Conceptualization</p> <p>Adaptations to Treatment</p> <p><b>In-class Assessment Interpretation Activity</b></p>	<p>None!</p> <p>(I suggest that you get a jump on the PCIT web course!)</p>	

5	9/19	<p>Disruptive Behavior Disorders I: ODD and Conduct Disorder</p>	<p>ODD &amp; CD in DSM-5-TR</p> <p>Shroeder &amp; Smith-Boydston (Chapter 10) <b>George &amp; Daniela</b></p> <p>PCIT Webcourse, modules 2-4:  <a href="https://pcitwebcourse.pcit.ucdavis.edu/">https://pcitwebcourse.pcit.ucdavis.edu/</a>          (note that this is long)</p>	<p>Packback Discussion          3 Questions on Chapter 10</p> <p>Posted on Sunday at 11:59pm.</p> <p><b>DQ1: ODD and CD due Wednesday by 11:59pm.</b></p> <p><b>Group Vignette (Linh) Due Wednesday by 11:59pm</b></p> <p>Packback Discussion          3 Responses Due on Thursday by 11:59pm.</p> <p>George &amp; Daniela Discussion Leader Deep Dive due Friday at 11:59pm.</p>
6	9/26	<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><b>Group Vignette Rewrite Due Wednesday by 11:59pm</b></p>

7	10/03	<p>ADHD</p> <p><b>Practice behavioral consultation</b></p> <p><b>Daily Report Cards</b></p>	<p>ADHD in DSM-5-TR</p> <p>Shroeder &amp; Smith-Boydston (Chapter 9) <b>Anna &amp; Caroline</b></p> <p>ADHD Clinical Practice Guidelines (2011) Anna &amp; Caroline</p>	<p>Packback Discussion 4 Questions on Chapter 9</p> <p>Posted on Sunday at 11:59pm.</p> <p>Packback Discussion 4 Responses Due on Thursday at 11:59pm.</p> <p><b>DQ2: ADHD due Wednesday at 11:59pm</b></p> <p><b>Individual Vignette (IV) 1 (Tyler) Due Wednesday by 11:59pm</b></p> <p>Anna &amp; Caroline Discussion Leader Deep Dive due Friday at 11:59pm.</p>
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8	10/10	Anxiety Disorders	<p>SA, SAD, &amp; GAD in DSM-5-TR</p> <p>Shroeder &amp; Smith-Boydston (Chapter 7)  <b>Arden &amp; Michelle</b></p>	<p>Packback Discussion  5 Questions on  Chapter 7 Due on  Sunday at 11:59pm.</p> <p>Packback Discussion  5 Responses Due on  Thursday at 11:59pm.</p> <p><b>DQ 3: Separation  Anxiety, Social  Anxiety Disorder,  Generalized Anxiety  Disorder</b></p> <p><b>Due Wednesday by  11:59pm</b></p> <p><b>Individual Vignette  (IV) 1 (Tyler) Rewrite</b>  <b>Due Wednesday by  11:59pm</b></p> <p>Arden &amp; Michelle  Discussion Leader  Deep Dive due Friday  at 11:59pm.</p>
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9	10/17	<p>OCD and OC-Spectrum Disorders</p> <p>Orient to Coping Cat, <b>Practice Coping Cat (Skills)</b></p>	<p>OCD in DSM-5-TR</p> <p>Shroeder &amp; Smith-Boydston (Chapter 6) <b>Isela &amp; Maram</b></p>	<p>Packback Discussion 6 Questions on Chapter 6 Due on Sunday at 11:59pm.</p> <p>Packback Discussion 6 Responses Due on Thursday at 11:59pm.</p> <p><b>Assessment Data Project Due Wednesday by 11:59pm</b></p> <p><b>DQ4 : OCD due by Wednesday at 11:59pm</b></p> <p>Isela &amp; Maram Discussion Leader Deep Dive due Friday at 11:59pm.</p>
10	10/24	<p>Anxiety Disorders III:</p> <p>Q&amp;A, Practice Coping Cat (Exposure)</p>	<p>Specific Phobia in DSM-5-TR</p>	<p><b>Individual Vignette (IV) 2 Due Wednesday by 11:59pm</b></p> <p>Identify content for HDCC!</p>

11	10/31	<p>Trauma and Stressor Related Disorders</p> <p><b>TF-CBT Demo and Practice</b></p>	<p>PTSD &amp; Adjustment in DSM-5-TR</p> <p>Shroeder &amp; Smith-Boydston (Chapter 15) <b>Tanvi &amp; Hanna</b></p>	<p>Packback Discussion 7 Questions on Chapter 15 Due on Sunday at 11:59pm.</p> <p>Discussion 7 Responses Due on Thursday at 11:59pm.</p> <p><b>DQ5: PTSD due by Wednesday at 11:59pm</b></p> <p><b>Individual Vignette (IV) 2 Rewrite Due Wednesday by 11:59pm</b></p> <p>Tanvi &amp; Hanna Discussion Leader Deep Dive due Friday at 11:59pm.</p>
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12	11/07	<p>Mood Disorders and Suicidality (including suicide assessment)</p> <p>Chain Analysis</p> <p><b>Practice suicide assessment &amp; safety planning</b></p>	<p>MDD &amp; PDD in DSM-5-TR</p> <p>Shroeder &amp; Smith-Boydston (Chapter 8)</p> <p><b>David, Gurkirat, Margot</b></p>	<p>Packback Discussion 8 Questions on Chapter 8 Due on Sunday at 11:59pm.</p> <p>Packback Discussion 8 Responses Due on Thursday at 11:59pm.</p> <p><b>DQ6: Major Depressive Disorder &amp; Persistent Depressive Disorder due by Wednesday at 11:59pm</b></p> <p>David, Gurkirat, Margot</p> <p>Discussion Leader Deep Dive due Friday at 11:59pm.</p>
13	11/14	<p>Intellectual Disability (ID), Learning Disabilities (LD), ASD</p>	<p>ID, LD, ASD in DSM-5-TR</p> <p>Shroeder &amp; Smith-Boydston (Chapter 11)</p>	<p>Packback Discussion 9 Questions on Chapter 11 Due on Sunday at 11:59pm.</p> <p>Packback Discussion 9 Responses Due on Thursday at 11:59pm.</p> <p><b>DQ7: ID, LD, ASD due by Wednesday at 11:59pm</b></p>



14	11/21	Eating Disorders	ED & ARFID in DSM-5-TR  Shroeder & Smith-Boydston (Chapter 3)	Packback Discussion 10 Questions on Chapter 3 Due on Sunday at 11:59pm.  Packback Discussion 10 Responses Due on Thursday at 11:59pm.  HDCC Short-Form Content Due on Wednesday at 11:59pm.
15	11/28	Thanksgiving		
16	12/05	Preparation for Final Vignette  Completion of SOTES		HDCC Short-Form Content Reflection Due
Final Exam	12/12	Timed Final Vignette  12:30-3:30PM  (2nd administration: via appointment if did not pass first attempt)		

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