College of Social Sciences · Psychology

Child Psychopathology

PSYC 211

Fall 2025   Section 01   In Person   3 Unit(s)   08/20/2025 to 12/08/2025   Modified 08/08/2025

👤 Contact Information

Instructor:	Li Shen (Jesslyn) Chong, Ph.D.
Office Location:	Dudley Moorhead Hall (DMH) 315
Email:	jess.chong@sjsu.edu *Please write "PSYC 211" on subject line of your email; Allow one business day for me to respond*
Office Hours:	Tuesdays and Thursdays 10.30-11.30am in office; Or by appointment via Zoom
Class Day/Time:	Thursdays 12-2.45am
Classroom:	Dudley Moorhead Hall (DMH) 308

💻 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

Community Engagement

It is expected that the professor and students will come to class prepared. This means that we:

1. Will arrive on time for class.
2. Will have read any assigned material before class starts.

3. Will actively engage in in-class activities and discussions.
4. Will only use phones or laptops for class activities.
5. Will treat each others with respect (interrogate concepts, not people)
6. Will be curious and lean into discomfort.
7. Will seek intentional learning.

Note: You are expected to read the assigned materials before class, so that the professor can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading.

Artifical Intelligence (AI) Policy

"*AI should be used as a tool, not a medium*" -- This is the philosophy in this class.

Students are taking full responsibility for AI-generated materials as if students had produced them themselves: ideas must be attributed and facts must be true. Students are encourage to use AI tools to explore the field, play with knowledge, and help them study. But students need to be open about this, and document their use.

All writing assignments grade will include component of student's documentation of AI use throughout the course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives.

Please use this format to document AI use when submitting any writing assignments:

<u>AI use documentation</u>

- AI tool used:
- Reason for using AI:
- Prompt(s)used:

Example:

<u>AI use documentation</u>

- *AI tool used:* ChatGPT
- *Reason of using AI:* To get feedback on grammar, pronunciation, and vocabulary, helping me to improve my language skills.
- *Prompt(s)used:* "ChatGPT, please edit and proofread this paragraph that I have written to make sure the sentence flows well and have no grammatical errors. Also, please make sure that I have these points - 1. Child temperament can contribute to behavior change. 2. Family and community environment factor can influence risk of childhood psychopathology. and 3. Nutrition may also influence children's behavior."

Note: The developments around generative AI are in flux and the rules that are expressed in this syllabus may need to change on short notice. This may affect the contents of assignments, as well as their evaluation.

Late Work

All work will be accepted if submitted within 24 hours of the deadline but will only receive up to 50% of credit. **Work will not be accepted more than 24 hours after the due date**.

If you foresee any circumstances preventing you from completing your assignment on time, please email the professor at least 24 hours prior to the assignment deadline to request for extension. Generally, with extenuating circumstances, I will allow for 3 days of extension from original due date. I will **not** exercise this flexibility for students missing assignments/class due to personal travel, conflicts of your work schedule with class meetings, or other foreseeable conflicts that are within your control. Also, if a student makes repeated requests for extensions on many assignments, I reserve the right to set limits on this flexibility.

If you did not ask for an extension at least 24 hours prior to the assignment deadline, more than 24 hours late assignments will not be accepted/allowed without a formal excuse of some kind (e.g., doctor's note, absence excused via the Office of Undergraduate Education). Assignments or quizzes that are not completed on time or within 24 hours of the deadline will result in a score of zero. Dr. Chong will give you ample time to complete assignments, so this shouldn't be a problem.

Regular Checking of Canvas

Syllabus, slides, grades, assignments, and other important material and information will be posted on Canvas. Students are responsible for checking the account regularly for updates.

Academic Integrity

The University Policy on Academic Integrity will be followed. Students are responsible for familiarizing themselves with the policies contained in the student guidelines, available at https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf (https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf). Any student caught cheating on an exam or assignment will receive a failing grade and the instructor reserves the right to refer the student to the Student Conduct and Ethical Development.

Accommodations for students with disabilities

If you need course adaptations or accommodations because of a disability or other circumstances, please make an appointment with the professor as soon as possible, or see the professor during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. http://www.sjsu.edu/aec/docs/F06-2.pdf (http://www.sjsu.edu/aec/docs/F06-2.pdf)

☷ Program Information

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)

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)

Through this course, students will:

<u>CLO1</u> Learn the details of descriptive child psychopathology (i.e., the symptoms and syndromes in DSM-5).
<u>CLO2</u> Understand the biological and contextual processes (i.e., risk and protective factors) that impact the development and treatment of childhood disorders.
<u>CLO 3</u> Identify and interpret standardized assessments for the major childhood disorders.
<u>CLO4</u> Identify and understand the therapeutic mechanisms associated with evidence-based treatments for childhood disorders
<u>CLO5</u> 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

Textbooks (Required):

1. Flessner, C. A. & Piacentini, J. C. (2017). *Clinical Handbook of Psychological Disorders in Children and Adolescents: A Step-by-Step Treatment Manual.* Guilford. ISBN: 9781462540297
   - Access options
     - Buy paperback or e-book via [Guildford Press (https://www.guilford.com/books/Clinical-Handbook-Psychological-Disorders-Children-Adolescents/Flessner-Piacentini/9781462540297?srsltid=AfmBOoquGEpYxyIlME9JzfQJNKkxJu6LqDLULA8gn9IG39nH2WtsleVB)](https://www.guilford.com/books/Clinical-Handbook-Psychological-Disorders-Children-Adolescents/Flessner-Piacentini/9781462540297) ($55)
     - Buy or Rent paperback or e-book via [SJSU bookstore (https://sjsu.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true)](https://sjsu.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true) ($29.05 - $58.08)
     - Borrow physical book via [SJSU Library Course Reserve (https://csu-sjsu.alma.exlibrisgroup.com/leganto/nui/lists)](https://csu-sjsu.alma.exlibrisgroup.com/leganto/nui/lists) (free)
2. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). [https://doi.org/10.1176/appi.books.9780890425787 (https://doi.org/10.1176/appi.books.9780890425787)](https://doi.org/10.1176/appi.books.9780890425787)
   - Access options
     - Access e-book via [SJSU library (https://libaccess.sjlibrary.org/login?url=https://psychiatryonline.org/doi/book/10.1176/appi.books.9780890425787)](https://libaccess.sjlibrary.org/login?url=https://psychiatryonline.org/doi/book/10.1176/appi.books.9780890425787) (free)

Supplemental Readings (Required):

Supplemental required readings are assigned throughout the semester and is posted under readings section in the course schedule (see below). These readings might come in the form of journal articles, chapters, manuals, or videos. These will be posted on Canvas.

☰ Course Requirements and Assignments

Semester Surveys

You will complete semester surveys at different times throughout the course: pre-semester and mid-semester. This survey will help the professor learn more about you, your goals, learning experiences. Students will earn 10 points for each semester survey.

These semester surveys are generally informal evaluations created and administered by the professor to help address actions, expectations, or challenges of students, as well as the structure, workload, and activities of the course itself. On the other hand, SOTE are formal evaluation created and administered by SJSU as an institution. Your evaluation plays a role in the overall evaluation of your instructor's teaching during SJSU's periodic reviews of instructors, which may impact hiring and promotion decisions.

Diagnostic Criteria Quizzes

For eight 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. 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. Only 7 out of the 8 diagnostic criteria quizzes grades count towards your final grade, thus 1 lowest grade will be dropped.

Case Vignette Assignments

You will complete assignments requiring you to respond to a clinical case vignettes for three times throughout the semester. Your response will be expected to demonstrate evidence-based approaches to diagnosis, case conceptualization, 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 two will be individual assignments, which should represent your own independent work.

I am happy to provide a **one time feedback per assignment** before your submission for each assignment. This is an **optional** opportunity, you do not have to do this. If you opt to get feedback from me, you will need to email me your assignment draft at least 1.5 week before it is due to allow time for me to read through your work and time for your to edit and submit the assignment.

Assessment Data Project

You will be given a mini vignettes accompanied by two sets of comprehensive assessment profile data from inventories and assessment devices covered in class (i.e., WISC, WIAT, RCADS, SDQ). For each set, you will respond to 3 questions that assess your ability to interpret and contextualize this information with DSM-5 diagnosis and evidence-based assessment and treatment planning.

I am happy to provide a **one time feedback** before your submission for each assignment. This is an **optional** opportunity, you do not have to do this. If you opt to get feedback from me, you will need to email me your assignment draft at least 5 days before it is due to allow time for me to read through your work and time for your to edit and submit the assignment.

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 <u>at least once</u> per class
3. Participating in small-group activities as prompted during class periods

While participating in class could be daunting or anxiety provoking, the more practice you have the more easy it will be.

Students have the opportunity to receive participation points (10 points per class **up to 10 classes**) worth of points throughout the semester. Highest points of at least 18 classes will be counted towards your total grade. Be sure to use these drops diligently! They are meant to be used for both planned (e.g., scheduled events, vacations) and unplanned events (e.g., illness, personal needs).

Reflection Discussions

After you engage with course content for each week, you will summarize and reflect on your learning and self-assess your competence with the learning objectives for the topic at hand. You will share about 200 words total on the concepts you found most significant on a discussion platform. Then, you will respond to at least one of your peer's responses using 100 words per response.

HDCC Short Form Content Project

This course includes a collaboration with the [Healthy Development Community Clinic (https://sjsu.edu/hdcc/)](https://sjsu.edu/hdcc/) (HDCC). You will be paired up groups (2-3 person per group) to create short-form content (e.g., short videos) for consumption by parents and youth who would likely seek services at the HDCC. 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.

Each group is expected to create 1 short-form video (60–90 seconds each) suitable for platforms like TikTok, Instagram Reels, or YouTube Shorts.Videos should be visually engaging, concise, and structured around a specific psychoeducational topic, including:

- Parenting skills (e.g., setting limits, emotion coaching, positive reinforcement)
- Psychoeducation about specific disorders (e.g., ADHD, anxiety, depression)
- Coping strategies for youth and parents (e.g., mindfulness, behavioral activation)
- Components of common therapeutic interventions (e.g., CBT, DBT, PCIT)
- Promoting healthy habits (e.g., sleep hygiene, screen time management)

Final Oral Examination

The final oral examination is a comprehensive, 30-minute individual assessment designed to evaluate your integration of clinical knowledge, conceptual understanding, and applied therapeutic skills developed throughout the semester.

Format (30 minutes total):

- Case Conceptualization (10 minutes total)

  - *2 minutes:* You will be given a brief case vignette to read silently.
  - *8 minutes:* You will orally present a case conceptualization, including diagnostic impressions, developmental and contextual factors, relevant differential diagnoses, and a preliminary treatment approach.

- Skills Demonstration (10 minutes total)
  - You will be asked to demonstrate one of the following skills:
    - **Mock Intake Interview** with a provided case background
    - **Psychoeducation** on a specific childhood disorder (e.g., anxiety, ADHD)
    - **Intervention Component Demonstration**, such as explaining a parenting skill or leading a therapeutic activity
  - *2 minutes:* You will be given a brief prompt to review.
  - *8 minutes:* You will perform the selected skill live, as if with a client or caregiver.

- Feedback and Reflection (10 minutes total)
  - *5 minutes:* Instructor provides verbal feedback on strengths and areas for growth
  - *5 minutes:* You will reflect aloud on your performance, what you felt confident about, and what you would like to continue developing as a clinician.

You will receive separate grades for:

- Case Conceptualization
- Skills Demonstration
- Reflection

This oral exam is an opportunity to showcase your clinical thinking and emerging therapist identity; not to be perfect, but to be thoughtful, professional, and authentic. This is not a test of memorization, but a demonstration of your growth as a clinician-in-training and your ability to thoughtfully apply what you've learned to realistic clinical scenarios. It's a space to flaunt the skills, knowledge, and therapeutic presence you've been cultivating all semester.

✔ Grading Information

A student's grade will be based on the total amount of points (1000 possible points). Below is a breakdown of the amount of points needed to earn specific letter grade.

*Note: A*ssignment totals may change over the course of the semester causing a change in the available total point total.

Breakdown

Assignments	Frequency x Points per Assignment	Percentage
Semester Surveys	2 x 10 = 20	2%
Diagnostic Criteria Quizzes	7 x 20 = 140	14%
Case Vignettes Assignments	3 x 100 = 300	30%
Assessment Data Project	1 x 100 = 10	10%
In Class Participation	10 x 10 = 100	10%
Reflection Discussions	13 x 10 = 130	13%
HDCC Short Form Content Project	1 x 60 = 200	6%
Final Oral Exam	1 x 150 = 150	15%
Total	1000 points	100%

Grading Scale

Grade	Points
A+	960 - 1000
A	930 - 959
A-	900 - 929
B+	860 - 899
B	830 - 859
B-	800 - 829
C+	760 - 799
C	730 - 759
C-	700 - 729

D+	660 - 699
D	630 - 659
D-	600 - 629
F	599 and below

🏛 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

Week	Date	Topics/Activities	Readings/Videos	Assignment D
1	8/21	• Overview of Course • Psychopathology Definition		Due Wed 8/27 11.59pm • Pre-semeste Survey • Week 2 Reflectio Discussic
2	8/28	• Development of Psychopathology • Intake Demo & Practice	• Textbook Chapters 1-2	Due Wed 9/3 11.59pm • Week 3 Reflectio Discussic

3	9/4	• Psychological Assessment • Structured interview demo and practice • Assessment Interpretation	• Textbook Chapter 3 • MINI-KID instrument • RCADS User Manual • SDQ Scoring Guide	Due Wed 9/10 11.59pm • Week 4 Reflectic Discussic
4	9/11	• Case Conceptualization • Adaptations to Treatment • Practice Vignette	• Macneil et al. (2012) article • Stallard (2013) Chapter • Lau (2006) article • Barnett et al. (2020) article	Due Wed 9/17 11.59pm • Week 5 Reflectic Discussic • Data Assessm Project
5	9/18	• Disruptive Behavior Disorders I: ODD and Conduct Disorder	• Textbook Chapter 11 • ODD & CD in DSM-5-TR • PCIT Webcourse (https://pcitwebcourse.pcit.ucdavis.edu/), modules 2-4: (note that this is long)	Due Wed 9/24 11.59pm • Week 6 Reflectic Discussic • Diagnost Criteria C 1 • Case Vignette (Group)
6	9/25	• Disruptive Behavior Disorders II: Parent-Child Interaction Therapy and Behavioral Parenting Training • PRIDE skills and coaching Practice	• PCIT Webcourse (https://pcitwebcourse.pcit.ucdavis.edu/), Modules 5-11 (note that this is long)	Due Wed 10/1 11.59pm • Week 7 Reflectic Discussic

7	10/2	- ADHD - STAND Practice	- Textbook Chapter 12 - ADHD in DSM-5-TR - ADHD Clinical Practice Guidelines (2011) - STAND Manual (skim the skills modules)	Due Wed 10/8 11.59pm - Week 8 Reflectic Discussic - Diagnost Criteria C 2
8	10/9	Anxiety Disorders I: Separation Anxiety, Social Anxiety Disorder, Generalized Anxiety Disorder	- Textbook Chapter 6 - SA, SAD, & GAD in DSM-5-TR [CBT video (https://www.youtube.com/watch?v=VNHPxkT0wIg&t=14s)](https://www.youtube.com/watch?v=VNHPxkT0wIg&t=14s) - FAST Anxiety Children Manual - FAST Anxiety Teen Manual	Due Wed 10/1 11.59pm - Mid-semeste Survey - Week 9 Reflectic Discussic - Diagnost Criteria C 3
9	10/16	- OCD and OC-Spectrum Disorders - Coping Cat Practice	- Textbook Chapter 10 - OCD in DSM-5-TR - Coping Cat Manual [Coping Cat Video (https://www.youtube.com/watch?v=qE5QpJ_FaJ8)](https://www.youtube.com/watch?v=qE5QpJ_FaJ8)	Due Wed 10/2 11.59pm - Week 10 Reflectic Discussic - Diagnost Criteria C 4 - Case Vignette (Individua
10	10/23	- Anxiety Disorders II: Specific Phobias, Panic Disorders - Coping Cat Practice	- Textbook Chapters 7 and 8 - Specific Phobia in DSM-5-TR - Exposure and Desensitization Tips	Due Wed 10/2 11.59pm Week 11 Reflectic Discussic

11	10/30	• Trauma and Stressor Related Disorders • TF-CBT Practice	• Textbook Chapter 9 • PTSD & Adjustment in DSM-5-TR • [TF-CBT Video (https://www.youtube.com/watch?v=JTcjMPoxUTM)](https://www.youtube.com/watch?v=JTcjMPoxUTM)	Due Wed 11/5 11.59pm • Week 12 Reflectic Discussic • Diagnost Criteria C 5
12	11/6	• Mood Disorders and Suicidality • Suicide assessment & safety planning	• Textbook Chapter 4 • MDD & PDD in DSM-5-TR • [Safety Plan Video (https://www.youtube.com/watch?v=DcpGYiCPsQY)](https://www.youtube.com/watch?v=DcpGYiCPsQY)	Due Wed 11/1 11.59pm • Week 13 Reflectic Discussic • Diagnost Criteria C 6
13	11/13	• Intellectual Developmental Disorder, Learning Disorders, Autism Spectrum Disorder	• Textbook Chapter 16 • ID, LD, ASD in DSM-5-TR	Due Wed 11/1 11.59pm • Week 14 Reflectic Discussic • Diagnost Criteria C 7 • Case Vignette (Individua

14	11/20	• Eating Disorders	• Textbook Chapter 13
			• ED & ARFID in DSM-5-TR
			• [DBT ED video (https://www.youtube.com/watch?v=9ZuwEWLHHHY)](https://www.youtube.com/watch?v=9ZuwEWLHHHY)
			• [CBT ARFID video (https://www.youtube.com/watch?v=kx_uhFihxy8)](https://www.youtube.com/watch?v=kx_uhFihxy8)
			• [FBT video 1 (https://www.youtube.com/watch?v=Q0vjhmSbgjc&list=PL21D7E85D804263B2&index=3)](https://www.youtube.com/watch?v=Q0vjhmSbgjc&list=PL21D7E85D804263B2&index=3)
			• [FBT video 2 (https://www.youtube.com/watch?v=QL1-1M50hys&list=PL21D7E85D804263B2&index=4)](https://www.youtube.com/watch?v=QL1-1M50hys&list=PL21D7E85D804263B2&index=4)
			• [FBT video 3 (https://www.youtube.com/watch?v=l7gyifpv4o4&list=PL21D7E85D804263B2&index=5)](https://www.youtube.com/watch?v=l7gyifpv4o4&list=PL21D7E85D804263B2&index=5)
			• [FBT video 4 (https://www.youtube.com/watch?v=40hDoISrNw4&list=PL21D7E85D804263B2&index=6)](https://www.youtube.com/watch?v=40hDoISrNw4&list=PL21D7E85D804263B2&index=6)
				Due Wed 11/2
				11.59pm
				
				• HDCC Sh
				  Form
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				  Project
				• Diagnost
				  Criteria C
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15	11/27	Thanksgiving break		
16	12/4 12-3pm	• Oral Exam I (6 slots; 30 mins each)		
Finals	12/11 11.30am-3pm	• Oral Exam II (7 slots; 30 mins each)		