San Jose State University Department of Psychology Psyc 190 (02)
Capstone: **Childhood Autism Spectrum Disorders, ADHD, & Intellectual Disability**

Section 20950, Spring 2019

Instructor: Dr. Saba Torabian, PhD
Office Location: DMH 232
Telephone: (408)858-6129
Email: saba.torabian@sjsu.edu

Please write PSY 190 on the subject line of your email
Allow one business day for me to respond

Office Hours: Thursdays 10:15 to 11:15
Class Days/Time: TTh 9-10:15
Classroom: Engineering 327

Course Description:

*This course is mainly on autism spectrum disorders (ASD) and some topics of ADHD and intellectual disability for students to understand the phenomenon itself and its many implications to society. The course will discuss the basic terminology of the three terms, early signs, available interventions, possible treatments, and future outcomes of individuals.*

Course Content Learning Objectives:

Upon successful completion of this course, students will be able to:

- **LO1**: Students will be aware of the special features and diagnostic criteria associated with autism spectrum disorders (ASDs) and ADHD in children and adolescents.
- **LO2**: Students will become aware of the impact of ethno-cultural beliefs, values, and practices on the conceptualization and expression of behavioral disorders in children, as well as of the impact of poverty and economic disadvantage on the well-being of children and adolescents with autism, ADHD, and intellectual disability.
- **LO3**: Students will learn about signs and symptoms for each of the three disorders as well as DSM-5 characteristics and categorization for the three disorders.
- **LO4**: Students will learn about the possible genetic and environmental causes of the three disorders.
• **LO5:** Students will be able to identify the types of information needed to be collected and assessed in order to make a diagnosis.
• **LO6:** Students will learn about the important of early intensive interventions, possible treatment plans for children with ASD, ADHDm and intellectual disability.
• **LO7:** Students will learn the struggles of families of children (including parents, siblings, and grandparents) who raise a child or children with special needs mainly autism.
• **LO8:** Students will understand future outcomes of adult individuals with autism, ADHD, and intellectual disability.

**GE learning Outcomes**

**Upon the completion of this course students should be able to demonstrate**

• GELO 1 A broad understanding of issues related to the social sciences
• GELO 2 An ability to communicate ideas effectively both in speaking and in writing
• GELO 3 The capacity for critical and creative thinking;
• GELO 4 The ability to assess information
• GELO 5 The ability for creative and critical thinking

**Class activities linked to these outcomes are:**

• The identification of the main questions asked by researchers in this area
• The examination of the multiple explanations provided to the questions
• The exploration of yet unknown issue waiting for subsequent research

Measurement of the course learning outcomes will be achieved via midterms, a cumulative final exam, presentation, and class assignments.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirement:

**PLO1 – Basic Understanding of Autism** – Students will be able to understand the basic characteristics of autism, available interventions, and future outcomes.
PLO2 – Basic Understanding of Attention Deficit Hyperactivity Disorder (ADHD) – Students will be able to understand the basic characteristics of ADHD, available interventions, and future outcomes.

PLO3 – Basic Understanding of Intellectual Disability (ID) – Students will be able to understand the basic ID, available interventions, and future outcomes.

**Textbook (required):**

**Faculty Web Page and MYSJSU Messaging**
Copies of the course materials such as the syllabus, power-point slides, and other materials are available on canvas.

You are responsible for regularly checking canvas.

**Classroom Protocol:**
This course is based on the active participation of the student, and the main requirement is READING and ATTENDANCE. You are expected to read the assigned materials before class, so that the teacher 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, as the exams will include questions from ALL the parts of the unit. We will cover one chapter per week, and follow the sequence of the textbook, chapter-by-chapter.

**Review sessions:** Approximately every few weeks we will have review session for the previously studied material. We will divide into groups, led by students. Your participation is highly encouraged.

**Attendance:**
Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, **please make all effort to come to class on time.**
NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Distractions:
You cannot surf the Internet, text-message, check your messages or respond to cell-phone during class.

Teacher Availability:

Do not hesitate to e-mail me or to come by with questions. As my goal is for every student to succeed in my class, if you have not done well on any of the tests, please come to see me ASAP.

Dropping and Adding:

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html. Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/ . Students should be aware of the current deadlines and penalties for adding and dropping classes.

Exams:

We will have 2 midterms and 1 final. Each midterm will consist of 50 multiple-choice questions. Each question is worth 2 points. Please bring a scantron (#882) and a pencil.
Each Midterms exams worth 15% of the final grade (30% total for both of the midterms) while the final exam worth 25% of the final grade. Final will be cumulative.

**Classroom Activities (10%) cannot be made up.** The dates for the classroom activities are **not announced** ahead of time. Active participation throughout the semester will be required for successful completion of this class. The dates for the classroom activities are **not** announced ahead of time as they are designed to encourage classroom attendance. **Each of the classroom activities worth 2% of your final grade.**

**Newest Discovery on Autism Paper:** Exact guideline about the paper will be given later on during the semester. **There will be 50% deduction for the papers that are turned-in late even by a day.** The papers that are turned in after one week are not accepted anymore. This paper is a 4-5 pages paper about the **newest discovery on the CAUSES of autism spectrum disorders.** The 4-5 pages do not include the reference page. There should be a separate page with the references. References must be scientific or peer reviewed articles (no personal blogs, pages, or opinions) found on PsychInfo etc. Only references that are within the last few years are accepted (2016 and on).

**Presentations:** There will be a 8-10 min power point presentations done individually on any your “Newest Discovery on Autism Paper”. Presentation should be based on minimum of 4 related peer-reviewed journal articles.

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<thead>
<tr>
<th>Assignment</th>
<th>How Many?</th>
<th># of Points per</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>2 Midterms (30% of the final grade)</td>
<td>2</td>
<td>100</td>
<td>200</td>
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<tr>
<td>1 Final Exam (25%)</td>
<td>1</td>
<td>100</td>
<td>100</td>
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<td>Presentations (15%)</td>
<td>1</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Classroom Activity (10%)</td>
<td>5</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Newest Discovery on Autism Paper (20%)</td>
<td>1</td>
<td>100</td>
<td>100</td>
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**Grading:** The following grade scale will be used.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>(96-100%)</td>
<td>B+</td>
<td>(86-89%)</td>
<td>C+</td>
<td>(76-79%)</td>
<td>D+</td>
<td>(66-69%)</td>
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<tr>
<td>A</td>
<td>(93-95%)</td>
<td>B</td>
<td>(83-85%)</td>
<td>C</td>
<td>(73-75%)</td>
<td>D</td>
<td>(63-65%)</td>
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<tr>
<td>A –</td>
<td>(90-92%)</td>
<td>B -</td>
<td>(80-82%)</td>
<td>C -</td>
<td>(70-72%)</td>
<td>D -</td>
<td>(60-62%)</td>
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**Exam Dates:**
Midterm 1: March 12th 2019  
Midterm 2: April 9th 2019  
Final: Friday May 17th 2019 at 7:15am

Missing Exams

There will be no make-up exams except in the case of death or serious illness, which requires legitimate documentation.

Make-ups

There will be no make-ups for any of the above activities (exams, classroom assignments, presentation, etc) except in the case of death or serious illness, which requires legitimate documentation. The assignments and papers that are turned in after one week are no longer accepted anymore.

Classroom Protocol

These policies are intended to promote a good learning environment.

Please Turn Off Your Cell Phones Before Class Begins

&

Be On-Time

Please do not:

- Text, talk, tweet, post status updates, etc. on your phone during class.
- Use your laptop to play games, chat, socialize, or surf the Internet during class.
- Hold side conversations that distract the rest of the class.
- Enter or leave the class in a dramatic or distracting fashion if you have to arrive late or leave early.

If you must leave class early,

1. Before class tell me you are going to leave early,
2. Sit near the door.
3. Leave quietly.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at
Course Name, Number, Semester, and Year Page 6 of 10

07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.

Childhood Autism Spectrum Disorders, ADHD, & Intellectual Disability

The list presents the sequence of topics. The actual schedule is subject to change with fair notice announced in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 24th</td>
<td>First-Day of Class &amp; Introduction</td>
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<tr>
<td>2</td>
<td>Jan 29th &amp; 31st</td>
<td>Chapter 1 and 2 (Autism)</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>Feb 5&lt;sup&gt;th&lt;/sup&gt; &amp; 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Chapter 2 (Autism)</td>
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<tr>
<td>Feb 12&lt;sup&gt;th&lt;/sup&gt; &amp; 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Read Articles Williams (2014) and Harstad (2015) on canvas</td>
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<tr>
<td>Feb 19&lt;sup&gt;th&lt;/sup&gt; and 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Autism</td>
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<tr>
<td>Feb 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Autism (Adulthood and Autism –Read Chapter 11)</td>
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<tr>
<td>Feb 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Autism (Intervention and Treatments Read Chapter 7)</td>
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<tr>
<td>March 5&lt;sup&gt;th&lt;/sup&gt; and 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Autism</td>
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<td>March 12&lt;sup&gt;th&lt;/sup&gt; and 14&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>March 12&lt;sup&gt;th&lt;/sup&gt;: First midterm exam</strong></td>
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<td>March 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ADHD</td>
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<td>March 19&lt;sup&gt;th&lt;/sup&gt; and 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>March 19&lt;sup&gt;th&lt;/sup&gt;: ADHD</td>
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<td>March 21&lt;sup&gt;st&lt;/sup&gt;: ADHD</td>
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<td>March 26&lt;sup&gt;th&lt;/sup&gt; and 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>March 26&lt;sup&gt;th&lt;/sup&gt;: ADHD</td>
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<tr>
<td>March 28&lt;sup&gt;th&lt;/sup&gt;: ADHD</td>
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<tr>
<td>April 1&lt;sup&gt;st&lt;/sup&gt; to 5&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>Spring Break</strong></td>
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<tr>
<td>April 9&lt;sup&gt;th&lt;/sup&gt; and 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>April 9&lt;sup&gt;th&lt;/sup&gt;: Second Midterm Exam</strong></td>
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<td>April 11&lt;sup&gt;th&lt;/sup&gt;: Intellectual Disability</td>
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<td>April 17&lt;sup&gt;th&lt;/sup&gt; &amp; 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>April 16&lt;sup&gt;th&lt;/sup&gt;: Intellectual Disability</strong></td>
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<tr>
<td>April 18&lt;sup&gt;th&lt;/sup&gt;: Intellectual Disability</td>
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<tr>
<td>April 23&lt;sup&gt;rd&lt;/sup&gt; &amp; 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>April 23&lt;sup&gt;rd&lt;/sup&gt;: Review of the presentations</strong></td>
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<td>April 25&lt;sup&gt;th&lt;/sup&gt;: Fist Day of Presentations</td>
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<td>April 30&lt;sup&gt;th&lt;/sup&gt; and May 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td><strong>May 1&lt;sup&gt;st&lt;/sup&gt;: Presentations</strong></td>
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<tr>
<td>May 7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Presentations</td>
<td></td>
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<tr>
<td>May 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td><strong>May 10&lt;sup&gt;th&lt;/sup&gt;: Presentations</strong></td>
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<tr>
<td>Monday May 13&lt;sup&gt;th&lt;/sup&gt; at 11:59pm</td>
<td>(Newest Discovery on Autism Paper Due)</td>
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<tr>
<td>Friday May 17&lt;sup&gt;th&lt;/sup&gt; at 7:15am</td>
<td><strong>Final Exam</strong></td>
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