San Jose State University Department of Psychology Psyc 190 (12)  
Capstone: Childhood Autism Spectrum Disorders, Principles of ABA, & ADHD  
Spring 2021  
Instructor: Saba Torabian, PhD  
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Telephone: (650)930-9550  
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: By appointment  
Class Days/Time: TTh 12:00PM-1:15PM  
(We meet on Thursdays only through Zoom)  
Classroom: Online

Course Description:

This course is mainly on autism spectrum disorders (ASD) and some topics of ADHD for students to understand the phenomenon itself and its many implications to society. The course will discuss the basic terminology of the three terms (ASD, ABA, ADHD), 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 two disorders as well as DSM-5 characteristics and categorization for the two disorders.
• LO4: Students will learn about the possible genetic and environmental causes of the two 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 & ADHD.
• 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 learn about the principles of Applied Behavior Analysis (ABA).

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.

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.

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 login to the class on-time every Thursday.

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 practical. 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 contact 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/letedrops/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.

Each Midterm exams worth 20% of the final grade (40% total for both of the midterms) while the final exam worth 35% of the final grade. Final will be cumulative.
Writing Assignment: 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 12-15 pages. References must be scientific or peer reviewed articles (no personal blogs, pages, or opinions) found on PsychInfo etc.

Due: May 21st at 12:00AM (Midnight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>How Many</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>2 Midterms (40% of the final grade)</td>
<td>2</td>
<td>20% each</td>
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<tr>
<td>2 Quizzes (10% of the final grade)</td>
<td>2</td>
<td>5% each</td>
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<tr>
<td>1 Final Exam (30%)</td>
<td>1</td>
<td>35%</td>
</tr>
<tr>
<td>Writing Assignment (20%)</td>
<td>1</td>
<td>25%</td>
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</table>

Grading: The following grade scale will be used.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100%</td>
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<tr>
<td>A</td>
<td>93-95%</td>
</tr>
<tr>
<td>B+</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-85%</td>
</tr>
<tr>
<td>C+</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-75%</td>
</tr>
<tr>
<td>D+</td>
<td>66-69%</td>
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<tr>
<td>D</td>
<td>63-65%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B -</td>
<td>80-82%</td>
</tr>
<tr>
<td>C -</td>
<td>70-72%</td>
</tr>
<tr>
<td>D -</td>
<td>60-62%</td>
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</tbody>
</table>

Exam Dates:

Midterm 1: March 11th 2021 (online: closed book/closed note)
Midterm 2: April 8th 2021 (online: closed book/closed note)
Final: Friday May 21st at 9:45AM (online: closed book/closed note)

Covid-19 Pandemic Rules

As the results of Covid-19 pandemic, all classes are online. Therefore, all the classes and exams are going to be conducted through canvas. We will meet every Thursday, not Tuesday. All the slides are going to be posted on canvas before Tuesday of each week which I ask students to review on their own before each Thursday when we meet through zoom.

It is very important that we keep our honesty and integrity. Our relationship is based on trust and respect. Therefore, please do not use the class materials such as the book or slides for any of the exams. The exams are all closed book.
Missing Exams

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

Classroom Protocol

These policies are intended to promote a good learning environment.

Please Turn Off Your Cell Phones during the zoom class time

&

Please place yourself on “Mute” to not disturb others who are on the zoom call

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.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.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, Principles of ABA, & ADHD

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>Jan 28&lt;sup&gt;th&lt;/sup&gt;</td>
<td>First-Day of Class &amp; Introduction</td>
</tr>
<tr>
<td>Feb 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Article: Autism Spectrum Disorder by Lord et al. (2020)</td>
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<tr>
<td></td>
<td>Take the quiz (No Lecture)</td>
</tr>
<tr>
<td>Feb 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lecture 1 (Autism)</td>
</tr>
<tr>
<td>Feb 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Articles by Williams (2014) and Harstad (2015)</td>
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<tr>
<td></td>
<td>Take the quiz (No Lecture)</td>
</tr>
<tr>
<td>Feb 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lecture 2 (Autism)</td>
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<tr>
<td></td>
<td>Autism 3 (Intervention &amp; Treatment)</td>
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<tr>
<td>March 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Lecture 4 (Adulthood &amp; Autism) (No Lecture)</td>
</tr>
<tr>
<td>March 11&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exam #1 (First Lecture Series)</td>
</tr>
<tr>
<td>March 18&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Principles of ABA</td>
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<tr>
<td>March 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Principles of ABA</td>
</tr>
<tr>
<td>March 29&lt;sup&gt;th&lt;/sup&gt;-April 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No Class (Spring Break)</td>
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<tr>
<td>April 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Exam #2 (Second Lecture Series)</td>
</tr>
<tr>
<td>April 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>ADHD</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>April 15th</td>
<td>ADHD</td>
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<tr>
<td>April 22nd</td>
<td>Intellectual Disability</td>
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<tr>
<td>April 29th</td>
<td>Intellectual Disability</td>
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<tr>
<td>May 6th</td>
<td>Review of Papers</td>
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<tr>
<td>May 13th</td>
<td>Review of Papers</td>
</tr>
<tr>
<td>May 21st</td>
<td>Writing Project Due at midnight (12:00AM)</td>
</tr>
<tr>
<td>Friday May 21st at 9:45AM</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>