General

Class: T (6:00 pm – 9:45 pm); Sat, June 2 (9:00 am – 1:00 pm)  
Instructor: Dr. Tara Fahmie
Room: EU 134  
Email: tara.fahmie@csun.edu
Office Hours: T 4:30 – 5:30pm
Office: Sierra Tower, Rm 321

Overview

This course addresses psychopathology and ABA interventions across human development and will cover psychopathology and empirically-validated interventions to address the behavioral excesses and deficits of each disorder. This course is one course in a sequence of courses approved as BCBA coursework.

Course Objectives: By the end of the course, students will be able to:

- Demonstrate understanding of the major principles and key concepts in developmental psychopathology and intervention.
- Demonstrate understanding of empirically-validated interventions for disorders across the lifespan.
- Evaluate and interpret conceptualizations, assessment procedures, and methods of intervention.
- Discuss the unique contributions of ABA, among other fields, in developmental psychopathology research.

All course-related information will be posted on the Canvas website, which you can access by logging in with your username and password at: https://canvas.csun.edu/. Announcements will be posted to Canvas throughout the semester, so please check this website frequently.

Required Text and Readings

Other select readings will be available on Canvas

Course Format

The course will follow the format:

- Unit I: Intellectual and developmental disabilities
- Unit II: Feeding and elimination disorders
- Unit III: Sleep disorder, Attention deficit/hyperactivity disorder
- Unit IV: Depressive and anxiety disorders
- Unit V: Psychotic and personality disorders
- Unit VI: Substance use and self control
- Unit VII: Gerontology (online portion of class)

Course requirements

- **Class meetings** will involve active learning, in which students partake in a critical analysis and expansion of information contained in the reading materials. Class meetings may involve writing, student-led discussions, demonstrations, activities, and small-group work. All students are expected to contribute equally to the learning that will take place during class time. Participation will comprise 10 points of the final grade.

- **Quizzes** will provide students with opportunities throughout the term to demonstrate understanding of assigned readings. A one-question quiz on a required reading assigned for that day will be given during the first 15 min of each class meeting. Each quiz will be worth 5 points, and will be scored as 0 (not taken), 1 (incorrect), 3 (partially correct), or 5 (fully correct). There will be 7 quizzes, worth a total of 35 points of the final grade.
• An in-class final test will provide students with the opportunity to demonstrate mastery of course objectives. The test question(s) will be a synthesis of the material covered in the readings and class meetings, will be conceptual in nature, and will require a written answer. Class notes and articles may be used during the test. The test will comprise 40 points of the final grade.

• The Crosswalk Project will facilitate deep thinking and practice with important presenter skills. Students will work in groups and will complete four worksheets and one PPT presentation (see guidelines on Canvas). Presentations and accompanying worksheets will comprise 30 points of the final grade.

• Written summaries will provide students with the opportunity to demonstrate a critical analysis of the assigned readings. Each summary will be typed in prose form (Times font, size 11), double spaced, 2 pages maximum, and will be submitted on Canvas by Saturday (prior to the onset of the class for which the summary was assigned) at 11:59pm. Summaries should include the following: (1) statement of the purpose and brief summary of the rationale, (2) method used to answer the experimental question, (4) brief summary of results, and (5) limitations and future directions. Each student will be assigned two articles to summarize across the term, each worth 20 points (see rubric), to comprise 40 points of the final grade.

• Discussion questions will be used during class to evoke thoughtful reflection of the required/recommended readings. Each student is responsible for 4 discussion questions, each worth 5 points. Discussion questions are due on Canvas by midnight on the Monday prior to class. Discussion questions will be graded on a 0-5 scale (see rubric). Your peers also will issue a grade on discussion questions and will receive feedback from me on the reliability between their score and my score. Thus, discussion questions/grading will comprise 20 points of your final grade.

• Gerontology modules will be used to fulfill part of the 15-hr online portion of the class. The gerontology module is comprised of several readings and activities that are intended to evoke thoughtful, creative reflection on issues in behavioral gerontology. All modules are due no later than 11:59pm on June 25th. Late assignments will result in a zero. Activities are worth a variety of point-values, and students will select among the activities to submit an assignment worth 30 points total. Any student who achieves 100% on their first 4 quizzes will receive an automatic 6 points on this assignment. Thus, the gerontology assignments will comprise 30 points of your final grade.

Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10</td>
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<tr>
<td>Quizzes</td>
<td>35</td>
</tr>
<tr>
<td>Test</td>
<td>40</td>
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<tr>
<td>Discussion questions</td>
<td>20</td>
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<tr>
<td>Crosswalk Project</td>
<td>30</td>
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<tr>
<td>Written summary</td>
<td>40</td>
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<tr>
<td>Gerontology</td>
<td>30</td>
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<td>Total:</td>
<td>205</td>
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The percentage cutoffs for particular letter grades are:

- 93-100% = A
- 88-89% = B+
- 78-79% = C+
- 68-69% = D+
- < 60 = F

- 90-92% = A-
- 83-87% = B
- 73-77% = C
- 63-67% = D
- 60-62% = D-
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Recommended and required readings</th>
<th>*Summaries/Presentations Due</th>
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<tbody>
<tr>
<td>5/22</td>
<td>Review of syllabus, organization of course, assign PPT presentations</td>
<td>Syllabus</td>
<td>N/A</td>
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<tr>
<td></td>
<td>Structure vs. Function</td>
<td>Sturmey (Ch 1), Catania (1973)</td>
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<td></td>
<td>Fundamental and Advanced Methods of Intervention in Behavioral Approaches to Psychopathology</td>
<td>Sturmey (Ch 2-3)</td>
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<tr>
<td>5/29</td>
<td>Class Cancelled - ABAI</td>
<td>Summ. due Wed 30th by 11:59 pm</td>
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<tr>
<td>6/2</td>
<td>Intellectual and Developmental Disabilities (I/DD)</td>
<td>Summ. due Wed 30th by 11:59 pm</td>
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<tr>
<td>6/5</td>
<td>Feeding and elimination disorders</td>
<td>Sturmey (Ch 7, 9), Piazza et al. (2003), Matson et al. (2009)</td>
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<td></td>
<td>Differential reinforcement, extinction</td>
<td>Patel et al. (2002), Peterson et al. (2016)</td>
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<td>Conditioned Sr, fading</td>
<td>Ahearn (2003), Tiger et al. (2006)</td>
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<td></td>
<td>Food redistribution</td>
<td>Gulotta et al. (2005)</td>
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<td>Toilet training</td>
<td>Kroeger et al. (2009), Azrin &amp; Foxx (1971), Simon et al. (2006), Greer et al. (2016)</td>
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<td></td>
<td>*Theoretical Analysis wrksht due 6/1 by 11:59</td>
<td>Group 1, 2 discussion Q</td>
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<tr>
<td>6/12</td>
<td>Sleep disorder, Attention deficit/hyperactivity</td>
<td>Sturmey (Ch 5, 6)</td>
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<td>Faded bedtime, bedtime pass</td>
<td>Piazza et al. (1991), Freeman (2006)</td>
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<td>Assessment of impulsivity</td>
<td>Neef et al. (2005)</td>
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<td>Medical and behavioral treatment for ADHD</td>
<td>Pelham (1993)</td>
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<td></td>
<td>*Observational Graph wrksht due 6/11 by 11:59</td>
<td>Group 1, 2, 3, 4, 5 discussion Q</td>
<td></td>
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<tr>
<td>6/19</td>
<td>Depressive and anxiety disorders</td>
<td>Sturmey (Ch 15-16)</td>
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<td></td>
<td>Intro Depressive and anxiety disorders</td>
<td>Sturmey (Ch 15-16)</td>
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<td></td>
<td>Contact desensitization and fading</td>
<td>Shabani (2006), Ricciardi et al. (2006)</td>
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<td>ACT</td>
<td>Dougher (1994)</td>
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<td></td>
<td>Feedback</td>
<td>Leitenberg et al. (1968)</td>
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<td></td>
<td>Classical conditioning</td>
<td>Whitehead et al. (1976)</td>
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<td>*Experimental Analysis wrksht due 6/18 by 11:59</td>
<td>Group 1, 2, 3, 4, 5 discussion Q</td>
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<td>6/26</td>
<td>Psychotic and Personality disorders</td>
<td>Sturmey (Ch 14, 19), Wong, 2006</td>
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<td></td>
<td>Intro</td>
<td>Wong 1987</td>
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<td></td>
<td>Recreational activities</td>
<td>Conforti (2005)</td>
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<td></td>
<td>*Gerontology assignment due 6/25 by 11:59</td>
<td>Group 1, 2, 3, 4, 5, 6 discussion Q</td>
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<tr>
<td>7/3</td>
<td>Substance use and Self Control</td>
<td>Sturmey (Ch 13, 20)</td>
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<td></td>
<td>Contingency management</td>
<td>Dunn et al. (2008)</td>
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Temporal discounting  
Critchfield & Collins (2001)
Self control  
Odum (2011)
Self control in children  
Newquist et al. (2012)  
*Group 2 (Newquist et al.)
PPT Due 7/2 by 11:59pm  
Group 3, 4, 5, 6 discussion Q
7/10  
Wrapping up  
In class final test

Online portion.

<table>
<thead>
<tr>
<th>DUE 6/25</th>
<th>ONLINE PORTION: Gerontology</th>
</tr>
</thead>
</table>
| Intro to gerontology | Burgio & Burgio (1986) | Online Modules  
FA of dementia | Sturmey (Ch 11) | Online Modules  
Choice-making and Alzheimer’s | LeBlanc et al. (2006) | Online Modules  
Fluid intake | Feliciano et al. (2010) | Online Modules  
Aphasia | Baker et al. (2008) | Online Modules

Note: Schedule deviations may occur and will be announced in class and posted on Canvas. Students are responsible for finding out whether the schedule has been modified.

Tips for success in PSY 611 (i.e., expectations)

- Be prepared for class, and be on time. I plan for this course to be a lot of fun, but it will also be challenging. Participation in class depends on you being prepared for class by completing the required reading.
- Attendance is an important component of this course (see below for attendance policy). If you have to miss a class, arrange to get notes from a fellow classmate. Identify a buddy early in the semester who is willing to share notes in the case of an absence.
- Prepare for your presentation ahead of time. Allow yourself plenty of time to access relevant materials, write notes, and practice presenting out loud. For optimal preparation, practice your presentation standing in front of a mirror or a friend.
- Allocate more than one day to your written article summary. If you read the article and write your summary on one day, wait until the next day to complete a final edit of your work. Check that you have covered all required sections of the summary with optimal efficiency and accuracy. Maintain good organization, consistency, grammar, and style throughout the summary. Check for plagiarism (see below).
- Make sure that you can view my comments/feedback on ALL assignments. Some tips: (a) don’t use a cell phone to view feedback, (b) the comments sometimes take a while to load—be patient
- Keep your materials (articles, presentation notes) organized so that they can be effective guides during your tests.
- Visit office hours if you are not meeting your own expectations. You do not need to have a specific question or comment to visit me in office hours. Please, please use this resource to your advantage!
- Visit office hours if you do have specific questions or comments, or if you would like additional information (e.g., job-related questions, interest in becoming involved in research, interest in a PhD program, etc.) on the field of applied behavior analysis.

Academic Honesty

See this link to the CSUN guidelines for academic honesty: https://www.csun.edu/catalog/policies/academic-dishonesty/  
If you are in violation of any of these rules, you will be reported to the ABA program director. I take any compromise of CSUN policy very seriously in order to maintain a high level of academic integrity and quality education. For the article summaries, plagiarism will be defined as four or more consecutive words taken directly from the article without the use of quotation marks. Students should make an effort to put all writing in their own words. In addition, excessive use of quotes will result in point loss. For all individual assignments, you are expected to complete your own work without the assistance of any other student or any other students’ work. If any occurrence of plagiarism is detected in an assignment, a grade of 0 (zero points) will be assigned for that assignment. Two or more instances of plagiarism will result in a failing grade in the class.

Attendance Policy

Attendance of all graduate classes is expected and is one of the requirements for board certification. BACB requires that you meet specified contact hours in order to receive credit for the graduate level BACB-approved course-work. Therefore, you are required to make-up the missed class work and independently spend equivalent hours completing make-up assignments. The make-up work
will be scored from 0-100% and that percentage will be applied to any missed points from that class period. For instance, if you receive a 90% on your make-up assignment, you would receive 4.5 points (5*90%) for the missed quiz for that day.

It is important to contact me if you have to miss a class. Changes to due dates (exam dates, summary deadlines) will not be given in most circumstances, unless (1) you contact me *prior* to the relevant date and (2) receive approval from me, prior to the relevant date. I will require documentation and most requests for extensions or make-ups are not approved. Missing two or more class meetings for any reason will result in your grade being limited to a maximum of “C-”. Please note the university policy requires you to retake any graduate course in which you earn a C- or lower.

**Late Work Policy**

Work that is submitted late will be eligible for a percentage of total points (see below), *regardless of the reason it is late*. It is your responsibility to know your deadlines and to submit work in a timely manner. Because many submissions are electronic via Canvas, I recommend uploading and submitting the document *many hours in advance* of the deadline in case of technology error. You may submit work via email (Address: tara.fahmie@csun.edu; Subject line: PSY 611 Assignment) if you are experiencing technology error. Work submitted via email will have the *same deadlines and late penalties* as work submitted via Canvas.

<table>
<thead>
<tr>
<th>Work is submitted:</th>
<th>Eligible for:</th>
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<tbody>
<tr>
<td>Within 15 min of deadline</td>
<td>90% of total points</td>
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<tr>
<td>Between 15 min – 45 min</td>
<td>85% of total points</td>
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<tr>
<td>Between 45 min – 24 hours</td>
<td>80% of total points</td>
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<tr>
<td>Between 24 hours and 48 hours</td>
<td>60% of total points</td>
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<tr>
<td>Between 48 hours and 72 hours</td>
<td>40% of total points</td>
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<tr>
<td>Over 72 hours late</td>
<td>0% of total points</td>
</tr>
</tbody>
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**Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

*Important Note:* It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others’ emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students’ experiences, and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

-This statement was borrowed from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University

**Reading list** (*entries with an * are required*)
1. Sturmey textbook: Ch 1, 2*, 3*, 4*, 5, 6, 7*, 8, 9*, 10*, 11*, 12, 13*, 14*, 15*, 16*, 17, 18, 19*, 20*

http://books.google.com/books?hl=en&lr=&id=kNQA8r5zcVcC&oi=fnd&pg=PR11&dq=Developmental+Psychopathology:+Theory+and+Method.&ots=KN40f2y6Qz&sig=f8BXcemTcWZM32GAXk5PY1q1s3ZY#v=onepage&q=Developmental%20Psychopathology%3A%20Theory%20and%20Method.&f=true


4. Catania (1973). The psychologies of structure, function, and development, American Psychologist, 28, 434-


Online Class (gerontology) Articles


