

Sam Houston State University Ψ Department of Psychology¹
Spring Semester 2008

PSYCHOLOGY 581 Advanced Learning
Tuesday-Thursday 11:00-12:20 P.M.
Sam Houston State University
S. T. KORDINAK, Ph.D.
AB-4 - 335 – (936) 294-1180
PSY_STK@SHSU.EDU
Office Hours Monday & Wednesday 9-10,
Or by Appointment

TEXTS:

Barlow, D. (2008) Clinical Handbook of Psychological Disorders: A Step by Step Treatment Manual, 4th Edition. New York: Guilford Press. **(B)**

Mash, E., & Barkley, R. A. (2008) Treatment of Childhood Disorders, 3rd Edition. New York: Guilford Press. **(MB)**

Texts on Reserve:

O'Neill, Horner, Albin, Sprague, Storey, Newton. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove: Brooks/Cole. **(O)**

Bellack, A., & Hersen, Michel (1998) Behavioral Assessment: A Practical Handbook. Boston: Allyn & Bacon **(BH)**

Kanfer, F. & Saslow, G. (1969) Behavioral Diagnosis. In Franks, (Ed.) Behavioral Therapy, New York: McGraw-Hill **(KS)**

Merrell, K. (2003) Direct Observation. In Merrell, K. Behavioral, Social, and Emotional Assessment of Children and Adolescents, 2nd Ed. Nahwah, N.J., LEA

Noell, G. (2003) Functional Assessment of School-Based Concerns. In Kelley, M. Reitman, D, & Noell, G. (Eds),. Practitioner's Guide to Empirically Based Measures of School Behavior. New York: Kluwer Academic/Plenum Publishers

Repp, A. C., & Horner, R. H. (1999). Functional analysis of Problem Behavior. Belmont, CA. Wadsworth Publishing Co.

Readings: There will be assigned reading placed on reserve in the library. Due to the amount of research being published, references are not listed in this syllabus but will be given in class.

Course Description - This course includes a study of the major theories of learning and their historical backgrounds; behavioral assessment and empirical finding of learning principles applied to the treatment of selected psychological disorders.

Course Objectives, the student will:

1. Gain factual knowledge (terminology, classifications, method, trends)
2. Understand fundamental principles, generalizations, and theories
3. Understand how to apply course material (to improve thinking, problem solving, and decisions)

Instructional Format: Lectures, class discussion.

Attendance Policy: Regular and punctual class attendance is expected. A record of student's attendance will be kept. If a student misses **four classes (equivalent of two weeks of school), the maximum grade they can receive is "C"**. If a student misses more than four classes, they will receive an **"F" for the course**.

Dropping the Course: It is the student's responsibility to do the paper work to drop the course. If the student stops attending class and does not officially drop the course he/she will receive an "F" for the course. The deadline for dropping a course without an "F" is May 8, 2008

Instructor Evaluations: Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Examination Grades: a percentage method for grading will be used. The computation of the percentage will be based on 90% of the total points on the test or the highest score whichever is higher. For example, if the total points on the test are 100, the numerator will be the student's score, the denominator will be either 90 or the highest grade, whichever is higher. If no student receives a score greater than 90, 90 will be used; if a student obtains a score greater than 90, i.e., 94, 94 will be used as a denominator. The resulting percentage will be interpreted using the following criteria:

GRADE	PERCENTAGE
A	.9000 - 1.0000
B	.8000 - .8999
C	.7000 - .7999
F	.0000 - .6999

Examinations: Multiple Choice and/or essay

Presentations: There will be two major presentations (Behavioral Assessment topics & assigned topics from Mash & Barkley or Barlow text). Each student will:

- 1) Develop a PowerPoint presentation covering the assigned topics.
- 2) Develop an in-depth outline of the topic (not just a copy of the power slides) to be distributed to the class.
- 3) You will present to Dr. Kordinak at the time of your second presentation a critical review of research findings on the assigned topic from Mash & Barkley or Barlow text. This critical review will be a comprehensive review of current research (last five years). This critical analysis will be in APA format. This critical analysis must include research from APA Journals [at least 40% of the citations must be APA Journals, if you are having trouble finding the APA articles, make an appointment with Dr. Kordinak]. **It is expected you will have at least two meetings with Dr. Kordinak to review your progress on the critical review before the final draft.**

The presentation will be worth 40% of the total grade, the 40% is subdivided in to three measures; the first major presentations and outline will be worth 12% of your grade, and the second major presentation and outline will be worth 12% and the critical review will be worth 16% of your grade. Any form of plagiarism will earn a course grade of "F".

Final Grade: The final grade: 60% examinations and 40% presentation.

Missed Examination: If you miss an exam, please see me as soon as possible to let me know your reason for missing it. **THE EXCUSE MUST BE WRITTEN AND APPROPRIATELY DOCUMENTED (Written note from the attending M.D.). AN EXCUSE THAT DOES NOT WITHSTAND VERIFICATION WILL RESULT IN A GRADE OF ZERO FOR THAT EXAM.** If you do have a valid excuse, then be prepared to take a make-up exam immediately. Having another test the same day does not count as a good reason for missing an exam. **All make-up examination will be essay.**

Arriving Late for an Examination: If you arrive late for an examination and a member of the class has finished the exam and left the room, you will be given an essay examine. If you arrive late for an examination you will not be given extra time to finish the exam.

No leaving the classroom once the test is distributed, if you have to leave the room your test is completed.

E-Mail – E-Mail pertaining to class will be answered during the next class period.

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Tentative Schedule

Week of	Presenter(s)	READING ASSIGNMENT	CHAPTER
January 17		Receive Syllabus and Assignment Philosophy of Science	
January 20		Basic concepts and definitions The Structure of Unconditioned behavior Habituation and Sensitization	
January 27		Pavlovian Conditioning: Basic Concept Stimulus Relations in Pavlovian Conditioning	
February 3		Test1 Theories of Associative Learning Instrumental or Operant Conditioning	
February 10		Schedules of Reinforcement Theories of Reinforcement Extinction of Conditioned Behavior Punishment Avoidance Learning Stimulus Control of Behavior	
February 17		NGL – Mrs. Meyer NGL Room 157 Test2	
February 24	Barbarick	1. Behavioral Diagnosis	Kanfer & Saslow
	Barker	2. Evaluation of Psychotherapy	Howard et al (ER)
	Nance Delgado	3. The Changing Nature of Behavioral Assessment 4. Treats to Internal & External Validity of Three functional Assessment Procedures (Repp & Horner)	BH1 Repp & Horner
March 2	Douglas Garza	5 .Psychometric Considerations 6 .Prescriptive Assessment and Treatment	BH2 BH3
	Graves Harris Husband	7. Behavioral Interviewing 8 .Behavioral Observation 9 Assessment of Social Skills	BH4 BH5 BH11

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March 9		Spring Break	
March 16	Test 3		
	Lee	10. Functional assessment and Analysis Strategies	O'Neill
	Morosi	11. Functional assessment and Analysis Strategies	O'Neill
March 23	Millo	12. Assessment of Anxiety and Fear	BH9
	Mitchell	13. Assessment of Depression	BH10
	Ramirez	14. Cognitive Assessment	BH6
	Robinette	15. Assessment of Child Behavior Problems: Internalizing Disorders	BH16
	Spivey	16. Assessment of Child Behavior Problems – Externalizing Disorder	BH17
	Webster	17. Assessment of Marital Dysfunction	BH14
March 30		Test 4	
	Barker	1. Attention-Deficit/Hyperactivity Disorder	M2
	Millo	2. Conduct Problems	M3
April 6	Barbarick	3. Panic Disorder.	B1
	Robinette	4. Posttraumatic Stress Disorder	B2
	Lee Douglas	5. Social Anxiety Disorder 6. Child Physical Abuse and Neglect	B3 M9
April 13	Spivey	7. Fears & Anxieties	M 5
	Garza	8 Emotional Disorders: A Unified Protocol	B 5
		Test 5	
April 20	Graves	9. Cognitive Therapy for Depression	B6
	Harris	10. Interpersonal Psychotherapy for Depression	B7
	Nance	11. Behavioral Activation for Depression	B8
	Delgado	12. Bipolar Disorder	B10
April 27	Marosi	13. Alcohol Use Disorders	B12
	Mitchell	14. Drug Abuse and Dependence	B13
	Ramirez Webster	15. Eating Disorders: A Transdiagnostic Protocol 16. Sexual Dysfunction	B14 B15
May 4	Husband	17. Couple Distress	B 16
		Test 6	

Standard Policies for Dr. Kordinak's ClassesNOTICE TO PERSONS WITH A DISABILITY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If the student has a disability that may affect adversely their work in this class, then he or she needs to register with the SHSU Counseling Center and to talk with the instructor about how they can best be helped. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center. There will be no retroactive accommodations.

Students with a disability will be graded on the same criteria as non-disabled students.

ACADEMIC DISHONESTY:

In accordance with the University's Academic Policy Statement 810213, the following statement applies to all students in my classes:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion, and the abuse of resource materials.

Cheating is unethical, dishonest, and fraudulent. Cheating is not tolerated in this class and will result in the immediate failure of this course ("F" Grade). The incident will be reported to the Dean of the College of Humanities & Social Sciences for further disposition.

CLASSROOM RULES OF CONDUCT:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students therefore must refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. **Cellular phones, pagers, and music players (for example, iPod-type devices) must be turned off and earphones removed before class begins and removed from the desk.** Students are prohibited from using tobacco

products, making offensive remarks, reading newspapers, talking at inappropriate times, or engaging in any other form of distraction. Both men and women must remove hats, caps, and other head covers during exams. **Tape recording is not permitted in the class. Laptop computer use is not permitted in the class.** Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

VISITORS IN THE CLASSROOM:

Visitors are not permitted.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

January 17, 2008
Psychology 581
Spring 2008
Dr. S. T. Kordinak

I, _____ have read the syllabus
for
(Print your name)

Psychology 581 and have been given an opportunity to ask the Professor questions about any portion of the syllabus that I do not fully understand. At this time, I fully understand the course requirements.

Your Signature

Today's Date

Day Time Phone Number: _____

E-Mail Address _____