
**California State University,
Northridge**

**Michael D. Eisner College of Education
Department of Educational Psychology and Counseling**

**Course Syllabus
EPC 664: Neuro-developmental, Emotional and Behavior Disorders
Fall 2025**

Instructor: Paul Vogel, M.S., School Psychologist
Course Number: 15436
Class Meetings: Thursdays 7:00PM – 9:45PM
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Michael D. Eisner College of Education Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice

Course Description

This course is intended to provide a knowledge base of the etiology and characteristics of major neuro-developmental and mental health disorders in children and youth, as well as an understanding of current evidence-based interventions.

Students will review and learn about child and adolescent development and human learning. Students will understand the role of health and biological bases of behavior, development, language, cognitive, social and cultural variables, socioeconomic status and other ecological factors including peers, family, school and community, that influence academic skills and achievement and the development of common disorders of children and youth. Candidates will demonstrate understanding of the influence of multiple factors on student development, risk and resilience, learning, academic skills/achievement, adaptive and social functioning, and positive life outcomes.

Both medical and educational classification systems using IDEIA will be reviewed for students with Cognitive Disabilities, Specific Learning Disabilities, Communication Disorders, Sensory and Physical Disabilities and Pervasive Developmental Disorders. A survey of the most common forms of developmental psychopathology will include familiarity with the current DSM-V-Tr diagnostic criteria as well as Special Education eligibility criteria.

Students will be exposed to the precursors/etiology, psychosocial characteristics, and evidence-based cognitive, academic, social and behavioral interventions with children and youth with Internalizing Disorders (Anxiety, Depression), Externalizing and Behavior Disorders (Oppositional-Defiant and Conduct Disorders), Severe Emotional Disturbance (Psychoses, Bipolar Disorder), and the effects of substance abuse and family violence. Discussion of the disorders will include current information related to cognitive and academic skills, risk and resiliency and evidence-based interventions, both in individual case management and as systems wide interventions. Students will discuss how they can collaborate with parents, educators, and others to design, implement, and evaluate services that promote resilience, learning, academic skills, positive behavior, support social emotional learning and adaptive skills, and enhance mental and behavioral health

Program Student Learning Objectives

SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations

(NASP Domain 8): School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **Knowledge** of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and **Practice** implementation of effective general and special education interventions and/or services in collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this **knowledge and practice** to optimize learning, development and social-emotional adjustment to improve academic, mental and behavioral health outcomes for children, families, schools, and communities. **(NASP Domain 8; CCTC SPPE 8).**

CSUN Graduate Program Goal 3: Foundational Content Knowledge and Evidenced Based Practice and Research (will include SP Student Learning Objectives 4-14 below): Provide foundational content knowledge to school psychology candidates based on biological, cultural, and social influences on learning, behavioral, cognitive, and social emotional development, psychology and educational theories, models, and use knowledge of research design, statistics, measurement, varied data collection, technology, and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

SLO 4: Foundational Content Knowledge: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge and practice of foundational content knowledge of cognitive and social emotional development; biological, cultural, and social influences on learning and development; and psychological and educational theories and models to support assessment, learning, development, and adjustment with individual students and within a multi-tiered system of support.**

Program Learning Objectives Related to NASP and CCTC

- 1. Interventions and Mental Health Services to Develop Social and Life Skills:** *School psychology candidates will have knowledge of biological, cultural, developmental and social influences on behavior and mental health, behavioral, and emotional impacts on learning and life skills and evidenced based strategies to promote social emotional functioning and mental health.* School psychology candidates will provide a variety of services to address effective life skills, coping, regulation using behavioral assessment and intervention, individual and group counseling, positive school wide behavioral supports and/or consultation. School psychology candidates will use data to design, implement, and evaluate progress and outcomes, as well as their own effectiveness. In addition, school psychology candidates will have skills to assess and address issues related to self-esteem and personal and social responsibility. (NASP Domain 4; CCTC SPPE 4).
- 2. Diversity in Development and Learning:** *School psychology candidates will have knowledge of individual differences, abilities, disabilities, and other diverse characteristics that are influenced by biological, social, cultural, ethnic, socioeconomic, gender and linguistic factors in development and learning.* In addition, candidates will know about principles and research related to diversity factors for children, families and schools, including factors related to culture, contexts and individual enrolled differences and evidence-based strategies to engage services to address potential influences related to diversity. School psychology candidates will understand and be able to conduct appropriate, valid, and legal bilingual psychoeducational assessments. School psychology candidates will have an understanding and respect for diversity in development and learning and advocate for social justice in all aspects of service delivery. (NASP Domain 8; CCTC SPPE 8.0).

Specific Course Learning Objectives

1. To review typical child and adolescent development, including displaying knowledge of individual differences, such as human exceptionalities and developmental psychopathology (CCTC SPPE 4.3)

2. To understand implications of psychological theory, including theories regarding psychosocial strengths and resilience as well as those regarding social-emotional, behavioral, and developmental psychology for assessment and intervention. (CCTC SPPE 4.3)
3. To develop an understanding of the characteristics of biological, health and developmental factors, cognitive, language, cultural, diversity, socio-economic status, family, ecological and social influences, and factors of resiliency which contribute to the occurrence of neurodevelopmental and mental health disorders in children and youth that impact learning, academic achievement, social emotional and adaptive functioning, and promote positive life outcomes (CCTC SPPE 4.3)
4. To develop an understanding of biological foundations of behavior, such as biological bases of development, neuropsychology, physiological psychology, and psychopharmacology (CCTC SPPE 4.3)
5. To develop an understanding about academic, behavioral, and serious personal difficulties and to have an understanding of behaviors and contexts that are precursors to the development of internalizing and externalizing disorders and dropping out of school. (CCTC SPPE 4.3)
6. To develop and understanding of eligibility criteria using IDEIA in the schools, as well as having an understanding of the DSM-V-Tr. (CCTC SPPE 8)
7. To develop an understanding of how school psychologists collaborate with parents, teachers, and other professionals in planning for service delivery for these children and youth to promote social emotional functioning and mental health. (CCTC SPPE 4)
8. To develop familiarity with current evidence-based interventions for these children and youth, and with appropriate behavioral, affective and adaptive and social goals for students of varying abilities and disorders. (CCTC SPPE 8)
9. To develop knowledge of the influence of medical and emotional disorders and the impact of pharmacological interventions on individual and group assessments (CCTC SPPE 8)
10. To develop an understanding of the strategies, methods, and approaches to prevent the development of problems that impede learning (CCTC SPPE 8)
11. To develop an understanding of models that can be used to inform school staff and parents about developmental trajectories that are associated with pupils becoming involved in antisocial or aggressive behavior (CCTC SPPE 8)
12. To develop an understanding of the developmental processes associated with internalizing disorders such as depression, anxiety, and risk of suicide (CCTC SPPE 8)
13. To develop an understanding of the developmental processes associated with externalizing disorders such as defiance, aggression, and potentially destructive behaviors (CCTC SPPE 8)
14. To consider students characteristics, strengths, assets, risks, and consider resiliency to optimize overall student life outcomes.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principles but also focuses on mastery of specific discipline specific skills, such as assessment, counseling, consultation, and intervention. The school psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data of the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

- Class lectures, presentations and discussions
- Assigned readings in required text and other assigned materials
- Small group discussions/skill practice in class
- Independent research of subject materials in library/on internet/media.
- Content based quizzes
- Formative Midterm Exam
- Summative Final Exam

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The signature assignments for this course are:

- 1. Midterm Exam formative assessment:** All students will participate in a formative midterm exam administered to assess and monitor academic progress of academic curricula provided. This assessment will identify any gaps to improve learning while identifying individualized and specific student needs.
- 2. Final Exam summative assessment:** All students will participate in a summative final exam administered at the conclusion of this course to assess student knowledge, skills and proficiency of the curricula provided throughout. This cumulative assessment will identify overall levels of achievement as related to the content outlined in this syllabus in order to improve learning while identifying individualized and specific student needs.

Required Books

Required:

Diamanduros, P, Tysinger, J, Tysinger, P, Fenning, P. *Child and Adolescent Psychopathology for School Psychology: A Practical Approach, (1st Ed.)* Springer Publishing, 2022.

Recommended:

Beauchaine, T & Hinshaw, S. *Child and Adolescent Psychopathology, (3rd Ed.)* Wiley & Sons, Inc., 2017.

Kring, A.M., Johnson, S.L. *Abnormal Psychology (14th Edition)*. Wiley & Sons, Inc., 2018.

Reichenberg, L.W. *DSM-V-Tr Essentials*. Hoboken, N.J. Wiley & Sons Inc., 2022.

American Psychiatric Association. *Desk Reference to the Diagnostic Criteria from DSM-V-TR (5th Ed.)*. Washington, D.C., American Psychiatric Association, 2022.

Course Requirements

1. **Class attendance is required:** Promptness to class is expected, and, in the event of an unexpected absence and/or emergency, students are expected to inform the instructor prior to the class. Missing *more than two classes* and/or being *more than 15 minutes late for class* will result in a required conference with the instructor and the possibility of a lowered grade. Late papers/assignments will be automatically given one full grade lower. *Please note the course schedule may be adjusted; students will be informed in advance if this occurs.
2. **Class Quizzes:** Students will receive three (3) scheduled quizzes throughout the semester based on lecture and required reading topics. Recommended reading topics will not be covered in quizzes.
3. **Readings:** Students are responsible for all material covered in the readings and in lectures. Students should be prepared when called on in class to comment on assigned readings.
4. **Exams:** This course will have **two exams:**
 - a. **Mid-term exam:** covering lectures and readings.
 - b. **Final exam:** covering lectures and readings. Will also require students to analyze a case study in order to integrate information they have gained regarding both neuro-developmental disorders and child/adolescent psychopathology.

Grading System

The grade for this three-semester credit course will be based on the performance measures listed below. Work will be submitted via canvas or as instructed. **Late work will not be accepted, unless prior approval is granted.**

Participation (see Appendix A)

Per class period (15 weeks)	2 points
	30 points total

Quizzes

Three (3) scheduled quizzes based on readings and lecture	15 points each
	45 points total

Exams

Midterm Exam	100 points
Final Exam	100 points

200 points total

Total available course points

275 points total

Course Grades: The +/- grade option will be used in this course.

95-100% = A *mastery of the relevant course standards.*

90-94% = A- *mastery of the relevant course standards, with some errors or lacking information*

86-89% = B+ *above average proficiency of the relevant course standards.*

84-85% = B *satisfactory proficiency of the relevant course standards.*

80-84% = B- *partial proficiency of the relevant course standards.*

Note: A grade below 80% will require re-taking the course.

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)
Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average.

School psychology students need to pass with a B or better, higher standards that take precedence over the University policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the professor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on any and all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the university's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared.
- Managing paperwork effectively.
- Managing technology effectively
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the department student affairs committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*.

Students interested in accommodations should contact the university's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818-677-2684). No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentservices/index.php>

Writing Center

<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

EPC 664: Neuro-developmental, Emotional and Behavior Disorders: Course Outline

Date	Class Topics/Activities	Readings
08/28/2025 Week 1	Intro and syllabus review: Review of Typical Growth and Development; language, cultural variables, diversity, SES and risk and resiliency as factors in the development of disorders; will continue this discussion throughout the course (CCTC Std. 2, 17)	-Diamanduros et.al, Ch.1 -Beauchaine & Hinshaw, Ch.1 -Kring, Johnson, pp Ch. 1-2
09/04/2025 Week 2	Intro to Developmental Psychopathology Overview of Genetics and Abnormal Development, Genetic/Physical Disabilities (CCTC Std. 2, 17) Genetics and Abnormal Development: Down, Fragile X, PKU, Turner, Noonan, Klinefelter, Prader-Willi, Williams Syndrome Sensory Loss, Hearing Impairment, Visual Impairment, Communication Disorders, Intro to Physical/Motor Disorders, Epilepsy, etc.	-Beauchaine & Hinshaw, Ch.2-3 -Kring, Johnson, pp Ch. 1-2, 13
09/11/2025 Week 3	The Bridge to Psychopathologies: What is a disability? Do School Psychologists diagnose? SPED eligibility vs. DSM-V-Tr; Developmental Psychopathology ; Precursors to Psychopathology; Attachment, Temperament (CCTC Std. 5, 6)	-Diamanduros et.al, Ch.1 -Beauchaine & Hinshaw, Ch.4 -Kring & Johnson, Ch 3
09/18/2025 Week 4	Infancy: Tourette's, Learning Disabilities, Autism/Asperger Syndrome	-Diamanduros et.al, Ch.4 -Beauchaine & Hinshaw, Ch.22, 17 -Kring and Johnson, pp 413-428
09/25/2025 Week 5	Quiz 1 Asynchronous Lecture Continued Autism/Asperger Syndrome	-Diamanduros et.al, Ch.4 -Beauchaine & Hinshaw, Ch.22, 17 -Kring and Johnson, pp 413-428
10/02/2025 Week 6	Infancy through preschool insecure attachment, temperament research, theories, assessment and intervention issues on Oppositional Defiance/ODD, Enuresis Yom Kippur (10/01-10/02/2025) Possible Zoom class	-Diamanduros et.al, Ch.6 -Beauchaine & Hinshaw, Ch.14 -Kring and Johnson, pp 51, 386-401, 411, 423-424
10/09/2025 Week 7	The Preschool Period and School Age Research, theories, assessment and intervention issues on:	-Diamanduros et.al, Ch.2 -Beauchaine & Hinshaw, Ch.13

	The emergence of attention deficit and comorbid disorders: ADHD (CCTC Std. 5)	-Kring and Johnson, pp 388-395, Ch.13
10/16/2025 Week 8	Intellectual Disability: Research, theories, assessment and intervention Quiz 2	-Diamanduros et.al, Ch.3 -Beauchaine & Hinshaw, pp 318-325 -Kring and Johnson, 31, 387, 416-420
10/23/2025 Week 9	MID TERM EXAM	-Diamanduros et.al, Ch. 8, 9 -Beauchaine & Hinshaw, Ch.16 -Kring and Johnson, Ch. 6
10/30/2025 Week 10	CASP 2025 (10/28-10/31/2025) Asynchronous Lecture Research, theories, assessment, and intervention issues on: Internalizing Disorders I: Anxiety/Phobias (CCTC Std. 4, 5, 21) Separation Anxiety, School Refusal	-Diamanduros et.al, Ch.10, 11, 17 -Beauchaine & Hinshaw, Ch.17 & 20 -Kring and Johnson, Ch. 7
11/06/2025 Week 11	Cont. Research, theories, assessment, and intervention issues on: Internalizing Disorders II: Anxiety/Phobias (CCTC Std. 4, 5, 21) Social Anxiety, Selective Mutism, Obsessive Compulsive Disorder, Post Traumatic Stress Disorder Research, theories, assessment, and intervention issues on: Internalizing Disorders III: Mood Disorders/Depression (CCTC Std. 4, 5, 21) Research, theories, assessment, and intervention issues on: Externalizing Disorders II: Disorders II: Development of Aggression, Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Antisocial Behavior (CCTC Std. 2, 21) 09: Oppositional Defiant Disorder, Conduct Disorder, Eating Disorders	-Diamanduros et.al, Ch.8, 9, 12 -Beauchaine & Hinshaw, Ch.14 & 24 -Kring and Johnson, Ch. 5, 11, 13
11/13/2025 Week 12	Continued research, theories, assessment, and intervention issues on: Internalizing Disorders II: Anxiety/Phobias Oppositional Defiant Disorder, Conduct Disorder, Eating Disorders, Internalizing Disorders III: Mood Disorders/Depression (CCTC Std. 2, 4, 5, 21) Mood Disorders, Depression, Eating Disorders	-Diamanduros et.al, Ch. 5, 7, 12, 14, 13 -Beauchaine & Hinshaw, Ch.14 & 15 -Kring and Johnson, Ch. 13, 15
11/20/2025 Week 13	Continued research, theories, assessment, and intervention issues on: Externalizing Disorders II: Development of Aggression,	-Diamanduros et.al, Ch.15, 18, 19

	Conduct Disorder (CD), Oppositional Defiant Disorder (ODD), Antisocial Behavior (CCTC Std. 2, 4, 5, 21) Mood Disorder, Suicide, Substance Abuse, Self-Harm Quiz 3	<i>-Beauchaine & Hinshaw, Ch.21 & 23</i> <i>-Kring and Johnson, Ch. 9, 10, 11</i>
11/27/2025 Week 14	Thanksgiving Holiday-No Class	
12/04/2025 Week 15	Course and Final Exam Review	
12/11/2025 Week 16	FINAL EXAM	

APPENDIX A

Attendance and Participation Rubric Example

	4	3	2	1	Points
Attendance/ Promptness	Student is always prompt and regularly attends classes	Student is late to class once every two weeks	Student is late to class more than once every two weeks and regularly attends classes	Student has been late to class at least four times and has poor attendance	
Level of Engagement in class	Student proactively contributes to class by offering ideas and asking questions more than once per class.	Student proactively contributes to class by offering ideas and asking questions once per class	Student rarely contributes to class by offering ideas and asking questions.	Student never contributes to class by offering ideas and asking questions	
Listening Skills	Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others.	Student listens when others talk, appears attentive and interested	Student inconsistently listens when others talk, inconsistently appears attentive and interested	Student does not listen when others talk, appears distracted and inattentive	
Behavior	Student almost never displays disruptive behavior during class.	Student rarely displays disruptive behavior during class.	Student occasionally displays disruptive behavior during class.	Student almost always displays disruptive behavior during class.	
Preparation	Student is almost always prepared for class with	Student is usually prepared for	Student is sometimes prepared for class with	Student is almost never prepared for class with	

	assignments and required class materials.	class with assignments and required class materials.	assignments and required class materials.	assignments and required class materials.	
				Total:	

EPC 664 INDEX FOR CCTC SPPEs

SPPE	Introduced	Practiced	Assessed
4.0	p. 4		p. 5
4.3	p. 3, 4		p. 5
8.0	p. 4		p. 5