

University of Florida
College of Public Health & Health Professions Syllabus
HSC 4930: Autism Spectrum Disorder & Other Neurodevelopmental Disorders: Characterization & Treatment (3 credit hours)
 Spring 2018
 Monday, 10:40am-1:40pm

E-Learning in Canvas

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Office Hours: By appointment
Preferred Course Communications: Email

Prerequisites of course: General Psychology, Child Development, Abnormal Psychology, or discretion of the instructor.

COURSE GOAL

The goal of this course is to introduce upper level undergraduates to the growing knowledge of what is known about autism spectrum disorder (ASD) and related neurodevelopmental disorders. The course will present an overview of introductory material on 1) characteristics of ASD, 2) diagnostic criteria, 3) assessment and evaluation of ASD, 4) what is known about early cognitive and brain development in ASD, 5) overview of etiology, 6) ASD across the life span and the impact on the family, 7) traditional and empirically based interventions and 8) medical and adjunctive treatments. At the end of the course, student will be able to characterize a person presenting with atypical behaviors as displaying characteristics of ASD, using diagnostic criteria and a structured assessment tool, and make informed recommendations regarding interventions and therapies. Students will also summarize ASD etiology, as well as ASD's impact upon the lifespan and the family.

COURSE OBJECTIVES

After successfully completing HSC 4930, students will be able to:

1. Distinguish a person presenting with atypical behaviors as displaying characteristics of ASD (Synthesis)
 - 1.1. Compare and contrast the behavioral explanations of individuals with ASD and other related neurodevelopmental disorders (Analysis)
 - 1.1.1. Describe the diagnostic criteria of individuals with ASD and other related neurodevelopmental disorders so that frequency, communication, social interaction, flexibility of thought, and other symptoms are addressed (Comprehension)
 - 1.1.2. Describe the manner in which symptoms vary in their expression and severity between children, youth, and adults as individuals with ASD and other related neurodevelopmental disorders to include intellectual disability, communication disorders, and genetic disorders. (Comprehension)
 - 1.1.3. Describe the assessment tools and diagnostic practices often used in evaluating individuals with ASD (Comprehension)
2. Propose interventions and therapies based upon a structured observation of an individual with ASD or other related neurodevelopmental disorders (Synthesis)

- 2.1. Discriminate between the various interventions and therapies for individuals with ASD and other related neurodevelopmental disorders so that approaches to care, the evidence base, and alignment with individual needs are addressed (Analysis)
- 2.2. Select interventions and therapies that align with established needs of an individual with ASD (Application)
 - 2.2.1. Discuss the cognitive, physical, cultural, social, and emotional needs of individuals with ASD (Comprehension)
 - 2.2.2. Describe the biomedical approaches to treating individuals with ASD (Comprehension)
 - 2.2.3. Discuss the behavioral approaches to treating individuals with ASD (Comprehension)
 - 2.2.4. Describe the instructional methods in the education of individuals with ASD (Comprehension)
 - 2.2.5. Discuss the roles and responsibilities of therapists, teachers, and other associated persons in the treatments and interventions for individuals with ASD (Comprehension)
 - 2.2.6. Classify ASD interventions as traditional or empirically based (Comprehension)
 - 2.2.7. Give examples of medical and adjunctive treatments related to ASD (Comprehension)
 - 2.2.8. Describe the impact of ASD across the lifespan so that families and individuals are addressed (Comprehension)
3. Examine the possible etiologies of ASD so that the current evidence base is addressed. (Analysis)
 - 3.1.1. Discuss the current body of evidence provided by cognitive and brain imaging research so that brain development and ASD are addressed (Comprehension)
 - 3.1.2. Discuss the role genetics plays in the manifestation of ASD (Comprehension)
 - 3.1.3. Discuss the role of the environment in the manifestation of ASD (Comprehension)
 - 3.1.4. Describe common co-occurring medical issues in ASD
 - 3.1.5. Summarize the shared characteristics between ASD and other neurodevelopmental disorders (Comprehension)

Methods of Instruction Lecture, class discussion, and small- group and individual work will comprise the majority of class sessions. The role of the instructors will be to: present an overview of relevant topics, provide additional reading material and learning resources with up-to-date research findings, facilitate discussion of selected topics, and provide timely feedback. Expectations for students are to attend class fully prepared, participate in class discussions, and read assigned materials prior to class in preparation for lecture.

Required Course Materials

Hall, L.J. (2013). Autism Spectrum Disorders: From theory to practice: 2nd Edition. Saddle River, NJ: Pearson. ISBN: 9780132658096.

Volkmar, F.R. & Wiesner, L.A. (2009). A practical guide to autism: What every parent, family member and teacher needs to know. Hoboken, NJ. John Wiley & Sons. ISBN: 978047039473

Other articles as listed above and posted on Canvas

Canvas

Canvas is the course management system that you will use for this course. Canvas is accessed by using your Gatorlink account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student help links on the Canvas login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu. You are responsible for checking your account prior to each class to determine how you should prepare for the upcoming class

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Outside Readings & Activity
1	01/08	Introduction & Canvas <ul style="list-style-type: none"> Historical Overview Diagnostic Criteria of Autism Spectrum Disorder 	Hall – Chapter 1 Volkmar – Chapter 1 Autism Spectrum Disorder Fact Sheet
	01/15	HOLIDAY – No Class	
2	01/22	Clinical Evaluation of ASD <ul style="list-style-type: none"> Early Signs of ASD Diagnostic Practices 	Volkmar – Chapter 7
3	01/29	Differentiating ASD and other Neurodevelopmental Disorders <ul style="list-style-type: none"> Intellectual Disabilities Communication Disorders ADHD Specific Learning Disorders Anxiety / OCD Reactive Attachment Disorder 	https://youtu.be/NOeLwif45EY Intellectual Disability Fact Sheet ADHD Fact Sheet Specific Learning Disorders Fact Sheet Anxiety Fact Sheet Reactive Attachment Disorder Fact Sheet
4	02/05	Clinical Evaluation – other areas <ul style="list-style-type: none"> Cognitive Assessment Language Assessment Adaptive Behaviors Neuropsychological measures 	Hall- Chapter 2 Volkmar – Chapter 3 Guest speaker
5	02/12	Etiology <ul style="list-style-type: none"> Genetics Environmental Other genetic neurodevelopmental disorders with shared characteristics (Fragile X, Tuberous Sclerosis) EXAM 1	Volkmar – Chapter 2 Miles (2011)
6	02/19	Early Cognitive & Brain Development <ul style="list-style-type: none"> What has brain imaging taught us? What has cognitive studies of ASD taught us? 	Rutter, M. (2011) Progress in autism. Robinson et al. (2009). Executive function in children with ASD.
7	02/26	Comorbid / Associated Conditions <ul style="list-style-type: none"> Sleep Feeding Disruptive Behaviors Seizures 	Volkmar – Chapters 12, 14, & 17
	03/05	SPRING BREAK – No Class	

Week	Date(s)	Topic(s)	Outside Readings & Activity
8	03/12	Traditional Therapies <ul style="list-style-type: none"> • Speech / Language Therapy • Occupational Therapy • Physical Therapy • Psychological Therapy 	Lang, O'Reilly, Healy et al. (2012) Guest Speakers – Speech pathologist & Occupational therapist Guest speakers
9	03/19	Psychosocial Interventions <ul style="list-style-type: none"> • Applied Behavior Analysis Paradigms • Developmental & Social-Relational Approaches • TEACCH EXAM 2	Hall - Chapter 4, 5, & 6 Guest Speaker from Florida Autism Center Guest speaker
10	03/26	Emphasis on Communication & Social Skills <ul style="list-style-type: none"> • ABA Verbal Behavior • Augmentative / Assistive Communication Systems • Functional Communication Approach 	Hall - Chapter 8 & 9
11	04/02	ASD across the lifespan & Family Impact <ul style="list-style-type: none"> • School Aged • Adolescent • Transition to Adulthood Advocacy and Support	Hall – Chapter 10 Volkmar – Chapter 8, 9, 19 Guest speakers from CARD
12	04/09	Biological Interventions <ul style="list-style-type: none"> • Psychopharmacology • Diet • Supplements • Others 	Volkmar – Chapter 15 & 18 Guest Speaker – Child Psychiatrist
13	04/16	Individual Projects Due Small Group Projects Due – In Class	
14	04/23	Exam 3	

COURSE POLICIES

Class attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. However, class attendance will not be taken. Thus, students are expected to attend all classes and participate in class discussions to have exposure to this information; however, class attendance will not be calculated into your final grade in the course. If students must be absent, they will be responsible for any missed material by acquiring lecture notes from other students who attended. Some material presented in lectures will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please do not email your instructors to let them know about your planned or unplanned absences, as your attendance will not make up any part of your grade.

Policy related to make-up work

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the exam date. If a student is not in class for an exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Reporting illnesses and family emergencies

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set-up alternative arrangements.

COURSE REQUIREMENTS AND GRADING

Exams: There will be **3 non-cumulative exams** that will be comprised of a variety of multiple choice questions and short answer questions. Class attendance will be rewarded via the inclusion of in-class information in each exam that is not covered in the textbook.

Individual Project: Students will be required to watch a diagnostic assessment and identify observed typical and atypical behaviors using a structure observation form and then provide recommendations from what is learned during the semester.

Small Group Project & Presentation: Students will be provided several case vignettes. The small groups will work together on case formulation to include likely diagnosis, areas where they would like to gather additional information, intervention targets, possible evidence based treatments and rationale for these, family and other contextual considerations as well as identification of barriers.

SCHEDULE

Requirement	Due date	% of final grade
Exam #1	02/12/2018	25.00%
Exam #2	03/19/2018	25.00%
Exam #3	04/23/2018	25.00%
Individual Project	04/16/2018	15.00%
Small Group Project	04/16/2018	10.00%

Online Faculty Course Evaluation Process: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at: <https://evaluations.ufl.edu/results/>.

Grading Scale:

Percentage earned in class	93.00-100.00%	90.00-92.99%	87. - 89.99%	83.00-86.99%	80.00%-82.99%	77.00-79.99%	73.00-76.99%	70.00-72.99%	67.00-69.99%	63.00-66.99%	60.00-62.99%	Below 60.99%
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

<http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Make up Exams or Other Work

Students who must miss an assignment or exam deadline because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an examination must be missed because of illness, a doctor's note is required.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Classroom Etiquette

Please refrain from using I-pods or cell phones or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Cell phones must be placed on silent or turned off during class. Any use of a cell phone during class (i.e., chatting, texting) will be considered a violation of this policy as it disrupts other students from learning. Students who violate this policy will be asked to leave and will lose 1% of their final grade per violation. Please speak to the instructors prior to the beginning of class if you experience an emergency that requires you to leave the room to take a phone call.

Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process *optional in UF Template*

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> so make sure you include a statement regarding the value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.
