



**Autism for the Professions (PSYC 4931\_102/EDUC 4931\_102/SPAA 4961\_101)**  
**Marquette University Spring 2015: Tuesday/Thurs 8-9:15 am, SC 121**

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<b>Office hours:</b>	M-TH 9:30-10:30 and by apt.	Mon. 12-1, Thurs. 1-2 and by apt.	Mon 9-11 and by apt.
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**Course Description:** In this course we will cover a number of current topics concerning autism spectrum disorder (ASD), with specific emphasis on practical, applied knowledge for those in the fields of education, speech pathology, and psychology. The course is divided into three modules. In the first module, the history of ASD, core symptoms, etiology/risk factors, and diagnostic assessment across the lifespan will be covered. In the second module, team building across disciplines, cultures, and with stakeholders (individuals with ASD, families, friends, advocates) will be explored. In the third module, evidence-based interventions and educational/vocational practices for toddlers, children, adolescents, and adults will be examined.

**Learning Objectives:** Marquette's mission, in part, "...is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional ethics, the promotion of a life of faith and the development of leadership, expressed in service to others, for the greater honor and glory of God and the benefit of the human community." In that spirit, as men and women for/with others, students will accomplish the following in recognizing individuals with ASD as full members of the human community:

1. Students will become familiar with ASD and current research-based knowledge of the disorder, and will demonstrate culturally- and developmentally-relevant sensitivity towards those with ASD.
2. Students will demonstrate an understanding of "gold-standard" diagnostic, intervention, and educational practices for individuals with ASD.
3. Students will experience working in an interdisciplinary team, including the fields of education, speech pathology, and psychology, and will develop a skill set for working with individuals with ASD.
4. Students will demonstrate an ability to integrate and apply empirical knowledge and practical experiences to their study and practice of education, speech pathology, or psychology.

**Resources:**

Hall, L. (2013). *Autism Spectrum Disorders, from Theory to Practice* (2<sup>nd</sup> Edition). Upper Saddle River, NJ: Pearson.

Most weeks, 2 to 4 additional readings will be assigned that are representative of current empirical work in the field. These papers will be listed and available on D2L at least two weeks prior to the class in which they are discussed. In addition, other course requirements (see below) will entail outside reading.

We will also be using an online autism training program (AIM Modules). You must register to use this site, but it is free of charge. Please go to [http://www.autisminternetmodules.org/user\\_reg.php](http://www.autisminternetmodules.org/user_reg.php) and create an account by 3/1/15. You are responsible for the information in assigned modules.

**Special Accommodations:** Please let any of the instructors know within the first 2 weeks of class if you need any special accommodations in the instruction or assessments of this course to enable you to fully participate.

**Academic Dishonesty:** Please refer to the following website regarding guidelines and disciplinary procedures relating to academic misconduct: <http://www.marquette.edu/academics/regulations/acaddishonesty.html>

**Attendance Policy:** **Attendance at all class meetings is expected.** Absences prevent the student from obtaining the full benefit of the course. **Attendance will be taken** 10 times randomly over the semester, for 10 points total towards your grade. **Participation will also be logged each class** (1 point for each class where you made a comment/question at least once), with 8 classes' worth of participation counting towards your final grade (8 points total). Absences on quiz dates will be excused only per written policy as posted on D2L. If excused, the student must make up the quiz at the instructors' convenience within 2 days of student's return. Please see the Policy on Missed Quizzes document on D2L for information about conditions required for makeup testing. You will not be able to make-up in class group assignments if you are absent on these days.

There will be no class on the following dates: 3/10 and 3/12 (Spring break), and 4/2 (Easter break).

**Evaluation:** Student evaluation will include both formative and summative assessment measures. Formative assessment is ongoing measurement during educational preparation for the purpose of improving student learning. The quizzes, journals, speaker reflection and in-class group assignments are this type of assessment. Summative assessment is comprehensive evaluation of learning outcomes at the culmination of educational preparation. The interdisciplinary group paper and the pass/fail post-test measures are this type of assessment.

**Tests:** Students will complete **4 in-class quizzes**. Quizzes will be multiple-choice format, worth 10 pts. each. Completion of pre-test (on 1/13/15) & post-test (during finals period, 5/5/15) pass/fail measures = 10 pts total.

**Speaker Reflection:** An outside panel of speakers will present to the class midway through the semester. **A short reflection** (worth 15 points) on the speakers' material will be due in class on 3/24/15. This reflection will be guided by a format available in D2L, and will be no more than 2 pages in length (typed, double-spaced, 12 pt. font).

**Interdisciplinary Project:** Students will be assigned to a team of 3 students, representing different disciplines (i.e. education, speech-language pathology, and psychology) as possible. **Each team member will be required to spend 20 hours working with individuals with ASD in the same service learning placement.** Each student will keep **an individual journal**, listing the date and time of each observation, and the nature of the activities conducted. The journal (which will also include responses to guided reflection questions) will be due to the D2L dropbox **3 times throughout the semester.** **An hours report**, dated for AI assignment are attached to this syllabus. Each team member will turn in their own journal and hours report, but the final paper will be a group effort (i.e., only one paper turned in for the team).

**\*\*A grade of incomplete(I) will be given for failure to submit a completed, signed hours sheet for service learning or failure to complete the post-test measures during the designated final examination period.**

<u>Summary of Graded Assignments</u>	<u>Points (Due dates indicated on course outline)</u>
Completion of pre-and post-test measures	10 pts.
Quizzes, 5 x 12 pts. each	60 pts.
In-class group assignments, 4 x 10 pts. each	40 pts
Service learning journal entries, 3 x 9 pts each	27 pts
Speaker reflection	15 pts.
AIM post-assessments, 5 x 4 pts. each	20 pts.
Interdisciplinary group paper	50 pts.
Participation and attendance	<u>18 pts.</u>
Total = 240	

**Grading Scale:**

93-100%	223-240 = A
89-92%	214-222 = AB
83-88%	199-213 = B
79-82%	190-198 = BC
73-78%	175-189 = C
69-72%	166-174 = CD
60-68%	144-165 = D
<60	143 or below= F

**Late Work:** 1 day late or after D2L dropbox closes– 20% off total points; 2 days late – 50% off; not accepted after.

**Mid term grade:** The mid-term grade is based on scores from Quizzes 1, 2 and 3, Journal 1, In-class group assignments 1 and 2, and AIM post-test 1.

**Final grade:** The final grade is based on points earned through all course requirements. An incomplete will be given for failure to complete all components of the service learning project or failure to complete the post-test measures during the designated final examination period.

**Schedule of Classes and Assigned Readings (From Text, and when marked with\* from D2L)**

Week and Day	Topic	Readings Due/Discussed	Assignments Due and Quizzes
1: Jan 13	Teams assigned; Introduction to Class	Ch. 1 Hall Text	
1: Jan.15	History of ASD, HIPAA	* “Refrigerator mothers” video	
2: Jan 20	Core symptoms: Social	*Oxford ASD Book, Ch. 8 pgs. 149-156 (stop at “The Two Neural Systems” section)	
2: Jan 22	Core symptoms: repetitive behavior	* Oxford ASD Book, Ch. 11, pgs. 200-206 (stop at “Pathogenesis” section), and pgs. 207 (starting at “Intervention” section) through 209	
3: Jan 27	Core symptoms: Communication	*Oxford ASD Book, Ch. 9	
3: Jan 29	Core symptoms: change in adulthood	*Adulthood article	
4: Feb 3	Co-morbidities	*Oxford ASD Book Ch. 18, pgs. 304-308, 310 (starting at “Treatment”) through p. 311; *Oxford ASD Book Ch. 20, pgs. 330-336	Quiz 1: Core Symptoms 2/3
4: Feb 5	Brain Development	*Oxford ASD Book Ch. 35, pgs. 611-618	
5: Feb. 10	Group Work Day: Initial Team Planning	*Discipline-Specific Reading on D2L—Roles on M-Team	<b>In-class</b> group assignment 1 due 2/10
5: Feb 12	Etiology / Risk	* Tordjman et al. article	
6: Feb 17	Diagnosis/Assessment	Hall Ch. 2 ; *DSM-V article, *DSM-V criteria	Quiz 2: Comorbidities, Brain Dev, Etiology/Risk 2/17
6: Feb.19			Journal 1 due Saturday 2/21
7: Feb 24	IDEA	Hall Ch. 3 *Simpson article: EBP for ASD	
7: Feb. 26	Group work: Determining Evidence-Based Practices	IRIS Module Evidence-Based Practices Part 1: <i>in Computer lab</i>	<b>In-class</b> group assignment 2 due 2/26
8: Mar. 3	Interventions 1: TEACCH Model, Ziggurat, CAPS	AIM Module: Comprehensive Program Planning for Individuals with ASD	Quiz 3: Diagnosis/Assessment, IDEA 3/3
8: Mar. 5			AIM post-test due 3/5
Spring break	NO CLASS		
9: Mar 17	Collaborating across disciplines, cultures, and stakeholders	Hall Ch. 7, pgs. 159-167; *Temple Grandin’s Ten Unwritten Rules Article	
9: Mar 19	Stakeholder panel	* Excerpt from Fialka, Feldmen & Mikus	Journal 2 due Saturday 3/21

10: Mar. 24	Interventions 2: ABA	Hall Ch. 4, 5 AIM Modules: Discrete Trial Training, Pivotal Response Training	Panel reflection due in class 3/24
10: Mar. 26			AIM post-tests (2) due 3/26
11: Mar 31 (No class 4/2)	Interventions 3: Relational	Hall Ch. 6 *Odom article	<b>In-class</b> group assignment 3: 3/31
12: Apr. 7	Interventions 4: Communication	Hall Ch. 8 *McCauley & Fey Ch. 17 - PECS	Quiz 4: Interventions 1, 2, 3: 4/7
12: Apr. 9			
13: Apr. 14	Interventions 5: Cultural Issues	Hall Ch. 7, pgs. 149-159; AIM Module: Visual Supports	AIM post-test on Visual Supports due 4/14
13: Apr. 16	Group work day	AIM Module: Transitioning	AIM post-test on Transitioning due 4/16 <b>In-class</b> group assignment 4: 4/16
14: Apr 21	Interventions 6: Social skills and relationships	Hall Ch. 9; *Social skills Cochrane review article	
14: Apr. 23		*M. Garcia-Winner excerpt	Journal 3 due Saturday 4/25
15: Apr 28	Vocational/Transition Practices	*Article on Vocations	Quiz 5: Interventions 4, 5, 6: 4/28
15: Apr. 30		Hall Ch. 10	Hours Sheets due 4/30
May 5, 10:30-12:30	Exit interviews Project Discussion	None	Attendance <b>mandatory</b> for course completion



**ASHA Knowledge and Skills Standards (2014) met by this course include:**

**Standard IV-C.** Knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

**Standard IV-D.** Knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

**Standard IV-E.** Knowledge of standards of ethical conduct.

**Standard IV-F.** Knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

**Standard V-B (2c, 3b, 3d)** Skills to select or develop appropriate materials and instrumentation for prevention and intervention. Collaborate with other professionals in case management. Adhere to ASHA code of ethics and behave appropriately.



**Wisconsin Department of Public Instruction standards met by this course:\***

The student will demonstrate knowledge and skills in the following standards:

1: Understand the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2: Understand how children with broad ranges of ability learn and provide instruction that supports their intellectual, social and personal development.

3: Understand how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils.

4: Understand and use a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.

5: Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6: Use effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom/therapy room.

8: Understand and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

10: Foster relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and acts with integrity, fairness and in an ethical manner.

11: Demonstrate an understanding of the procedures used for assessing and providing education for children with disabilities, including the roles and responsibilities of regular and special education providers.

12: Demonstrate an understanding of appropriate and effective means to modify the regular education curriculum when instructing pupils with disabilities.

\*Additional applicable standards may be found at the American Psychological Association and Council for Exceptional Children websites, which may be referred to during the course.