SOC SCI 2US3: Introduction to Autism Spectrum Disorder

# Course information:

* September 3 to December 4, 2019, Wednesdays, 7:00pm-10:00pm.
* Instructor: Leilani Llacuna
* Office: Kenneth Taylor Hall (KTH) B124
* Office hours: Wednesdays, 6:00pm-7:00pm or by appointment; KTH 208
* Email: llacunl@mcmaster.ca

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## Course Description:

This course examines the Autism Spectrum Disorders (ASD) it’s core features and the evolution of the conceptualization of Autism Spectrum Disorder and the diagnostic criteria. This course provides an introduction to a neurodevelopmental and behavioural understanding of children with ASD.

## Course Objectives:

Upon completion of this course, students will be able to:

1. Explain the diagnostic criteria used for ASD in the DSM IV and 5, and relevant diagnostic assessments used in the field of ASD.
2. Identify key assessments used to measure cognitive, adaptive and academic skills in order to contribute to the development of the child’s profile and/or treatment plan.
3. Explain the neurological, behavioural, and developmental characteristics of children with ASD
4. Identify various treatment approaches used for young children with autism and methods to assess their efficacy.
5. Survey and identify available community services for children with ASD and their family’s, issues and barriers for individuals with ASD throughout their lifespan.
6. Conduct research and evaluate scientific literature and determine its relevance and application to clinical practice in ASD.

## Course Format:

Information will be presented through lectures, in class and online forum discussions.

## Required Texts:

1. Boucher, J. M. (2017) *Autism Spectrum Disorder: Characteristics, Causes and Practical Issues* (2nd ed.). London, UK: SAGE Publications Ltd.

ISBN: 9781446295670

## Additional Readings:

Additional journal articles will be introduced as the course progresses. Each of these will be posted on the Avenue to Learn course site.

# CouLooks rse Requirements/Assignments

## Requirements Overview, Assignment Details, and Deadlines

| Assessment Activity | % of Grade | Date Due |
| --- | --- | --- |
| Online Forum Discussion # 1 | 2.5% | Forum Closes: September 14th, 2019 |
| Online Forum Discussion # 2 | 2.5% | Forum Closes: October 12th, 2019 |
| Online Forum Discussion # 3 | 2.5% | Forum Closes: November 16th, 2019 |
| Online Forum Discussion # 4 | 2.5% | Forum Closes: November 30th, 2019 |
| Midterm Exam | 25% | October 23, 2019 |
| Team Research Project Assignment: Presentation & Materials  | 5% | November 27, 2019 |
| Team Research Project Assignment: Final Submission  | 30% | November 30, 2019 |
| Final Exam: Cumulative | 30% | Exam Period: December 6-19, 2019 |

## Forum Discussions:

On-line forum discussions will take place between students on different topics or statements of question related to the field of ASD. Discussions are graded for completion and level of understanding of the topics discussed. Forums will have posted opening and closing times. No late submissions will be accepted.

## Midterm Exam (cumulative):

The midterm exam will include content derived from the lectures and readings from the beginning of the course up to the time of the exam. The midterm exam format will be multiple choice using scantron. The midterm exam will be administered at the beginning of class on the date indicated.

## Group Research Assignment and Presentation:

In small groups students will be required to complete a research project on a key topic in the field of ASD.

Research Topics will be reviewed by the instructor if submitted by November 3, 2019

## Final Research Submission:

Each team of students will develop a Power Point or Prezi presentation to summarize your research in addition to a final submission paper that details your team’s background research, a synthesis of your research topic, and literature review sources deliver to the class. 1 copy per team to the Dropbox in Avenue2Learn and 1 paper copy handed in at the start of class on the date of presentation. Content will be graded as described on Avenue2Learn. Your attendance through the entire presentation session is required and will count towards your 5% presentation grade. There will be a sign in and sign out sheet.

## Final Exam (cumulative):

The final exam is cumulative and will include content covered in class and in the readings over the course of the semester. The final exam will be administered through the testing centre on the date provided.

Note: The instructor and university reserve the right to modify elements of the course during the term and will notify students in class, on Avenue2Learn or through McMaster email. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email.

# Assignment Submission and Grading

## Form and Style

Written Assignments:

* All written assignments are to be typed and double-spaced. Use APA formatting. Please include a title page with your name, student number and email address, the topic title of the assignment and the date submitted. Number all pages (except title page).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Please submit a paper copy to the Instructor at the start of class on the due date as well as submit one file copy per group to the appropriate Dropbox in Avenue2Learn.

## Avenue to Learn (A2L)

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

* **Submitting Assignments Electronically:** Individual assignments submitted electronically must include your last name in the filename: e.g. Smith\_Assignment\_2\_Lifespan.rtf.
* **Late Submissions:** All work is due on the date stated, at the beginning of class, unless other arrangements have been made in advance with the instructor. A late penalty of 5 percentage points per day will apply after the due date (weekends included).
* **Class Participation and Engagement:** Class participation and engagement is an important component of this course (and of active learning). Therefore, we expect all students to be ‘active’ participants in this course. This means attending all classes, being actively involved in class activities and thoughtful discussion, and completing all assignments. Your participation will be significantly influenced by your active involvement in class, and the quality of that involvement. Negative class participation includes the following: missing classes, talking to classmates about things that are not a contribution to the class discussion, general nonparticipation in or disruption of class/class activities, sleeping during class, coming to class late or leaving early, and using any of the following electronic devices: cell phones, mp3 players, ipods, ipads, and other electronic devices. Computers may be used in class but ONLY for note taking purposes. The success of this course depends on you! Students who are most successful in this course fulfill these expectations, and engage in all aspects of the course!
* Group Research Assignment: For your group assignment, ALL students in the group must be contributing members of that assignment. The expectation is that each student will be an active and respectful member of their group, and contribute to the assignment - in a fair and equitable way. Group work is sometimes challenging, but it can also be rewarding in a number of ways, including providing you with opportunities to develop valuable ‘working-as-a-team’ skills that will serve you well in this and other courses, as well as more broadly in your academic, professional, and personal life.

Note: Any homework that is a “Dropbox item” indicates homework that will count towards the allocated in-class activity marks. The homework will form the basis for in-class discussions and group work. Prior to the start of class please post the required information to the appropriate Dropbox in Avenue2Learn. (For discussion purposes make sure you bring a copy to class or have access to the information on your lap top.)

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last 5 digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](http://www.mcmaster.ca/academicintegrity.).

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca for further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf) policy.

## Academic Accommodation for Religious, Indigenous and Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar’s Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Please review the [RISO information for students in the Faculty of Social Sciences](https://socialsciences.mcmaster.ca/current-students/riso) about how to request accommodation.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Requests for Relief for Missed Academic Term Work - McMaster Student Absence Form (MSAF)

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

"Relief for missed academic work **worth less than 25%** of the final grade resulting from medical or personal situations lasting **up to three calendar days**:

* Use the [McMaster Student Absence Form (MSAF)](https://www.mcmaster.ca/msaf/) on-line self-reporting tool. No further documentation is required.
* Students may submit requests for relief using the MSAF **once per term**.
* An automated email will be sent to the course instructor, who will determine the appropriate relief. Students **must immediately follow up** with their instructors. Failure to do so may negate the opportunity for relief."

A version of the full Regulation is copied on the McMaster Student Absence Form (MSAF) website.

Relief for any missed academic work in this course will accommodate students to submit assignments 3 days from due date (weekends included).

# Course Weekly Topics and Readings

| Week | Date | Topic(s), Lecture Detail & Assignments | Readings |
| --- | --- | --- | --- |
| 1 | September 4, 2019 | Introduction to course and course requirementsIntroduction to the diversity of ASD | Boucher (2017): Chapters 1 & 2*Supplementary Articles: See Avenue2Learn* |
| 2 | September 11, 2019 | Diagnosis of ASD, Assessment and ScreeningDiscussion #1 closes September 14thDevelop teams for Research Project | Boucher (2017): Chapters 2, 3, & 11Supplementary Articles: See Avenue2Learn |
| 3 | September 18, 2019 | Diagnosis of ASD, Assessment and Screening  | Boucher (2017): Chapters 3, 5, 6, & 11*Supplementary Articles: See Avenue2Learn* |
| 4 | September 25, 2019 | The Dyad of Impairments: Socio- Communication | Boucher (2017): Chapters 3, 9, & 10*Supplementary Articles: See Avenue2Learn* |
| 5 | October 2, 2019 | The Dyad of Impairments: Restricted and Repetitive Behaviour | Boucher (2017): Chapters 3 & Chapter 4*Supplementary Articles: See Avenue2Learn* |
| 6 | October 9, 2019 | Co-morbid Conditions and ASDMidterm Exam ReviewDiscussion # 2 closes October 12th | Boucher (2017): Chapters 4, 7, & 8*Supplementary Articles: See Avenue2Learn* |
|  | October 16, 2019 | MIDTERM RECESS BREAK |  |
| 7 | October 23, 2019 | Midterm Exam – In class | No readings |
| 8 | October 30, 2019 | Neurodevelopment*Midterm Exam Re-write (if required)* | Chapters 7 & 8Supplementary Articles: *See Avenue2Learn* |
| 9 | November 6, 2019 | Evaluation and Practice | *Supplementary Articles: See Avenue2Learn* |
| 10 | November 13, 2019 | Treating Socio-communication deficitsDiscussion # 3 closes November 16th | Boucher (2017): Chapter 12*Supplementary Articles: See Avenue2Learn* |
| 11 | November 20, 2019 | Treating Restrictive and Repetitive Behaviour | Boucher (2017): Chapter 12Supplementary Articles: See Avenue2Learn |
| 12 | November 27, 2019 | ASD Throughout the Lifespan Discussion # 4 closes November 30th Final Paper Due to Avenue2Learn November 30th  | Boucher (2017): Chapter 13Supplementary Articles: See Avenue2Learn |
| 13 | December 4, 2019 (Last Day of Class) | Research Paper Presentations | No readings |
|  | December 6-19, 2019 | FINAL EXAMINATIONS |  |

ADDITIONAL COURSE READINGS

Behavior Analyst Certification Board (BACB) (2014). Applied Behavior Analysis Treatment of

Autism Spectrum Disorder: Practice Guidelines for Healthcare Funders and Managers (2nd ed.), 2014. Retrieved from: <https://www.bacb.com/asd-practice-guidelines/>

Carpenter, L. (2013). DSM-5 autism spectrum disorder: guidelines and criteria

exemplars. *Retrieved January*, *10*, 2015.

Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional

communication training. *Journal of Applied Behavior Analysis, 18*, 111-126.

Centre for Autism and related Disabilities (n.d.): A guidebook on Mental Health issues affecting

individuals with Autism Spectrum Disorders.

Eaves, L.C., & Ho, H. H. (2008). Young Adult Outcome of Autism Spectrum Disorders. Journal of

Autism and Developmental Disorders, 38, 739-747.

Farmer, C., Thurm, A., & Grant, P. (2013). Pharmacotherapy for the core symptoms in autistic

disorder: current status of the research. *Drugs*, *73*(4), 303-314.

Fombonne, E. (2003). Prevalence of Autism. Journal of American Medical Association, 289 (1),

87-89.

Kanner, L. (1943). Autistic disturbances of affective contact. *Nervous child*, *2*(3), 217-250.

Lord, C., & Jones, R. M. (2012). Annual Research Review: Re‐thinking the classification of autism

spectrum disorders. *Journal of Child Psychology and Psychiatry*, *53*(5), 490-509.

Lydon H, Healy O, Grey I. (2017). Comparison of behavioral intervention and sensory integration

therapy on challenging behavior of children with autism. Behavioral Interventions. 1–14. <https://doi.org/10.1002/bin.1490>

Odom, S. L., Boyd, B. A., Hall, L. J., & Hume, K. (2010). Evaluation of Comprehensive Treatment

models of Individuals with Autism Spectrum Disorders. *Journal of Autism and Developmental Disabilities*, *40*, 425-436.

Ontario Association of Behaviour Analysis (2017). Evidence-Based Practices For Individuals with

Autism Spectrum Disorder: Recommendations for Practitioners, Caregivers and Policy Makers.. Retrieved from <http://www.ontaba.org/pdf/ONTABA%20OSETT-ASD%20REPORT%20WEB.pdf>

Policy/Program Memorandum (PPM) 140, Ontario Ministry of Education (2007).

Rapp, J.T., & Vollmer, T.R. (2005). Stereotypy I: A review of behavioral assessment and

treatment. *Research in Developmental Disabilities*, *26*(6), 527-547.

Russell, J., Mauthner, N., Sharpe, S., & Tidswell, T. (1991). The 'windows task' as a measure of

strategic deception in preschoolers and autistic subjects. British Journal of Developmental Psychology, 9(2), 331-349.

R. Peter Hobson, Anthony Lee & Jessica A. Hobson (2007) Only connect? Communication,

identification, and autism, Social Neuroscience, 2:3-4, 320-335, DOI: [10.1080/17470910701376852](https://doi.org/10.1080/17470910701376852)

Schaafsma, S. M., & Pfaff, D. W. (2014). Etiologies underlying sex differences in Autism

Spectrum Disorders. *Frontiers in Neuroendocrinology*, *35*, 255-271.

Smith, L. E., Maenner, M. J., Mailick Seltzer, M. (2012). Developmental Trajectories in

Adolescents and Adults with Autism: The Case of Daily Living Skills. *Journal of the American Academy of Child & Adolescent Psychiatry*, *51*(6), 622-630.

Taylor B, Miller E, Farrington CP, Petropoulos MC, Favot-Mayaud I, Li J, et al. Autism and

measles, mumps, and rubella vaccine: No epidemiologic evidence for a causal association. Lancet. 1999;353:2026–9.

Tiger, J.H., Hanley, G.P., & Bruzek, J. (2008). Functional Communication Training: A Review and

Practical Guide. *Behaviour Analysis in Practice*, *1*(1), 16-23.

Tincani, M. (2004). Comparing the picture exchange communication system and sign language

training for children with autism. *Focus on autism and other developmental disabilities*, *19*(3), 152-163.

Welch, C. D., & Polatajko, H. J. (2016). The Issue Is – Applied behaviour analysis, autism, and

occupational therapy: A search for understanding. *American Journal of Occupational Therapy*, *70*(4), 2-5.

Zwaigenbaum, L., Bryson, S., Rogers, T., Roberts, W., Brian, J., & Szatmari, P. (2005). Behavioral

manifestations of autism in the first year of life. *International journal of developmental neuroscience*, *23*(2), 143-152.

# Additional Resources

A Note about the Use of Turnitin.com in this Course

## Authenticity/Plagiarism Detection

In this course we will be using a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. Students will be expected to submit their work electronically either directly to Turnitin.com or via Avenue to Learn (A2L) plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty. Students who do not wish to submit their work through A2L and/or Turnitin.com must still submit an electronic and/or hardcopy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com or A2L. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). To see the Turnitin.com Policy, please go to the academic integrity website.