# CORE 549

**Half (2-1)**

**Understanding Children with Autism Spectrum Disorders**

## Calendar Description

Advance Topics in Community Rehabilitation

## Content/Objectives

Students will develop an understanding of Autism Spectrum Disorders by exploration of the following topics:

- Diagnosis, Assessment and Prevalence
- Family Perspectives
- Interventions (Communication, Social, Cognitive, and Sensory motor Development, Adaptive Behavior)
- Methodological Issues in Research

## Outcomes/Competencies

Upon completion of this course students will be able to:

- Understand the components in the diagnosis and treatment of children with ASD
- Critically review the research in the field of ASD
- Identify the issues regarding ASD from a family perspective

## Assignments

1. Students will be required to post reflective and critical responses to assigned readings & book chapters  **Value 30%**
2. Students will be assigned as moderator of postings for one week  **Value 20%**
3. Students will be required to write a critical research paper on a topic negotiated with the instructor  **Value 30%**
4. Students will visit an agency providing services to children with ASD and write a site-visit report  **Value 20%**

## Resources


Assignments on designated topics are accessed through the U of C Library using your ID card info. See instructions at the end of this course outline.

*Details for current course offerings are available at: [www.crds.org](http://www.crds.org)*
Instructor and Course Information

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<tr>
<th>COURSE:</th>
<th>CORE 549</th>
<th>INSTRUCTOR:</th>
<th>Beth Parrott</th>
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<tbody>
<tr>
<td>TERM:</td>
<td>Fall 2014</td>
<td>TELEPHONE:</td>
<td>403 - 220-2271</td>
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<td>EMAIL:</td>
<td><a href="mailto:parrott@ucalgary.ca">parrott@ucalgary.ca</a></td>
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Course information and updates will be posted under Announcements throughout the course. It is important to check these on a continual basis throughout the course.

Course Content

This online course introduces students to Autism Spectrum Disorders (ASD). Using Blackboard as a medium, discussions of the biological bases for the disorders as well as historical perspectives of autism will be held. Current research will be investigated from a variety of perspectives and philosophies. This course will provide students with in-depth knowledge of techniques used to treat children with autism, both empirically validated and those currently in vogue. An overview of characteristics, assessment strategies, issues, and approaches related to children with autism will be provided.

Unit 1
Diagnosis, Assessment and Prevalence (Chapter 2 and reading)

Unit 2
Family Perspectives (Chapter 3 and readings)

Unit 3
Interventions
  - Communication (Chapter 5 and reading)
  - Social Development (Chapter 6 and reading)
  - Cognitive Development (Chapter 7 and reading)
  - Sensory/Motor Development (Chapter 8 and reading)
  - Adaptive Behaviors (Chapter 9)

Unit 4
Methodological Issues in Research (Chapter 15 and readings)

Details of Assignments

Course information and updates will be posted under Announcements throughout the course. It is important to check these on a continual basis throughout the course.

1) Blackboard Postings: Every two weeks students will be required to post a response to assigned book chapters and assigned article(s) in their assigned groups (4 – 5 in each group). Posting will be graded on incorporation of theory, and student reflections based on critical analysis of the assigned material. Postings should be at least 2 pages double spaced. 6 postings worth 5% each

Due by midnight (MST) of the Sunday due dates listed (See schedule below) Late postings will be deducted one point for each day late.

2) Moderator assignments: One student will be assigned as moderator for another group for one assignment and will be required to provide individual feedback on the postings for that group. Moderator assignments will be posted on the course website and will be graded on quality of feedback to postings and ability to generate further discussion with questions and critical responses as well as providing at least one additional reference per posting related to the posting. Each of you will be assigned a group to moderate sometime during the term (see Course Information under the Tools link for your assigned posting week).
You will still post your reflections for that particular assignment in your group page but after the due date I will add you to another group as a moderator.

You will be required to provide individual feedback to the members of the group you have been assigned to for that week. You do not moderate your own regularly assigned group. You have one week to provide this feedback (one week from the posting deadline). Moderator postings should be a minimum of two pages for each group member double-spaced.

You will be graded on the quality of your feedback, asking questions, generating discussion, providing critical responses (not just “I enjoyed reading your posting”). You will also be required to provide additional references to the individual group members regarding their posting.  

Value 20%

3. **Site-visit Report** on observation and interviews at agency providing services to children with ASD in your community. Length of Report – 5 pages (double spaced). The 5 page report will be graded on the following criteria:

Overview of the agency, who they serve, how, what model, where they get their funding, staffing model, etc.

Details of the interviews you conducted with team members (including parents)

Reflections on what you saw, heard, general impressions, conclusions

Writing style, how well the report is written

Due November 6, 2014 –  

Value 20%  

4. **Critical research paper**: will be related to some aspect of ASD. Research questions will be negotiated with the course instructor within the first month of the course. Books and journal articles will form the basis of references for the research paper but [website information will not be allowed as references (Wikipedia, etc.)]. Research paper will be graded on coverage of research topic, critical analysis of research, references, and writing ability. Length of paper 10 pages double-spaced (not including references).

Here’s the breakdown for grading of the critical research paper:

10 marks for coverage of the research question

10 marks for critical analysis of the research

5 marks for references (APA required)

5 marks for writing ability

Due December 3, 2014 –  

Value 30%

**Schedule of Blackboard Postings with Due Dates**

**September 21**: Posting 1 – Diagnosis, Assessment and Prevalence (Chapter 2 and Matson reading)

**October 5**: Posting 2 – Family Perspectives (Chapter 3 and 2 readings – Miller and Stoner)

**October 19**: Posting 3 – Communication (Chapter 5 and Chiang and Toth reading)

**November 2**: Posting 4 – Social Development (Chapter 6 and White reading) and Cognitive Development (Chapter 7 and Edelson reading)
November 16: Posting 5 – Sensory/Motor Development (Chapter 8 and Ingersoll reading) and Adaptive Behaviors (Chapter 9)

November 30: Posting 6 – Methodological Issues in Research (Chapter 15 and 2 readings – Jarrold and Shaked)

Readings

**Posting 1:**

**Posting 2:**


**Posting 3:**


**Posting 4:**


**Posting 5:**

**Posting 6:**


**Internet Journals (through U of C Library):**
Journal of Autism and Developmental Disorders
Focus on Autism and other Developmental Disabilities
Research in Autism Spectrum Disorders

**Journal articles can be accessed by the following steps:**
U of C webpage (www.ucalgary.ca)
Click Library, Library Catalogues, U of C catalogues, Search the Library Catalogue, Search for: (type in journal name) and click Journal Title, click on any internet Access i.e., Academic Search Review, Follow directions for User authentication.

**Suggested Links for Additional Information:**
Marking Scheme

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**IMPORTANT DATES FOR FALL 2014**

- The last day to change or drop a course: September 19, 2014
- The last day to pay balance of fees: September 26, 2014
- The last day to withdraw: December 5, 2014

**Academic Accommodation:** Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre [http://www.ucalgary.ca/UofC/Others/DRC](http://www.ucalgary.ca/UofC/Others/DRC) MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. **It is a student’s responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.**

**IMPORTANT:** Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

**Purchasing a Textbook from the University of Calgary Bookstore:**

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4