



## Psychology 208 003

### Understanding Autism: A Clinical Perspective

**Classroom: Buchanan A101**

**Time: Tuesday's and Thursday's 3:30-4:50pm**

**Contact Information:**

|                     |  |
|---------------------|--|
| Instructor:         | Dr. David Worling, R. Psych.                                     |
| Email:              | <a href="mailto:dworling@psych.ubc.ca">dworling@psych.ubc.ca</a> |
| Office:             | Audain 4037  |
| Office Hours:       | Tuesday's and Thursday's 5:00-6:00                               |
| Teaching Assistant: | Miranda Sitch, B. A.   |
| Office              | Kenny 2015   |
| Office Hours:       | By appointment   |
| Email:              | <a href="mailto:sitchm@psych.ubc.ca">sitchm@psych.ubc.ca</a>     |

**About this course:** This course is designed to introduce you to the world of Autism. Topics will include clinical features, co-occurring conditions, etiology, diagnostic tools, clinical treatments, course over time, employment, and special topics. The course will consist of two lectures per week on Tuesdays and Thursdays from 3:30-4:50 in Buchanan A101. We will be having a number of guest lecturers to compliment the program throughout the semester.

**Student Expectations:** Students are expected to attend all lectures and exam periods. Attendance will be important as the majority of exam material will come from the lectures. Given that we are covering a number of clinical issues, we ask that you show respect for individuals on the Autism Spectrum in terms of your comments and questions. Please exercise good lecture hall protocol: no talking, no eating, distracting

other students. If you are using a laptop to take notes, please refrain from sitting in the front half of the hall in an effort to minimize visual distractions to those behind you.

**Course Calendar:**

| <b>Class Number</b> | <b>Date</b> | <b>Topic and Readings</b>   |
|---------------------|-------------|---|
| 1                   | Jan 3       | Introduction/Housekeeping   |
| 2                   | Jan 5       | Autism Defined<br>Readings: Wolman (2008)   |
| 3                   | Jan 10      | Social Communication I<br>Readings: Eigsta et. al. (2010)                               |
| 4                   | Jan 12      | Social Communication II   |
| 5                   | Jan 17      | Social Interaction/Reciprocal Behaviours<br>Readings: Ornstein-Davis (2014)             |
| 6                   | Jan 19      | Stereotyped Behaviours/Sensory Issues   |
| 7                   | Jan 24      | History of ASD<br>Readings: 1) Baron-Cohen (2015)<br>2) Ozonoff (2012)                  |
| 8                   | Jan 26      | Co-occurring conditions: Part One<br>Readings: Chiang et. al., (2015)                   |
| 9                   | Jan 31      | Co-occurring conditions: Part Two   |
| 10                  | Feb 2       | Assessment and Diagnostics  |
| 11                  | Feb 7       | <b>Midterm 1 Exam</b>   |
| 12                  | Feb 9       | Etiology  |
| 13                  | Feb 14      | Prenatal/Infancy  |
| 14                  | Feb 16      | Toddlerhood/Preschool years<br>Reading: Camarata (2014)                                 |
| 15                  | Feb 28      | School Age years  |
| 16                  | March 2     | Treatments: I: Social skills<br>Reading: Laugeson (2014)                                |
| 17                  | Mar 7       | Treatments II: Applied Behaviour Analysis<br>Guest Lecture: ?<br>Reading: Lovaas (1987) |
| 18                  | Mar 9       | High School Years   |
| 19                  | Mar 14      | University/College years  |

|            |        |   |
|------------|--------|---|
|            |        | Guest Speaker: Dr. Rashmeen Nirmal              |
| 20         | Mar 16 | <b>Midterm 2 Exam</b>                           |
| 21         | Mar 21 | Treatment III: CBT                              |
| 22         | Mar 23 | Employment<br>Guest Speaker: Dr. Anthony Bailey |
| 23         | Mar 28 | Adults with ASD                                 |
| 24         | Mar 30 | Girls/Women with ASD<br>Guest Speaker:?         |
| 25         | Apr 4  | Advocacy/Supports<br>Guest Speaker: ?           |
| 26         | Apr 6  | Future Directions/Special Topics?               |
| Final Exam | TBA    | <b>Final Exam</b>                               |

### Readings:

Listed below are the initial assigned readings up to the first midterm exam. Given the fact that this is one of the first offerings of a course on Autism in combination with the addition of guest speakers, the remaining articles will be added to the syllabus on the Connect site. The readings will be posted and you will be informed as soon as possible.

### Section One:

Chiang, H. & Shur-Fen, S. (2015). Comorbid psychiatric conditions as mediators to predict later social adjustment in youths with autism spectrum disorder. *Journal of Child Psychology and Psychiatry*, 57(1), 103-111.

Eigstia, I., de Marchenaa, A., Schuha, J., & Kelley, E. (2010). Language acquisition in autism spectrum disorders: A developmental review *Research in Autism Spectrum Disorders*, 5(2)681-691

Ornstein-Davis, N., & Carter, A. (2014). Social Development in Autism. In F. Volkmar, F., R.Paul, and S. J. Rogers (Eds), *Handbook of Autism and Pervasive Developmental Disorders, Volume 1 : Diagnosis, Development, and Brain Mechanisms* (4th ed., pp. 212-229) New Jersey: Wiley & Sons.

Ozonoff, S. (2012). Editorial Perspective: Autism spectrum disorders in DSM-5 – an historical perspective and the need for change. *Journal of Child Psychology and Psychiatry*, 53(10), 1092-1094.

Simon Baron-Cohen (2015). Leo Kanner, Hans Asperger, and the discovery of autism. *The Lancet*. Volume 386, Issue 10001, 3–9, Pages 1329–1330

Wolman, D. (2008). The Truth About Autism: Scientists Reconsider What They *Think* They Know, *Wired Magazine*, 16(3)

## **Section Two:**

Camarata, S. (2014). Early identification and early intervention in autism spectrum disorders: Accurate and effective? *International Journal of Speech-Language Pathology*, Volume 16(1), 1-10.

Laugeson, E. (2014). Using a CBT approach to teach social skills to adolescents with autism spectrum disorder and other social challenges: the PEERS method. *Journal of Rational-Emotive and Cognitive Behavior Therapy*, 32, 84-97.

Lovaas, I. (1987). Behavioral treatment and normal educational and intellectual functioning in young autistic children. *Journal of Consulting and Clinical Psychology*, 55(1), 3-9.

Schreibman, L., Dawson, G., Stahmer, A. C., Landa, R., Rogers, S., McGee, G., Kasari, C., Ingersoll, B., Kaiser, A., Bruinsma, Y., McNerney, E., Wetherby, A., and Halladay, A. (2015). Naturalistic developmental behavioral interventions: Empirically validated treatments for autism spectrum disorder. *Journal of Autism and Developmental Disorders*, 45, 2411-2428.

## **Section Three:**

Chen, J., Leader, G., Sung, C., & Leahy, M. (2015). Trends in employment for individuals with autism spectrum disorder: A review of the research literature. *Journal of Autism and Developmental Disorders*, 2:115–127.

Kellaher, D. C. (2015). Sexual behavior and autism spectrum disorders: An update and discussion. *Current Psychiatry Reports*, 17:25.

Magiati, I., Tay. X., & Howlin, P. (2014). Cognitive, language, social and behavioural outcomes in adults with autism spectrum disorders: A systematic review of longitudinal follow-up studies in adulthood. *Clinical Psychology Review*, 34, 73-86.

Ung, D., Selles, R., Small, B., & Storch, E. (2015). A systematic review and meta-analysis of cognitive-behavioral therapy for anxiety in youth with high-functioning autism

**Course Requirements and Grading Exams:** This course will have 3 exams—2 midterms and 1 final. The first midterm exam will be worth 25% of your total grade. The second midterm will be worth 35%, and the final exam will be worth 40% of your total grade (adding up to 100% total). Each of the two Midterm exams will cover the section of the course that immediately preceded it. The final exam will focus largely on the final third section of the course, and will also include material from the first two sections of the course.

Exam questions (multiple choice) will be based on material from the lectures, readings, and in-class films, with greatest emphasis on the lectures.

You also may receive up to 3 extra credit points (for a total of 103%) for participating in the Department of Psychology's subject pool. You will receive 1 extra credit point for every hour you participate in an experiment. To receive credit for experiment participation, you will need to sign up and receive credit through the Dept. subject pool website: <https://ubc-psych.sonasystems.com/>. Please note that final grades (and only final grades) may be scaled, according to department policy.

### **Academic Misconduct:**

Psychology Department's Position on Academic Misconduct Cheating, plagiarism, and other forms of academic misconduct are very serious concerns for the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the university subscribes to TurnItIn — a service designed to detect and deter plagiarism. All materials (term papers, lab reports, etc.) that students submit for grading will be compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of originality that flag instances of matching text suggesting possible plagiarism; instructors receive copies of these reports for every student in their classes.

During exams, the instructor and invigilators reserve the right to move students in their seating arrangement with no explanation provided.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

**Taking an examination** Punctuality and attendance is an expectation for this course and will be necessary to get the most out of the course content. Missed content due to absenteeism or lateness will need to be collected from other students or the Connect site material and not from the instructor or TA.

Furthermore, a student will not be allowed to write a midterm or the Final if (1) s/he is tardy 30 minutes or more, or (2) if another student has already finished and submitted their exam, whichever occurs first. Students in this situation, or any other situation where they miss the exam for a reason of a non-medical nature, will not be allowed to write the exam and will receive a “o.” Absolutely no exceptions will be made to these policies.

There will be no “in and out” privileges once you’ve started an exam (e.g., bathroom break) unless you have a documented medical reason for such a need. Medical documentation must be disclosed with Dr. Worling at least 24 hours prior to the exam. Students will be required to place all personal items at the front of the lecture hall during the writing of the exam. No personal belongings, aside from writing utensils, are permitted on/beside/under your desk (e.g., cell phones, backpacks, laptops, pencil cases). If you believe that your personal circumstances preclude you from these conditions, you must contact Dr. Worling 24 hours prior to the exam.

When time is called at the end of the exam, you must immediately stop working and submit your exam materials. You will not be allowed more time for any reason, including (but not limited to): putting your name or ID on the exam or filling in or changing an answer. You must also remain completely silent until every exam has been collected. Failure to stop working when time is called or to stay silent until all exams have been collected will result in a zero on the exam. Failure to put proper identifying information on the scantron will result in a zero for the appropriate section.

**Office hours:** You should consider visiting Sam’s office hours if you would like to review a midterm examination or if you would like to discuss course content and/or study strategies. When reviewing your midterm exam during office hours, you are NOT allowed to take notes or photos. Failure to respect this policy will be treated as academic misconduct and will be handled accordingly.

You should consider visiting Dr. Worling’s office hours if you would like to discuss course content (or psychology more broadly) or if you have an issue with course performance or progress (e.g., would like to discuss your exam performance after meeting with Sam or you missed an exam due to illness). Please note that any grade-based disputes (other than calculation errors) must be handled within two (2) weeks of the scores being released.

**Missing a midterm or the Final** There will not be a make-up exam offered for missed Midterm exams. Students may be excused from writing one of the two midterms under extenuating circumstances supported through verified documentation. If you are a student from the Faculty of Arts, you must contact with an Arts Advisor within 48 hours of missing the exam (unless it is medically impossible). If you are from a different faculty, you should provide Dr. Worling with your medical note within the same time frame. Non-Arts students may scan and email their documentation to Dr. Worling. Being excused from a Midterm is at the sole discretion of Dr. Worling. If you are excused from one of the two Midterms, that portion of the grade (i.e., 25 or 35%) will be added to your final examination. Please note that if you miss a Midterm exam, the final

exam may be worth 65 or 75% of your final grade. If you cannot write two of the three examinations, you must consult with your home faculty Advising Office to address the issue. If you are approved for a Standing deferred exam, your Final will differ from the version used for the rest of the class and will be written during the official Standing Deferred time period in July/Aug 2016. Please see UBC Calendar for dates.

### **Psychology Department Grading Policies**

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the average grade in a 100- and 200-level Psychology courses are 67 for an exceptionally strong class, 65 for an average class, and 63 for a weak class, with a standard deviation of 14. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department. Grades are not official until they appear on a student's academic record. You will receive both a percent and a letter grade for this course. At UBC, they convert according to the key below: A+ 90-100% C+ 64-67% A 85-89% C 60-63% A- 80-84% C- 55-59% B+ 76-79% D 50-54% B 72-75% F 0-49% B- 68-71%

**Faculty of Arts Guidelines for Grading Criteria:** You are earning a degree at a highly reputable postsecondary institution. Therefore, criteria for success are high. The Faculty of Arts offers the following guidelines (also available on this website) that broadly characterize the kind of work that is generally associated with the main grade ranges. These characteristics help to put the Psychology Department Grading Policies into context. Note that adequate performance is in the C range, which is the typical class average. A RANGE: Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base. B RANGE: Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature. D-C RANGE: Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigour. F RANGE: Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

**Syllabus changes:** There will be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to properly prepare for an examination (e.g., reading an extra chapter during the week of the midterm). Due to the fact that we have guest lecturers, we will be adding in the readings as they are provided.

**Access and Diversity:** UBC is committed to equal opportunity in education for all students including those with documented challenges that impact their academics. If you believe you fall in this category, please visit this website (<http://www.students.ubc.ca/access/disability-services/support-students/exam->

accommodations/) to take the necessary steps to ensure that you have every opportunity that you deserve to excel here at UBC.