

Autism Summer Course 2017 - CHLD S350E 01 / PSYC S350E 01
Session A, May 29th - June 30th

COURSE OVERVIEW

Course Description:

This course consists of lectures (3 per week – ONLINE) and two mandatory live online discussion groups (10:00-11:30 AM Tuesday/Thursday) focused on autism and related disorders of socialization. Autism is an early onset neurodevelopmental disorder impacting socialization, communication and learning. Current epidemiological data suggest a prevalence of approximately 1 individual with this disability per 68 (if it is broadly defined). This seminar brings together clinical practice and research within the context of a developmental psychopathology framework. The course will include material on major topics in etiology, diagnosis and assessment, treatment and advocacy, and social neuroscience methods and covers infancy to adulthood.

Readings:

Many readings will be chapters from:

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

Additional journal articles will be assigned as well. Chapters and articles will be posted on the course website as .pdf files (within the “Modules” section, on the “Instructions” page for each week) and students are expected to be up to date on the video lectures and related readings.

Grading:

Course grades will be based on attendance and participation, response papers, a proposal for the final research paper and the final research paper itself (final paper weighted most heavily).

Response Papers:

Prior to each discussion day, students will prepare for our discussion by reflecting on the lectures/readings in a brief response paper. Students must submit a response by 6:00PM Eastern Standard Time the DAY BEFORE CLASS DISCUSSION. Response papers should be between 200-300 words. There may be a specific writing prompt some weeks, or they may be open-ended to give students a chance to raise issues of interest to them. All response papers should conclude with 1-3 questions that will be used to facilitate the discussion during seminars.

Final paper timeline:

Friday 6/16 - Proposal Due

Friday 6/23 - Last day to submit a draft

Friday 6/30 - Paper Due

Final paper proposal:

By the date specified (6/16), please submit a maximum 2-page Word document detailing plans for your final paper. It is essential that this proposal makes clear a thesis that will be advanced or question that will be addressed in your paper; straightforward summaries of the literature are not acceptable for the final paper, and we want to see your emerging thesis in this proposal. The Teaching Fellow will be available to help you decide upon a topic.

Final paper:

By the date specified, please submit a 10- to 15-page essay, double-spaced (not including references). The final paper must follow the proposal submitted mid-term. Use American Psychological Association (APA) format for your in-text citations and references. If you are unfamiliar with this format, refer to the "Publication Manual of the American Psychological Association." Paper references must rely on peer-reviewed scientific journal articles. These papers should serve as a major source of information for your project.

Papers will be evaluated in terms of:

1. Quality of scholarly literature review (focus on scientific articles, sufficient depth and breadth, thoughtful analysis)
2. Clarity of thesis (cohesive, well-organized)
3. Formatting (references in APA format, double-spaced)
4. Mechanics of writing (thesis stated, introduction and conclusion, complete sentences, spelling, grammar)
5. Creativity is a bonus!

The instructors and teaching fellow are available to review drafts through one week prior to the final paper due date. In other words, it will not be possible to obtain feedback on paper drafts submitted after the date specified above.

Academic Honesty:

Any collaboration on written assignments is forbidden. Any plagiarism on written assignments will be associated with a failing grade on the assignment, possibly in the class, and serious disciplinary action. Please see Yale's academic integrity policy for more details: <http://yalecollege.yale.edu/new-students/class-2019/academic-information/intro-undergrad-education/academic-honesty>

Class Schedule:

The course will include live online seminar discussions twice a week (T/TH 10:00 – 11:30 EDT) to discuss course topics. The sessions will be led by course faculty and attendance is required.

Unit 1: Week 1 (May 29th – June 2nd)

MONDAY May 29th

By the end of the day you should have watched the assigned lecture, done the reading, and written your first ‘response’ paper – see the section on submitting a response paper for more details. Unless otherwise indicated reading is from Volkmar & Wiesner book: *A Practical Guide to Autism*.

Lecture 1: VOLKMAR – Overview of autism (80 minutes)

Reading: Chapter 1 (What is Autism?) and Chapter 2 (What Causes Autism?)

Response Paper 1 and discussion questions (due by 6:00PM):

In 1 page tell us about yourself (major, year, interests, future goals, and why you are interested in autism). Any special reason for taking this course (e.g., a family member with autism). We will discuss papers on May 30th.

TUESDAY May 30th

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. McPartland – Overview of course, discussion of logistics and of response papers.

WEDNESDAY May 31st

By the end of the day you should have watched the assigned lecture, done the reading, and written your ‘response’ paper

Lecture 2: TSATSANIS – Assessment (48 minutes)

Reading: Chapter 3 (Getting a Diagnosis)

Response Paper 2 and discussion questions (due by 6:00PM):

Discuss one difficulty in diagnosis and assessment of children with autism.

THURSDAY June 1st

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. Volkmar – Discussion of lecture and 2nd response paper and issues of diagnosis and psychological assessment

FRIDAY June 2nd

Lecture 3: PAUL – Communication (1 hour 50 minutes)

Unit 2: Week 2 (June 5th – June 9th)

MONDAY June 5th

By the end of the day you should have watched the assigned lecture, done the reading, and written your 'response' paper – see the section on submitting a response paper for more details. Unless otherwise indicated reading is from Volkmar & Wiesner book: *A Practical Guide to Autism*.

Lecture 4: CHAWARSKA – Autism in Infants and Young Children (1 hour 14 mins)

Reading: Chapter 7 (Working with Young Children).

Response paper 3 and discussion questions (due by 6:00PM):

In thinking about early diagnosis write about either the challenges of diagnosis or the pros/cons of early diagnosis – what do you see as major issues?

TUESDAY June 6th

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. McPartland – Discussion of response papers, early diagnosis

WEDNESDAY June 7th

By the end of the day you should have watched the assigned lecture, done the reading, and written your 'response' paper.

Lecture 5: VOLKMAR – Changing Face of Autism (56 minutes)

Reading: Chapter 9 (Adolescence, Adulthood, and the Future)

Optional Reading: Chapter 8 (School Age Child)

Response paper 4 and discussion questions (due by 6:00PM):

What do you think accounts for the apparent changes in outcome in autism?

THURSDAY June 8th

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. McPartland – Discussion of response papers, adult outcome

FRIDAY June 9th

Lecture 6: RUTT – Legal Rights of Children with Autism (1 hour 16 mins).

Reading: Mayerson - Autism in the Courtroom (Chapter 45: *Handbook of Autism 4th edition*, pp. 1036-1050).

Unit 3: Week 3 (June 12th – June 16th)

MONDAY June 12th

By the end of the day you should have watched the assigned lecture, done the reading, and written your 'response' paper – see the section on submitting a response paper for more details. Unless otherwise indicated reading is from Volkmar & Wiesner book: *A Practical Guide to Autism*.

Lecture 7: SINGER – Parental Perspectives (52 minutes)

Reading: Chapter 19 (Managing Sibling and Family Issues)

Optional Reading: Fiske, Pepa, & Harris - Supporting Parents, Siblings, and Grandparents of Individuals with Autism Spectrum Disorder (Chapter 40: *Handbook of Autism 4th edition* pp. 932-948).

Response paper 5 and discussion questions (due by 6:00PM):

Please pick one of the following to respond to:

- (1) How does the current system of care benefit or detract from family involvement in treatment?
- (2) What changes could we make in the current system to improve care?

TUESDAY June 13th

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. Volkmar – Discussion of response papers, family and social policy issues.

WEDNESDAY June 14th

By the end of the day you should have watched the assigned lecture, done the reading, and written your 'response' paper.

Lecture 8: REICHOW – Evidence Based Treatments in Autism (40 minutes)

Reading: Reichow and Barton - Evidence based psychoeducational Interventions (Chapter 42: *Handbook of Autism 4th edition*, pp. 969-992).

Optional Reading: Volkmar, F. (2014) Practice Guidelines for Autism, *J. Am. Acad. Child Adols. Psychiatry*, 53(2), 237-257.

Response paper 6 and discussion questions (due by 6:00PM):

Please pick one of the following to respond to:

- (1) What are the uses and limitations of evidence based treatment approaches in autism?
- (2) Why are treatments studies so (comparatively) sparse?
- (3) How does work on evidence based treatments inform practice guidelines?

THURSDAY June 15th

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. Volkmar – Discussion of response papers, evidence based treatments

FRIDAY June 16th

Lecture 9: VOLKMAR – Overview of Model Programs (41 minutes)

Reading: Chapter 5 (Overview of Model Programs)

PAPER PROPOSAL DUE TODAY

Unit 4: Week 4 (June 19th – June 23rd)

MONDAY June 19th

By the end of the day you should have watched the assigned lecture, done the reading, and written your ‘response’ paper – see the section on submitting a response paper for more details. Unless otherwise indicated reading is from Volkmar & Wiesner book: *A Practical Guide to Autism*.

Lecture 10: POWERS – Behavioral Interventions (1 hour 20 minutes).

Reading: Powers - Behavioral Assessment of Individuals with Autism (Chapter 28: *Handbook of Autism: 4th edition*, pp.695-736).

Response paper 7 and discussion questions (due by 6:00PM):

Discuss some aspect of similarity or difference in model program or some aspect of behavioral intervention in autism.

TUESDAY June 20th

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. Volkmar – Discussion of response papers, model programs, behavioral interventions.

WEDNESDAY June 21st

By the end of the day you should have watched the assigned lecture, done the reading, and written your ‘response’ paper.

Lecture 11: MARTIN – Psychopharmacology (52 minutes)

Reading: Chapter 15 (Considering Medications for Behavior Problems)

Response paper 8 and discussion questions (due by 6:00PM):

Pick one of the following to respond to:

- (1) What are the pros/cons of drug treatments?
- (2) How might behavioral interventions and drug treatments be combined?

THURSDAY June 22nd

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. Volkmar – Discussion of response papers, drug treatments

FRIDAY June 23rd

Lecture 12: McPARTLAND – EEG Studies of Social Perception (1 hours 10 Mins)

Readings: McPartland, J., Wu, J., Bailey, C., Mayes, L., Schultz, R. & Klin, A. (2011). Atypical neural specialization for social percepts in autism spectrum disorder. *Social Neuroscience*, 6(5-6), 436-451.

McPartland, J. & Pelphrey, K. (2012). The implications of social neuroscience for social disability. *Journal of Autism and Developmental Disorders*, 42(6), 1256-1262.

Response paper 9 and discussion questions (due by 6:00PM):

How does conceptualizing autism as a disorder of social brain development inform intervention approaches?

TODAY IS LAST DAY TO SUBMIT A DRAFT OF YOUR PAPER

Unit 5: Week 5 (June 26th – June 30th)

MONDAY June 26th

By the end of the day you should have watched the assigned lecture, done the reading, and written your 'response' paper – see the section on submitting a response paper for more details. Unless otherwise indicated reading is from Volkmar & Wiesner book: *A Practical Guide to Autism*.

Lecture 13: PELPHREY – Neuroimaging Studies in Autism (1 hour 10 minutes)

Reading: Voos, A. C., Pelphrey, K. A., Tirrell, J., Bolling, D. Z., Vander Wyk, B., Kaiser, M. D., ... & Ventola, P. (2013). Neural mechanisms of improvements in social motivation after pivotal response treatment: two case studies. *Journal of autism and developmental disorders*, 43(1), 1-10.

Response paper 10 and discussion questions (due by 6:00PM):

Please pick one of the following to respond to:

- (1) How does the information presented in this lecture complement that in the previous one?
- (2) What do MRI studies tell us that is different than studies using EEG approaches, how does our understanding of the social brain in autism inform studies of normal development?

TUESDAY June 27th

ONLINE SEMINAR (10:00-11:30AM EST):

Dr. McPartland – Discussion of response papers, neuroimaging techniques and utility in autism.

WEDNESDAY June 28th

By the end of the day you should have watched the assigned lecture, done the reading, and written your 'response' paper.

Lecture 14: GUPTA – Genetics (55 minutes)

Reading: Rutter and Thapar - Genetics of Autism Spectrum Disorders (Chapter 17: *Handbook of Autism 4th edition*, pp. 411-423).

Response paper 11 and discussion questions (due by 6:00PM):

Discuss some aspect of the genetics of autism, e.g., implications for understanding etiology, brain development, family planning, animal models in autism.

THURSDAY June 29th

ONLINE SEMINAR (10:00-11:30AM EST):

Drs. McPartland & Volkmar – Discussion of response papers, neurobiology of autism, and discussion of course as a whole

FRIDAY June 30th

FINAL PAPERS DUE