Autism Summer Course 2016 - CHLD S350E 01 / PSYC S350E 01
Session A, May 30 - July 1

Course Description:
This course consists of lectures (3 per week – ON LINE) and two mandatory live on-line 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:


Additional journal articles will be assigned as well. Chapters and articles will be posted on the course website as .pdf files, 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 MIDNIGHT 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.

Final paper timeline:
Friday 6/17 Proposal Due
Friday 6/24 Last day to submit a draft
Friday 7/1 Paper Due

Final paper proposal:
By the date specified, 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

MONDAY May 30th 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: Chapters 1 and 2 (What is Autism? and What Causes Autism?)

Response Paper 1 due by midnight: 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 June 2nd.
TUESDAY SEMINAR May 31st  Dr. McPartland. Overview of course, discussion of logistics and of response papers.

WEDNESAY June 1st  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 due by midnight: Discuss one difficulty in diagnosis and assessment of children with autism.

THURSDAY SEMINAR June 2nd: Dr. Volkmar
Discussion of lecture and 2nd response paper and issues of diagnosis and psychological assessment.

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

Unit 2 Week 2

MONDAY June 6th: Lecture 4: CHAWARSKA – Autism in Infants and Young Children (1 hour 14 mins)

Reading: Chapter 7 (Working with Young Children).

Response paper 3 due by midnight: 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 SEMINAR June 7th  Dr. McPartland – Discussion of response papers, early diagnosis

WEDNESDAY June 8th  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 due by midnight: What do you think accounts for the apparent changes in outcome in autism?
THURSDAY SEMINAR June 9th: Dr. McPartland – Discussion of response papers, adult outcome

FRIDAY June 10th: Lecture 6: VOLKMAR – Overview of Model Programs (41 minutes)

Reading: Chapter 5 (Overview of Model Programs)

Unit 3 Week 3

MONDAY June 13th: Lecture 7: POWERS – Behavioral Interventions (1 hour 20 minutes).

Reading: Chapter 28 Behavioral Assessment, Handbook of Autism 4th edition

Response paper 5 due by midnight: Discuss some aspect of similarity or difference in model program or some aspect of behavioral intervention in autism.

TUESDAY SEMINAR June 14th: Dr. Volkmar – Discussion of response papers, model programs, behavioral interventions.

WEDNESDAY June 15th: Lecture 8: McPARTLAND – EEG Studies of Social Perception (1 hours 10 Mins)

Reading:


Response paper 6 due by midnight: How does conceptualizing autism as a disorder of social brain development inform intervention approaches?

THURSDAY SEMINAR June 16th: Dr. Volkmar – discussion of response papers, social brain studies

FRIDAY June 17th: Lecture 9: PELPHREY – Neuroimaging Studies in Autism (1 hour 10 minutes)

Reading:
Response paper 7 due by midnight: Please pick one of the following to respond to ---How does the information presented in this lecture complement that in the previous one? 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?

PAPER PROPOSAL DUE TODAY

Unit 4 Week 4

MONDAY June 20th: Lecture 10: GUPTA – Genetics (55 minutes)
Reading: Rutter and Thapar: Genetics of Autism Spectrum Disorders Chapter 17 Handbook of Autism, pp. 411-423 (PDF will be posted)

Response paper 8 due by midnight: Discuss some aspect of the genetics of autism, e.g., implications for understanding etiology, brain development, family planning, animal models in autism.

TUESDAY SEMINAR June 21st: Dr. Volkmar – Discussion of response papers, neurobiology of autism. NOTE: We may use some of this time for a discussion with a man with autism.

WEDNESDAY June 24th: Lecture 11: MARTIN – Psychopharmacology (52 minutes)

Reading: Chapter 15 (Considering Medications for Behavior Problems)

Response paper 9 due by midnight: Pick from the following: what are the pros/cons of drug treatments? How might behavioral interventions and drug treatments be combined?

THURSDAY SEMINAR June 23rd: Dr. Volkmar – Discussion of response papers, drug treatments


READING: Chapter 45 Mayerson: Autism in the Courtroom from Handbook of Autism 4th edition pp. 1036-1050 (PDF will be posted)

TODAY IS LAST DAY TO SUBMIT A DRAFT OF YOUR PAPER

Unit 5 Week 5

MONDAY June 27th: Lecture 13: REICHOW – Evidence Based Treatments in Autism (40 minutes)
Reading Evidence based psychoeducational Interventions Reichow and Barton, Chapter 42 in Handbook of Autism 4th edition, pp. 969-92 (PDF will be posted)


Response paper 10 due by midnight: Please pick one of the following to respond to ---What are the uses and limitations of evidence based treatment approaches in autism? Why are treatments studies so (comparatively) sparse? How does work on evidence based treatments inform practice guidelines?

TUESDAY SEMINAR June 28th: Dr. McPartland – Discussion of response papers, evidence based treatments

WEDNESDAY June 29th: Lecture 14: SINGER – Parental Perspectives (52 minutes)

Reading: Chapter 19 Managing Sibling and Family Issues
Optional Reading: Fiske, Pepa, & Harris, Chapter 40: Supporting Parents, Siblings, and Grandparents of Individuals with Autism Spectrum Disorder, Handbook of Autism pp. 932-948

Response paper 11 due by midnight: Chose from one of the following: How does the current system of care benefit or detract from family involvement in treatment? What changes could we make in the current system to improve care?

THURSDAY SEMINAR June 30th: Drs. McPartland & Volkmar – Discussion of response papers, family and social policy issues, and discussion of course as a whole

FRIDAY JULY 1st: FINAL PAPERS DUE