



Psychology 208 004
Understanding Autism: A Clinical Perspective
January – April 2019

Classroom: Hennings #202

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

Contact Information:

Instructor:	Dr. David Worling, R. Psych.
Email:	dworling@psych.ubc.ca
Office:	Audain 4037
Office Hours:	Tuesday's and Thursday's 5:00-6:00
Teaching Assistant:	Jessica Stewart
Office:	Kenny 1906
Office Hours:	By appointment
Email:	jessica.stewart@psych.ubc.ca

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 Hennings 202. We will be having some guest lecturers to compliment the program throughout the semester.

About the Instructor: Dr. David Worling is a Registered Psychologist who has been in clinical practice in Vancouver since 1998. He is the Director of two psychology clinics in Vancouver and has been working closely with the autism community in BC for many years. He brings over 25 years of clinical experience to his lectures and often uses examples from his daily clinical practice.

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 using social media sites during class and try to minimize visual distractions to those around you.

Course Calendar:

Class Number	Date	Topic and Readings
1	Jan 3	Introduction/Outline of the course/Expectations
2	Jan 8	Autism Defined Readings: https://www.cdc.gov/ncbddd/autism/facts.html
3	Jan 10	Social Communication I Reading: Brown, A., & Elder, J. (2014)
4	Jan 15	Social Communication II
5	Jan 17	Social Interaction/Reciprocal Behaviours Reading: Soto, T., Giserman Kiss, I., & Carter, A. (2016).
6	Jan 22	Stereotyped Behaviours/Sensory Issues
7	Jan 24	History of ASD Readings: Shapin, S. (2016)
8	Jan 29	Co-occurring conditions: Part I Readings: Williams, M. & Haranin, E. (2016).
9	Jan 31	Co-occurring conditions: Part II
10	Feb 5	Midterm 1 Exam
11	Feb 7	Assessment and Diagnostics Reading: Kroncke A.P., Willard M., Huckabee H. (2016)
12	Feb 12	Etiology
13	Feb 14	Prenatal/Infancy
		Reading Week
14	Feb 26	Toddlerhood/Preschool years Reading: Camarata, S. (2014)
15	Feb 28	School Age years
16	Mar 5	Treatments I: Applied Behaviour Analysis Reading: Lovaas (1987)
17	Mar 7	Treatments: II: Social skills

		Reading: Laugeson, E. (2014)
18	Mar 12	Treatment III: CBT
19	Mar 14	Midterm 2 Exam
20	Mar 19	Cognitive Variation
21	Mar 21	Employment Reading: Ohl, A. et. al., (2017)
22	Mar 26	Adults with ASD Reading: Poon, K., & Sidhu, D. (2016)
23	Mar 28	Girls/Women with ASD Reading: Lucie Kanfischer, L., Davies, F., & Collins, S. (2017)
24	Apr 2	ASD and Sexuality Reading: Turner, D., Briken, P., & Schöttle, D. (2017)
25	Apr 4	Advocacy/Special Topics
Final Exam	TBA	Final Exam

CANVAS COURSE WEBSITE:

PowerPoint slides before each lesson, readings, and important announcements can be found on Canvas. You are responsible for checking this site frequently. To access it, go to www.canvas.ubc.ca and log in using your CWL.

Readings:

Section One:

- 1) Autism Spectrum Disorder: Centers for Disease Control and Prevention
<https://www.cdc.gov/ncbddd/autism/facts.html>
- 2) Brown, A., & Elder, J. (2014). Communication in Autism Spectrum Disorder: A Guide for Pediatric Nurses. *Pediatric Nursing*, 40(5), 219-225.
- 3) Soto, T., Giserman Kiss, I., & Carter, A. (2016). Symptom presentations and classification of autism spectrum disorder in early childhood: application to the diagnostic classification of mental health and developmental disorders of infancy and early childhood (DC:0-5). *Infant Mental Health Journal*, 37(5), 486-497. DOI: 10.1002/imhj.21589
- 4) Shapin, S. (2016). Seeing the spectrum: a new history of autism. *New Yorker Magazine*, January Issue

- 5) Williams, M. & Haranin, E. (2016). Preparation of mental health clinicians to work with children with co-occurring autism spectrum disorders and mental health needs. *Journal of Mental Health Research in Intellectual Disabilities*, 9(1-2), 83-100. DOI: 10.1080/19315864

Section Two:

- 1) Kroncke A.P., Willard M., Huckabee H. (2016) Testing Begins. In: Assessment of Autism Spectrum Disorder. Contemporary Issues in Psychological Assessment. Springer, Cham (pp.73-95)
- 2) 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.
- 3) 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.
- 4) 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.

Section Three:

- 1) Ohl, A. et. al., (2017). Predictors of employment status among adults with Autism Spectrum Disorder *Work*, 56(2),345-355.
- 2) Poon, K., & Sidhu, D. (2016). Adults with autism spectrum disorders: a review of outcomes, social attainment, and interventions, *Current Opinion in Psychiatry*, 30(2), 77-84.
- 3) Lucie Kanfiszler, L., Davies, F., & Collins, S. (2017). 'I was just so different': The experiences of women diagnosed with an autism spectrum disorder in adulthood in relation to gender and social relationships *Autism* 21(6), 661 – 669.
- 4) Turner, D., Briken, P., & Schöttle, D. (2017). Autism-spectrum disorders in adolescence and adulthood: focus on sexuality, *Current Opinion in Psychiatry*, 30(6), 409-416.

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. There will also be two short-answer questions on each exam that will allow you to show your understanding of some of the larger concepts covered in the course. 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.

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 "0." 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 Jessica'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 Jessica 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 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.

material.

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%
A	85-89%
A-	80-84%
B+	76-79%
B	72-75%
B-	68-71%
C+	64-67%
C	60-63%
C-	55-59%
D	50-54%
F	0-49%

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 may 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).

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.