

| CAPILANO UNIVERSITY<br>COURSE OUTLINE |  |                           |
|---------------------------------------|--|---------------------------|
| <b>TERM:</b>                          | <b>FALL 2017</b>   | <b>COURSE NO: ABA 313</b> |
| <b>INSTRUCTOR:</b>                    | <b>COURSE NAME: SUPPORTING INDIVIDUALS WITH ASD AND THEIR FAMILIES ACROSS THE LIFESPAN</b> |                           |
| <b>OFFICE:<br/>LOCAL:<br/>E-MAIL:</b> | <b>SECTION NO(S):</b>  | <b>CREDITS: 3</b>         |

**COURSE FORMAT:** Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams.

**COURSE PRE-REQUISITES:** ABA 344

**COURSE OBJECTIVES:** Upon successful completion of the course, the student will be able to:

1. Apply and practice collaboration with family members as well as other community professionals.
2. Analyze and appraise a variety of family structures and potential corresponding needs for support.
3. Design, apply and appraise various interventions to address key topics when supporting an individual with ASD throughout the lifespan (e.g., how to support the development of academic, leisure, friendship/social, sexual, and vocational skills.)
4. Manage family (parent and sibling) perspectives of living with someone with ASD and interacting with community professionals in clinical settings.
5. Compare and contrast knowledge about other types of support services (i.e., beyond ABA) that are available to individuals with autism and their families.

**REQUIRED TEXT:** None; assigned readings will be provided electronically.

**REQUIRED MATERIALS:** iClicker2

**CLASS MEETINGS:** Each class meeting will include a Power Point presentation to accompany the lecture and required readings. Students will be provided with information regarding handouts during the first class; **students are expected to bring a hard copy of handouts to each class for note-taking purposes.**

**OFFICE HOURS:** Regular, weekly office hours will be provided as instructor-student meeting times, with the following stipulations:

- Make an appointment and have a clear agenda; **email your agenda to me at least one day prior to our meeting**
- Do not come to office hours for information that you can obtain from the syllabus, Moodle, the CapU website, or your class peers

| <b>Weeks</b> | <b>TOPIC</b>   | <b>READINGS</b>  | <b>ASSIGNMENTS DUE</b>  |
|--------------|--|--|---|
| 1            | Course overview<br>Introduction to lifespan issues                     |  |   |
| 2            | Working with Diverse Families  | Seligman & Darling, 2007 (Ch. 3)                         | Article Summary & Discussion                                    |
| 3            | Stress and Coping<br>Guest Lecturer: Miriam Elfert (9:30 – 11)         | Seligman & Darling, 2007 (Ch. 7)                         | Article Summary & Discussion<br>Presentation Topic Due          |
| 4            | Working effectively with school teams                                  | Starr & Foy, 2010<br>Ruble & Dalrymple, 2002             | Article Summary & Discussion                                    |
| 5            | Teaching skills for independence                                       | Anderson, 2013<br>Gerhardt, Zawicki, & Satriale, 2013    | Article Summary & Discussion<br>Presentation Reference List Due |
| 6            | Teaching social skills and self-management                             | Weiss, 2013<br>Openden, 2013                             | Article Summary & Discussion<br>Presentation Outline Due        |
| 7            | Health, leisure, and recreation for adolescents and adults with autism | Happé & Charlton, 2012                                   | Article Summary & Discussion                                    |
| 8            | Sexuality  | Nichols & Blakeley-Smith, 2009<br>Travers & Whitby, 2014 | Article Summary & Discussion                                    |
| 9            | Transition to adulthood: postsecondary options and adult services      | Shattuck et al., 2012                                    | Article Summary & Discussion                                    |
| 10           | Employment   | Wehman, 2013   | Article Summary & Discussion                                    |
| 11           | Student presentations  |  |   |
| 12           | Student presentations  |  |   |
| 13           | Student presentations  |  |   |
| 14           | University Exam Period   |  |   |
| 15           | University Exam Period   |  |   |

|                            |                                       |       |
|----------------------------|---------------------------------------|-------|
| <b>EVALUATION PROFILE:</b> | Check-In/Check-Out                    | 10%   |
|                            | Clicker-pation                        | 10%   |
|                            | Article Summaries and Discussions (4) | 20%   |
|                            | Presentation                          | 30%   |
|                            | Final Exam                            | 30%   |
|                            |                                       | <hr/> |
|                            |                                       | 100%  |

**GRADING PROFILE:**

|                |               |               |              |
|----------------|---------------|---------------|--------------|
| A+ = 90 - 100% | B+ = 77 - 79% | C+ = 67 - 69% | D = 50 - 59% |
| A = 85 - 89    | B = 73 - 76   | C = 63 - 66   | F = 0 - 49   |
| A- = 80 - 84   | B- = 70 - 72  | C- = 60 - 62  |              |

**ATTENDANCE AND PARTICIPATION:**

The ABA-Autism program is considered a professional program in that it meets the academic requirements for Board Certified Assistant Behavior Analyst (BCaBA) certification. As part of your professional training, you are expected to treat class meetings as you would client meetings. This means attending 100% of all class lectures, being on time, being prepared, and participating in activities just as you would be for a client meeting. Absences may be excused by the instructor on a case-by-case basis, but only if notice is provided well in advance of class time and the absence has been approved before class begins. Medical notes may be required.

**CHECK-IN/CHECK-OUT ACTIVITY:**

Each class will begin and end with a slide-based question that requires a response using your iClicker. Therefore, it is essential that you arrive to class on time and bring your iClicker. The check-in question will remain available during the first minute of class and not one minute longer. The check-out question will not be displayed until class is dismissed.

**CLICKER-PATION:**

iClickers are a required course material. A minimum of 5 questions will be embedded throughout each course lecture and an iClicker response is required for each question in order to earn all of the available “clicker-pation” points.

**ARTICLE SUMMARIES AND DISCUSSIONS:**

Throughout the semester, you will be responsible for reading assigned articles (in addition to those on the reading list), preparing a written summary of the articles to share with members of your discussion group, and engaging your group in a **critical discussion** of the articles. Articles will be assigned during the first week of classes and criteria for your discussion group presentations will be discussed during the first class. You will be graded on a) your written summary of the article, b) your presentation of the article to your discussion group, and c) your ability to engage your discussion group in a thoughtful and meaningful discussion of the article and implications for practice.

**PRESENTATION:**

During the final three class meetings, students will give presentations on topics related to life span issues for individuals with ASD and/or their families. You will have the opportunity to identify a topic, in collaboration with the instructor, during the first two weeks of classes. Presentation order will be determined based on topics selected. On your assigned date you will deliver a **45-minute** presentation on their topic. The presentation will, essentially, be a mini-seminar where you will present information regarding a topical issue and engage your peers in activities and/or critical discussion related to your topic. You will be graded on the overall delivery of your presentation, the content of your presentation, the quality of your visual materials (e.g., PowerPoint, Prezi), your ability to address questions and comments from your peers, and the accuracy of your reference page. Additional information and guidance will be provided during class.

**FINAL EXAM:**

During the university final exam period, there will be a cumulative, multiple-choice and short answer final exam that will cover content from the entire course, including content from guest lectures. The university will determine the date, time, and location of the final exam.

**OPERATIONAL DETAILS:**

*Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.*

*Attendance:*

The ABA-Autism program is considered a professional program in that it meets the academic requirements for Board Certified Assistant Behavior Analyst (BCaBA) certification. As part of your professional training, you are expected to treat class meetings as you would client meetings. This means attending 100% of all class lectures, being on time, being prepared, and participating in activities just as you would be for a client meeting. Absences will be excused only if approved by the instructor in advance (at least one day prior). Doctor's notes may be required.

Each class will begin with an entrance ticket and end with an exit ticket. During the first minute of class, a content-related question will be displayed. Students who are in class on time will have the opportunity to answer the question and place their answer (entrance ticket) in the attendance envelope. Another question will be displayed at the end of class; students are to place their answer (exit ticket) in the attendance envelope before leaving class. Each entrance and exit ticket is worth half a point towards your attendance/participation mark. As well, tickets with correct answers will be entered into a class draw for an end of term prize.

*Cheating and Plagiarism:*

The ABA-A Department adheres to the definition of cheating and plagiarism found online at <http://www.capilanou.ca/current/policies/university-policies/>, which students are responsible for reviewing. Cheating and plagiarism may result in a grade of zero, either for the assignment or the entire course.

- Missed Exams:* Make-up exams are given only in exceptional circumstances and with prior notice to the instructor. A penalty of up to 20% will be levied on those make-up exams when granted.
- Submissions for waiver of late penalties for exceptional circumstances may be presented, in writing, with the appropriate documentation, to the ABA-A Department.
- Late Assignments:* Due dates for papers and assignments will be announced and guidelines will be distributed in class.
- All papers must be submitted directly to the instructor at the beginning of the class period. Late papers will be penalized **10% per day for up to one week**. **No papers will be accepted later than this one week** except under exceptional circumstances.
- Incomplete Grade:* An incomplete grade will be given only in exceptional circumstances, and require the approval of the ABA-A Department rather than your instructor.
- English Usage:* University level writing skills are required in all assignments. American Psychology Association (APA) writing guidelines, including the use of nonsexist language, must be followed. All assignments must be original and must be used for this course only. Keep copies of all drafts, including copies on disk labelled "Draft1," "Draft2," etc. **Hand in the original which must be typed**. For written assignments, you may be required to go to the Writing Centre as part of a revision process.
- Confidentiality:* The ABA-A Department adheres to professional standards of ethics and confidentiality. Personal information that you give to an instructor would not normally be shared with anyone outside the department without your authorization. However, there are a few exceptional circumstances in which an instructor may be required by law to disclose information about you, e.g. if there is an indication that a minor (under the age of 19) is being abused sexually or physically, or neglected; or, disclosure of information is made necessary for legal proceedings; and certain other circumstances about which you may inquire.
- Electronic Devices:* During Exams: **No personal electronic devices** (cell phones, tablets, laptops, pagers, calculators, electronic dictionaries, etc.) may be used during an examination without prior approval from the instructor. During an exam, turn off all cell phones and pagers and remove them from the desk.
- During Class: **The use of personal electronic devices during class** (cell phones, tablets, laptops) **is strongly discouraged**. It is expected that any student using a laptop or tablet during class will be using the device for **note-taking purposes only**. The instructor **reserves the right to disallow the use of electronic devices** in class if it appears that students are using such devices inappropriately. Cell phones must be turned off and put away. Handout packages and assigned readings, purchased through the bookstore and/or provided electronically must be brought to class. Students suspected of using an electronic device during class for purposes other than note taking will automatically lose their attendance/participation points for the class.
- Emergency Procedures:* Please read the emergency procedures posted on the wall of the classroom.