General Information

Course Bulletin Listing/Subject Area: Education: Phys Actvty & Ed Svc
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7717.02
Course Title: Interdisciplinary Perspectives on Autism Spectrum Disorders
Transcript Abbreviation: Interdis ASD
Course Description: Seminar to promote effective participation on interdisciplinary teams to address the life long needs of children and adults with Autism Spectrum Disorders (ASD) and their families.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week
Does any section of this course have a distance education component?: No
Grading Basis: Letter Grade
Repeatable: No
Course Components: Seminar
Grade Roster Component: Seminar
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Not open to students with credit for 717.02
Exclusions: Not applicable

Cross-Listings


Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral

Quarters to Semesters

Quarters to Semesters: Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course: This course combines substantial parts of PAES 717.01 - An Interdisciplinary Approach to Families of Handicapped Children and PAES 717.02 - The Interdisciplinary Team: Clinical and Admin Issues and adds focuses on developmental disabilities.
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Demonstrate an understanding of the biological, psychosocial, communicative, family and educational issues for a child/student with an ASD and his/her family
- Understand current health and educational policy issues of concern to people with ASD across the lifespan
  Analyze major scientific and theoretical perspectives in evaluation and intervention practices for children and adults with ASD
- Formulate an interdisciplinary framework for working with children and adults with ASD

Content Topic List

- Medical aspects of ASD
  Behavioral interventions
  Complementary and alternative medicine
  Hearing and hearing loss
  Sensory processing disorders in children with autism
- Communication/Language: Assessment and treatment of young children
  Communication/Language: Assessment and treatment of school aged children
  School-to-Adult transition issues for adolescents with ASD
  Employment and adults with ASD
- Family issues: Coping with diagnosis
  Family issues: Parents and siblings
  Disability narrative and ASD: Voices of self advocates

Attachments

- ID Perspectives on ASD.docx: 7717.02 Syllabus
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments

- This course is listed as a graduate course in Nursing, so I have made this course consistent with the other programs taking this course. As a 7000 level course, I should have made it a grad course. (by Wheaton, Joe Edward on 01/08/2012 07:52 PM)
- This looks like it is open to undergraduates and graduates- should be changed to a 5000 level course and the "Level" (4th field from the top) should be Undergraduate and Graduate. (by Zircher, Andrew Paul on 01/08/2012 07:38 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
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<th>Step</th>
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<td>12/17/2011 06:30 AM</td>
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<td>Revision Requested</td>
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<td>01/08/2012 07:38 PM</td>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>01/08/2012 07:54 PM</td>
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Course Title: Interdisciplinary Perspectives on Autism Spectrum Disorders

Trans. Abbreviation: Interdis ASD

Instructor: Paula Rabidoux, Ph.D

E-mail address: Rabidoux.1@osu.edu

Office: McCampbell 323

Phone: 688-8472 (voice) email is responded to immediately.

Cross listed in the following departments:

Time/Place:

Students with Disabilities

If you have a disability that requires reasonable accommodations in any way, please inform the instructor as soon as possible so that I will be able to provide adequate accommodations.

Required Text
2. Additional readings on posted on Carmen.

This course is part of the interdisciplinary Disability Studies undergraduate minor & graduate specialization. Information regarding the minor/specialization and its requirements may be found online at [www.disabilitystudies.osu.edu](http://www.disabilitystudies.osu.edu).

Course Rationale
Over the past decade there has been a significant and sharp rise in the prevalence of Autism Spectrum Disorders (Centers for Disease Control and Prevention, 2007). This has created a precipitous need to prepare professionals to meet the needs of children with ASD and their families in Ohio and across the country. The National Research Council (2002) has indicated that best practice for treatment of children with ASD requires a team of integrated health care and educational professionals. Students from a variety of disciplines require interdisciplinary preparation to participate effectively on teams to address the life long needs of children and adults with ASD and their families.

Course Goal and Objectives
The goal of the course is to develop the analytical skills necessary to comprehend and formulate an interdisciplinary framework relating to major scientific and theoretical perspectives in evaluation and intervention practices for children and adults with ASD.
At the completion of the course students will:

1. Demonstrate an understanding of the biological, psychosocial, communicative, family and educational issues for a child/student with an ASD and his/her family.
2. Understand current health and educational policy issues of concern to people with ASD across the lifespan.

**Academic Integrity**

Academic integrity is absolutely essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) presume that all students have read and understand the university’s Code of Student Conduct and that all students will complete all academic and scholarly assignments with fairness and honesty. Ignorance of this code is never considered an excuse for academic misconduct, and I recommend that you review this policy (see below). A faculty member who suspects that a student has committed academic misconduct is obligated by University Rules to report the student to COAM. If COAM finds that the student has violated the code, then sanctions could include a failing grade and suspension or dismissal from the university.

**Course Requirements and Grading**

This course will be treated as a doctoral seminar. Meetings should be characterized by a frank exchange of ideas. Students are expected to complete the readings, to attend class, to be prepared to explain important concepts, to ask meaningful questions, and to challenge each other as well as the authors we read. The course syllabus, lecture material, handouts, and URL links for some reserve materials are accessible in Carmen format. I suggest you visit the Carmen course site at least weekly to print lecture material, access required readings, and review any messages posted.

**Reading Reflections** – Complete a brief (1 page) reflection based on your reading assignments from two different weeks and post your reflections on Carmen in the Discussion Board. You must include at least one outside related readings (properly referenced) in your discussion.

Your reflection will be due in Carmen the week following the assigned reading’s due date. Two points per day will be deducted for late submissions.

**Final Exam** – a final exam will be posted on Carmen. The exam will cover lectures and readings from the quarter. Practice questions will be available the week before the exam. Once the exam closes no further access will be granted.

**Research Paper** – Participants will submit a review of the literature on a topic of interest relating to ASD using APA format (10 pages, double spaced, and 12 point font). Students may choose any issue relating to research on individuals with ASD. The paper will be judged for clarity, comprehensiveness, logic, interest and originality (also grammar and spelling). **Papers should include these headings:**
A. Introduction to Problem – 10 points
B. Literature review relating to the problem – 10 points
C. Analysis of current state of research - 20 points
D. Discussion areas of future research and/or policy – 10 points

Papers are due in Carmen’s Drop box August 18th. Late submissions will be docked two points per day.

Class Discussion - Students are expected to attend class and actively contribute to class discussion.

Student Record of Grades
ALL ASSIGNMENTS ARE TO BE TURNED IN ON DATE DUE. LATE POINTS WILL BE DEDUCTED FOR EACH DAY LATE. Point values are approximate.

Grading

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<td>1. Reading Reflections</td>
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<tr>
<td>2. Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>3. Research paper</td>
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The following grading system will be used:

A = 93+  
A- = 90 – 92  
B+ = 87 – 89  
B = 84 – 86  
B- = 80 – 83

C+ = 77 – 79  
C = 74 - 76  
C- = 70 - 73  
D+ = 67 - 69  
D = 64 – 66  
E = < 64

Weekly Schedule
AF = Autism Frontiers (text)

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
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<td>Week 2</td>
<td>Introduction to Behavioral Interventions</td>
<td>AF: Chapters 1, 2, 3, Rogers &amp; Vismara</td>
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<tr>
<td>Week 3</td>
<td>Evidenced Based Behavioral Interventions</td>
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<tr>
<td>Week 4</td>
<td>Medical Aspects of ASD</td>
<td>AF: Chapters 4, 10, 13, Johnson &amp; Meyers (2007) Identification and Evaluation of Children w/ ASD</td>
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| Week 5 | Complementary and Alternative Medicine | AF: Chapters 11  
|---|---|---|
| Week 6 | Hearing and hearing loss 9 – 10:30 | AF: Chapter 8,  
All articles in Seminars in Hearing vol. 26 (number 4)  
| Week 7 | Sensory processing disorders in children with autism | Spitzer article  
Mailloux & Roley article |
| Week 8 | Communication/Language: Assessment and Treatment of Young Children | AF: Chapters 5, 6, 7  
White, Keonig, Seahill (2006)  
Herbert (2008)  
| Week 9 | Communication/Language: Assessment and Treatment of School aged Children | |
| Week 10 | School-to-Adult Transition Issues for Adolescents with ASDs | AF: Chapter 12 |
| Week 13 | Family Issues: Parents and Siblings | AF: Chapter 9  
<p>| Week 14 | Disability Narrative and ASD: Voices of Self Advocates | The Autistic Self Advocacy Network, The Autism Rights Movement |</p>
<table>
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