

# Cover Sheet: Request 12861

## GMS 6XXX Treatment and Intervention in Autism Spectrum Disorder

### Info

|                        |   |
|------------------------|---|
| Process                | Course New Ugrad/Pro                                  |
| Status                 | Pending at PV - University Curriculum Committee (UCC) |
| Submitter              | Czerne Reid czerne@ufl.edu                            |
| Created                | 7/13/2018 11:15:13 AM                                 |
| Updated                | 1/13/2019 9:15:07 AM                                  |
| Description of request | Create a new course                                   |

### Actions

| Step   | Status    | Group   | User            | Comment  | Updated   |
|--|-----------|---|-----------------|--|-----------|
| Department   | Approved  | MED - Psychiatry<br>312912000                       | Regina Bussing  |  | 7/13/2018 |
| Treatment and Intervention in Autism Spectrum Disorder Syllabus.docx |           |   |                 |  | 7/13/2018 |
| College  | Approved  | MED - College of<br>Medicine                        | Joseph Fantone  |  | 8/14/2018 |
| No document changes  |           |   |                 |  |           |
| University<br>Curriculum<br>Committee                                | Commented | PV - University<br>Curriculum<br>Committee<br>(UCC) | Andrew Figueroa | Added to September agenda.   | 8/29/2018 |
| No document changes  |           |   |                 |  |           |
| University<br>Curriculum<br>Committee                                | Recycled  | PV - University<br>Curriculum<br>Committee<br>(UCC) | Tobin Shorey    | Recycled for consultation with<br>College of Education and<br>submission of singed consult<br>form. Also, It is unclear who<br>the instructor of the course is<br>for students to contact.<br>Please clarify if it is the<br>Course Professor,<br>Contributing Faculty, or<br>Course Directors. Please<br>provide examples of readings<br>assigned by instructor and<br>indicate whether or not they<br>are required. Please be sure<br>that make up policy<br>corresponds with UF policy<br>for attendance (from<br>undergraduate catalog). | 9/19/2018 |
| No document changes  |           |   |                 |  |           |
| College  | Approved  | MED - College of<br>Medicine                        | Thomas Rowe     |  | 1/13/2019 |
| COE External Consultation - ASD courses.pdf                          |           |   |                 |  | 12/6/2018 |
| University<br>Curriculum<br>Committee                                | Pending   | PV - University<br>Curriculum<br>Committee<br>(UCC) |                 |  | 1/13/2019 |
| No document changes  |           |   |                 |  |           |
| Statewide<br>Course<br>Numbering<br>System                           |           |   |                 |  |           |
| No document changes  |           |   |                 |  |           |

| Step                            | Status | Group | User | Comment | Updated |
|---------------------------------|--------|-------|------|---------|---------|
| Office of the Registrar         |        |       |      |         |         |
| No document changes             |        |       |      |         |         |
| Student Academic Support System |        |       |      |         |         |
| No document changes             |        |       |      |         |         |
| Catalog                         |        |       |      |         |         |
| No document changes             |        |       |      |         |         |
| College Notified                |        |       |      |         |         |
| No document changes             |        |       |      |         |         |

# Course|New for request 12861

## Info

**Request:** GMS 6XXX Treatment and Intervention in Autism Spectrum Disorder

**Description of request:** Create a new course

**Submitter:** Czerne Reid czerne@ufl.edu

**Created:** 12/5/2018 7:32:48 PM

**Form version:** 7

## Responses

**Recommended Prefix** GMS

**Course Level** 6

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** None

**Course Title** Treatment and Intervention in Autism Spectrum Disorder

**Transcript Title** ASD Trtmnt Interventn

**Degree Type** Professional

**Delivery Method(s)** Online

**Co-Listing** No

**Co-Listing Explanation** This course will not be co-listed.

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** Provides a comprehensive review of the principles of evidence-based medical and non-medical practice in the treatment and intervention of autism spectrum disorder, with a focus on both pre-school and school-age children.

**Prerequisites** Bachelor's degree from an accredited institution, or instructor permission for students who are enrolled in a dual program at the end of which they will earn both a bachelor's and graduate degree. For instructor permission and to submit degree plan documentation, contact the psychiatry department at 352-294-4900.

**Co-requisites** N/A

**Rationale and Placement in Curriculum** More than 744 million people worldwide, and 3.5 million Americans, including 200,000 in Florida alone, have been diagnosed as having Autism Spectrum Disorder (ASD), according to the U.S. Centers for Disease Control (CDC). ASD is a lifelong developmental disability that is characterized by a range of social, communication and behavioral challenges and symptoms. Persons with ASD have abilities on a spectrum from gifted to severely impaired. Whereas some individuals with ASD need assistance with daily life skills, others lead relatively or completely independent lives.

The certificate of which this course is a component, is needed at the University of Florida because ASD is so prevalent in our society that professionals in diverse fields including psychology, medicine, education, nursing, mental health, public health and business need training in order to have successful interactions with their patients, clients, customers and employees who have ASD.

The growing awareness of ASD and the needs surrounding it are evidenced at UF, for example, by student-led organizations that support individuals with autism in the community and university-based resources designed to meet the need of students with ASD. Clients served by the University of Florida Center for Autism and Related Disabilities (UF CARD) include UF faculty, staff and students as well as individuals from other Florida colleges and universities.

The certificate of which this course is a component provides formal curricular training as a foundation for providing improved care, policymaking, support and resources for people living with ASD and their families. In this light, this certificate is appropriate not just for educational institutions, but also for businesses, faith-based organizations, other nonprofit organizations, policy makers and other stakeholders.

UF is well poised to offer this critically needed training because of the breadth of its expertise in related basic science and clinical research, education and patient care, as well as infrastructure and resources. UF recently hired Preeminent Scholars with expertise in autism. UF CARD has provided resources, training and assistance to professionals in Florida for the past quarter century. Instructors in this certificate program are highly qualified faculty and staff from the College of Medicine, Department of Psychiatry who lead the UF CARD. All four of the main instructors have PhDs in Education or Psychology and many years working in the field of autism. Included are the Executive Director, Director, Associate Director and Assistant Director, respectively, of UF CARD, who are recognized throughout Florida, the U.S. and the world as leaders in the field. Guest instructors and collaborators will include other leaders in the field from UF and around the U.S.

**Course Objectives** After successfully completing this course, students will be able to:

- Create a plan for implementing evidence-based practices for an individual with ASD given presenting characteristics.
- Explain how to use preventative strategies to create a supportive learning environment for individuals with ASD.
- Use the principles of applied behavior analysis to assess and develop programs to address the challenging behaviors of individuals with ASD.
- Identify communication and language challenges often associated with individuals with autism and implement appropriate strategies to foster the development of language and social skills in both structured and naturalistic learning situations.
- Describe several well-known teaching programs for autism, including explaining the pros and cons of each methodology.
- Compare, contrast and evaluate evidence-based medical treatments in ASD

**Course Textbook(s) and/or Other Assigned Reading** Assigned readings such as journal articles selected by the instructor will be available online from the UF Libraries via Course Reserves.

Required readings:

Bearss, K., Johnson, C., Smith, T., Lecavalier, L., Swiezy, N., Aman, M., ... & Sukhodolsky, D. G. (2015). Effect of parent training vs parent education on behavioral problems in children with autism spectrum disorder: a randomized clinical trial. *Jama*, 313(15), 1524-1533.

Fung, L. K., Mahajan, R., Nozzolillo, A., Bernal, P., Krasner, A., Jo, B., ... & Hardan, A. Y. (2016). Pharmacologic treatment of severe irritability and problem behaviors in autism: a systematic review and meta-analysis. *Pediatrics*, 137(Supplement 2), S124-S135.

Lang, R., O'Reilly, M., Healy, O., Rispoli, M., Lydon, H., Streusand, W., ... & Didden, R. (2012). Sensory integration therapy for autism spectrum disorders: A systematic review. *Research in Autism Spectrum Disorders*, 6(3), 1004-1018.

Robinson, S., Goddard, L., Dritschel, B., Wisley, M., & Howlin, P. (2009). Executive functions in children with autism spectrum disorders. *Brain and cognition*, 71(3), 362-368.

Rutter, M. L. (2011). Progress in understanding autism: 2007–2010. *Journal of autism and developmental disorders*, 41(4), 395-404.

Wong, C., Odom, S. L., Hume, K. A., Cox, A. W., Fettig, A., Kucharczyk, S., ... & Schultz, T. R. (2015). Evidence-based practices for children, youth, and young adults with autism spectrum disorder: A comprehensive review. *Journal of autism and developmental disorders*, 45(7), 1951-1966.

**Weekly Schedule of Topics** Module # Topic

Theme: Assessment and Preventative Strategies

- 1 Course Introduction and Syllabus. Autism True and False
- 2 How does an ASD diagnosis affect instruction
- 3 Using assessment results to plan treatment

- 4 Proaction: Environmental and visual supports
- 5 Prompting, prompt dependence and reinforcement
- 6 Training support staff
- Theme: Teaching and Learning
- 7 Using behavior analysis to teach new skills
- 8 Strategies to support communication
- 9 Social skills instruction
- 10 Strategies to support cognitive and independent skills
- Theme: Specific Treatment Programs
- 11 Assessing skills versus motivation
- 12 Stereotypic behavior and sensory strategies
- 13 Toilet training and picky eating
- 14 Collaborating with parents
- 15 Evidence-based medical treatments

### **Links and Policies** How do I get to the course?

This course is delivered using the Canvas learning management system. To get to the course, go to <http://elearning.ufl.edu>, click on "Log in to e-learning" and enter your Gatorlink username and password. Before you start the course, take the Canvas Student Tour (<https://resources.instructure.com/courses/32>) to familiarize yourself with how to use the system.

Make sure your computer is properly configured for proper delivery of the course, by doing the following:

- 1) Install the latest JAVA program
- 2) Configure your Internet and security settings properly
- 3) Disable pop-up blockers (pop-ups must be allowed)
- 4) Download the Cisco AnyConnect VPN client to allow you to get to restricted-access reading materials (instructions below)

Email the tech support desk at [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) for help with making sure your computer is configured properly. Improper configuration may result in problems such as not being able to view videos, click links and/or readings, or submit assignments. Only work submitted through the website will be accepted. Please do not email your assignment to instructors. In rare, extenuating circumstances, emailed submissions to the instructor may be accepted, but only after 1) emailing [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) for tech support and 2) taking a screen shot of the ongoing difficulty. Please do not email or call the instructor about tech support issues.

### Who should I contact?

Please review this section carefully so you can direct your question or comment to the appropriate person:

Grading, assignments, due dates, course content: Contact the course professor if you have questions about grading, assignments and course content. Do not post questions or comments about grading or due dates in the discussion assignments for various modules. Do not contact the instructor about tech support. Use the email tool within Canvas to contact the instructor. Click on the "Inbox" tool at the left of the screen to get to the email function, then click on the pen-and-paper icon to start a new email.

Tech Support: For tech support, send an email to [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) with the subject line "Addiction and Recovery Certificate." Note that you will need to send this email directly from your email account, as it will not work with the email tool within Canvas. Email tech support if you are having problems such as not being able to download and configure VPN, log in, attach a document, click on a link, or view a video or reading. Do not email the instructor for tech support. If your tech issues seem like they may not be resolved before the due date of an assignment, please inform the instructor before the deadline passes.

Course Communication: Be sure to check your UF email account frequently (log in with your Gatorlink credentials at <http://www.mail.ufl.edu/>) for class messages, updates and announcements. Configure your settings within Canvas to make sure that class messages are being delivered to your email account. To do so, in Canvas click on the "Account" tool on the left of the page, then go into "Settings" and "Notifications" and select the appropriate options to ensure that you receive class correspondence in a timely manner. Make sure that you put "notifications@instructure.com" on your email address book or safe-sender list, so your messages do not end up in the trash. Course emails will say the sender is "Canvas Message Center <Notifications@instructure.com>"

Syllabus changes: You will be notified if there are major changes to the syllabus.

Requesting a UF ID card: As a UF degree-seeking distance student you may request a UF ID card. For details: <https://www.bsd.ufl.edu/g1c/idcard/distance.asp> (Links to an external site.)

**Course Disclaimer:** This course (including all materials, ideas, research or clinical observations written or electronically conveyed) is for educational purposes only. The course does not substitute for and does not provide clinical or treatment recommendations or endorsements for the treatment of any individual person's condition. This course is simply a survey course whose intent is to familiarize the student with a wide variety of material relevant to the area of study and course participants should not use any of the course material as a basis for diagnosis or treatment of themselves or others. Any clinical intervention or treatment that the course participant elects to take is the sole responsibility of the course participant. Such clinically relevant decisions should always be discussed with the course participant's physician and/or other health care providers and the consequences of any action taken are the responsibility of the course participant and his or her treating provider.

**Educational Philosophy:** The educational philosophy of the Department of Psychiatry is to provide students with a learning environment that is current, interactive and supportive. The online, unconventional nature of the course provides students with flexibility for listening to lectures, participating in class discussions, submitting assessments, writing essays and completing research papers. The class can be completed without ever setting foot on the University of Florida campus or even leaving home. With this freedom comes responsibility and expectations. This course is accredited for 3 UF credits and as a result, it requires at least 3 hours per week in direct "contact," as well as 6 additional hours to complete assignments and course-related research. Due to the online nature of the course, the contact hours have been replaced with online lectures and readings. In total, this course should require up to 9 hours per week, just as any other 3-credit course would normally require. Students are asked to be on the lookout for course announcements and emails, and to keep account of all due dates.

**Grading Scale:** Final Grades are determined by the following scale and will be posted in "Grades" in Canvas.

A = 93% A- 90-92% B+ 87-89% B 83-86% B- 80-82% C+ 77-79% C 73-76% C- 70-72% D+ 67-69% D 63-66% D- 60-62% E < 60%

View the current UF Grading Policy at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.)

**Accommodations for Students with Disabilities:** Students requesting accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must, in turn, provide that documentation to the course director when requesting an accommodation. Contact the Disability Resources Center, <http://www.dso.ufl.edu/drc/>, for information about available resources for students with disabilities.

**Viewing Video Lectures and Interviews:** Videos typically include a lecture or interview from a professional who has established expertise in the area of the lesson. Videos may be viewed either of two ways:

- 1) "Streaming" means that the video will be sent to your computer in small packets and will begin immediately. This is best for slow internet connections.
- 2) "Download" means that the entire video (10 to 100 MB) will be downloaded to your local computer for playback. It may take a few minutes for the video to show up, and will only work with high speed connections. However, you will have more freedom to move back and forth in the video.

Viewing the videos may require updated versions of Real Player or Windows Media Player. You may also need to download Microsoft Silverlight. Some video slides are presented in Microsoft PowerPoint and will require a version of PowerPoint viewer. All of these software programs can be downloaded free from the Internet. If a video is not working for you, you may need to download the latest version of Real Player, Windows Media Player or Microsoft Silverlight, or make sure your computer is configured correctly (see above). If you are having technical difficulties, email tech support at [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) for assistance with updating your computer software BEFORE contacting the instructor.

**Recommended Readings and Web Links:** Required readings will be available online via a secure connection to the UF library, if you click on the Course Reserves tool on the left of the screen within Canvas. See below for information on how to get to materials that are on Course Reserves. Note that you must first be logged into VPN to get access. See below for instructions on connecting to VPN. Other required readings include journal articles or book chapters, also provided via Course Reserves, and information on the web. A free version of Adobe Acrobat Reader and Microsoft Word Reader may

be required to view some readings. Once again, if you experience technical difficulties in downloading files, please email tech support at [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) before contacting the instructor or other course staff.

VPN: Important instructions for getting to the reading materials linked in the course

Many of the links to the course readings are journal articles, books and other items held by the UF Libraries. To get to those materials you must first log into a secure connection called a virtual private network or VPN. Once you are logged into the UF VPN, go back into the course and click on the reading links.

How to install the UF VPN:

1. Review the instructions on how to install the VPN client for your computer here (<https://connect.ufl.edu/it/wiki/Pages/glvpn-anyconnect-install.aspx>).
2. Download the latest Cisco AnyConnect client (<https://net-services.ufl.edu/provided-services/vpn/clients/>) --- select from the list the one that's appropriate for your computer's operating system (Vista, Mac, Linux or others). You will be prompted to enter your Gatorlink login credentials (Once installed it will automatically update, so no need to do additional downloads).
3. Open the AnyConnect client and log in with your Gatorlink credentials whenever you need to get to readings. (It is preferred that you use the AnyConnect client you downloaded, but if you are ever in a pinch and can't get to the AnyConnect client, you can log into VPN from the web, at <https://vpn.ufl.edu>).
4. Log into the course in Canvas and click on the links to the reading materials.

Course Reserves: E-books, papers and other materials placed on reserve for this course are available via the library's course reserves management software, Ares. To get to Ares, first be sure that you are securely connected via VPN (instructions above). Next, in Canvas, simply click on the "Course Reserves" tool on the left of the page. If prompted to do so you will need to set up an account in Ares. Next, search for your courses by name, course code or instructor name, then select the green "Add Course" button to add the desired course to your account. Finally, click on the title of the item to view it electronically. For more instructions on getting course materials via Ares, see <http://cms.uflib.ufl.edu/accesssupport/howtostudents>.

Borrowing from the UF Library: Distance learners can borrow materials both from the UF collection and elsewhere using Interlibrary Loan (ILL). See the main library site for distance learners at <http://guides.uflib.ufl.edu/distancelearners>. See more on ILL -- including an FAQ specially for distance learners -- at <http://cms.uflib.ufl.edu/accesssupport/InterlibraryLoan>.

Opinion Disclaimer: Please note that sometimes professionals who appear on video or authors of assigned articles may offer their opinions, perhaps even controversial ones. We wish to encourage open-minded thinking, evaluation, and critiquing in this course and so we also have web-posts where you may voice your opinions. However, it is important to recognize that the opinions expressed by others do not necessarily reflect those of the course instructors, teaching assistants, the Department of Psychiatry, the UF College of Medicine, or the University of Florida.

Class demeanor: All students should be courteous to each other and to course coordinators and instructors in all their communications, including discussion post assignments. Students should not upload or duplicate copyrighted materials on online class discussion boards without permission from the copyright holder.

Using, Citing, and Formatting References

As you go through the course, you will consult with many different types of sources to obtain supporting data or information for points or arguments you make in discussions, essays and other assignments. You are required to cite your sources when you do the following (American Psychological Association [APA], 2009):

1. Refer to facts or quantitative data
2. Paraphrase another author's view point, idea, or theory
3. Quote an author directly

Your sources may include your online lecture notes from within Canvas, academic journals, print or online newspapers, magazines, books, videos, apps, blogs, podcasts, online discussion forums such as Reddit's AMA, or personal communication with an expert or other person. When citing references, in each case you are required to do six things:

1. Include the source of the information you are presenting
2. Cite the source within body of your discussion, essay or other text (this is known as in-text citation)

3. Paraphrase where necessary (see note on paraphrasing below)
4. Put language taken word-for-word from another source in quotation marks or block quotes
5. List your references at the bottom of your discussion, essay or other text
6. Format the references (both the in-text citation and the reference list) according to the required style convention.

There are several different style conventions (<https://owl.english.purdue.edu/owl/resource/585/2/>), including Chicago Style, often used in the humanities; Modern Language Association (MLA), used most commonly in the liberal arts and humanities; American Psychological Association (APA), used most commonly in social sciences; and others. In this course we will use the latest edition of American Psychological Association (APA) Style. To properly cite and format a reference, find as many details about the source as possible and carefully consider the following (Paiz et al., 2015):

**In-text citation:** Sources must be cited within the body of the text for any information or data presented in support of arguments or examples given. In-text citations go at the end of a sentence. They generally include the author's last name, followed by a comma, and the year of publication, all enclosed in parentheses, e.g. (Goldman, 2012), but there is some variation depending on the type of source and the number of authors.

**Paraphrasing:** If you are referencing ideas or information from another work and you feel the need to cite or quote the author in each and every line of your body of text, stop! Instead, you should paraphrase the work and include an in-text citation the first time the work is mentioned. Paraphrasing means synthesizing an author's original statements and then saying them in your own words (Purdue Online Writing Lab [OWL], 2014). Visit the Purdue OWL (<https://owl.english.purdue.edu/owl/resource/619/1/>) for tips on effective paraphrasing.

**Quoting:** If you do have the need to take some language word-for-word from another source, put it in quotation marks or block quotes.

**Reference list:** This should be ordered alphabetically by the last name of the first person listed on the paper or other source material (APA, 2009).

**Formatting:** For instructions and detailed examples of how to format in-text citations and reference lists for a variety of source types, consult the References Style Guide provided in Module 1, the Publication Manual of the American Psychological Association excerpts in Course Reserves, and/or the Purdue OWL APA style guide (<https://owl.english.purdue.edu/owl/resource/560/1/>). You may also contact the UF reference librarian for assistance (see the library resources section in your course syllabus). For additional help you may also create an account with a reference management system such as RefWorks (free for UF students). More at <http://www.uflib.ufl.edu/msl/how/refworks.html>. Note that you must log into VPN first (see above for VPN information). Once you create a RefWorks account, select the "New Reference" button and plug in the information you have in the specific manner or order RefWorks asks for it (if you hover over the heading for each field, you will see a note on how to enter the information you have), select the latest edition of APA as the desired output style, select the type of reference you are using (e.g. journal, website), save the reference, click "Create Bibliography," then copy and paste the bibliography into your assignment as your reference list. Note that if you put nonsense into RefWorks or any other references program you will get nonsense out ... you must enter the information the way the program requires or your reference list will not be formatted properly or contain the needed information.

**Academic Integrity:** Online classes are subject to the same requirements of academic honesty as all on-campus classes. Please review and be familiar with the Student Conduct Code and Student Honor Code, which can be found at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code specifies a number of behaviors that violate the code, and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or course coordinator.

**Plagiarism:** Plagiarism is presenting another's work as your own. Cheating and plagiarizing are against the University of Florida Student Conduct Code. Submissions in this course are checked via



Turnitin (<http://www.turnitin.com>), a service that compares documents with each other as well as with pages on the Internet and with other assignments previously submitted by other students. If portions of your document were directly copied and pasted from another student's assignment (past or present) or from the Internet, that constitutes plagiarism. Any form of plagiarism will be investigated as set out by the University of Florida Student Conduct Code. Procedures on investigations can be found at: <http://www.dso.ufl.edu/judicial/>). Students in this course caught cheating and plagiarizing, will be immediately given a failing grade, and may be prosecuted in the UF Honor Court. From your citations and references, the reader of your paper should be able to tell the source of all your outside information. It may be acceptable to place a few comments in quotes with a citation, but it is never acceptable to copy and paste a long string of text from a source, even if it is cited and even if you change a few words. Anything from another source that is not in quotations must be paraphrased. Also, please note that UF policies require that you create original work for each course. Thus, students are not permitted to submit papers they prepared previously outside of this class, such as for high school or other UF courses.

Make up policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. View the UF policies regarding medical excuse from classes at <http://shcc.ufl.edu/forms-records/excuse-notes/>. Since students are informed of topic areas and deadlines at the beginning of the semester, it is difficult for us to accept late assignments. As previously mentioned, by waiting until the last minute to begin working you may run the risk of computer problems. Inaccessible websites or computer problems are not acceptable excuses for late work. For this reason, we strongly suggest that you work on all assignments and quizzes at least 1-2 days ahead of time. If you believe you have a legitimate reason for missing work, you may request an extension from the instructor before the deadline passes.

Extra Credit: There may be opportunities throughout the semester to earn extra credit. Attempting an extra credit assignment does not guarantee that you will earn a full bonus. You must complete the tasks thoroughly and exceptionally.

GatorRater UF Faculty Evaluation: Your anonymous feedback is very important, as we use it to improve the course. Faculty evaluations are conducted online — simply click on the GatorRater tool on the left hand side of the page, then log in using your Gatorlink credentials. Evaluations are typically open during the last two or three weeks of the semester. Students will be told the specific times when evaluations are open. Outside of Canvas, you may also go directly to the evaluations website at <https://evaluations.ufl.edu>. Summary results showing how the class anonymously evaluates an instructor are available if you go to the GatorRater site and click on "Public Results."

End-of-course survey: In addition to the faculty evaluation above, students may be asked to complete an end-of-course survey aimed at helping us to improve future offerings. Please see the related announcements, if any, within the course.

**Grading Scheme** General Overview of Course Content: The course is divided into 15 modules. Each lesson introduces and overviews a major issue in the field. A typical lesson consists of:

- a video lecture
- required readings
- a quiz
- one or two web post assignments, requiring a 250-word short answer (or a list of items, as indicated)
- two 100-word web posts to respond to or comment on classmates' web posts
- Essays - three 500-word essays due at the end of Modules 5, 10 and 15, respectively.

Assignment due dates and times: Unless otherwise noted, all quizzes, web posts and essay assignments are due on Mondays at 9 a.m. Eastern, on the dates specified in the course schedule below.

Point breakdown:

Quizzes: (15 quizzes x 10 pts each + 1 quiz x 20 pts + 1 quiz x 6 pts) = 176 pts

Web posts (short-answer or list, as indicated) and responses to classmate's web posts: (15 posts x 20 pts each) + (1 post x 10 pts) = 310 pts

Essay: 3 essays x 80 pts each = 240 pts

Web posts and essays will be evaluated based on the criteria indicated in a rubric provided to

students. These criteria are: Understanding, critical analysis, thoroughness, reflective thought, timeliness, participation, etiquette, grammar, syntax and structure, professionalism, and references.

Note that if you do not submit an assignment you will get a grade of zero for that assignment.  
Total: 726 pts

Grading Scale: Final Grades are determined by the following scale and will be posted in "Grades" in Canvas.

A = 93% A- 90-92% B+ 87-89% B 83-86% B- 80-82% C+ 77-79% C 73-76% C- 70-72% D+ 67-69 D 63-66% D- 60-62 E < 60%

View the current UF Grading Policy at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.)

**Instructor(s)** Course instructor and co-director: Danielle Liso, Ph.D., BCBA-D, Assistant Director, UF Center for Autism and Related Disabilities

Course co-director: Czerne Reid, PhD, Lecturer and Program Director, UF Department of Psychiatry

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

|              |                |
|--------------|----------------|
| Department   | Name and Title |
| _____        | _____          |
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| Comments     |                |
|              |                |

## **GMS 6XXX TREATMENT AND INTERVENTION IN AUTISM SPECTRUM DISORDER**

E-learning Canvas Online Course

3 Credit Hours

**Course Professor:**

Danielle Liso, Ph.D., BCBA-D, Assistant Director, UF Center for Autism and Related Disabilities

**Contributing Faculty:**

Additional Department Faculty

**Course Directors:**

Danielle Liso, Ph.D., BCBA-D, Assistant Director, UF Center for Autism and Related Disabilities

Czerne Reid, PhD, Lecturer, UF Department of Psychiatry

**Course Description:** Part of the UF Certificate in Autism Spectrum Disorder (ASD), this course is a comprehensive review of the principles of evidence-based medical and non-medical practice in the treatment and intervention of autism spectrum disorder, with a focus on both pre-school and school-age children.

**Course Objectives:** After successfully completing this course, students will be able to:

- Create a plan for implementing evidence-based practices for an individual with ASD given presenting characteristics.
- Explain how to use preventative strategies to create a supportive learning environment for individuals with ASD.
- Use the principles of applied behavior analysis to assess and develop programs to address the challenging behaviors of individuals with ASD.
- Identify communication and language challenges often associated with individuals with autism and implement appropriate strategies to foster the development of language and social skills in both structured and naturalistic learning situations.
- Describe several well-known teaching programs for autism, including explaining the pros and cons of each methodology.
- Compare, contrast and evaluate evidence-based medical treatments in ASD

**How do I get to the course?**

This course is delivered using the Canvas learning management system. To get to the course, go to <http://elearning.ufl.edu>, click on "Log in to e-learning" and enter your Gatorlink username and password. Before you start the course, [take the Canvas Student Tour \(https://resources.instructure.com/courses/32\)](https://resources.instructure.com/courses/32) to familiarize yourself with how to use the system.

Make sure your computer is properly configured for proper delivery of the course, by doing the following:

- 1) Install the latest JAVA program
- 2) Configure your Internet and security settings properly
- 3) Disable pop-up blockers (pop-ups must be allowed)

4) Download the Cisco AnyConnect VPN client to allow you to get to restricted-access reading materials (instructions below)

Email the tech support desk at [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) for help with making sure your computer is configured properly. Improper configuration may result in problems such as not being able to view videos, click links and/or readings, or submit assignments. Only work submitted through the website will be accepted. Please do not email your assignment to instructors. In rare, extenuating circumstances, emailed submissions to the instructor may be accepted, but only after 1) emailing [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) for tech support and 2) taking a screen shot of the ongoing difficulty. **Please do not email or call the instructor about tech support issues.**

### **Who should I contact?**

Please review this section carefully so you can direct your question or comment to the appropriate person:

**Grading, assignments, due dates, course content:** Contact your instructor if you have questions about grading, assignments and course content. Do not post questions or comments about grading or due dates in the discussion assignments for various modules. Do not contact the instructor about tech support. Use the email tool within Canvas to contact the instructor. Click on the "Inbox" tool at the left of the screen to get to the email function, then click on the pen-and-paper icon to start a new email.

**Tech Support:** For tech support, send an email to [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) with the subject line "Addiction and Recovery Certificate." Note that you will need to send this email directly from your email account, as it will not work with the email tool within Canvas. Email tech support if you are having problems such as not being able to download and configure VPN, log in, attach a document, click on a link, or view a video or reading. Do not email the instructor for tech support. If your tech issues seem like they may not be resolved before the due date of an assignment, please inform the instructor before the deadline passes.

**Course Communication:** Be sure to check your UF email account frequently (log in with your Gatorlink credentials at <http://www.mail.ufl.edu/>) for class messages, updates and announcements. Configure your settings within Canvas to make sure that class messages are being delivered to your email account. To do so, in Canvas click on the "Account" tool on the left of the page, then go into "Settings" and "Notifications" and select the appropriate options to ensure that you receive class correspondence in a timely manner. **Make sure that you put "notifications@instructure.com" on your email address book or safe-sender list, so your messages do not end up in the trash. Course emails will say the sender is "Canvas Message Center <Notifications@instructure.com>"**

**Syllabus changes:** You will be notified if there are major changes to the syllabus.

**Requesting a UF ID card:** As a UF degree-seeking distance student you may request a UF ID card. For details: <https://www.bsd.ufl.edu/g1c/idcard/distance.asp> (Links to an external site.)

**Course Disclaimer:** This course (including all materials, ideas, research or clinical observations written or electronically conveyed) is for educational purposes only. The course does not substitute for and does not provide clinical or treatment recommendations or endorsements for the treatment of any individual person's condition. This course is simply a survey course whose intent is to familiarize the student with a wide variety of material relevant to the area of study and course participants should not use any of the course material as a basis for diagnosis or treatment of themselves or others. Any clinical intervention or treatment that the course participant elects to take is the sole responsibility of the course participant. Such clinically relevant decisions should always be discussed with the course participant's physician and/or other health care providers and the consequences of any action taken are the responsibility of the course participant and his or

her treating provider.

**Educational Philosophy:** The educational philosophy of the Department of Psychiatry is to provide students with a learning environment that is current, interactive and supportive. The online, unconventional nature of the course provides students with flexibility for listening to lectures, participating in class discussions, submitting assessments, writing essays and completing research papers. The class can be completed without ever setting foot on the University of Florida campus or even leaving home. With this freedom comes responsibility and expectations. This course is accredited for 3 UF credits and as a result, it requires at least 3 hours per week in direct “contact,” as well as 6 additional hours to complete assignments and course-related research. Due to the online nature of the course, the contact hours have been replaced with online lectures and readings. In total, this course should require up to 9 hours per week, just as any other 3-credit course would normally require. Students are asked to be on the lookout for course announcements and emails, and to keep account of all due dates.

**General Overview of Course Content:** The course is divided into 15 modules. Each lesson introduces and overviews a major issue in the field. A typical lesson consists of:

- a video lecture
- required readings
- a quiz
- one or two web post assignments, requiring a 250-word short answer (or a list of items, as indicated)
- two 100-word web posts to respond to or comment on classmates' web posts
- Essays - three 500-word essays due at the end of Modules 5, 10 and 15, respectively.

**Assignment due dates and times:** Unless otherwise noted, all quizzes, web posts and essay assignments are due on Mondays at 9 a.m. Eastern, on the dates specified in the course schedule below.

**Point breakdown:**

Quizzes: (15 quizzes x 10 pts each + 1 quiz x 20 pts + 1 quiz x 6 pts) = 176 pts

Web posts (short-answer or list, as indicated) and responses to classmate's web posts: (15 posts x 20 pts each) + (1 post x 10 pts) = 310 pts

Essay: 3 essays x 80 pts each = 240 pts

Note that if you do not submit an assignment you will get a grade of zero for that assignment.

**Total: 726 pts**

**Grading Scale:** Final Grades are determined by the following scale and will be posted in “Grades” in Canvas.

A ≥ 93%   A- 90-92%   B+ 87-89%   B 83-86%   B- 80-82%   C+ 77-79%   C 73-76%   C- 70-72%   D+ 67-69   D 63-66%   D- 60-62   E < 60%

View the current UF Grading Policy at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.)

**Accommodations for Students with Disabilities:** Students requesting accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student, who must, in turn, provide that documentation to the course director when requesting an accommodation. Contact the Disability Resources Center, <http://www.dso.ufl.edu/drc/>, for information about available resources for students with disabilities.

## COURSE SCHEDULE

Semester 20XX

GMS XXXX Treatment and Intervention in Autism Spectrum Disorder

| Module # | Topic   |
|----------|---|
|          | <b><i>Assessment and Preventative Strategies</i></b>    |
| 1        | Course Introduction and Syllabus. Autism True and False |
| 2        | How does an ASD diagnosis affect instruction            |
| 3        | Using assessment results to plan treatment              |
| 4        | Proaction: Environmental and visual supports            |
| 5        | Prompting, prompt dependence and reinforcement          |
| 6        | Training support staff                                  |
|          | <b><i>Teaching and Learning</i></b>                     |
| 7        | Using behavior analysis to teach new skills             |
| 8        | Strategies to support communication                     |
| 9        | Social skills instruction                               |
| 10       | Strategies to support cognitive and independent skills  |
|          | <b><i>Specific Treatment Programs</i></b>               |
| 11       | Assessing skills versus motivation                      |
| 12       | Stereotypic behavior and sensory strategies             |
| 13       | Toilet training and picky eating                        |
| 14       | Collaborating with parents                              |
| 15       | Evidence-based medical treatments                       |

**Viewing Video Lectures and Interviews:** Videos typically include a lecture or interview from a professional who has established expertise in the area of the lesson. Videos may be viewed either of two ways:

- 1) "Streaming" means that the video will be sent to your computer in small packets and will begin immediately. This is best for slow internet connections.
- 2) "Download" means that the entire video (10 to 100 MB) will be downloaded to your local computer for playback. It may take a few minutes for the video to show up, and will only work with high speed connections. However, you will have more freedom to move back and forth in the video.

Viewing the videos may require updated versions of Real Player or Windows Media Player. You may also need to download [Microsoft Silverlight](#). Some video slides are presented in Microsoft PowerPoint and will require a version of PowerPoint viewer. All of these software programs can be downloaded free from the Internet. If a video is not working for you, you may need to download the latest version of Real Player, Windows Media Player or Microsoft Silverlight, or make sure your computer is configured correctly (see above). If you are having technical difficulties, email tech support at [dessa@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) for assistance with updating your computer software BEFORE contacting the instructor.

**Recommended Readings and Web Links:** Required readings will be available online via a secure connection to the UF library, if you click on the Course Reserves tool on the left of the screen within Canvas. See below for information on how to get to materials that are on Course Reserves. Note that you must first be logged into VPN to get access. See below for instructions on connecting to VPN. Other required readings include journal articles or book chapters, also provided via Course Reserves, and information on the web. A free version of Adobe Acrobat Reader and Microsoft Word Reader may be required to view some readings. Once again, if you

experience technical difficulties in downloading files, please email tech support at [dess@ahc.ufl.edu](mailto:dess@ahc.ufl.edu) before contacting the instructor or other course staff.

### **VPN: Important instructions for getting to the reading materials linked in the course**

Many of the links to the course readings are journal articles, books and other items held by the UF Libraries. To get to those materials you must first log into a secure connection called a virtual private network or VPN. Once you are logged into the UF VPN, go back into the course and click on the reading links.

#### How to install the UF VPN:

1. Review the instructions on how to install the VPN client for your computer [here](https://connect.ufl.edu/it/wiki/Pages/glvpn-anyconnect-install.aspx) (<https://connect.ufl.edu/it/wiki/Pages/glvpn-anyconnect-install.aspx>).
2. [Download the latest Cisco AnyConnect client](https://net-services.ufl.edu/provided-services/vpn/clients/) (<https://net-services.ufl.edu/provided-services/vpn/clients/>) -- select from the list the one that's appropriate for your computer's operating system (Vista, Mac, Linux or others). You will be prompted to enter your Gatorlink login credentials (Once installed it will automatically update, so no need to do additional downloads).
3. Open the AnyConnect client and log in with your Gatorlink credentials whenever you need to get to readings. (It is preferred that you use the AnyConnect client you downloaded, but if you are ever in a pinch and can't get to the AnyConnect client, you can log into VPN from the web, at <https://vpn.ufl.edu>).
4. Log into the course in Canvas and click on the links to the reading materials.

**Course Reserves:** E-books, papers and other materials placed on reserve for this course are available via the library's course reserves management software, Ares. To get to Ares, first be sure that you are securely connected via VPN (instructions above). Next, in Canvas, simply click on the "Course Reserves" tool on the left of the page. If prompted to do so you will need to set up an account in Ares. Next, search for your courses by name, course code or instructor name, then select the green "Add Course" button to add the desired course to your account. Finally, click on the title of the item to view it electronically. For more instructions on getting course materials via Ares, see <http://cms.uflib.ufl.edu/accesssupport/howtostudents>.

**Borrowing from the UF Library:** Distance learners can borrow materials both from the UF collection and elsewhere using Interlibrary Loan (ILL). See the main library site for distance learners at <http://guides.uflib.ufl.edu/distancelearners>. See more on ILL -- including an FAQ specially for distance learners -- at <http://cms.uflib.ufl.edu/accesssupport/InterlibraryLoan>.

**Opinion Disclaimer:** Please note that sometimes professionals who appear on video or authors of assigned articles may offer their opinions, perhaps even controversial ones. We wish to encourage open-minded thinking, evaluation, and critiquing in this course and so we also have web-posts where you may voice your opinions. However, it is important to recognize that the opinions expressed by others do not necessarily reflect those of the course instructors, teaching assistants, the Department of Psychiatry, the UF College of Medicine, or the University of Florida.

**Class demeanor:** All students should be courteous to each other and to course coordinators and instructors in all their communications, including discussion post assignments. Students should not upload or duplicate copyrighted materials on online class discussion boards without permission from the copyright holder.

### **Using, Citing, and Formatting References**

As you go through the course, you will consult with many different types of sources to obtain supporting data or information for points or arguments you make in discussions, essays and other assignments. You are required to cite your sources when you do the following (American Psychological Association [APA], 2009):



1. Refer to facts or quantitative data
2. Paraphrase another author's view point, idea, or theory
3. Quote an author directly

Your sources may include your online lecture notes from within Canvas, academic journals, print or online newspapers, magazines, books, videos, apps, blogs, podcasts, online discussion forums such as Reddit's AMA, or personal communication with an expert or other person. When citing references, in each case you are required to do six things:

1. Include the source of the information you are presenting
2. Cite the source within body of your discussion, essay or other text (this is known as in-text citation)
3. Paraphrase where necessary (see note on paraphrasing below)
4. Put language taken word-for-word from another source in quotation marks or block quotes
5. List your references at the bottom of your discussion, essay or other text
6. Format the references (both the in-text citation and the reference list) according to the required style convention.

There are [several different style conventions \(https://owl.english.purdue.edu/owl/resource/585/2/\)](https://owl.english.purdue.edu/owl/resource/585/2/), including Chicago Style, often used in the humanities; Modern Language Association (MLA), used most commonly in the liberal arts and humanities; American Psychological Association (APA), used most commonly in social sciences; and others. In this course we will use the latest edition of American Psychological Association (APA) Style. To properly cite and format a reference, find as many details about the source as possible and carefully consider the following (Paiz et al., 2015):

**In-text citation:** Sources must be cited within the body of the text for any information or data presented in support of arguments or examples given. In-text citations go at the end of a sentence. They generally include the author's last name, followed by a comma, and the year of publication, all enclosed in parentheses, e.g. (Goldman, 2012), but there is some variation depending on the type of source and the number of authors.

**Paraphrasing:** If you are referencing ideas or information from another work and you feel the need to cite or quote the author in each and every line of your body of text, stop! Instead, you should paraphrase the work and include an in-text citation the first time the work is mentioned. Paraphrasing means synthesizing an author's original statements and then saying them in your own words (Purdue Online Writing Lab [OWL], 2014). Visit the [Purdue OWL \(https://owl.english.purdue.edu/owl/resource/619/1/\)](https://owl.english.purdue.edu/owl/resource/619/1/) for tips on effective paraphrasing.

**Quoting:** If you do have the need to take some language word-for-word from another source, put it in quotation marks or block quotes.

**Reference list:** This should be ordered alphabetically by the last name of the first person listed on the paper or other source material (APA, 2009).

**Formatting:** For instructions and detailed examples of how to format in-text citations and reference lists for a variety of source types, consult the References Style Guide provided in Module 1, the Publication Manual of the American Psychological Association excerpts in Course Reserves, and/or the [Purdue OWL APA style guide \(https://owl.english.purdue.edu/owl/resource/560/1/\)](https://owl.english.purdue.edu/owl/resource/560/1/). You may also contact the UF reference librarian for assistance (see the library resources section in your course syllabus). For additional help you may also create an account with a reference management system such as RefWorks (free for UF students). More at <http://www.uflib.ufl.edu/msl/how/refworks.html>. Note that you must log into VPN first (see above for VPN information). Once you create a RefWorks account, select the "New Reference" button and plug in the

information you have in the specific manner or order RefWorks asks for it (if you hover over the heading for each field, you will see a note on how to enter the information you have), select the latest edition of APA as the desired output style, select the type of reference you are using (e.g. journal, website), save the reference, click "Create Bibliography," then copy and paste the bibliography into your assignment as your reference list. Note that if you put nonsense into RefWorks or any other references program you will get nonsense out ... you must enter the information the way the program requires or your reference list will not be formatted properly or contain the needed information.

**Academic Integrity:** Online classes are subject to the same requirements of academic honesty as all on-campus classes. Please review and be familiar with the Student Conduct Code and Student Honor Code, which can be found at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>. UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code specifies a number of behaviors that violate the code, and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor or course coordinator.

**Plagiarism:** Plagiarism is presenting another's work as your own. Cheating and plagiarizing are against the University of Florida Student Conduct Code. Submissions in this course are checked via Turnitin (<http://www.turnitin.com>), a service that compares documents with each other as well as with pages on the Internet and with other assignments previously submitted by other students. If portions of your document were directly copied and pasted from another student's assignment (past or present) or from the Internet, that constitutes plagiarism. Any form of plagiarism will be investigated as set out by the University of Florida Student Conduct Code. Procedures on investigations can be found at: <http://www.dso.ufl.edu/judicial/>. Students in this course caught cheating and plagiarizing, will be immediately given a failing grade, and may be prosecuted in the UF Honor Court. From your citations and references, the reader of your paper should be able to tell the source of all your outside information. It may be acceptable to place a few comments in quotes with a citation, but it is never acceptable to copy and paste a long string of text from a source, even if it is cited and even if you change a few words. Anything from another source that is not in quotations must be paraphrased. Also, please note that UF policies require that you create original work for each course. Thus, students are not permitted to submit papers they prepared previously outside of this class, such as for high school or other UF courses.

**Make up policy:** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. View the UF policies regarding medical excuse from classes at <http://shcc.ufl.edu/forms-records/excuse-notes/>. Since students are informed of topic areas and deadlines at the beginning of the semester, it is difficult for us to accept late assignments. As previously mentioned, by waiting until the last minute to begin working you may run the risk of computer problems. Inaccessible websites or computer problems are not acceptable excuses for late work. For this reason, we strongly suggest that you work on all assignments and quizzes at least 1-2 days ahead of time. If you believe you have a legitimate reason for missing work, you may request an extension from the instructor before the deadline passes.

**Extra Credit:** There may be opportunities throughout the semester to earn extra credit. Attempting an extra credit assignment does not guarantee that you will earn a full bonus. You must complete the tasks thoroughly and exceptionally.

**GatorRater UF Faculty Evaluation:** Your anonymous feedback is very important, as we use it to improve the course. Faculty evaluations are conducted online — simply click on the GatorRater tool on the left had side of the page, then log in using your Gatorlink credentials. Evaluations are typically open during the last two or three weeks of the semester. Students will be told the specific times when evaluations are open. Outside of Canvas, you may also go directly to the evaluations website at <https://evaluations.ufl.edu>. Summary results showing how the class anonymously evaluates an instructor are available if you go to the GatorRater site and click on "Public Results."

**End-of-course survey:** In addition to the faculty evaluation above, students may be asked to complete an end-of-course survey aimed at helping us to improve future offerings. Please see the related announcements, if any, within the course.