

University of Florida
College of Public Health & Health Professions Syllabus
CLP 7934: Diagnosis and Assessment in Autism and Neurodevelopment Disorders (3 credit hours)
 Spring 2017
 E-Learning in Canvas

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Preferred Course Communications: Email

Prerequisites of course: Previous graduate level assessment course or discretion of the instructor

Course GOAL

The purpose of this course is to introduce you to state of the science diagnostic and assessment practices for children with Autism Spectrum Disorder (ASD) and other neurodevelopmental disorders. Concepts of case conceptualization, assessment, development of treatment goals, cultural diversity, and ethics will be woven throughout the course. We will review in detail assessment approaches for children with atypical neurodevelopment. We will discuss and practice general clinician skills (e.g., conducting a clinical interview; direct assessment of children with ASD and challenging behaviors) that are integral in the assessment of children with neurodevelopmental differences as well as developing initial treatment goals.

Course Objectives

Upon successful completion of this course, students will be able to incorporate evidence-based practice into child and family assessment for children presenting with atypical development. Students will utilize a high level of clinical skill to assess presenting concerns, engage in ongoing case conceptualization and treatment planning, accurately identify initial treatment targets based on assessment findings. Students will be able to appraise individual, family, environmental, social, and situation factors that impact presenting concerns and case formulation.

Students will be able to:

- 1.0 Distinguish a person presenting with atypical behaviors as displaying characteristics of ASD (Synthesis)
 - 1.1 Compare and contrast the behavioral explanations of individuals with ASD and other related neurodevelopmental disorders (Analysis)
 - 1.1.1 Describe the diagnostic criteria of individuals with ASD and other related neurodevelopmental disorders so that frequency, communication, social interaction, flexibility of thought, and other symptoms are addressed (Comprehension)
 - 1.1.2 Describe the manner in which symptoms vary in their expression and severity between children, youth, and adults as individuals with ASD and other related neurodevelopmental disorders to include intellectual disability, communication disorders, and genetic disorders. (Comprehension)

- 2.0 Apply knowledge of Autism Spectrum Disorder and related disorders, including prevalence, course, and etiology, to develop a plan for evaluation.
- 2.1 Evaluate diagnostic and characterization of assessment methods
- 2.1.1 Compare and contrast diagnostic tools
- 2.1.2 Compare developmental / cognitive measures, language and adaptive behavior measures
- 2.1.3 Identify other areas of assessment to be assessed
- 3.0 Appraise individual, family, environmental, social, and situational factors that may influence the assessment process.
- 3.1 Assess individual, family, environmental, social, and situational factors in a clinical interview and other aspect of a child evaluation.
- 3.2 Discuss how individual, family, environmental, social, and situational may impact response to feedback and treatment choices. .

Instructional Methods

Lecture, class discussion, and small- group and individual work will comprise the majority of class sessions. The role of the instructors will be to: present an overview of relevant topics, provide additional reading material and learning resources with up-to-date research findings, facilitate discussion of selected topics, and provide timely feedback. Expectations for students are to attend class fully prepared, participate in class discussions, and read assigned materials prior to class in preparation for lecture.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date	Topic(s)	Readings	Assignment Due
1	01/09	Introduction & Canvas <ul style="list-style-type: none"> Historical Overview Epidemiology Etiology 	Goldstein et al. – Chapters 1 & 2. Miles, 2011 – Posted on Canvas	
	01/16	HOLIDAY		
2	01/23	Clinical Signs of ASD <ul style="list-style-type: none"> Interpretation of Diagnostic Criteria Early Signs of ASD Subtle Signs in Later childhood Assessing ASD in Adults 	What have we learned from Infant Sibling Studies – Posted on Canvas	
3	01/30	Screening & Diagnostic Assessment <ul style="list-style-type: none"> Clinical Interview Autism Diagnostic Interview – R (ADI-R) Screening / Informant Reports <ul style="list-style-type: none"> Modified Checklist for Autism in Toddlers (MCHAT) Social Communication Questionnaire Social Responsiveness Scale 	Goldstein et al., Chapter 3, 6; Additional reading on Canvas	

Week	Date	Topic(s)	Readings	Assignment Due
4	02/06	Screening & Diagnostic Assessment <ul style="list-style-type: none"> Autism Diagnostic Observation Schedule-2 (ADOS-2) 	Saulnier & Ventola, Chapter 6	Assignment 1
5	02/13	Clinical Evaluation – other areas <ul style="list-style-type: none"> Cognitive Assessment Adaptive Behaviors 	Goldstein et al. – Chapter 8	Assignment 2
6	02/20	Clinical Evaluation – other areas <ul style="list-style-type: none"> Language Assessment Neuropsychological measures 	Goldstein et al., Chapter 7 & 9;	Assignment 3
7	02/27	Differential Diagnosis: ASD and other Neurodevelopmental Disorders <ul style="list-style-type: none"> Intellectual Disabilities Communication Disorders ADHD Specific Learning Disorders Anxiety / OCD / Tics Reactive Attachment Disorder 	Saulnier & Ventola Chapter 7 Posted onCanvas Intellectual Disability Fact Sheet ADHD Fact Sheet Specific Learning Disorders Fact Sheet Anxiety Fact Sheet Reactive Attachment Disorder Fact Sheet Optional: https://youtu.be/NOelwif45EY	Assignment 4
	03/06	SPRING BREAK		
8	03/13	Assessment of Co-occurring Issues <ul style="list-style-type: none"> Sleep Feeding Disruptive Behaviors Seizures Depression & Anxiety 	Goldstein et al. – Chapter 10	Assignment 5
9	03/20	Behavioral Assessment <ul style="list-style-type: none"> Indirect assessment Direct observations Functional Analysis 	Goldstein et al., - Chapter 12; Saulnier - Chapter 4	Assignment 6
10	03/27	Age related issues and Assessment in schools <ul style="list-style-type: none"> Educational assessments Vocational assessments 	Goldstein et al. – Chapter 5	
11	04/03	Overview of Treatment I Traditional Therapies ABA based therapies	Reading posted on Canvas	

Week	Date	Topic(s)	Readings	Assignment Due
12	04/10	Overview of Treatment II <ul style="list-style-type: none"> Developmental / Social Relational approaches Biological Interventions 	Readings posted on Canvas	
13	04/17	Assessment to Treatment – Case conceptualizations Case Presentations	Saulnier & Ventola – Chapter 8	Assignment 7 completed in class
	04/19	CASE REPORT		Assignment 8
		Clinic Observation 01/23-04/10		Assignment 9-

ACADEMIC REQUIREMENTS

Class attendance is considered an integral part of the learning experience as class discussions and lectures will include valuable material covered in the examinations that is not otherwise covered in the textbook. However, class attendance will not be taken. Thus, students are expected to attend all classes and participate in class discussions to have exposure to this information; however, class attendance will not be calculated into your final grade in the course. If students must be absent, they will be responsible for any missed material by acquiring lecture notes from other students who attended. Some material presented in lectures will not be in the texts and will be included on examinations. Thus, reduced attendance can be expected to result in a lower course grade. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Please do not email your instructors to let them know about your planned or unplanned absences, as your attendance will not make up any part of your grade.

Policy related to make-up work

We expect you to attend and to be prepared to participate in all class sessions. Personal issues with respect to fulfillment of course requirements will be handled on an individual basis. If you must miss an exam because of a foreseeable conflict (i.e., professional conference, athletic competition, religious observance, etc.) you are expected to notify us immediately to set-up alternative arrangements *prior* to the exam date. If a student is not in class for an exam due to an illness or medical emergency, they will be required to provide a statement from their healthcare provider documenting the illness or medical emergency. Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Reporting illnesses and family emergencies

In the event you experience an unexpected illness, family, or otherwise personal emergency please notify us immediately to set-up alternative arrangements

Assignments & Grading

1. Mock Clinical Interviewing (10 points)

Interview Components

The goal is to demonstrate your ability to use interviewing strategies to specifically delineate the parent's concern regarding possible ASD. Students will be graded on the following components of the interview. You may interview a classmate, a co-worker, a friend. The interview should be video-recorded.

- **Establishment of Rapport** - Demonstrate ability to establish rapport at beginning of interview. Examples can include using non-threatening language, making mock patient feel at ease, and reviewing the structure of the interview. Pace of the interview and perceived competency are also important factors.
 - **Assessment of Presenting Concerns** - Ability to delineate “parent” primary concerns by gathering relevant history, determination of behaviors consistent and / or inconsistent ASD in areas of play, social, communication and repetitive / ritualistic behaviors..
 - **Interviewing Style** - Interviewer is empathetic, shows positive regard for the mock patient, and appears genuine. Interview is organized and uses open-ended questions and probes responses appropriately.
2. **Cognitive or Adaptive Measures (10 points):** Choose a cognitive or adaptive behavior measure and complete a one page description and reasoning for choosing it as a measure for use in conducting an ASD evaluation. Make sure you provide literature support of your choice (at least two references).
 3. **Language and Neuropsychological Measures (10 points):** Choose a language or neuropsychological measure and complete a one page description and your reasoning for choosing it as a measure for use in conducting an ASD evaluation. Make sure you provide literature support of your choice (2 references minimum).
 4. **Differential Diagnosis / Co-occurring issues (10 points):** Pick a differential diagnosis or co-occurring issues and research an assessment measure you would possibly use to augment your evaluation. Provide a description of the instrument, include psychometric properties if available, and discuss why you choose, what are the strengths, weaknesses and supporting literature
 5. **Assessment of Co-occurring issues (10 points):** Choose a measure you would propose using to address sleep, feeding, disruptive behaviors, depression or anxiety for individuals with ASD. Provide a description of the instrument, include psychometric properties if available, and discuss why you choose, what are the strengths, weaknesses and literature support.
 6. **Observation of Video Recorded Diagnostic Assessment (ADOS) (10 points):** You will be watch a diagnostic assessment and identify observed atypical behaviors using a structure observation form. ADOS video recording will be on Canvas.
 7. **Small Group Project & Presentation (10 points):** Students will be provided a case vignette. The small groups will work together on case formulation to include likely diagnosis, areas where they will would like to gather additional information, intervention targets, possible evidence based treatments and rationale for these, family and other contextual considerations as well as identification of barriers.
 8. **Practice Report Writing (15 points):** Students will be provided some case data and will be required to synthesize the information and write a report of findings including a summary and initial recommendations. An example report will be provided as will template for us in this assignment
 9. **Observation of live clinical assessment and reflect on observations (15 points).** You will be required to observe an assessment in the Autism Assessment Clinic. Based on your observations, you will be asked to reflect on this assessment using an observation template.
DUE BETWEEN 01/23 – 04/10

Grading Scale:

Points Earned	93.00-100.0	90.00-92.99	87. - 89.99	83.00-86.99	80.00-82.99	77.00-79.99	73.00-76.99	70.00-72.99	67.00-69.99	63.00-66.99	60.00-62.99	Below 60.99
Letter Grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Please be aware that a C- is not an acceptable grade for graduate students. A grade of C counts toward a graduate degree only if an equal number of credits in courses numbered 5000 or higher have been earned with an A.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:

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

Policy Related to Make up Exams or Other Work

Students who must miss an assignment or exam deadline because of conflicting professional or personal commitment must make prior arrangements with the instructor. If an examination must be missed because of illness, a doctor's note is required.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

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

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Attendance is expected as a part of the student's professional training. Students are expected to arrive for class on time and to remain for the full class period. Students needing to miss class should make prior arrangements with the instructor.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

http://www.registrar.ufl.edu/catalogarchive/01-02/catalog/academic_regulations/academic_regulations_013_.htm

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Please refrain from using cell phones or any other electronic devices during class as it is distracting and inconsiderate of other students and the instructor. Laptop use is acceptable for note taking or presenting. However, please do not browse other websites during class time. It is expected that students will be engaged and actively participate during class. Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor.

To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class as long as it does not interfere with your ability to work and/or participate in class and as long as it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean-up after yourself and dispose of all trash before leaving the classroom.

Communication Guidelines

As a blended learning class, it is imperative that students check email and the Canvas website often (i.e., once daily). Students are expected to participate in graded online discussions on various topics throughout the course. Please reference the applicable assignment rubrics for online discussions for a clear outline of what is expected with regard to posts and replies. In addition, please see the following resource for guidelines on online course etiquette:

<http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu> so make sure you include a statement regarding the

value and expectation for student participation in course evaluations. We suggest you include a comment regarding how you will use the evaluations (e.g. to make specific improvements to the course and teaching style, assignments, etc.). It is also important to make some statement regarding the direct influence they have on faculty tenure and promotion, so your input is valuable. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
- Alachua County Crisis Center:
(352) 264-6789

<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Course Materials and Technology

For issues with technical difficulties for E-learning please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>