CONTACT INFORMATION

Instructor

- Scott Wright, Ph.D.
  Associate Professor
- scott.wright@hsc.utah.edu

Co-Instructor: Dr. Valerie D'Astous

Office Hours
We can reached by email and hope to respond within 24 hours - if not sooner.
We have dedicated office space in AEB 206; appointments by request.

Course Description

This course examines the experiences of people with autism spectrum disorder in each major life stage. Drawing on local, multidisciplinary and inter-professional expertise, students will be presented with a variety of perspectives, and offer a balanced and supportive overview of autism issues, the impact on family and community, and contemporary issues related to disability, advocacy, and policy. This is a 3 credit hour class.

Prerequisites
None.

LEARNING OBJECTIVES

Objectives

Upon completion of this course you will be able to:
• Describe the history and diagnoses of autism.
• Discuss myths and controversies surrounding autism.
• Describe current research to increase awareness and acceptance of autism.
• Discuss and describe the neurodiversity movement.
• Discuss the characteristics and impact of autism across the lifespan—pediatric to geriatric perspective.
• Discuss various behavioral challenges and basic interventions used for individuals with autism.
• Discuss the strengths of autism and how it is understood from a sociocultural perspective.
• Identify various ways that autism affects families and communities.
• Identify key issues with autism from various professionals and members of the community.
• Discuss autism from an interdisciplinary perspective.

LEARNING RESOURCES

Textbook & Reading Materials

All course readings will be available on Canvas. **Students will need to read all the readings before each week's discussion and the mid-term and final papers.**

Canvas is the where course content, grades, and communication will reside for this course.

• [http://utah.instructure.com](http://utah.instructure.com)
  - Your **username** is your U#, and your **password** is your global password (the same one you use for CIS or UMail).
• For Canvas questions, contact the Teaching and Learning Technologies[Links to an external site.]
  - 801 581-6112 Option 2
  - classhelp@utah.edu
• For passwords ([Links to an external site.]) or any other computer-related technical support contact the IT Help Desk ([Links to an external site.])
  - 801 581-4000
  - [http://it.utah.edu](http://it.utah.edu)
  - helpdesk@utah.edu
LEARNING ACTIVITIES

Discussions

This course encourages student interaction via the DISCUSSION BOARD. You are expected to participate in two discussion threads each week-- one about the readings and one about the guest speaker videos. A topic or questions will be initiated by the instructor. For each thread you will need to post a response to the question by Wednesday at 5:00 pm. You will need to reply twice to your peers before Saturday at 3:00 pm on each discussion thread. Do not post last two on Saturday afternoon - the goal is spread out your posting and reading of other posts. After 3:00 pm - you can use the time to read all of the postings or unread postings. The Discussion topic will then close Saturday at 11:59 pm each Saturday {note: a few exceptions to this will depend on Academic holidays}. This means the Discussion closes and will end and we move on to the next topic in the next module. Your should post your opinion and read your classmates responses. These postings are intended to encourage independent thought about important aging issues. The discussions are worth 25% of your final grade.

*Note the Discussion Board is not the venue for personal questions about assignments, grades, etc. Please e-mail scott.wright@hsc.utah.edu with these. Messages typed in the Discussion Board can be read by everyone.

Assignments

There will be two papers for this class: a midterm and final paper. The midterm paper is a 3 page neurodiverstiy analysis paper due the week after fall break. This paper is worth 20% of your final grade. The final paper is a 4-5 page integration paper due at the end of the semester. This paper is worth 30% of your final grade.

Quizzes

Each week you will take a five question multiple choice quiz that derives from the weekly readings and guest speaker videos. Some of the quiz questions may appear on your final exam. The quizzes are worth 10% of your final grade.

Final Exam

The FINAL Exam is an opportunity to engage an intensive integration of materials. The format is comprehensive and matches the goal of synthesis for the adult learner. Reminder - some multiple choice questions will come from the weekly quizzes. The exam will also include two essay questions. The final is worth 15% of your final grade.
GRADES

Your grade is based on the following:

Grading Scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>100% to 94%</td>
</tr>
<tr>
<td>A-</td>
<td>&lt; 94% to 90%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90% to 87%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87% to 84%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 84% to 80%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80% to 77%</td>
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<tr>
<td>C</td>
<td>&lt; 77% to 74%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74% to 70%</td>
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<tr>
<td>D+</td>
<td>&lt; 70% to 67%</td>
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<tr>
<td>D</td>
<td>&lt; 67% to 64%</td>
</tr>
<tr>
<td>D-</td>
<td>&lt; 64% to 61%</td>
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<tr>
<td>F</td>
<td>&lt; 61% to 0%</td>
</tr>
</tbody>
</table>

COURSE POLICIES

Canvas Notification Preferences

Please make sure your Canvas notification preferences are set so that you will receive course announcements **ASAP** or **Daily** *(click the appropriate link to set your preference)*.

Instructor Feedback/Communication
I will be in the course several times a week to follow up on any discussion questions. Please allow 48 hours for turnaround time on questions, requests, or feedback. Virtual office hours will be by appointment and I will be using a web conferencing tool called Zoom. Please see the first module for instructions on how to use Zoom.

Faculty and Students' Responsibilities

“All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

Nondiscrimination and Accessibility Policy

The University of Utah does not discriminate on the basis of race, color, religion, national origin, sex, age, status as a disabled individual, sexual orientation, gender identity/expression, genetic information or protected veteran’s status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services.

Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University’s Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle, Rm.135
Salt Lake City, UT, 84112
801-581-8365 (voice/tdd)
801-585-5746 (fax)
www.oeo.utah.edu (Links to an external site.)

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“Faculty…must strive in the classroom to maintain a climate conducive to thinking and learning.” PPM 8-12.3, B.

“Students have a right to support and assistance from the University in maintaining a climate conducive to thinking and learning.” PPM 8-10, II. A

Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - www.wellness.utah.edu (Links to an external site.)Links to an external site.; 801-581-7776.

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Other University policies such as harassment, withdrawal, and the student grievance process can be found at the website of the registrar. (Links to an external site.)Links to an external site.

Incompletes:

In order to qualify for an “Incomplete” in any University of Utah course, you must complete at least 80% of the course work and be in good standing (i.e., have earned at least a C on all completed work) and receive permission from the instructor (if you can justify to the instructor that you cannot finish the course because of circumstances beyond your control). The FCS departmental policy is that students who do not complete the work within 1 year after the granting of an ‘I’ will automatically receive a failing grade. No exceptions will be made to this policy.