

Autism Spectrum Disorder-Psychology 450

LAND ACKNOWLEDGEMENT: Let us acknowledge that Queen's is situated on traditional Anishinaabe and Haudenosaunee territory. We are grateful to be able to live, learn and play on these lands. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance for the Indigenous Peoples who lived, and continue to live, upon it and whose practices and spiritualities were tied to the land and continue to develop in relationship to the territory and its other inhabitants today. To read more about the history of the land, see the Queen's Encyclopedia at <http://www.queensu.ca/encyclopedia/t/traditional-territories>.

EQUITY, DIVERSITY AND INCLUSION STATEMENT: Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals - and equity-seeking groups- free, safe, and full participation.

The instructor would like to acknowledge that she is coming from the positionality of a white, cisgender, heterosexual female, and that she cannot begin to be able to experience what life for those with different positionalities might be like. She would encourage all students to think about their positionality, and to respect the positionality of everyone in the class by encouraging different opinions and perspectives.

Professor: Dr. Beth Kelley

If you have a conflict with these hours and wish to meet, please email me your schedule and I will find a time

E-mail: kellyb@queensu.ca

Accommodations or Academic Considerations Tara Karasewich psyc.accom@queensu.ca

Queen's Email

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

Course Description

This course is designed to be a relatively broad discussion of autism spectrum disorder. We will cover everything from diagnosis to treatment to sensory issues to co-occurring conditions etc. We will be reading review articles/chapters on all these topics, so you will get a broad overview of most of the important topics in the psychology of autism.

There are a lot of readings in this course (all of which are available in the course schedule. I highly suggest that you at least skim each reading before coming to class that you can participate in the discussion-you can always go back and read them over in more detail when writing the final exam. Of course, if you are submitting a question for that day's readings, you will need to read them in more detail. Instead of me just re-iterating what you read in the readings, I will make a real attempt to make each class more of a discussion of these readings and how they relate to broader themes in neurodevelopmental disorders. The second half of each class will be taken up in discussing the discussion questions which you will be responsible for submitting throughout the course.

Learning Outcomes

1. Understand the main topics in the field of autism spectrum disorders.
2. Synthesize research articles.
3. Evaluate the strengths and weaknesses of the research articles.
4. Develop discussion questions for topics in autism.
5. Be able to argue a position using supporting evidence to back up your assertions.

Course Requirements

- *Questions on the readings-worth 15% (best three of four).* Four times during the semester, you will be asked to submit discussion questions on the readings. These questions should be as substantive as possible and make a real attempt to tie the readings/lecture into other things you have learned in psychology and especially developmental psychology. Think big picture, critical thinking, theoretical type of questions. You might also try to think of other ways that the issues under discussion might be addressed, that is, what sort of experimental design might be more appropriate, but please be sure to offer up constructive criticism, i.e., don't just talk about how the methodology in the paper sucks! I am happy to answer questions of clarification, but these will not count toward your mark. Each day's question will be worth 5 marks toward your overall grade and the best three of the four submitted will count toward your grade. These questions are due by 6 pm day before class so that I can organize them and get them together for the whole class. If you have accommodations for extended time on assignments, you may hand them in at 8 am the day of class-unfortunately I cannot accept them later than that because I will not be able to include them in the lectures and part of the grade is based on what kind of discussion it stimulates in class. The questions will be submitted to me through email at kelleyb@queensu.ca. For the first two classes I will provide the discussion questions to give you an idea of what I am looking for. Here is a rough rubric of how they will be graded:
 - 0=not submitted
 - 2.5 =very basic question of clarification
 - 3.25=good question that gets at important points but doesn't go beyond the article
 - 3.75=good question that gets at important points and goes beyond the basics of the article
 - 4.25=excellent that gets at important points and ties into larger theory
 - 5=incredible insight, outstanding question that absolutely knocks my socks off!
- *Attendance and participation-worth 20%.* You will be expected to attend every class and be engaged in the discussion. I know this is not always easy to do, but it is certainly not impossible! If you do need to be absent, please let me know that you will be absent ahead of time. In the past I have actually taken attendance and made check marks for people every time that they contributed to the discussion, but I found that this led to people just agreeing with what had already been said, just for the sake of getting a check mark. Thus, this mark will be more of a holistic one (though I will take attendance at the beginning, more so that I can get to know your names more than anything else). Thus, if you miss a couple of classes but contribute substantially to the discussion on the remaining days, your mark will remain a good one. I know that not everyone feels comfortable speaking up in class, so if you attend every class and only make the occasional substantial comment, your mark will also remain good. I will try to remain as fair as possible with this mark, and have attendance and participation weigh on it equally. If you have accommodations for not speaking in class and/or missing classes, please let me know and you will be able to do an extra article review assignment to substitute for this mark.

- *Article Review Assignment (40%-best two out of three):* You will read three of the articles provided for the assignments and answer a number of questions (which will be provided with each article) on that article which will ask you to summarize the content, identify strengths and limitations of the research, give alternative interpretations, critique the methods and comment upon how that particular study fits within the larger literature on that topic, etc.. You will only write three of these article reviews, though there will be a choice of 6 articles. Technically you only have to write two, but I highly suggest three unless you're very happy with your grade on the first two. Each of these article reviews will have its own due date listed in the class schedule and will not be accepted late unless you have accommodations for an extension on assignments. If you can't get it in on time, you will have to do another one. We will spend the better part of the first class talking about how to read primary source articles with a critical eye and how to situate them within the larger literature. We will also spend some time talking about plagiarism, as many people have struggled with inadvertent plagiarism in these types of assignments. There will be no do-overs as the university is no longer allowing these. I will warn you that I look at any assignment that has a similarity report over 10%. That doesn't mean that you will be automatically considered to be plagiarizing-if you have 1 or 2 % from a number of different places you'll be fine. But if you have over 3 or 4% from the article you're analyzing, please be sure to rewrite these sections. Each assignment will be worth 30 points and will be multiplied by .67 to be worth 20% of your final grade. It is not mandatory that you do three, but highly suggested. These assignments will be handed into a dropbox in OnQ but will pass through Turnitin.
- *Final Exam-worth 25%.* The final exam will be a take-home exam which will be given to you when you come back after reading week. It will consist of a choice of five short essays from a group of ten that will cover the important themes running throughout the course. This exam will be due by 11:59 pm on Tuesday, December 10th unless you have accommodations for an extension on assignments. If you do not have accommodations or academic considerations, 0.5% of your overall grade (i.e., half a mark out of 25) will be taken off each 24 hours that it is late. The paper will be submitted through OnQ dropboxes and will be run through Turnitin.

Grading Summary

Discussion Questions 15% (best 3 of 4)

Attendance and Participation 20%

Article Assignments 40% (best two of three)

Final Exam 25% (due April 19th at 11:59 p.m.)

Grading Policy

The Psychology Grading Policy, "mixed-marking method," is outlined on the following webpage:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolices/psycgradingpolicy.html>

A full list of Departmental Policies, including exam absences, can be found at:

<http://www.queensu.ca/psychology/Undergraduate/psycdepartmentalpolices.html>

Accommodations for Students with Disabilities

Queen's University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an

equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact the Student Wellness Services and register as early as possible. For more information, including important deadlines, please visit the Student Wellness Services website at: <http://www.queensu.ca/studentwellness/home>

Please contact Tara Karasewich psyc.accom@queensu.ca if you need accommodation for any reason. . It is your responsibility to ensure that your accommodations are on record.

The Senate Policy on Academic Consideration for Students in Extenuating Circumstances 10. Academic Consideration for Students with Extenuating Circumstances Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances that are beyond their control and are interfering with their ability to complete academic requirements related to a course for a short period of time, not to exceed three months. Students receiving academic consideration must meet all essential requirements of a course. The Senate Policy on Academic Consideration for Students in Extenuating Circumstances was approved at Senate in April, 2017 (see

<http://www.queensu.ca/secretariat/sites/webpublish.queensu.ca.uslcwww/files/files/policies/senateandtrustees/AcademicConsiderationsforExtenuatingCircumstancesPolicyFinal.pdf>) Each Faculty has developed a protocol to provide a consistent and equitable approach in dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted at:

<http://www.queensu.ca/artsci/accommodations> Students in other Faculties and Schools who are enrolled in this course should refer to the protocol for their home Faculty. If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following: Tara Karasewich psyc.accom@queensu.ca

Academic Support

All undergraduate students face new learning and writing challenges as they progress through university: essays and reports become more complex; effectively incorporating research into writing becomes more important; the types of assignments become more diverse; managing your time and developing the skills you need to read and think critically gets more challenging. I encourage students to contact Student Academic Success Services (SASS). SASS offers many different ways to receive support:

- Free online or in-person [appointments](#) to get personalized support on writing and academic skills from expert staff and trained peers.
- [Workshops](#) and [drop-in programs](#). SASS' [Events Calendar lists events coming soon](#).
- [Online resources](#) that provide strategies for academic skills and writing development at university.
- If English is not your first language, SASS has specific resources for [English as Additional Language students](#), including weekly programs and EAL academic skills appointments. You can meet on an ongoing basis with an EAL consultant to work on your academic writing, speaking, listening, and reading skills.

Important University Dates

Please visit the [Faculty of Arts and Sciences Sessional Dates website](#) for all academic deadlines.

Academic Integrity

Academic integrity is constituted by the five core fundamental values of honesty, trust, fairness, respect and responsibility (see <http://www.academicintegrity.org>). These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the

values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities: <http://www.queensu.ca/secretariat/senate/policies/princpri/>).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments conform to the principles of academic integrity. **See Academic Regulation 1 *Academic Integrity*** of the Arts & Science Calendar:

<http://www.queensu.ca/artsci/academic-calendars/regulations>.

Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university. *Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a Departure from Academic Integrity.*

Please note that I have had issues in the past with unintended plagiarism with these types of assignments. Please visit these very helpful websites for how to make sure that you are able to write things in your own words:

<https://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing>

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

<https://owl.english.purdue.edu/owl/resource/619/1>

Turnitin Statement

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments to through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment.

A similarity score is the percentage of a document that is similar to content held within the database.

Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy:

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's

Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately 10 hours a week (114 hours per term) in study, listening, attending seminars, reading articles and preparing for the examination for Psyc 450.

CLASS SCHEDULE

Everything you need is under the class schedule which is under the Content tab, then the course description and requirements tab-all lecture notes, movies, articles, and assignments

September 3, 2024: Introduction

Introduction to class, "getting to know you", go over syllabus, discuss expectations and grading, "How to read an article"

September 5, 2024: What is Autism? What is Neurodiversity?

Two videos on autism symptoms

Monk, R., Whitehouse, A. J. O., & Waddington, H. (2022). The use of language in autism research. *Trends in Neurosciences*, 45, 791-793.

September 10, 2024: Broad Overview of Autism

Hodges, H., Fealko, C., & Soares, N. (2019). Autism spectrum disorder: Definition, epidemiology, causes and clinical evaluation. *Translational Pediatrics*, 9, S55-S65. <http://dx.doi.org/10.21037/tp.2019.09.09>

September 12, 2024: Cultural Issues in Autism Diagnosis

de Leeuw, A., Happé, F., & Hoekstra, R. A. (2020). Conceptual framework for understanding the cultural and contextual factors on autism access around the globe. *Autism Research*, 13, 1029-1050. DOI:10.1002/aur.2276

September 17, 2024: Theory: Last Names A-D discussion question 1 due September 16th at 6pm

Happé, F., & Frith, U. (2020). Annual research review: looking back to look forward: Changes in the concept of autism and implications for future research. *Journal of Child Psychology and Psychiatry*, 61, 218-232. DOI: 10.1111/jcpp.13212

September 19, 2024: Theory (cont.) Last Names E-Hi discussion question 1 due September 18th at 6 pm

Bradshaw, J., Schwichtenberg, A. J., & Iverson, J. M. (2022). Capturing the complexity of autism: Applying a developmental cascades framework. *Child Development Perspectives*, DOI:10.1111/cdep.12439

September 24, 2024 Theory (cont.) Last Names Ho-Pa discussion questions 1 due September 23rd at 6pm

Johnson, M. H. (2017). Autism as an adaptive common variant pathway for human brain development. *Developmental Cognitive Neuroscience*, 25, 5-11. <https://doi.org/10.1016/j.dcn.2017.02.004>

September 26, 2024: Cognition Last Names Ph-Z discussion question due 1 September 25th at 6 pm

Kelley, E., & Dodwell, A. (2023). Autism spectrum disorder: Cognition. In: Eisenstat, D.D., Goldowitz, D., Oberlander, T.F., Yager, J.Y. (Eds.) *Neurodevelopmental pediatrics*. (pp.253-268). Springer, Cham.

October 1, 2024: NO CLASS-MONDAY's Classes on Tuesday

October 3, 2024: Language no discussion questions to allow time for article assignment discussion

Vogindroukas, I., Stankova, M., Chelas, E-N., & Proedrou, A. (2022) Language and speech characteristics in autism, *Neuropsychiatric Disease and Treatment*, 18 , 2367-2377, DOI: 10.2147/NDT.S331987

October 8, 2024: Diagnosis Last Names A-D discussion question 2 due October 7th at 6 pm

Brian, J. A., Zwaigenbaum, L., & Ip, A. (2019). Standards of diagnostic assessment for autism spectrum disorder. *Paediatrics and Child Health*, 444-451. DOI:10.1093/pch/pxz117

October 10, 2024: Diagnosis (cont) Last Names E-Hi discussion question 2 due October 9th at 6 pm

Thurm, A., Farmer, C., Salzman, E., Lord, C., & Bishop, S. (2019). State of the field: Differentiating intellectual disability from autism spectrum disorder. *Frontiers in Psychiatry*, 10. DOI:10.3389/fpsyt.2019.00526

Article Assignment #1 due October 11th at 11:59 pm. Questions Available in Course Schedule

Su, P. L., Rogers, S. J., Estes, A., & Yoder, P. (2021). The role of early social motivation in explaining variability in functional language in toddlers with autism spectrum disorder. *Autism*, 25(1), 244-257. <https://doi.org/10.1177/1362361320953260>

NO CLASS READING WEEK

October 22, 2024: Discussion of Final Exam and Article Assignments

October 24, 2024: Early interventions Last Names Ho-Pa discussion question 2 due October 23rd 6 pm

Sandbank, M., Bottema-Beutel, K., Crowley, S., Cassidy, M., Dunham, K., Feldman, J. I., Crank, J., Albarran, S. A., Raj, S., Mahbub, P., & Woynaroski, T. G. (2020). Project AIM: Autism intervention meta-analysis for studies of young children. *Psychological Bulletin*, 146, 1-29. <http://dx.doi.org/10.1037/bul.0000215>

Article Assignment #2 due October 25th at 11:59 pm. Questions Available in Course Schedule

van't Hof, M., Tisseur, C., van Barckleear-Onnes, I., van Nieuwenhuyzen, A., Daniles, A. M., Deen, M., Hoek, H. W., & Ester, W. A. (2021). Age at autism spectrum disorder diagnosis: A systematic review and meta-analysis from 2012-2019. *Autism*, 25, 862-873. DOI:10.1177/1362361320971107

October 29, 2024: Educational Interventions Last Names Ph-Z discussion q. 2 due Oct. 28th at 6 pm

Odom, S. L., Hall, L. J., Morin, K. L., Kraemer, B. R., Hume, K. A., McIntyre, N. S., Nowell, S. W., Steinbrenner, J. R., Tomaszewski, G., Sam, A. M., & DaWalt, L. (2021). Educational interventions for children and youth with autism: A 40-year perspective. *Journal of Autism and Developmental Disorders*, 51, 4354-4369. <https://doi.org/10.1007/s10803-021-04990-1>

October 31, 2024: Epidemiology Last Names A-D discussion question 3 due October 30th at 6 pm

Zeiden, J., Fombonne, E., Scovah, J., Ibrahim, A., Durkin, M. S., Saxena, S., Yusuf, A., Shih, A., & Elsabbagh, M. (2022). Global prevalence of autism: A systematic review update. *Autism Research*, 15, 778-790. DOI:10.1002/aur.2696

November 5, 2024: Gender Differences and Camouflaging Last Names E-Hi q.3 due Nov. 4th at 6 pm

Hull, L., Petrides, K. V., & Mandy, W. (2020). The female autism phenotype and camouflaging: A narrative review. *Review Journal of Autism and Developmental Disorders*, 7, 306-317. <https://doi.org/10.1007/s40489-020-00197-9>

November 7, 2024: Gender Diversity Last Names Ho-Pa discussion question 3 due Nov.6th at 6 pm

Bouzy, J., Brunelle, J., Cohen, D., & Condat, A. (2023). Transidentities and autism spectrum disorder : A systematic review. *Psychiatry Research*, 323,115176. <https://doi.org/10.1016/j.psychres.2023.115776>

Article Assignment #3 due November 8th at 11:59 pm Questions Available in Course Schedule

Del Bianco, T., Mason, L., Lai, M-C., Loth, E., Tillmann, J., Charman, T., Hayward, H., Gleisel, T., Buitelaar, J. K., Murphy, D. G. M., Baron-Cohen, S., Bölte, S., Johnson, M. H., Jones, E. J. H., & The EU-AIMS LEAP group (2022). Unique dynamic profiles of social attention in autistic females. *Journal of Child Psychology and Psychiatry*, 63, 1602-1614. DOI:10.1111/jcpp.13630

November 12, 2024: Sensory Differences Last Names Ph-Z discussion question 3 due Nov. 11th at 6 pm

He, J. L., Williams, Z. J., Harris, A., Powell, H., Schaaf, R., Tavassoli, T., & Puts, N. A. J. (2023). A working taxonomy for describing the sensory differences in autism. *Molecular Autism*, 14:15. <https://doi.org/10.1186/s13229-022-00534-1>

November 14, 2024: Motor Differences Last Names A-D discussion question 4 due Nov. 13th at 6 pm

Zampella, C. J., Wang, L. A. L., Haley, M., Hutchinson, A. G., & de Marchena, A. (2021). Motor skill differences in autism spectrum disorder: A clinically-focused review. *Current Psychiatry Reports*, 23, <https://doi.org/10.1007/s11920-021-01280-6>

November 19, 2024: Bullying Last Names E-Hi discussion question 4 due Nov. 18th at 6 pm

Park, I., Gong, J., Lyons, G. L., Hirota, T., Takahashi, M., Kim, B., Lee, S-Y., Kim, Y. S., Lee, J., & Leventhal, B. L. (2020). Prevalence of factors associated with school bullying in students with autism spectrum disorder: A cross-cultural meta-analysis. *Yonsei Medical Journal*, 61, 909-922. <https://doi.org/10.3349/jmj.2020.61.11.909>

Article Assignment #4 due November 19th at 11:59 pm Questions Available in Course Schedule

Kojovic, N., Hadid, L. B., Franchini, M., & Schaer, M. (2019). Sensory processing issues and their association with social difficulties in children with autism spectrum disorder. *Journal of Clinical Medicine*, 8, 1508. DOI:10.3390/jcm.8101508

November 21, 2024: Co-Occurring Conditions Last Names Ho-Pa dis. Question 4 due Nov. 20th at 6 pm

Mutluer, T., Genç, H. A., Morey, A. O., Eser, H. Y., Ertinmaz, B., Can, M., & Munir, K.(2022). Population-based psychiatric comorbidity in children and adolescents with autism spectrum disorder: A meta-analysis. *Frontiers in Psychiatry*, 13, e856208. DOI:10.3389/fpsy.2022.856208.

November 26, 2024: Co-Occurring Conditions (cont.) Last Names Ph-Z q. 4 due Nov. 25th at 6 pm

Eaton, C., Roarty, K., Doval, N., Shetty, S., Goodall, K., & Rhodes, S. M. (2023).The prevalence of attention-deficit/hyperactivity disorder symptoms in children and adolescents with autism spectrum disorder: A systematic review. *Journal of Attention Disorders*. DOI:10.1177/10870547231177466

Article Assignment #5 Due November 26th at 11:59 pm Questions Available in Course Schedule

Tipton-Fisler, L. A., Rodriguez, G., Zeekyk, S. M., & Blacher, J. (2018). Stability of bullying and internalizing problems among adolescents with ASD, ID, or typical development. *Research in Developmental Disabilities*, 80, 131-141.<https://doi.org/10.1016/j.ridd.2018.06.004>

November 28, 2024: Autistic Strengths makeup questions due November 27th at 6 pm

Bury, S. M., Hedley, D., Uljarević, M., & Gal, E. (2020). The autism advantage at work: A critical and systematic review of current evidence. *Research in Developmental Disorders, 105*, <https://doi.org/10.1016/j.ridd.2020.103750>

December 3, 2024: Another discussion of final exam

Article Assignment #6 Due December 3rd at 11:59 pm Questions Available in Course Schedule

Rødgaard, E-M., Jensen, K., Miskowiak, K. W., & Mottron, L. (2021). Autism comorbidities show elevated female-to-male odds ratios and are associated with age of first autism diagnosis. *Acta Psychiatrica Scandinavica, 144*, 475-486. DOI:10.1111/acps.13345

Final Exam Due December 10th at 11:59 pm Questions Available in Course Schedule