

**Yale Child Study Center and Yale College
Autism and Related Disorders: Seminar and Practicum
Child Study Center 350 - Psychology 350
Fall Semester 2014-2015**

Instructors:

James McPartland, Ph.D. (james.mcpartland@yale.edu)
Fred Volkmar, M.D. (fred.volkmar@yale.edu)
Yale Child Study Center Faculty
Benhaven and Chapel Haven Staff

Teaching Fellow:

Ben van Buren (benjamin.vanburen@yale.edu)

Course Website:

<http://info.med.yale.edu/chldstudy/autism/class>
<http://class.autism.fm>

Location:

First meeting (Sept. 2): Donald J. Cohen Auditorium
Yale Child Study Center (entrance at 230 S. Frontage Road, make a right, take stairs to next floor up, E Floor)
Subsequent meetings: Child Study Center Senn Conference Room (230 S. Frontage Road, Ground floor #132)

Meeting time:

Tuesdays, 3:30 p.m. to 5:00 p.m.
3 hour weekly practicum, flexible timing

Description:

This weekly seminar focuses on autism and related disorders of socialization. Autism is an early onset neurodevelopmental disorder impacting socialization, communication and learning. Current epidemiological data suggest a prevalence of approximately 1 individual with this disability per 68 (if it is broadly defined). This seminar brings together clinical practice and research within the context of a developmental psychopathology framework. It consists of a series of seminars on major topics in etiology, diagnosis and assessment, treatment and advocacy, and social neuroscience methods and covers infancy through adulthood. It is intended to provide both an overview of the topic and supervised experience in the form of placement in a school or residential unit for individuals with autism spectrum disorders (Benhaven and Chapel Haven). Prior completion of an introductory psychology course is recommended. Enrollment is generally limited to juniors and seniors unless space is available. CONSENT OF INSTRUCTOR IS REQUIRED (space is limited to 15 students).

Please note that this syllabus is not final; lecture topics, speakers, and readings may change. Any updates will be posted on the course website and Classes*v2 and will be communicated during seminar.

Important deadlines:

Wednesday, September 3 rd	Admission essay due by 5:00 p.m.
Monday, September 8 th	Students notified of admission to class
Wednesday, September 10 th	Practicum preferences due by 5:00 p.m.
Monday, September 15 th	Students notified of practicum placement
Monday, September 29 th	Practicum reaction paper due by 5:00 p.m.
Monday, October 27 th	Final paper proposal due by 5:00 p.m.
Tuesday, November 18 th	Last day to submit draft of final paper for feedback
Friday, December 5 th	Final paper due by 5:00 p.m.

Lecture schedule:

<u>Date</u>	<u>Presenter(s)</u>	<u>Topic(s)</u>
1. September 2	James McPartland, Ph.D. Fred Volkmar, M.D.	Introduction to seminar and to autism
2. September 9	Chapel Haven and Benhaven Staff	Overview of programs and placement options
3. September 16	<u>3:30-5:00:</u> Pamela Ventola, Ph.D. <u>5:00-6:00:</u> Stephen Simonson	Clinical assessment and diagnosis Physical and psychological management training
4. September 23	Michael Powers & Mark Palmieri	Behavioral assessment and treatment
5. September 30	James McPartland, Ph.D.	Social behavior and brain development
6. October 7	Kasia Chawarska, Ph.D.	Early development
7. October 14	Brent Vander Wyk, Ph.D.	Brain structure and function
8. October 21	Fred Shic, Ph.D.	Applications of technology
9. October 28	Ariella Ritvo, Ph.D.	Adulthood
10. November 4	Abha Gupta, M.D., Ph.D.	Genetics
11. November 11	Alison Singer, M.B.A.	Parental perspective
12. November 18	Individual with ASD	First personal account
November 25	<i>No meeting</i>	<i>Thanksgiving holiday</i>
13. December 2	Fred Volkmar	Treatment and outcome

Communicating with instructors:

Electronic communication is preferred. Please always place the words, *autism seminar*, in the subject line of your email and always copy the Teaching Fellow to ensure a prompt response. In the event of an urgent inquiry that cannot be responded to by the Teaching Fellow, please contact Rosemary Serra at rosemary.serra@yale.edu or at (203) 785-5759.

Submitting written assignments:

All written assignments, including the course admission essay, should be e-mailed as **attached Word documents** to both the Teaching Fellow and Dr. McPartland. Include your name and e-mail address in the document title and header of submitted documents.

Course admission:

The seminar will be limited to 15 students because of the limited availability of practicum placements. Selection will be based on (a) specific criteria with priority given to seniors and juniors and (b) submission of a short essay to be completed shortly after the introductory lecture. Decisions regarding admission will be made promptly. We will give preference to students with a personal interest (e.g., siblings) and those who tried to enroll in the course previous semesters. The various placements will be discussed in class.

In the short initial paper tell us:

- Why are you interested in autism?
- Tell us about yourself (major, year, interests, future goals).
- Any additional special reasons for taking the seminar?
- Do you have transportation (a car or access to a car)?

Admitted students will be notified and asked to confirm enrollment by the following day. Students not admitted will be notified as soon as enrollment is finalized and are encouraged to reapply in Spring.

Readings:

There will be one or more reading(s) per session, which are posted on the website for this course. Lecturers are instructed to allow time for group discussion in each meeting. Students are expected to have completed the week's readings prior to seminar.

Grading:

Course grades will be based on attendance and participation in both class and practicum placements, as well as the papers (the final paper is weighted most heavily).

Practicum placements:

By the deadline specified above, e-mail your preference for placement to the Teaching Fellow. All students will receive placements at Benhaven or Chapel Haven. Notification of placement will be delivered by e-mail, and students are expected to be in contact with their placement site to arrange a visit that week. Practicum placements continue through the semester until reading period starts. Practicum site visits should not take place during reading period or beyond unless special arrangements have been made with the instructors and practicum site.

Benhaven is located in North Haven and Wallingford, Chapel Haven is a relatively short bus/taxi ride from campus (on Whalley Avenue). Those students who have their own transportation are encouraged to use it to get to their weekly placement. Those students who do not have transportation should make alternative arrangements (e.g., a cab), keep receipts of payments, and then provide them to Charlton Daye for reimbursement. We must have your name, social security number, and dated receipt. Mr. Daye's phone number is (203) 785-4841, and his e-mail contact is charlton.daye@yale.edu. His office is in room G75.

Practicum at Benhaven (Stephen Simonson, Linda Grimm, and Karen Helene):

Benhaven has a distinguished history of serving children, adolescents, and adults with autism and their families. The practicum experience at Benhaven has been repeatedly mentioned by students over the years as one of the central aspects of this seminar. Students are expected to follow closely the instructions provided by Benhaven personnel and the course instructors in order to both make maximal use of this experience and to help personnel there while introducing minimal disruption to the ongoing activities. Each student placed at Benhaven will have a contact person there. If, for any reason, the student is unable to make it to their weekly placement, this contact person, as well as the Teaching Fellow and Dr. McPartland, must be notified by phone or e-mail. Personnel at Benhaven will orient the students placed there regarding special circumstances (e.g., how to be helpful during outings, what to do in certain situations at school and at the residences).

Guidelines for student interns, as well as a link to directions and relevant contact information, at Benhaven School and Residential Placements are appended to this syllabus.

Practicum at Chapel Haven (Ginny Hodge and Jessica Gale):

Chapel Haven also has a distinguished history of serving young adults with developmental disabilities. A new model program was recently created for young adults with higher functioning autism spectrum disorders who are transitioning from school to adult life. Students are expected to follow closely the instructions provided by Chapel Haven personnel and the course instructors in order to both make maximal use of this experience and to help personnel there while introducing minimal disruption to the ongoing activities. Each student placed at Chapel Haven will have a contact person there. If, for any reason, the student is unable to make it to their weekly placement, this contact person, as well as the Teaching Fellow and Dr. McPartland, must be notified by phone or e-mail. Personnel at Chapel Haven will orient the students placed there regarding special circumstances (e.g., how to be helpful during outings, what to do in certain situations at school and at the residences).

Guidelines for student interns, as well as a link to directions and relevant contact information, at the Chapel Haven Placement are appended to this syllabus.

Papers and Grades

There are two short papers and a longer term paper. The term paper is the major mechanism for assigning a grade at the end of the semester, though short papers, feedback from placements, and classroom participation will also be considered.

Practicum response paper

By the date specified above, please submit a short (1 page) paper describing your practicum experience. We want to know a) that you've made your placement at least once and b) that you have reflected on what you expected to see and what you saw.

Final paper proposal

By the date specified above, please submit a maximum 2-page Word document detailing plans for your final paper. It is essential that this proposal makes clear a thesis that will be advanced or question that will be addressed in your paper; straightforward summaries of the literature are not acceptable for the final paper, and we want to see your emerging thesis in this proposal. The proposal should cite at least five empirical research papers to demonstrate that there is adequate support for your proposal in the literature. The Teaching Fellow will be available to help you decide upon a topic.

Final paper

By the date specified above (the last day of regular semester before start of reading period), please submit a 10- to 15-page essay, double-spaced (not including references). The final paper must follow the proposal submitted mid-term. Use American Psychological Association (APA) format for your in-text citations and references. If you are unfamiliar with this format, refer to the "Publication Manual of the American Psychological Association." Paper references must rely on peer-reviewed scientific journal articles. These papers should serve as a major source of information for your project.

Papers will be evaluated in terms of:

1. Quality of scholarly literature review (focus on scientific articles, sufficient depth and breadth, thoughtful analysis)
2. Clarity of thesis (cohesive, well-organized)
3. Formatting (references in APA format, double-spaced)
4. Mechanics of writing (thesis stated, introduction and conclusion, complete sentences, spelling, grammar)
5. Creativity is a bonus!

The instructors and teaching fellow are available to review drafts until two weeks prior to the final paper due date. In other words, it will not be possible to obtain feedback on paper drafts submitted after the date specified above.

Reading list:

Lecture 1: Introduction to seminar and to autism

Volkmar, F.R., & Wiesner, L. (2009) Chapter 1: What is autism? In *A Practical Guide to Autism*. Wiley, pp. 1-24.

Volkmar, F.R., & Wiesner, L. (2009) Chapter 2: What causes autism? In *A Practical Guide to Autism*. Wiley, pp. 25-44.

Lecture 2: Overview of programs and placement options

Volkmar, F.R., & Wiesner, L. (2009) Chapter 5: An overview of educational programs. In *A Practical Guide to Autism*. Wiley, pp. 119-148.

Volkmar, F.R., & Wiesner, L. (2009) Chapter 8: Working with school-aged children. In *A Practical Guide to Autism*. Wiley, pp. 233-276.

Lecture 3: Clinical assessment and diagnosis; Physical and psychological management training

Klin, A., Saulnier, C., Tsatsanis, K., & Volkmar, F.R. (2005), Clinical evaluation in autism spectrum disorders: psychological assessment within a transdisciplinary framework. In Volkmar, F.R., Paul, R., Klin, A., & Cohen, D.J. (Eds.), *Handbook of Autism and Pervasive Developmental Disorders* (pp. 772-798). New York: Wiley (Chapter 29).

Lecture 4: Behavioral Assessment and Treatment

Powers, M.D., Palmieri, M.J., D'Eramo, K.D., and Powers, K.M. (2011). Evidence-based treatment of behavioral excesses and deficits for individuals with Autism Spectrum Disorders. In B. Reichow, P. Doehring, D. Cicchetti and F. Volkmar (Eds.), *Evidence-based practices and treatments for children with autism* (pp. 55-92). New York: Springer.

Volkmar, F.R., & Wiesner, L. (2009). Chapter 14. In *A Practical Guide to Autism*. Wiley, pp. 87-117.

Lecture 5: Social behavior and brain development

McPartland, J., Wu, J., Bailey, C., Mayes, L., Schultz, R. & Klin, A. (2011). Atypical neural specialization for social percepts in autism spectrum disorder. *Social Neuroscience*, 6(5-6), 436-451.

McPartland, J. & Pelphrey, K. (2012). The implications of social neuroscience for social disability. *Journal of Autism and Developmental Disorders*, 42(6), 1256-1262.

Lecture 6: Early Development

Readings TBD

Lecture 7: Brain structure and function

Readings TBD

Lecture 8: Applications of Technology

Readings TBD

Lecture 9: Adulthood

Ritvo, A. et al. (2011). The Ritvo Asperger Diagnostic Scale-Revised (RAADS-R): A scale to assist the diagnosis of autism spectrum disorder in adults: An international validation study. *Journal of Autism and Developmental Disorders*, 41, 1076-1089.

Wing, L. (1981). Asperger's syndrome: A clinical account. *Psychological Medicine*, 11, 115-129.

Lyons, V. & Fitzgerald, M. (2007). Asperger (1906-1980) and Kanner (1894-1981), the two pioneers of autism. *Journal of Autism and Developmental Disorders*, 37, 2022-2023.

Wing L. (2005). Reflections on opening Pandora's Box. *Journal of Autism and Developmental Disorders*, 35, 197-203.

Lecture 10: Genetics

Persico AM, Napolioni V (2013) Autism genetics. *Behavioral and Brain Research* 251:95-112.

Lecture 11: Parental perspectives and advocacy

Volkmar, F.R., & Wiesner, L. (2009) Chapter 4: Getting Services. In *A Practical Guide to Autism*. Wiley, pp. 87-117.

Offit, P. A. (2008). Chapter 9: Science and the media; Chapter 10: Science and society. In *Autism's false prophets : Bad Science, Risky Medicine, and the Search for a Cure*. New York: Columbia University Press.

Lecture 12: First personal account

Volkmar, F. R., & Cohen, D. J. (1985). The experience of infantile autism: A first-person account by Tony W. *Journal of Autism and Developmental Disorders*, 15(1), 47-54.

Lecture 13: Treatment and Outcome

Volkmar, F.R., & Wiesner, L. (2009) Chapter 9: Adolescence, Adulthood, and the Future. In *A Practical Guide to Autism*. Wiley, pp. 119-148.

Benhaven School: Guidelines for Yale Student Interns

Location:

125 North Plains Industrial Road
Wallingford, CT 06492
<http://www.benhaven.org>

Contact: Karen Helene (203-793-1905; khelene@benhaven.org)

- ❖ Please review the openings at the school. Please note morning period is 9:30-12:30 and afternoon period is 1:30-4:00. Times are not flexible.
- ❖ There are limited slots. These will be assigned on a first come, first serve basis. Understand that you may not be able to get your first choice. Once you have been assigned a time/classroom, it cannot be changed.
- ❖ When you commit to a day/time, you also need to indicate the first day you will start and what your last day will be, so we may plan our schedules accordingly.
- ❖ Please share your school vacation time with Nancy Cloutman when you start so classrooms may plan accordingly.
- ❖ Please check benhaven.org, channel 30, channel 8 or channel 3 (local NBC, ABC and CBS stations) or their respective websites on inclement days to see if Benhaven School is closed.
- ❖ If you are going to be absent for any reason Benhaven needs to know as soon as possible and no later than 8am the morning of the day you will be absent.
- ❖ Please contact the teacher of the classroom you will be working in prior to your start date. This call will provide you with important information about what you will be doing and seeing.

Benhaven Residences: Guidelines for Yale Student Interns

Contact: Stephen Simonson (203 239-6425 x 306; smsimonson@benhaven.org)

Residential assignment

1. Contact Stephen Simonson by email Smsimonson@benhaven.org or phone 239-6425 ext 306 to address any concerns. During the class when Benhaven presents, Stephen will distribute a hard copy of available slots in the residential program. Yale students will coordinate with the Teaching Fellow to fill the available slots.
2. When you commit to a day/time, let your house manager know your first and last day, so we may plan our schedules accordingly. Please share your school vacation time with the house in the first two weeks of your assignment for planning purposes.
3. If you are going to be absent for any reason, Benhaven needs to know as soon as you know this and preferably by noon of the day you will not be coming in. This will be communicated to the home.
4. On your first day we will seek to have you meet with the teacher and or manager of the home you will be working in so you can get some important information about what you will be seeing and doing.

The Teaching Fellow should be cc-ed on communications regarding the students

Benhaven contact information:

Johnson House Manager is Theresa Coyle wk # 234-1904; TCoy1@cox.net; or TCoy1@benhaven.org

Address: 187 Half Mile Road, East Haven, Ct. 06473

Northside House Manager is Mary Melone wk 239-6425 ext 304;
Marymelone@comcast.net

Address: 141 Half Mile Road, North Haven, Ct. 06473

Oliver Road House Manager is Sam Rankewitz wk# 387-7231; sammyrenk@gmail.com

Address: 342 Oliver Road, New Haven, Ct. 06515

Debra Lane House Manager is Saif Hassan wk# 776-5866; shassan@gmail.com

Address: 42 Debra Lane, North Haven, ct. 06473

Marlen Drive House Manager is Jennifer Bodyk wk# 239-6425 ext 302;

jbodyk@benhaven.org Address: 17 Marlen Drive, North Haven, CT. 06473

Nakash House Manager is Sue Turek wk# 239-6425 ext 311; sturek@benhaven.org;

Address: 187 Half Miler Road, North Haven, Ct. 06473

Directions to Benhaven Residences: Northside, Johnson and Nakash

From 91: Get off at exit 9 (Montowese Avenue) and bear right at the bottom of the exit ramp. Take a right at the first traffic light onto Montowese Avenue. Go to the third traffic light and take a left onto Middletown Avenue. Go approximately ½ mile. There will be florist green houses on the left. Immediately after the greenhouses, take a right onto Half Mile Road. Approximately 1 mile up the road, Benhaven property will be on the left side of the road.

The first property is 141 Half Mile Road, the steep driveway leads to Northside House.

If you go 1/4th mile further down Half Mile Road At the Benhaven sign (187 Half Mile Road), turn left into the driveway. Park anywhere and go to Johnson House which is the right wing of the duplex closest to the road. Nakash is the right wing of the building furthest from the road

**342 Oliver Road (above Yale Bowl)
New Haven, CT 06515
(203) 387-7231**

From 91: Exit 1, last exit off highway onto Frontage Road (Route34). Stay on Frontage Road, through stop signs and stop lights, until you can go no further. At this point, Frontage Road intersects Ella Grasso Boulevard. Turn right onto Ella Grasso Boulevard, then take your first left. This is Route34 (Derby Avenue). Stay on Route34 to second right, Central Avenue. Turn right onto Central Avenue. Take the second left onto Oliver road. Go about 1/4 mile. #342 is a grey house on the left side of the street. Oliver Road is very near the soccer fields and the Yale Bowl

**42 Debra Lane
North Haven, CT 06473
(203) 776-5866**

From 91: get off at Exit 9 (Montowese Avenue) and bear right at bottom of the exit ramp. Take a right at the first traffic light onto Montowese Avenue. Go to the third traffic light and take a right onto Middletown Avenue. Follow Middletown Avenue to the intersection of Quinnipiac Avenue. (There is a small shopping center on the left). Bear left onto Quinnipiac Ave. Continue on Quinnipiac for approximately ¼ mile. Take the first left onto Cindy Lane and turn right onto Debra Lane. Continue to end of street. Debra Lane, #42, is on the right, a brown house at the top of the hill.

Chapel Haven ASAT Program: Guidelines for Yale Interns

Directions to Chapel Haven (Chapel Haven is in walking distance of campus):
http://www.chapelhaven.org/_contact_/index.asp

Contact: Jessica Gale (phone 203-397-1714 ext. 138) (jwgale@chapelhaven.org)

1. Please complete the attached questionnaire and email it to Jessica Gale at jwgale@chapelhaven.org and Ginny Hodge at vhodge@chapelhaven.org.
2. Please plan to attend an orientation session on a date to-be-specified. The orientation will be held on Chapel Haven's campus, and will last 2-3 hours. The address is 1040 Whalley Avenue. The orientation process will include filling out the necessary paperwork, followed by a description of our program and suggestions for working successfully with our students. We will conclude with a meet and greet with our students and staff members. Please bring with you 2 forms of identification (one must be a State ID or Driver's license; the other needs to be a birth certificate or Social Security card). We need this information in order to run a background check and complete your file.
3. At the orientation session, you will be assigned a Chapel Haven staff member who will be your primary contact during your internship. Please be sure to share any school holiday/vacation times with this staff member within the first two weeks of your internship.
4. If you are going to miss or be absent from any of scheduled days/times, please contact the program staff at the residence you are assigned to for that day. You can speak with any staff member and ask them to relay this information.
5. If for any reason you are unable to attend the orientation session, please contact Jessica Gale as soon as possible to schedule an alternate orientation.

**Chapel Haven ASAT Program
Yale Intern Questionnaire**

Name: _____ **Date:** _____

Email Address: _____

Phone Number: _____

Area of Study: _____

(Circle one) Freshman, Sophomore, Junior, Senior, Graduate Student

Special Interests, Hobbies:

Experience with Individuals with Autism Spectrum Disorders (ASD):

Weekly Availability – please indicate which of these times you are available:

- Tuesday 9 – 12**
- Tuesday 1 – 4**
- Wednesday 9 – 12**
- Wednesday 1 – 4**
- Thursday 9 – 12**
- Thursday 1 – 4**
- Friday 9 – 12**
- Friday 1 – 4**
- Friday 6 - 9**
- Saturday 11 – 2**
- Saturday 6 – 9**

TRAVEL REIMBURSEMENT FORM

Please fill this form out and submit to Charlton Daye in room G75. Be sure to attach your original receipts. The Business Office will contact you within one week of your submission to issue you a reimbursement.

Refunds cannot be processed if the receipts are older than 60 days. No exceptions.

Name: _____

E-Mail Address: _____

Phone Number: _____

Facility Name & Town: _____

** Please note: We do not need your Yale ID or SS# to complete this reimbursement.*

Please call (203) 785-4841 or email charlton.daye@yale.edu with any questions.