University of MONTANA

THE SCHOOL OF
Speech, Language, Hearing, &Occupational Sciences

CSD 396: Supporting Autism Inclusion on Campus

Spring 2023 | 2 credits | Service Learning | CRN 32485 |Thursdays 2:00-3:30 | Room 073 Curry

Contact Information

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Appointments:	By arrangement

Covid 19 Information

As UM returns to primarily face-to-face classes, we anticipate most students will attend classes in person. If you need a COVID-related accommodation in order to attend class, email the Office of Disability Equity at ODE@umontana.edu. ODE will work with you and your advisor on a case-by-case basis. Please refer to the Provost's webpage for additional COVID-related resources for mental health, academic support, and updates. You may also visit the Curry Health webpage for symptom and health information related to COVID.

Land Acknowledgement

The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for the generations to come.

Course Catalogue Description

Prerq., junior or senior Standing, consent of instruct., and application required. This course educates students about autism in adults. The didactic portion addresses executive functioning and social needs. The service learning portion allows direct mentorship to people on campus with autism and related disorders.

Welcome from the Instructor:

Welcome to Supporting Autism Inclusion on Campus! This course offers an exciting opportunity to learn about our community members with autism and related disorders and how to support them.

This hands-on experience will provide foundation skills for your future as a speech language pathologist or audiologist while learning about the most prevalent low-incidence disability, autism.

1 in 44 people are being diagnosed with autism. As people with autism spectrum disorder (ASD) are graduating high school, they have access to the same choices as their peers: college or career. Regardless of their choice, some people will need extra support particularly in the areas of executive functioning and social skills. Both of these areas fall into the scope of practice of speech, language, pathologists but are also addressed by our specialized counterparts such as occupational therapists, counselors, special educators, and the like. We welcome you to this collaborative endeavor to support your neuro-diverse peers as they transition into the independence of adulthood.

Sincerely,

Dr. Schoffer Closson

Course Format
CDS 396 will meet weekly for 1.5 hours for didactic learning and resource sharing. Each participant will be assigned a peer mentee or related task and will meet with them weekly and participate in social functions with them. Students may also support this program through other activities such as community education and support or other creative works.

Each student must earn at least 15 service hour a semester. Service Learning students work in the DeWit RiteCare Speech, Language, and Hearing Clinic to connect service work to the larger themes of their education. Service learning is one of the surest ways of creating a thoughtful, well-rounded student with a vested interest in both their own future and that of the world in which they live.

UM defines service learning as a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community.

At its best, service learning enhances and deepens students' understanding of speech-language pathology by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.

Course Rationale:
Students will develop their understanding of autism and related disorders and how neuro-diversity impacts their ability to function within traditional systems. Using their skills as expert students, mentors will provide support in areas as requested by the mentee that will involve executive functioning, social skills, and independent living. In return, students with ASD will be provided a richer and supported campus experience with the hopes of retention and graduation.

Course Description:

This course is a service learning course. Beyond the in-class learning, students will provide a minimum of 15 hours support to people in our community with autism or related disorders. This course is designed to provide hands-on experience while learning about one of the most prevalent disorders of our generation.

Course Objectives

The student will:

1. Students will develop their understanding of executive functioning skills and how they apply to college and career success.
2. Students will develop their understanding of social skills and how it relates to relationships and college and career success.
3. Students will learn how to advocate for neuro-diversity and the value of the non-traditional thinker.
4. Students will develop the awareness of loneliness experienced by people with ASD and how to strategize to combat these challenges.
5. Students will be active participants in social experiences modeling and shaping social behavior to support future successful social interactions.
6. Students will engage in community based opportunities that will result in the support and advocacy for people with ASD and neuro-diversity.
7. Students will learn about the value of interprofessional training to support people with autism.
8. Students will learn about the integration of behavioral health in the service provision of people with autism.
9. Students will learn about the social determinants of health as related to people with autism.
10. Students will develop their cultural competency and understanding as autism as a culture and other overlapping cultures.
11. Students will learn about practice transformation through the provision of evidence based practices specific to autism.
12. Students will learn about current and emerging health issues for people with autism.

Course Guidelines and Policies

Class Attendance Policy

Students are expected to attend all sessions and are responsible for any content that is missed because of absence. If you are unable to attend a class, please email your instructor ahead of time requesting to be excused. Students are expected to participate during all class meetings and complete all assignments on time.

Study Commitments

This is a 2-credit class. Conventional wisdom dictates that during a regular semester, one should spend 2-3 hours of time outside class for every credit. Obviously, there is some variation between students. Some will need to spend more time, while others will be able to complete their work in less. The time you put into this course should be spent completing the required reading, reflecting on your reading, discussing readings among your peers, and completing your assignments.

Occupational Health and Safety

Students are provided instruction regarding confidentiality and privacy including HIPAA (health insurance portability and accountability act). Students are provided instruction regarding universal precautions and personal safety in clinical settings.

If students have concerns about their safety or well-being or that of their client(s), they are required to disclose to the director.

Required Textbooks

This course will utilize open source materials. The requirement bestowed upon the students is a background check that will come at their cost. A background check performed within the last year is acceptable for this course.

Independent Knowledge & Access to:

Sufficient internet speed/bandwidth, Word processing, PDF converter, Flipgrid, Video Recording (e.g., phone, computer), screen recording (e.g., screencast-o-matic, computer's internal camera), PPT voice over, Zoom, upload to YouTube, Loom, Moodle, and TedTalk. When facing difficulty using technology, contact IT Help (406) 243-4357.

Absences

Students must notify Dr. Schoffer Closson of serious circumstances that result in a missed exam or final in order to be considered for rescheduling. Should an unforeseen event such as hospitalization or family emergency result in missing an exam, students must consult with Professor Closson regarding possible accommodations to be determined at the discretion of the instructor; furthermore, students may be asked to provide written verification of the circumstances.

Late assignments

Work submitted late will result in the reduction of 2 points *per day* the assignment is late. Students are encouraged to turn assignments in on time.

Technology Expectations

Students will be required to have the ability to access Moodle. Please refer to the following document for basic system requirements: Basic Minimum System Requirements for Moodle

Academic Honesty

Students are expected to adhere to academic conduct policies of the University of Montana as explained in Article IV of your University of Montana Student Conduct Code: "Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. Academic misconduct is defined as all forms of academic dishonesty, including but not limited to: (1) plagiarism, (2) misconduct during an examination or academic exercise, (3) unauthorized possession of examination or other course materials, (4) tampering with course materials, (5) submitting false information, (6) submitting work previously presented in another course, (7) improperly influencing conduct, (8) substituting, or arranging substitution, for another student during an examination or other academic exercise, (9) facilitating academic dishonesty, and (10) Altering transcripts, grades, examinations, or other academically related documents."

Plagiarism/Academic Conduct/Student Code of conduct

Plagiarism is further defined in the University of Montana's Student Conduct Code as "Representing another person's words, ideas, data, or materials as one's own." Students must acknowledge the work of others using appropriate referencing procedures as described in the APA Manual. Students may be penalized for plagiarism under academic misconduct policies, which may include disciplinary sanctions, suspension, or expulsion.

Submission of work taken directly from another source (e.g., lesson plan copied from a book, the Internet, or material developed by another student) will be considered plagiarism and grounds for no credit on the assignment unless properly credited. Students are encouraged to use a variety of resources in obtaining ideas and illustrations that will help complete assignments. See the APA Guide (7th edition) for the correct method to cite other authors' work. Another useful resource I strongly recommend is The Purdue OWL.

Disability Modifications

The Equal Opportunity and Affirmative Action Office and the Office for Disability Equity (ODE) support the University of Montana in assuring equal access to instruction through collaboration between students with disabilities, instructors, and ODE. If you have a disability that adversely affects your academic performance, and you have not already registered with ODE, please contact ODE in the Lommasson Center 154, 406.243.2243, or ode@umontana.edu . I will work with you and ODE to provide an appropriate modification.

COVID-19 Remote Attendance Accommodation

For the fall 2020 semester, the University of Montana will offer a remote or a blended/hybrid mode of teaching and learning in many courses. However, some courses will be taught in face-to-face instruction. For those who are at an increased risk for severe illness from COVID-19, students may submit their remote attendance accommodation requests for the face-to-face or the blended/hybrid courses. For more information, visit Remote Attendance.

Student Resources

Please see the course Moodle shell for a list of campus resources available to help students be successful across UM courses. UM provides a wide range of supports for tutoring, financial, and personal development. The UM Diversity Center has a comprehensive list of resources on its webpage.

Diversity Statement

Your experience in this class is important to me. I welcome individuals of all backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, races, national origins, religious affiliations, sexual orientations, ages, abilities, and other visible and nonvisible differences. Please know that I will gladly honor your request to address you by an alternate name or gender pronoun. All members of this class are expected to contribute to a welcoming, respectful, and inclusive environment for every other member of this class.

Performance Assessments

Class Policies:
1. Students must attend class. If ill, please email your instructor in advance
2. Students must log contact hours
3. Students must document time spent with mentees on forms provided
4. Students must do their best to attend social events
5. Students are expected to lead and create opportunities to create awareness and support in our community
6. All correspondence via email will be using the University of Montana system.

Examinations

No exams will be used to evaluate participation.

Special Projects (repeat participants)

Each student will be assigned to a special project. This may be to design a social night, set up a special support for your mentee, write a short article for the MSHA Communicator, meet with local schools about MOSSAIC offerings, attend a community event, design a MOSSAIC T-shirt, create an educational brochure, develop a facebook page, update our current brochure, identify a video and share it with the group as a learning opportunity, create video models to support our learners, etc. Students are encouraged to follow their passion to create their project while not duplicating current products. Products that require updating may be a valuable project.

Temple Grandin Project (first time participants)

Students participating for the first time will complete an assignment on the Temple Grandin Movie.

Reflection (all participants)

Students will be required to write a two-page refection on their experience over the semester. The student may focus their reflection in a way most meaningful to them. The five paragraph essay format must be used for this assignment.

Participation

Students will participate in forums, discussions, written responses, individual, and group activities. These activities will occur throughout the term, will be embedded in the course content, and will be graded. Only students with excused absences (i.e. doctor's note, prior approval from the instructor) will have an opportunity to make-up assignments. Forums will be graded as such:

0 points	Cheerleading (i.e. I agree, good job, etc.) as a response, or no contribution at all.
1 point	Participation that reflects a basic understanding, but does not encourage reflection, thought, or further discussion.
2 points	Thoughtful participation that demonstrates a full understanding of the topic and encourages others' learning by providing additional informational resources (refer to

	articles, share videos and webpages at least once throughout the thread), opportunity for reflection, or encourages deeper discussion.
3 points	<u>First contribution to discussion only.</u> All the elements of the "two point" section plus bringing in an outside resource such as a webpage (.edu or .org), video, TedTalk, article, etc.

Grading Criteria:

The grading scale is as follows:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	63-66%	60-62%	59 ↓

Grade Breakdown:

Class attendance, assignments, and forums	20%
15 hours + service and documentation	40%
(1 point per hour)	
Special Project/Temple Grandin Assignment	20%
Reflection paper	20%
Total	100%

Course Structure

Calendar

This course relies on the 2022-2023 Academic Calendar. Please see the following table for an overview of course sessions, topics, and deadlines.

Fall/Spring Schedule

Week	Fall Semester	Spring Semester
Week 1	Introduction/Orientation	Introduction/Orientation
Week 2	Temple Grandin/ Project development (2nd Semester Students)	Temple Grandin/ Project development (2nd Semester Students)
Week 3	Temple Grandin/ Project development (2nd Semester Students)	Temple Grandin/ Project development (2nd Semester Students)
Week 4	Temple Grandin/ Project development (2nd Semester Students)	Temple Grandin/ Project development (2nd Semester Students)

Week	Fall Semester	Spring Semester
Week 5	Temple Grandin/ Project development (2nd Semester Students)	Temple Grandin/ Project development (2nd Semester Students)
Week 6	What is autism? What is not autism? Autism and co-existing conditions	Media and Stereotypes related to autism
Week 7	Autism on Campus – what we know.	ASD Level I: social media – understanding the concerns
Week 8	Evidence-based Practices and our Professional Partners.	ASD Assessment and social deterrents from health care
Week 9	Barriers to care: Rural disparity and social determinants of health	Trauma Informed Care
Week 10	Autism and Neurodiversity as a culture	Animal Assisted Intervention: What we need to know and how we can engage
Week 11	Autism in the Workplace	Feeding challenges and intervention
Week 12	Supporting behavior and helping our colleagues support behavior	Autism and sexuality
Week 13	Autism and secondary transition	Autism and Emotions
Week 14	Student Topic Choice	Student Topic Choice
Week 15	Student Topic Choice	Student Topic Choice
	Finals	Finals

* People attending the course for a 3rd semester will take on a leadership role for social evenings or special projects/events and will help teach some topics of the course.

Spring 2023 *Tentative Schedule*

Date 2021	Topic and Readings	Due by 2:00 on Thursday
Week 1	Introduction/Orientation - Initial tasks assigned	
Week 2	Temple Grandin/ Project development (2nd Semester Students) - Jackson, M. (Director). (2010). *Temple Grandin*. HBO	HIPAA Training Confidentiality Agreement (bring to class) Blood Borne Pathogen Training Background Check
Week 3	Temple Grandin/ Project development (2nd Semester Students) - Jackson, M. (Director). (2010). *Temple Grandin*. HBO	
Week 4	Temple Grandin/ Project development (2nd Semester Students)	

Date 2021	Topic and Readings	Due by 2:00 on Thursday
	- Jackson, M. (Director). (2010). *Temple Grandin*. HBO	
Week 5	Temple Grandin/ Project development (2nd Semester Students) - Jackson, M. (Director). (2010). *Temple Grandin*. HBO	
Week 6	What is autism? What is not autism? Autism and co-existing conditions - Iidc.Indiana.edu DSM-V Diagnostic Criteria for Social (Pragmatic) Communication Disorder, 2013 - AutismSpeaks.org Social Communication Disorder: Information & Treatments, Paul & Murray, 2015	Temple Grandin Assignment Due
Week 7	Autism on Campus – what we know. - Understanding the Experiences of Autistic College Students: An Exploratory Mixed-Methods Analysis, Myrvold et al, 2021	Assignment from week 6 due
Week 8	Evidence-based Practices and our Professional Partners. - Evidence-Based Practices for Children, Youth, and Young Adults with Autism: Third Generation Review, Hume et. al, 2021	Assignment from week 7 due
Week 9	Barriers to care: Rural disparity and social determinants of health	Assignment from week 8 due
Week 10	Autism and Neurodiversity as a culture - What If We Viewed Autism as a Culture? Qualls, 2022	Assignment from week 9 due
Week 11	Autism in the Workplace - Schoffer Closson, 2022	Assignment from week 10 due
Week 12	Supporting behavior and helping our colleagues support behavior - Schoffer Closson, 2022	Assignment from week 11 due
Week 13	Autism and secondary transition - Transition From School to Adulthood for Youth With Autism Spectrum Disorder: What We Know and What We Need to Know, Wehman, et al, 2014 Project Presentations	Assignment from week 12 due Projects due
Week 14	Student Topic Choice	Assignment from week 13 due
Week 15	Student Topic Choice	Assignment from week 14 due

Date 2021	Topic and Readings	Due by 2:00 on Thursday
	Finals	Assignment from week 15 due Submission of Reflection Papers as Final

* Supplemental reading may be assigned with each unit
** Additional Assignments may be given – the list above should be considered the minimum

Place of Course in Program

Purpose
The purpose of this 2 credit service learning course is to learn about community members with autism and how to support them as a peer and future professional. This experience provides service in a way that will inform students about their future within the discipline of communication sciences and disorders. As an elective and a service learning course, students will insight to the profession while reflecting on their views and engagement with special populations.

Conceptual Framework for Learning Community and Diversity
As part of the School of Speech, Language, Hearing, and Occupational Sciences, this course will provide students with a learning community that a) integrates ideas, b) encourages cooperative endeavors, and c) respects diversity and individual worth. *The goals of the learning community will be demonstrated through the following course-specific experiences:*

a. Participating in classroom discussion and small group work;
b. Conducting assessments and describing language abilities of children with language impairments regardless of etiology;
c. Developing treatments to promote language learning in a contextualized and systems framework.

Mission of the School of Speech, Language, Hearing, & Occupational Sciences
The mission of the School of Speech, Language, Hearing, & Occupational Sciences is to prepare students for progressive, collaborative, and research-minded careers in speech-language pathology, audiology, and related fields through rigorous academic and clinical training. We strive to be innovative in the use of technology and program delivery to provide services to traditionally underserved regions and populations. Through our emphasis on typical and atypical speech, language, cognition, swallowing, and hearing function, students gain knowledge and skills along with ethical and culturally competent values that foster a commitment to lifelong learning and civic engagement.