University of Florida
College of Public Health & Health Professions Syllabus
Course Number/Name: SPA6936- Autism Spectrum Disorder (ASD) & Augmentative and
Alternative Communication (AAC) (3 credit hours)
Fall 2023 Semester
Meeting Time: Monday
Period 2-4 (8:30 am - 11:30 am)
Delivery Format: In-person
Classroom: HPNPG316
Course Website: Canvas Site

Instructor Name: Kristen Lewandowski M.A., CCC-SLP
Room Number: HPNP G316
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Office Hours: By appointment only
Preferred Mode of Course Communications: Email and text

Course Title:	SPA6936- Autism Spectrum Disorder (ASD) & Augmentative and Alternative Communication (AAC)
Prerequisites:	Enrollment in the Master of Arts in Communication Sciences and Disorders program
Description:	This is a graduate level course focusing on ASD and AAC providing knowledge and skills for entry level speech-language pathology clinicians
Intended Audience:	Graduate speech-language pathology students
Program:	Master of Arts in Communication Sciences and Disorders
College:	University of Florida; College of Public Health and Health Professions

Course Description:

This graduate level course will provide a strong foundation in theoretical as well as practical information regarding the treatment of ASD and AAC. ASD is characterized by social-interaction difficulties, communication challenges, and behavioral differences. Prevalence, based on how it's defined, is as high as 1 in 59 children. Because of this, as a speech-language pathologist, a significant portion of your caseload will be composed of individuals with ASD. As a result, individuals with ASD may comprise a substantial proportion of a speech-language pathologist's caseload. This graduate level course will provide a strong theoretical and practical foundation in the evaluation and treatment of ASD as needed by aspirant speech-language pathologists.

In the U.S, about 4 million Americans aren't able to rely on natural speech to meet basic human communication needs. This course will also provide information regarding how to address the needs of these individuals who will require habilitative or rehabilitative services with AAC. You will learn the key principles and procedures regarding the assessment and intervention (aided and unaided) related to AAC.

Delivery:
In-person and Canvas

Workload:
Students should be prepared to spend 6-9 hours per week completing the requirements of the course.

Goals and Outcomes:

Student Learning Objectives

The following course goals articulate the general objectives and purpose of this course. Students will:

At the end of this semester, you will have the knowledge and skills needed to provide excellent, evidence-based care to this population of individuals with high intensity needs, such as those with ASD or who may require AAC.

1. Differentiate between the DSM-IV-TR and the DSM-5 diagnostic criteria for Autism Spectrum Disorder (ASD).

2. Select appropriate assessment materials for use in the evaluation of speech, language, and communication in individuals on the autism spectrum and/or individuals with high intensity needs that require AAC.
3. Support the inclusion of speech-language pathologists as integral members of an interdisciplinary team that evaluates for autism-spectrum disorder.
4. Appraise the benefits of using AAC systems for individuals with high intensity needs.
5. Compare and contrast the features of at least five commercial high-tech AAC systems
6. Develop an evidence-based treatment plan for an individual with autism spectrum disorder and/or an individual requiring a communication device when provided with the formal language evaluation report.
7. Defend the strengths and weaknesses of at least five common treatment options for individuals with autism spectrum disorder.
8. Design appropriate treatment activities that correlate to a treatment plan for individuals with autism spectrum disorder and/or an individual requiring a communication device.
9. Design five "grid layouts" of an AAC system to highlight event schemes, routines, activities, and/or environments (context based).

Relation Between Course Objectives and Program Outcomes/Clinical Certification Standards

This course addresses program outcomes that pertain to the following Clinical Certification Standards:

Standard #	Standard
IV. B.	Knowledge of basic human communication processes, including their biological, neurological, acoustic, developmental, linguistic and cultural bases.
IV. C.	Knowledge of communication disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the areas of receptive/expressive language, cognitive aspects of communication, social aspects of communication, and communication modalities.
IV. D.	Current knowledge of the principles and methods of assessment and intervention for individuals with ASD and individuals with complex communication needs who require AAC. This will encompass the following areas: receptive/expressive language, cognitive aspects of communication, social aspects of communication, and communication modalities.

IV. E.	Knowledge of ethical issues as they pertain to the clinical management of AAC users and individuals with ASD.
IV. F.	Knowledge of the processes used in research and the integration of research principles into evidence-based clinical practice for AAC users and individuals with ASD.
IV. G.	Knowledge of professional contemporary issues related to AAC users and individuals with ASD.
V. A.	Skills in oral and written communication sufficient for entry into professional practice.
V. B.	Skills in evaluation, intervention, and interaction that are needed for professional practice with AAC users and individuals with ASD.

Required Texts

- Cohn, Nerissa Hall, Jenifer Juengling-Sudkamp, Michelle L. Gutmann, Ellen R. *Fundamentals of AAC: A Case-Based Approach to Enhancing Communication*. Available from: VitalSource Bookshelf, Plural Publishing, Inc., 2022.
- Hall, Laura J. *Autism Spectrum Disorders*. Available from: VitalSource Bookshelf, (3rd Edition). Pearson Education (US), 2017.
- Selected textbook chapters, journal articles, and other supplemental documents

Recommended Texts

- Beukelman, D.R. & Light, J.C. (2020). Augmentative and alternative communication supporting children and adults with complex communication needs, (5th ed.). Brookes.

Grades

Point System

Points earned	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

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 a B+ or higher.

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

Exam Policy
There are no scheduled exams for this course.

Policy Related to Make up Assignments, Quizzes, Exams, or Other Work
Please note: Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from Canvas when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance/Participation
You are expected t*o attend* each class and, once in class, you are expected t*o participate*. Attendance will be taken during each class. Your questions, comments, and observations make the class lively and interesting and are an intrinsic aspect of your learning experience. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

- Requirements for class attendance, 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
- Absences
  - Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendan

- o If you must miss a class or examination due to illness or emergency, you should contact the instructor beforehand. **Unexcused absences for classes will result in the deduction of ½ a point from your overall attendance grade for the class. Unexcused absences for examinations will be graded as a "0."**

Topic Outline/Course Schedule
This agenda is subject to change based on the pace and needs of the class as they occur

Week	Date	Topic(s)	Readings	Assignments
1	8/28	● Review of course syllabus ● Expectations and description of the flow and sequence of the course ● Team assignments **ASD:** Classification Systems of ASD & Prevalence; What Causes ASD?; Physiological Interventions; Working with OT **AAC:** Description of AAC, No-tech, mid-& hi-tech AAC, Mobile AAC, Access **Lab:** Discussion on perspectives of complex communication needs, Paidyn case study (ASD), PG study (AAC)	ASD: Chapter 1 AAC: Chapter 1 - 5	One page reflection on complex communication needs
2	9/4	LABOR DAY HOLIDAY - NO CLASS		
3	9/11	**ASD + AAC:** Cultural Considerations; What is happening in the media?; Recent EBP **AAC:** Language & Vocabulary Features of AAC **Lab:** Case studies: JR, AN	ASD: Assigned articles on Canvas AAC: Chapter 6, Essays 2 - 6, 8 & Chapter 7	Case study questions J.R. (Ch 6) and A.N.(Ch 7)

4	9/18	**AAC:** Assessment, Intervention, & Implementation for Toddlers, Preschoolers, and School-Age Children **Lab**: Case Studies: RC, IB, RJ, JV, SB, GM	AAC: Chapters 8-13, Essays 12-15	Case study questions R.C (Ch 8) and S.B. (Ch 12)
5	9/25	**AAC:** Assessment, Intervention, & Implementation for Adults **Lab:** Case Studies: CK, GB, SH, EG, KM	AAC: Chapters 14-18, Essay 16	Case study questions G.B. (Ch 15) and E.G. (Ch 17)
6	10/2	**AAC:** AAC for Developmental Disabilities **Guest Speaker:** Miles Forma, AAC User **Lab:** Case Studies: KC, EL, PL, HS, ES, PW	AAC: Chapters 19-24, Essays 17-18	Case study questions K.C. (Ch 19) and P.W. (Ch 24)
7	10/9	**AAC:** AAC for Acquired Disabilities **AAC Vendor:** Tobii Dynavox **Lab:** Case Studies: TH, RL, RP, WP, AM, LG	AAC: Chapters 25-30, Essay 19	Case study questions R.L. (Ch 26) and W.P. (Ch 28)
8	10/16	**AAC:** AAC Services for Stakeholders **AAC Vendor:** Lingraphica **Lab:** Case Studies:JE, PH, JT, BT, JS	AAC: Chapters 31-36, Essay 20	
9	10/23	**AAC:** Project presentations **ASD**: Assessment **Lab:** Paulie Video (Speech/Language Sample)	ASD: Chapter 2	Paulie video questions
10	10/30	**ASD:** Evidence-Based Practice: Interventions for ASD, Behavior Considerations and Approaches to Intervention **Lab:** Selecting EBP for clients	ASD: Chapters 3-6 Case Studies: https://leader.pubs.asha.org/doi/10.1044/leader.FTR2.15012010.14	Create EBP resource for SLPs
11	11/6	**AAC Vendors:** Prentke Romich and Control Bionics		Reflection: AAC use with ASD
12	11/13	**ASD:** Communication & Social Skills in ASD	ASD: Chapters 7-8	Create community friendly

		Lab: Groups with teens/young adults with ASD		resource/education on social skills/friendship + ASD
13	11/20	**No In-Person Class!!** **Clinical Simulation - Sign up with Kristy for a time slot**	ASD: Clinical Simulations (Choose from Deon or Leah - assessment, Annabell or Leora - intervention)	
14	11/27	**ASD:** Transition to Adulthood **Lab:** Mock Treatment Plan and Goals for Adult with ASD	ASD: 9	
15	12/4	**AAC Vendor Visits**: Control Bionics (11am) **ASD:** Project Presentations		

Assignments

Assignment	Weight
Assignments	50%
ASD Project	25%
AAC Poster	25%

Course Policies:

Time Management

You should plan on spending 6-9 hours per week on course requirements such as readings and assignments, for a 3 credit course. For this reason, it is highly recommended that you begin each assignment early. Work on it regularly over the week

rather than waiting until the last day or two. This will allow you to have the chance to work out problems or get help if needed and to be prepared for the day's lecture topics.

Participation

You are expected to actively engage in the course throughout the semester. You must complete all out-of-class assignments. You are also encouraged to participate in all in-person meetings. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during class. If you are not prepared for class, you may struggle to keep pace with the activities occurring and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in class. Your participation fosters a rich course experience for you and your peers and facilitates overall mastery of the course objectives.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior: You are expected to behave professionally and courteously to everyone in the class. It will be to your benefit to participate.

Communication Guidelines: When communicating, you should always:

• Treat instructor with respect, even in email or in any other online communication
• Always use your professors' proper title: Dr. or Prof., or if you're in doubt use Mr. or Ms.
• Unless specifically invited, don't refer to them by first name.
• Use clear and concise language
• Remember that all college level communication should have correct spelling and grammar
• Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
• Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
• Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING
• Limit and possibly avoid the use of emoticons like :)
• Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive

- Be careful with personal information (both yours and others)
- Do not send confidential patient information via email

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.

Professionalism and COVID

As students pursuing a path in the health professions or public health, it is crucial to demonstrate professional behaviors that reflect integrity and commitment to the health of patients, fellow health professionals, and to populations we serve. To accomplish this, a strong responsibility for the well-being of others must be evident in our decisions, along with accountability for our actions. Professionalism in the health disciplines requires adherence to high standards of conduct that begin long before graduation. This is particularly true during times of health emergencies such as the COVID pandemic,

given our professional habits can have a direct impact upon the health of persons entrusted to us.

If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

In response to COVID-19, the following professional practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to protect the health and safety of ourselves, our patients, our neighbors, and our loved ones.

- You are required to wear approved face coverings at all times while in Health Science Center classrooms and within Health Science Center buildings even if you are vaccinated.
- If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.
- Continue to follow healthy habits, including best practices like frequent hand washing.
- Avoid crowded places (including gatherings/parties with more than 10 people)

Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to

use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

COVID-19 Symptoms
See https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html for information about COVID-19 symptoms, which may include fever, cough, shortness of breath or difficulty breathing, fatigue, chills, muscle or body aches, headache, sore throat, congestion or runny nose, nausea or vomiting, diarrhea, and loss of taste or smell.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy:
http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

Online Faculty Course Evaluation Process
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

SUPPORT SERVICES

Accommodations for Students with Disabilities
If you require classroom accommodations because of a disability, you must register with the Dean of Students Office at: http://www.dso.ufl.edu within the first week of class. The Dean of Students Office will provide documentation of your accommodations that you will share with me, the instructor of the course, to receive required accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling & 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.

- The Counseling and Wellness Center (352-392-1575) offers a variety of support services, such as psychological assessment and intervention and assistance for

math and test anxiety. Visit their website for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.

- If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel: http://www.umatter.ufl.edu/.
- 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 352-392-0627 or check out the web site at: https://shcc.ufl.edu/
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center at 352-264-6789. Check out their website for additional information: http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

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.

Modification of the Syllabus and Schedule

The instructor reserves the right to modify the syllabus and schedule at any time. Notice of any change will be E-mailed and posted as an announcement.