

Term Information

Effective Term Summer 2026
[Previous Value](#) Autumn 2020

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Reducing the credits from 3 to 2. Moving the course from required to elective. Changing the title and consolidating the content to reflect changes.

What is the rationale for the proposed change(s)?

These changes are being made in response to student feedback and peer evaluations of the course. Students felt that the course was redundant and they were getting much of the information in the undergraduate program. Keeping the course as an elective will allow our non-OSU graduate students the opportunity to take it.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None. Students will be able to use the course as an elective towards their non-thesis plan of study.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Speech and Hearing Science
Fiscal Unit/Academic Org	Speech & Hearing - D0799
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	6150
Course Title	Supporting Individuals with Autism Across the Lifespan
Previous Value	The SLPs Role Working with Individuals with Autism
Transcript Abbreviation	ASD Lifespan
Previous Value	SLP Role-ASD
Course Description	This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.
Semester Credit Hours/Units	Fixed: 2
Previous Value	Fixed: 3

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No

Course Components	Lecture, Seminar
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing, and coursework in language development, or permission of instructor.
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.0203
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

[*Previous Value*](#)

[*Required for this unit's degrees, majors, and/or minors*](#)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students will critically evaluate current research related to autism and apply findings to clinical assessment and intervention practices.• Develop competency in assessment and treatment planning for autistic individuals, with attention to evidence-based practices and person-centered care.• Explore interdisciplinary approaches to supporting autistic individuals in diverse environments, including home, school, community, and healthcare settings.• Identify the roles of various professionals (e.g., SLPs, OTs, PTs, psychologists, educators) in supporting autistic individuals. Identify best practice interventions and services for students with autism spectrum disorders across the lifespan.• Understand how to promote inclusive practices that support full participation and communication access for autistic individuals across contexts and with varied communication partners.
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COURSE CHANGE REQUEST
6150 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
01/14/2026

Previous Value

- Students will develop an understanding of the characteristics of autism and how autism is identified.
- Students will develop an understanding of social-communication development in individuals with autism.
- Students will develop an understanding of best practice interventions and services for students with autism spectrum disorders.
- Students will learn the history of the disorder and discuss possible reasons for the change in prevalence that has occurred in the last 20 years.
- Students will discuss and evaluate strategies and approaches used in the identification and diagnosis of autism.
- Students will describe social-communication development in individual with autism.
- Students will identify theoretical frameworks and mechanisms of change across a wide range of empirically supported interventions available for the treatment of autism.

Content Topic List
Sought Concurrence

• Autism
No

Attachments

- 6150_online_syllabus_Spring 2027_Proposed change to 2 credits_submitted.docx: 11/5/25 syllabus
(Syllabus. Owner: Brello,Jennifer)
- 6150- 3 credit.pdf: 1/7/26- 3 credit hour syllabus
(Syllabus. Owner: Brello,Jennifer)

Comments

- I should have indicated that the credit hours and content were consolidated. Description is fine staying as is. Thanks!
(by Brello,Jennifer on 01/05/2026 12:14 PM)
- Please also upload the old/current syllabus for 3 credits so that the subcommittee can compare both syllabi

Please note that the form in curriculum.osu.edu needs to reflect the changed credit hours as well & right now that has not been changed.

Also the box at the very top indicates a change to the course description, but that is not reflected on the form in curriculum.osu.edu (by Vankeerbergen,Bernadette Chantal on 11/06/2025 09:17 AM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Brello,Jennifer	11/05/2025 02:52 PM	Submitted for Approval
Approved	Bielefeld,Eric Charles	11/05/2025 06:26 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/06/2025 09:22 AM	College Approval
Submitted	Brello,Jennifer	01/05/2026 12:14 PM	Submitted for Approval
Approved	Bielefeld,Eric Charles	01/05/2026 01:12 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/14/2026 10:47 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	01/14/2026 10:47 AM	ASCCAO Approval



SYLLABUS SPHHRNG 6150

Supporting Individuals with Autism Across the Lifespan
Spring 2025 – Online

COURSE OVERVIEW

Instructor

Instructor:

Email address:

Phone number:

Office hours: by appointment using CarmenZoom

Course Hours/Level: 2 hours/ Graduate

Class Meeting Time:

Location: Online

Course description

This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.

Expected learning outcomes

By the end of the course students will:

1. Critically evaluate current research related to autism and apply findings to clinical assessment and intervention practices.
2. Develop competency in assessment and treatment planning for autistic individuals, with attention to evidence-based practices and person-centered care.

3. Explore interdisciplinary approaches to supporting autistic individuals in diverse environments, including home, school, community, and healthcare settings.
4. Identify the roles of various professionals (e.g., SLPs, OTs, PTs, psychologists, educators) in supporting autistic individuals. Identify best practice interventions and services for students with autism spectrum disorders across the lifespan.
5. Understand how to promote inclusive practices that support full participation and communication access for autistic individuals across contexts and with varied communication partners.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online (synchronous). Students will meet via zoom for two hours once a week. The first 45 minutes will involve discussions and lectures around the assigned reading. The second hour students will be divided into small groups to complete the assigned learning activities. For the last 30 minutes will involve a wrap up and class discussion of the small group learning activities.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **2-credit-hour course**. According to [Ohio State policy](#), students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 4 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**

You are expected to attend all of the online meetings. If you have a situation that might cause you to miss an entire week of class, discuss it with me **as soon as possible**.

- **Office hours: OPTIONAL**

My office hours are optional. I am available by appointment throughout the semester. Please contact me to set-up an appointment. I am happy to meet with you to discuss course material, content, or other related topics.

COURSE MATERIALS AND TECHNOLOGIES

REQUIRED READINGS (LOCATED ON CARMEN)

- Appel, J. M. (2024). Ethical and Legal Aspects in the Treatment of Autism Spectrum Disorder. *Focus*, 22(2), 184-188.
- Dawson, M., & Fletcher-Watson, S. (2022). When autism researchers disregard harms: A commentary. *Autism*, 26(2), 564-566.
- Hughes, M. M., Kirby, A. V., Davis, J., Bilder, D. A., Patrick, M., Lopez, M., ... & Maenner, M. J. (2023). Individualized education programs and transition planning for adolescents with autism. *Pediatrics*, 152(1), e2022060199.
- Kazhine, S., & Hadem, W. C. (2025). Vocational Training and Skills Development for Autistic Adults: Exploring Diverse Approaches. *International Journal of Interdisciplinary Approaches in Psychology*, 3(2), 211-229.
- Kouo, J. L., Kouo, T. S., & Gallogly, J. (2022). Brief report: The experiences of families of children with an autism spectrum disorder when seeking patient-and family-centered care. *Journal of Autism and Developmental Disorders*, 52(9), 4172-4180.
- Lee, C. E., & Kim, J. G. (2022). Person-centered transition planning for youth on the autism spectrum: What are we still missing?. *Exceptionality*, 30(3), 173-186.
- Micai, M., Fatta, L. M., Gila, L., Caruso, A., Salvitti, T., Fulceri, F., ... & Scattoni, M. L. (2023). Prevalence of co-occurring conditions in children and adults with autism spectrum disorder: A systematic review and meta-analysis. *Neuroscience & Biobehavioral Reviews*, 155, 105436.
- Pizzano, M., Shire, S., Shih, W., Levato, L., Landa, R., Lord, C., ... & Kasari, C. (2024). Profiles of minimally verbal autistic children: Illuminating the neglected end of the spectrum. *Autism Research*, 17(6), 1218-1229.
- Reetzke, R., Singh, V., Hong, J. S., Holingue, C. B., Kalb, L. G., Ludwig, N. N., ... & Landa, R. J. (2022). Profiles and correlates of language and social communication differences among young autistic children. *Frontiers in psychology*, 13, 936392.
- Reichow, B., Doehring, P., & Volkmar, F. R. (2025). Evidence-Based Practices in Autism: Where We Started to Where We Are Now. In *Handbook of Evidence-Based Practices in Autism Spectrum Disorder* (pp. 3-14). Cham: Springer Nature Switzerland.

- Reichow, B., Volkmar, F. R., & Cicchetti, D. V. (2008). Development of the evaluative method for evaluating and determining evidence-based practices in autism. *Journal of autism and developmental disorders*, 38(7), 1311-1319.
- Reyes, C., Perzynski, A., Kralovic, S., Taylor, H. G., Wexberg, S., Zhu, S., ... & Roizen, N. (2022). Factors associated with transition planning in autism and other developmental disabilities. *Journal of Developmental and Physical Disabilities*, 34(1), 43-56.
- Seagraves, K. (2021). Effective Job Supports to Improve Employment Outcomes for Individuals With Autism Spectrum Disorder. *Journal of Applied Rehabilitation Counseling*, 52(2).
- Stavrou, K. (2025). Independent Living for Individuals With Autism. In *Tools for Promoting Independent Living Skills in Individuals with Disabilities* (pp. 151-170). IGI Global.
- Wagner, S., Rubin, I. L., & Singh, J. S. (2022). Underserved and undermeasured: A mixed-method analysis of family-centered care and care coordination for low-income minority families of children with autism spectrum disorder. *Journal of Racial and Ethnic Health Disparities*, 9(4), 1474-1487.
- Watling, R., Benevides, T., & Robertson, S. M. (2023). Family-centered interventions for children on the autism spectrum (2013–2021). *The American Journal of Occupational Therapy*, 77(Supplement 1), 7710393210.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom text, audio, and video chat

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](#).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Classroom based learning activities (11 x 4 points each)	44 points
Assignments (9 x 4 points each)	36 points
Interdisciplinary Case Presentations	20 points
Total	100

See course schedule below for due dates.

Assignment Descriptions

Classroom based learning activities – students will be broken into small groups for the classroom-based learning activities. After completing the learning activity within the small group, the class will reconvene for a large group discussion around the learning activity. **Students must be present in class to get credit for the activity.**

Assignments must be uploaded to Carmen Sunday at 11:59 pm. Assignments will be accepted up to one week late for partial (50% credit).

Case Study Presentations – students will be assigned to a team and each team will be responsible for a case study. During the Interdisciplinary Case Study Workshops, students work in teams to analyze complex cases and develop collaborative treatment plans, which will be presented to the class.

Grading scale

93–100% (93-100 points): A
 90–92.9% (90–92.9points) : A-
 87–89.9%(87–89.9points): B+
 83–86.9% (83–86.9points): B
 80–82.9% (80–82.9points): B-
 77–79.9% (77–79.9points): C+
 73–76.9% (73–76.points) : C
 70 –72.9% (70 –72.9points): C-
 67 –69.9% (67 –69.9points): D+
 60 –66.9% (60 –66.9points) : D
 Below 60% (0-59.9 points): E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

PLEASE SEE THIS LINK FOR THE UP-TO-DATE UNIVERSITY POLICIES RELATED TO CLASSROOM LEARNING & ACCOMMODATIONS

<https://ugeducation.osu.edu/academics/standard-syllabus/standard-syllabus-statements>

Additional University Resources including Counseling and Consultation Services / Mental Health Services and Content Warning Language:

<https://ugeducation.osu.edu/academics/syllabus-policies-statements/optional-syllabus-statements>

Class Specific Policies

- **Assignments:** Your assignments should be your own original work. The use of AI is prohibited for these assignments.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p>Topic: Course Overview & Interdisciplinary Foundations</p> <p>Readings: Syllabus, ASHA Practice Portal on Autism, ASHA on Communication about Autism</p> <p>Learning Activity: Small group discussion of personal perspectives and biases about autism</p> <p>Assignment: Reflection paper on personal perspectives and biases about autism</p>
2		<p>Topics: Advanced Social-Communication Profiles</p> <p>Readings:</p> <p>Learning Activity: Case-based discussion</p> <p>Assignment: Reflection on case-based discussion</p>
3		<p>Topics: Restricted, Repetitive Behaviors, Sensory Differences & Motor Differences</p> <p>Readings: Case-Smith et al., (2015), and Black et al., (2017)</p> <p>Learning Activity: Design a sensory-friendly activity for a clinical or educational setting</p>
4		<p>Topics: Autism Diagnosis; Autism Diagnosis in Culturally and Linguistically Diverse Patients</p> <p>Readings: Autism Self-Diagnosis Article, Evolution of Autism Diagnosis article, Yates & Couteur (2016), Volkmar & Reicow (2013), Volkmar & McPartland (2014)</p> <p>Learning Activity: Case-based discussion</p> <p>Assignment: ASHA cultural competence checklist and reflection</p>
5		<p>Topics: Complex Assessment Scenarios</p> <p>Readings:</p> <p>Learning activity: Case-based discussion</p> <p>Assignment: Reflection on case-based discussion</p>
6		Topics: Behavioral Supports and Communication

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Readings: Pizzano et al (2024) & Reetzke et al (2022)</p> <p>Learning Activity: Case-based discussion</p> <p>Assignment: Reflection on case-based discussion</p>
7		<p>Topics: Family-Centered and Culturally Responsive Practices</p> <p>Readings: Kouo et al (2022); Wagner et al. (2022); Watling et al (2023)</p> <p>Learning Activity: Case-based discussion</p> <p>Assignment: Reflection on case-based discussion</p>
8		<p>Topics: Transition Planning</p> <p>Readings: Hughes et al (2023); Lee et al., (2022); Reyes et al (2022);</p> <p>Learning Activity: Case-based discussion</p> <p>Assignment: Create a transition plan based on the case discussion</p>
9		<p>Topics: Vocational/Work Based Supports/Community Independence</p> <p>Readings: Kazhine & Hadem (2025); Seagraves (2021); Stavrou (2025)</p> <p>Learning Activity: Develop one of the following</p> <ul style="list-style-type: none"> • Vocational and community-based supports for a hypothetical client • Interdisciplinary planning for independence for a hypothetical client
10		Spring Break
11		<p>Topics: Mental Health and Co-occurring Conditions</p> <p>Reading: Micai et al (2023)</p> <p>Learning Activity: Case-based discussion focusing on one of the following topic areas:</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<ul style="list-style-type: none"> Anxiety, depression, ADHD, and trauma in autistic individuals Role of SLPs in supporting emotional regulation and communication Collaboration with mental health professionals
12		<p>Topics: Ethics and Controversies in Autism Practice</p> <p>Readings: Appel (2024); Dawson & Fletcher-Watson (2022)</p> <p>Assignment: Complete a reflection paper on one of the following topics</p> <ul style="list-style-type: none"> Neurodiversity movement and critiques of ABA Gestalt language processing Ethical decision-making in intervention Informed consent and autonomy
13		<p>Topics: Research to Practice</p> <p>Readings: Reichow et al (2025); Reichow et al (2008)</p> <p>Learning Activity: Article critique</p>
14		<p>Topics: Interdisciplinary Case Study Workshop</p> <p>Learning Activity:</p> <ul style="list-style-type: none"> Students work in teams to analyze complex cases and develop collaborative treatment plans
15		<p>Topics: Interdisciplinary Case Study Workshop</p> <p>Learning Activity:</p> <ul style="list-style-type: none"> Students work in teams to analyze complex cases and develop collaborative treatment plans
16		<p>Topics: Interdisciplinary Case Presentations & Reflections</p> <p>Learning activities</p> <ul style="list-style-type: none"> Student-led presentations on selected topics or case studies Reflection on interdisciplinary learning
Finals Week		There is no final for this class

CLASSROOM-BASED LEARNING ACTIVITY RUBRIC

This rubric is used to assess classroom-based learning activities in a graduate-level autism course for allied health students. Students must be present in class to receive credit.

Criteria	Exceeds Expectations (1 pt)	Meets Expectations (0.75 pt)	Approaching Expectations (0.5 pt)	Does Not Meet Expectations (0 pt)
Engagement & Preparedness	Actively participates in all aspects of the activity; demonstrates thorough preparation and understanding of assigned materials.	Participates in the activity and shows adequate preparation.	Participates minimally or shows limited preparation.	Does not participate or is unprepared.
Application of Research to Practice	Thoughtfully integrates research findings with clinical implications; provides insightful contributions.	Appropriately connects research to clinical practice.	Makes vague or general connections between research and practice.	Fails to connect research to clinical practice.
Collaboration & Teamwork	Consistently contributes to group work, encourages others, and helps facilitate group success.	Works well with group and contributes to task completion.	Contributes inconsistently or has difficulty working with others.	Does not contribute to group work or disrupts collaboration.
Communication in Large Group Discussion	Shares ideas clearly and respectfully; builds on others' contributions and promotes discussion.	Shares ideas when prompted; communicates respectfully.	Rarely contributes or communicates unclearly.	Does not contribute to the discussion.

REFLECTION PAPER RUBRIC

This rubric is used to assess reflection papers in a graduate-level autism course for allied health students. Each criterion is scored on a 4-point scale.

Criteria	Exceeds Expectations (1 pt)	Meets Expectations (0.75 pt)	Approaching Expectations (0.5 pt)	Does Not Meet Expectations (0 pt)
Depth of Reflection	Demonstrates deep insight and thoughtful reflection; explores personal and professional implications.	Provides adequate reflection with some insight into personal or professional implications.	Reflection is superficial or lacks depth; limited personal or professional connection.	Minimal or no reflection; lacks relevance or insight.
Integration of Course Content	Effectively integrates course concepts, readings, and discussions to support reflection.	Includes relevant course content with some integration into reflection.	Limited or inconsistent integration of course content.	Little or no reference to course content.
Clarity and Organization	Well-organized and clearly written; ideas flow logically with strong transitions.	Generally clear and organized; minor issues with flow or transitions.	Some disorganization or unclear sections; weak transitions.	Disorganized or difficult to follow.
Professional Writing and APA Style	Writing is professional and free of errors; APA style is used correctly throughout.	Few writing or APA errors; generally professional.	Several writing or APA errors; somewhat unprofessional.	Frequent writing or APA errors; lacks professionalism.

STUDENT-LED CASE STUDY PRESENTATION RUBRIC

This rubric is used to assess student-led case study presentations in a graduate-level autism course. Students work in teams to analyze complex cases and develop collaborative treatment plans. The assignment is worth 20 points.

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Needs Improvement (1 pt)
Case Analysis	Thorough and insightful analysis of the case; identifies key issues and implications.	Clear analysis with identification of most key issues.	Basic analysis with some key issues missing or underdeveloped.	Limited or unclear analysis; key issues not identified.
Treatment Planning	Comprehensive and realistic treatment plan with clear rationale.	Appropriate treatment plan with some rationale provided.	Treatment plan is somewhat vague or lacks full rationale.	Treatment plan is incomplete or lacks rationale.
Team Collaboration	Team members collaborate seamlessly; roles are clearly defined and balanced.	Team collaborates well with minor imbalances in participation.	Some collaboration evident but uneven participation.	Minimal collaboration; unclear roles or unequal participation.
Presentation Skills	Presentation is clear, engaging, and well-organized; excellent use of visuals and timing.	Presentation is clear and organized; good use of visuals and timing.	Presentation is somewhat disorganized or unclear; limited use of visuals.	Presentation is difficult to follow; poor use of visuals or timing.
Use of Evidence-Based Practice	Extensive use of current, evidence-based practices integrated throughout.	Good use of evidence-based practices with some integration.	Limited use or understanding of evidence-based practices.	Little or no use of evidence-based practices.



SYLLABUS SPHHRNG 6150

The SLPs Role Working with Individuals with Autism
Spring 2025 – Online

COURSE OVERVIEW

Instructor

Instructor: Bethany Frick Semmler, PhD., CCC-SLP

Email address: Frick.70@osu.edu

Phone number: 618-339-8240

Office hours: by appointment using CarmenZoom

Course Hours/Level: 3 hours/ Graduate

Course description

This course is designed to provide students with knowledge in the area of autism by integrating research results with clinical practice. Implications for assessment and treatment for individuals with autism will be discussed.

Course learning outcomes

By the end of this course, students should be able to:

- Describe the characteristics of autism and how autism is identified
- Understand how social-communication development in individuals with autism differs from typical social-communication development
- Identify best practice interventions and services for students with autism spectrum disorders

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me **as soon as possible**.
- **Office hours: OPTIONAL**
My office hours, are optional. I am available by appointment throughout the semester.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

REQUIRED BOOKS

Prelock, P.A., & McCauley, R.J. (2021). Treatment of autism spectrum disorders: Evidence-based intervention strategies for communication and social interactions-2nd Edition. Baltimore, MD: Brookes Publisher.

Prelock, P.A., & McCauley, R.J. (2021). Case studies for the treatment of autism spectrum disorder. Baltimore, MD: Brookes Publisher.

REQUIRED READINGS (LOCATED ON CARMEN)

RECOMMENDED RESOURCES

Draper, S.M., out of my mind: A novel. (2010). Atheneum Books for Young Readers: New York

Ballou, E.P., Thomas, K. & daVanport, S. What every autistic girl wishes her parents knew (2017). Autism Women's Network

Silberman, S. NeuroTribes: The legacy of autism and the future of neurodiversity (2015). Avery Publishing

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom text, audio, and video chat

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full

instructions for downloading and installation can be found [at go.osu.edu/office365help](https://go.osu.edu/office365help).

CARMEN ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Passcode” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
You will have weekly Reflection papers and/or Learning Activities (10 points total per week)	150
Total	150

See course schedule below for due dates.

Late assignments

Late assignments and quizzes will not be accepted.

Grading scale

93–100% (140 - 150 points): A
90–92.9% (135 - 139 points) : A-

87–89.9%(131 - 134 points): B+
 83–86.9% (125 - 130 points): B
 80–82.9% (120 - 124 points): B-
 77–79.9% (116 - 119 points): C+
 73–76.9% (110 – 115 points) : C
 70 –72.9% (105 - 109 points): C-
 67 –69.9% (101 - 104 points): D+
 60 –66.9% (90 - 100 points) : D
 Below 60% (0-89 points): E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **10 days**.
- **Email:** I will reply to emails within **48 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Land Acknowledgement

The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

Academic integrity policy

POLICIES FOR THIS ONLINE COURSE

- **Quizzes:** You must complete the quizzes yourself, without any external help or communication. Each quiz may be taken up to 2 times.

- **Written assignments:** Your written assignments, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [*Code of Student Conduct*](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614- 221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other, and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact Ohio State University Counseling and Consultation Service (614-292-5766; www.ccs.osu.edu) for assistance, support and advocacy. This service is free and confidential.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Accommodations

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

Academic and Student Services offered on the OSU Main Campus

An overview of and contact information for student academic services offered on the OSU main campus can be found here <http://advising.osu.edu/welcome.shtml>

An overview of and contact information for student services offered on the OSU main campus can be found here <http://ssc.osu.edu>

HOUSING AND FOOD INSECURITY

First and foremost, **I want you to know that I care about your wellbeing inside and outside the virtual classroom. In my classroom, you are a human being first.** If you face challenges securing your food or housing and believe this may affect your performance in the course, please contact the Dean of Students for support. In addition, please let me know, if you are comfortable in doing so. I will work with you to help you meet your basic needs to the best of my ability. The following resources are available to all students on campus:

Student Food Pantry at PAES Building, 305 Annie and John Glenn Blvd.

Further resources, taken from the University Center for the Advancement of Teaching website:

- **Local housing shelters and women's shelters:** [Research](#), in fact, indicates that a number of low-income college students face homelessness or transient/insecure housing accommodations. Having a number or address to suggest could be helpful. [Affordable Colleges Online's website](#) provides statistics about college homelessness as well a ways to locate local services.
- **Buckeye Food Alliance:** [The Buckeye Food Alliance](#) is a non-profit, on-campus food pantry for OSU students. They are located in Lincoln Tower, Suite 150 and open selected hours in the week and by appointment.
- **Career Closet:** The [Career Closet](#) is open to students in need of professional attire and clothing. All items are free and dressing rooms are available for students to size clothing.

As tuition increases, I understand how it can be difficult to fulfill all of your needs. Please let me know if I can assist you in any way.

Religious Accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/6 – 1/10	<p>Topics: Introduction to the course, Defining autism & The role of the SLP</p> <p>Professional Topics: Ableism and neurodiversity introduction</p> <p>Readings: Syllabus, ASHA Practice Portal on Autism, ASHA on Communication about Autism, Neurodiversity: An insider's perspective, Chapter 1</p> <p>Learning Activity: Self-reflection paper must be uploaded by 11:59pm 1/12</p>
2	1/13 – 1/17	<p>Topics: Language and Communication in Autism & Bilingual Language Development in Autism</p> <p>Readings: Chapter 3; ASHA's Practice Portal on Typical Speech Development & Lund et al (2017)</p> <p>Learning Activity: Parent Education paper must be uploaded by 11:59pm 1/19</p>
3	1/20 - 1/24	<p>Topics: Restricted, Repetitive Behaviors & Sensory Differences</p> <p>Readings: Kapp et al., (2019), Case-Smith et al., (2015), and Black et al., (2017)</p> <p>Learning Activities: Autism Internet Modules</p> <p>Assessment: The post-test assessment for each Autism Internet Module must be uploaded by 11:59 pm on 1/26.</p>
4	1/27 – 1/31	<p>Topics: Autism Diagnosis; Autism Diagnosis in Culturally and Linguistically Diverse Patients</p> <p>Readings: Autism Self-Diagnosis Article, Evolution of Autism Diagnosis article, Yates & Couteur (2016), Volkmar & Reicow (2013), Volkmar & McPartland (2014)</p> <p>Learning activity: ASHA cultural competence checklist and reflection must be uploaded by 11:59pm 2/2</p>
5	2/3 – 2/7	<p>Topics: Assessment for Treatment Planning and Progress Monitoring</p> <p>Readings: Chapter 2 & Crowley (2014), and review the provided ASHA websites</p> <p>Learning activity: The case studies must be uploaded to Carmen by 11:59pm 2/9</p>
6	2/10 – 2/14	<p>Topics: Statistics Review, Reading Research and Rating the Evidence</p>

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Possible Topic: Gestalt Language Processing</p> <p>Readings: Reichow et al (2008); McDaniel et al., (2022)</p> <p>Learning Activity: Reflection Paper Due on 2/16</p>
7	2/17 – 2/21	<p>Topics: Introduction to Intervention, Neurodiversity & Double Empathy</p> <p>Reading: Turkstra et al., (2016);</p> <p>Learning Activity: reflection must be uploaded by 11:59pm on 2/23; please take the Mid-semester Check-in survey this week</p>
8	2/24 – 2/28	<p>Topics: Enhanced Milieu Training</p> <p>Reading: Chpt. 10</p> <p>Learning Activity: Case study 7 “Using Enhanced Milieu Teaching with an Emerging Verbal Communicator: A Young Child with ASD” must be uploaded to Carmen by 11:59pm on 3/2</p>
9	3/3 – 3/7	<p>Topics: Pivotal Response Treatment (PRT)</p> <p>Professional Topic: Autistic Adults’ view on ABA and included practices such as PRT</p> <p>Reading: Chpt. 13</p> <p>Learning Activity: Case study 10 “Using Pivotal Response Treatment to Improve Social Communication and Behavior Skills: A Young Child with ASD” must be uploaded to Carmen by 11:59pm on 3/9</p>
10	3/10 – 3/14	Spring Break!
11	3/17 – 3/21	<p>Topics: Implementing the Joint Attention, Symbolic Play, Engagement and Regulation (JASPER) Intervention: A Toddler with ASD</p> <p>Reading: Chpt. 9</p> <p>Learning Activity: Case study 6 “Implementing the Joint Attention, Symbolic Play, Engagement and Regulation (JASPER) Intervention: A Toddler with ASD” must be uploaded to Carmen by 11:59pm on 3/23</p>
12	3/24 – 3/28	<p>Topics: Peer-Mediated Support Interventions</p> <p>Reading: Chpt. 12</p> <p>Learning Activity: Case study 9 “Supporting Relationships and Learning in Secondary School: A Teenager with ASD and Intellectual Disability” must be uploaded to Carmen by 11:59pm on 3/30</p>
13	3/31 – 4/4	Topics: Social Skills Interventions

Week	Dates	Topics, Readings, Assignments, Deadlines
		<p>Reading: Chpt. 15</p> <p>Learning Activity: Case study 12 “Making Friends and Maintaining Relationships: A Preteen with ASD” must be uploaded to Carmen by 11:59pm on 4/6</p>
14	4/7 – 4/11	<p>Topics: Video Modeling for Persons with ASD & Devices</p> <p>Reading: Chpt. 10</p> <p>Learning Activity: Case study 14 “Learning to Approach and Vocalize with Peers During Playground Time Using Self-Modeling: A Preschooler with Moderate to Severe Autism” must be uploaded to Carmen by 11:59pm on 4/13</p>
15	4/14 – 4/18	<p>Topics: Challenging Behaviors & Functional Communication Training</p> <p>Reading: Chpt. 8</p> <p>Learning Activity: Case study 5 “Replacing Challenging Behavior with a Better Way to Communicate: A Fourth Grader with ASD” must be uploaded to Carmen by 11:59pm on 4/20</p>
16	4/21 – 4/25	<p>Topics: Augmentative & Alternative Communication Strategies: Manual Signs, Picture Communication, And Speech-Generating</p> <p>Reading: Chpt. 17</p> <p>There is no assignment for this week</p>
Finals Week	4/23 – 4/29	There is no final for this class