

Master of Applied Psychology (MAP)  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Spring 2024

## **18:844:514 Autism in Adulthood**

Credits: 3

Level: Graduate

**Mondays 3:35 – 6:05**

**In-person: RCAAS Classroom**

**(Virtual weeks indicated in course schedule)**

Instructor: Vanessa H. Bal, PhD

Course Assistant: N/A

E-mail: **Please contact via Canvas not email**

Office: RCAAS, 100 Dudley Rd New Brunswick

Phone: (848) 445-9384

Office Hours: Tuesdays 10-11 AM (email to confirm) or By appointment

The instructor will make every reasonable effort to meet with students whenever necessary.

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**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

**Core Values.** We are guided by four core values that are apparent in our learning environment, centers, and clinics:

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1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**MAP Statement:** The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project (either a research project/presentation (3 credits) and experiential learning activity (6-credit practicum training). In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

### **Course Description:**

This course will provide an overview of clinical issues and research related to Autism in adulthood. This course will emphasize how the developmental context of adulthood may present unique challenges and opportunities for autistic adults to navigate. Students will be encouraged to explore how differences in adult life (compared to childhood) warrant shifts in how we conceptualize impairment and support autistic individuals across the lifespan. Please note that, while there are no formal pre-requisites, prior knowledge of autism in childhood is expected and will not be formally reviewed in class.

Readings and discussions will include a range of perspectives (research, professional practice, family members and self-advocates) drawn from empirical articles, non-fiction and media sources. Participation in activities within and outside the classroom will also help students to develop a better understanding of the experiences of some autistic adults, as well as components of adult autism research.

### **Course Overview:**

This course provides an overview of autism in adulthood that will foster understanding of how the presentation of autism differs beyond childhood and awareness of the range of achievements and challenges that adulthood can bring for individuals on the autism spectrum.

### Objectives for the course:

- Provide an overview of a range of topics relevant to autism in adulthood.
- Promote increased understanding, appreciation and acceptance of autistic adults and their families.

Through active engagement in the course (including both readings and participation in activities within and outside the classroom), students will:

- Develop understanding of how the behavioral presentation of autism may differ in adults compared to children.
- Gain appreciation for the unique challenges that autistic individuals may face in adulthood.
- Consider how the developmental context of adulthood may warrant shifts in how we think about impairments and the types of interventions we provide for autistic individuals across the lifespan.
- Be more aware of stereotypes and sensitive to diversity across the autism spectrum.

### Assignments and Evaluation Method:

The final grade will be determined and computed based on the following:

Reading Assessments	15 points
Article Evaluation (Social Media) & Participation	25 points
Media Evaluation & Small Group Leadership	15 points
Research participation & Reflection paper	25 points
Final Exam	20 points
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Maximum Point Total	100 points

- 1. Reading assessments (15 points).** Quizzes or brief writing assignments will be given to assess your critical reading of assigned articles. While reading assessments are a small proportion of the overall grade, other aspects of the course depend upon readings. If you do not keep up with the readings, it will affect more than just this aspect of your overall grade. These will be posted to Canvas and **due at 3:00 PM before class starts** (e.g., Week 2 reading assessment will be due at 3:00 p.m. on January 29).
- 2. Article Evaluation – Social Media Assignment & Small Group Leadership (25 points).**
  - You will design a “social media” post summarizing the findings of one empirical article for a general lay audience (i.e., non-academic). Think of this as if you are a news reporter covering this exciting new study!
  - Format can be a brief video or podcast lasting **5-10 minutes**. The brief format may not allow for explicit discussion of all strengths/weaknesses (and remember, lay audiences may not always fully understand why those things matter), so you will need to be creative in terms of how you present the information in **an accurate**, but interesting manner. (This requires you to carefully evaluate the article before trying to complete the assignment). Examples may include a Q&A session; a “breaking news” report; a press conference. This should NOT be a power point presentation!
  - For this assignment, **you will sign up for one of the weeks and select one of the empirical readings (marked with an \*) for that week** to cover.

- If your week has more than one person, you will need to coordinate to be sure you are not doing the same article!
- Although this is not a group assignment, you are encouraged to work with classmates (e.g., consider serving as actors for each other’s videos). This includes consulting each other on opinions and interpretations of the article, sharing drafts, etc. While this is not required, it is very likely to lead to stronger assignments (which translates into better peer and professor ratings!). Note that only YOU will receive a formal grade for the submission, regardless of how many classmates work on it!
- Your Article Evaluation – Social Media Assignment grade will be based on three components:

**1. Professor rating of the social media post (14 points):**

- See [Article Evaluation Media Assignment - Professor Rubric](#)
- Balanced conclusions/considerations of strengths & weaknesses
- Language appropriateness
- Clarity/cohesiveness
- Creativity/news-like/within time constraints, etc
- On-time Submission to Canvas Discussion Board “Article Evaluation” before class **(3:30 pm the week you are scheduled to present)**
  - **If student is not prepared, they will have 1 opportunity to create a second podcast for an article to be presented at a future week. 50% point reduction.**

**2. Small group leadership (6 points)**

- See [Article Evaluation Media assignment - Peer Rubric](#)
- Be prepared to play your podcast and lead a ~10 minute discussion about your podcast / the article.
- You do not need to have slides to submit for this, but you should come prepared with notes and/or questions in advance. Topics to cover may include:
  - Discuss what was left out of podcast/why
  - A deeper dive into nuances of the article
  - Discussion about findings/implications
  - Exploration of strengths/weaknesses
- Your small group will rate both your podcast (clarity/language, appropriateness/accuracy) and your preparedness for discussion; These will be considered in my grading of your Small group leadership.

**3. Small Group participation (5 points).**

- Be prepared to listen
- Submit peer evaluation each week in class; ~0.75 points per week

**3. Media Discussion Board (15 points)**

- Grades will be based upon two components:

**1. Facilitating Online Discussion (8 points) –**

- See [Media Discussion Board Rubric](#)
- Posting requirements
  - **POST** media to the **Media Discussion Board** *for that month by 11:59 PM on the 7<sup>th</sup> of that month* (5 points)

- You can post any month, but your media must be posted by the 7<sup>th</sup> of the month (to allow time for classmates to respond/have discussion).
- **Must include** a thoughtful comment/conversation starter that relates to the importance of diversity to the topic. If the media is not about diversity explicitly, the accompanying comment can explain how one or more aspects of diversity are important to that topic (must be specific)
- **RESPOND** to your classmates comments. Responses also expected to be meaningful and specific in order to build on the discussion in some way (i.e., not just saying you agree). You should respond to the majority of your classmates' comments on your post (3 points)
  - You will have until the **last day of the month** to respond but should attempt to respond at least weekly in the preceding weeks to generate discussion
- Media requirements:
  - Must be related to autism/neurodevelopmental conditions more broadly AND provide opportunity to comment on the significance of diversity to that topic
  - Should be from a news or popular media source (e.g., NY Times, Netflix)
  - Should NOT be an academic video (i.e., a researcher doing a presentation)
  - Must be public domain (i.e., accessible to everyone) i.e., video clips on YouTube; PDFs of articles
  - Must not have already been submitted by someone else!
  - Recent (within the last 5 years)
- Media evaluation grades will be reflected in the Media Evaluation Assignment

## 2. Media participation (7 points).

- You are expected to comment on at least **14 of your 17 classmates.**
  - **~Half point per peer rating.**
    - Comments should be *meaningful* and specific – thoughts about the article, considerations of the significance of diversity to this topic, etc.
    - Watch for responses to your comments; additional dialogue will be acknowledged in my grading
- Only responses posted before the **25<sup>th</sup>** of the month will be give points (to allow time for original poster to respond). Students are strongly encouraged to post earlier in the month to generate discussion.
- You can only earn up to 2.5 points per month; additional posts for that month will be tracked for extra credit.
- Media participation grades will be reflected in each discussion board for the month

## 4. **Research Participation & Reflection Paper (25 points):**

- Students will form groups of 3-4 during Week 2 and identify 2 participants.
  - All students will go through the process of informed consent for a research study.
    - If students would like to consent to participate, they can complete the questionnaires about themselves.

- If they do not wish to consent, they will be given a copy of the questions to review during the visit.
  - One student (the participant) will also complete a brief battery of clinical assessments. While the other group members observe. One activity will be completed with **two** students.
  - If a student is not comfortable participating in a study or being observed by a classmate, s/he/they may be an observer.
- Grades will be based upon two components (see Rubric in Canvas):
  - 1) **Participation in clinical research study or observation of participant (15 points).**
    - *5 points: Schedule an appointment*
      - **Sign up by Feb 2 (Google sheet on Canvas)**
        - If you have trouble finding a group, add your name to the sheet in your own group with your schedule preferences and I will assign you to a group
        - Groups will be responsible for comparing member availability and putting preferences in Google Doc before Feb 2!
      - Appointments are available on **Monday, 3/4 and 4/1**
        - During these weeks, we will have asynchronous lectures to accommodate scheduling
      - **Dates must be confirmed by Feb 12**
        - Please watch for a Canvas message/email and respond to confirm
        - Failure to have a visit confirmed by **Feb 12** will result in 5-point deduction for all group members and may be subject to alternate assignment.
        - We understand things come up that may warrant rescheduling.
        - You should first reach out to your classmates and try to join an existing group.
        - Documentation may be required to reschedule. If more than one reschedule is required, points will be deducted
    - *10 points: Timeliness and participation*
      - Group members will be asked to sign in to document their timeliness for the appointment. They must stay for the whole appointment (~1.5 hours).
      - You are expected to remain engaged during the session (**no cell phones**)
  - 2) **Reflection paper (10 points).**
    - Students will submit a 1-page paper, reflecting on their experience as either the participant or the observer.
    - Papers should
      - Consider how the assessment experience may be perceived by someone who is being evaluated for a possible ASD diagnosis
      - Reflect on aspects that surprised them and/or how this experience helps them to better understand research or clinical practices
      - **Be submitted to CANVAS by April 8 at 11:59 PM.**

## 5. Final Exam (20 points)

- The final exam will be virtual and take place from 3:35-4:35 on Monday, April 29
- The final exam format will be announced in April. Previous years generally included:
  - o 10 multiple choice questions (10 points)
  - o 2 open-ended questions (5 points each)
- Questions will be modeled after Reading Assessments and focus on understanding of course content.
- Exam will not include specific references to media projects.

## COURSE POLICIES

### Grades and Grading Policy:

Grade Description	Numerical Equivalent	INC	Incomplete
A Outstanding	90-100 (4.0)	S	Satisfactory
B+ Intermediate Grade	87-89 (3.5)	U	Unsatisfactory
B Good	80-86 (3.0)	PA	Pass
C Average	70-79 (2.0)*	NC	No credit given
F Failure	69 or below (0.0)		

\*Grades of C do not count toward graduation

### **Program requirement:**

All MAP students must achieve a grade of B- or better and maintain a GPA of 3.0, or academic remediation will be enforced.

**Intellectual Property:** Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. I will also provide you with copies of most slides. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to any internet site or similar information-sharing platform without my express written consent. **Doing so is a violation of the university's Academic Integrity Policy.** Disciplinary actions may be taken if a student is found to violate this policy.

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings *cannot be circulated outside the course*.

### **Attendance and Participation:**

Attendance and class participation are a major part of this class. Students are expected to attend all classes and arrive on time.

- *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from their final grade point.* If a student must miss an excessive amount of classes, students will be encouraged to withdraw from the class.

- Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record.
- Absences due to illness are considered excused. If you have had a fever in the last 24 hours or are experiencing symptoms of illness, please do NOT come to class.
  - Extended absences due to illness may be referred to the Dean of Students for support and handling of academic-related concerns
- If you have a non-illness related absence, you are required to provide some form of documentation: Examples include an obituary or funeral program; court order/notice; etc. Students must always supply the instructor with the original or a copy of their documentation, which the instructor will keep on file. Only students with approved documentation can be given an excused absence.

### **Attendance and Zoom etiquette:**

**For weeks that class is in-person**, you are expected to attend class in-person (except in circumstances outlined in *Attendance and Participation* section above).

**For weeks that class is virtual**, you are still expected to do the readings, take the Reading Assessment before class and watch the videos or sign on using the Zoom link in Canvas.

- If you want to be on-campus (e.g., for internet access, fewer distractions) our classroom will be available for your use (assuming Rutgers is open and allowing students on campus). Please bring a headset in case multiple people are in the room!
- If we are on zoom and you join from home, I understand that children or other family members (or pets!) may be visible on screen. You may opt to turn off your video or use the chat function if that makes you feel more comfortable, but you do not have to! Classmates are encouraged to support and respect others as they mute and/or turn off video, and use the chat function as needed.
- ALL participants are asked to mute when not speaking to allow for the clearest possible audio from the speaker. If I, or someone else, is lecturing at length, you can use the “raise hand” function or post a question in the chat; I will then call on you so you can unmute and ask the question. I will also make a point of pausing frequently to ask for questions/comments.
- You are required to use your REAL name on Zoom (you can change the label to be first name, last initial if you prefer). If you call in, you will be asked to identify yourself to ensure class is limited to members who are intended to be there.

### **Discussion Board etiquette**

- **ALL postings must be respectful.**
- Media can certainly raise controversial points and be written from perspectives different from our own. Everyone in class also has their own lived experience, set of beliefs, perspectives, etc.
- Cultural humility requires openness to others' view points and aware of our own positionality. Remember: this is an ever-evolving skill and practice and everyone is at different points in this journey. You should take care in crafting your responses to ensure that they reflect your opinion in a professional manner. This is a course discussion, NOT social media.



- Posts should be BRIEF (3-5 sentences; usually <150 words) – sentences/word count are a suggestion, not a requirement. There is no specific limit – you will be given points for substance, not length!
- NOTE: responses / ongoing dialogue is encouraged, beyond what will earn points! Brief notes (e.g., I agree! I saw this other article that had a similar issue, etc) are key to fostering discussion (even if they do not accrue points)!

### **Assignment Deadlines:**

Deadlines are provided well in advance, so it is expected that you plan accordingly! While deadlines are generally not flexible, accommodations will be considered in cases of illness or other extended hardships. You are encouraged to email me directly, AS SOON AS POSSIBLE to explore your options.

### **Statement on Academic Integrity:**

The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/> **Please be aware that there are significant consequences for plagiarism.**

### **Use of Artificial Intelligence:**

Use of AI (e.g., ChatGPT) is permitted to help you brainstorm ideas and see examples. All material you submit must be your own. It should be noted that written assignments are brief and focused on reflection. While I am aware that AI can generate reflections, I strongly encourage you to consider how it may limit your learning in such circumstances.

### **Computer/Cell Phone Use in Class:**

If students are expected to send or receive urgent e-mails, texts, or calls during class, this should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities. Use of social media or engaging in other non-class related activities may result in loss of participation points and/or request to leave the class without further notice.

## **Classroom Culture**

**Statement on Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Names and Pronouns:** Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name and the pronouns that you

use. Early in the semester you will be given opportunity to provide me with this, and other information, you want me to know about you.

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. **Your suggestions are encouraged and appreciated.**

## **Student Resources**

**For more information visit:** <https://gsapp.rutgers.edu/current-students/important-links>

### **Important Dates:**

<https://gsapp.rutgers.edu/about/academic-administrative-calendar>

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

### **Accommodations due to Disability:**

Office of Disability Services, Kreeger Learning Center, 151 College Avenue;

[dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu) or <https://ods.rutgers.edu/students/documentation-guidelines>

### **Supports for international students:**

Rutgers Global <https://global.rutgers.edu>

### **Title IX:**

Title IX is a federal law that prohibits sex discrimination in education. All faculty are “Responsible Employees,” which means they are required to report all potential incidents of sexual misconduct to a Title IX Coordinator. For more information:

<https://nbttitleix.rutgers.edu/policies-and-procedures>

### **Counseling services:**

Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at:

<http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have questions about CAPS or other services, I am happy to speak with you privately.

## Class Schedule

- Dates are tentative and may be adjusted in the event of class disruption due to unforeseen events.
  - Virtual lectures (given in real-time) are highlighted in yellow
  - Asynchronous lectures (on your own time) are highlighted in blue
- Readings for a given week will be the topic of the lecture given that day, therefore students should plan to read articles in the week before the date they are listed. Note: this also means that Reading Assessments and Article Evaluation assignments are due in the days BEFORE the date listed.
  - Due to the dynamic nature of research, course readings may be added/dropped throughout the course but no later than the class prior to reading is assigned. Please download readings for Canvas weekly to ensure you are accessing the most updated readings.
  - Supplemental readings are not required but will enhance students' knowledge and understanding of a weekly topic. They may provide historical context, more in-depth discussion of a topic, or a new empirical study.
- Articles marked with an \* are considered "empirical" articles and can be used for the Article Evaluation – Social Media Assignment. (if you think an article is marked erroneously, please let me know)

<b>Week 1: Monday 1/22/2024 – Introduction to course (logistics and context for adult focus) VIRTUAL – ZOOM LINK IN CANVAS</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- Syllabus</li> <li>- IACC 2023 strategic plan (Easy read version)</li> </ul>
<b>Week 2: Monday 1/29/2024 – features of autism in adulthood</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- DSM-5 criteria</li> <li>- Bal et al., 2019*</li> <li>- Kuiper et al., 2019*</li> </ul> <i>Extra readings:</i> <ul style="list-style-type: none"> <li>- Bal et al., 2015*</li> </ul>
<b>Week 3: Monday 2/5/2024 – Adult perspectives in research; advocacy networks VIRTUAL – ZOOM LINK IN CANVAS</b>
<b>GUEST LECTURE: Dr. Alexandra Sturm, Loyola Marymount University</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- Nicolaidis 2019</li> <li>- Gillespie-Lynch et al., 2017</li> <li>- Autistic Self Advocacy Network – About Us and Position Statements pages</li> </ul> <i>Extra Readings:</i> <ul style="list-style-type: none"> <li>- Nicolaidis et al., 2019</li> </ul>
<b>Week 4: Monday 2/12/2024 – Emotions and co-occurring psychiatric conditions</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- Cage et al., 2018*</li> <li>- Benevides et al., 2020</li> <li>- Gaigg et al., 2018*</li> </ul>

<p><i>Extra Readings:</i></p> <ul style="list-style-type: none"> <li>- South et al., 2017*</li> <li>- Jadav &amp; Bal, 2022*</li> </ul>
<p><b>Week 5: Monday 2/19/2024 – “Outcome” studies</b></p>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- <i>National Autism Indicators Report 2017 – pages 1 – 21</i></li> <li>- Gotham et al., 2015*</li> <li>- Henninger &amp; Taylor, 2013</li> </ul> <p><i>Extra Readings:</i></p> <ul style="list-style-type: none"> <li>- Lord et al., 2020*</li> <li>- Bal et al., 2018</li> <li>- Howlin et al., 2013*</li> </ul>
<p><b>Week 6: Monday 2/26/2024 – Post-secondary education, vocational opportunities and supports</b></p>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Anderson et al., 2019</li> <li>- Chan et al., 2017 *</li> <li>- Nicholas et al., 2017</li> </ul> <p><i>Extra Readings:</i></p> <ul style="list-style-type: none"> <li>- Accardo et al., 2019*</li> <li>- Teh et al., 2023*</li> <li>- Gantman et al., 2012*</li> </ul>
<p><b>Week 7: Monday 3/4/2024 –Beyond transition age: Aging, health and quality of life</b>  <b>AYSNCHRONOUS VIRTUAL CLASS</b>  <b>RESEARCH PARTICIPATION (by SIGN UP)</b></p>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- So Yoon Kim, 2019*</li> <li>- Roestorf et al., 2019</li> <li>- Croen et al., 2015*</li> </ul> <p><i>Extra Readings:</i></p> <ul style="list-style-type: none"> <li>- Atkin &amp; Tozer (2014)*</li> <li>- Ayres et al., 2017*</li> </ul>
<p><b>Week 8: Monday 3/11/2024 – SPRING BREAK</b></p>
<p><b>– NO CLASS OR READINGS – ENJOY ☺</b></p>
<p><b>Week 9: Monday 3/18/2024 Later life diagnosis and differential diagnosis with adults</b></p>
<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>- Lai &amp; Baron Cohen, 2015</li> <li>- Bargiela et al., 2016*</li> <li>- Powell &amp; Acker 2015*</li> </ul> <p><i>Extra Readings</i></p> <ul style="list-style-type: none"> <li>- deBroize et al., 2022*</li> </ul>

<b>Week 10: 3/25/2024 – Camouflaging, self-advocacy and disclosure )</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- Hull et al., 2017*</li> <li>- Paradiz et al., 2017</li> <li>- Sasson et al., 2019*</li> <li>- Fombonne, 2020; Lai et al., 2020 [commentary/response]</li> </ul> <i>Extra Readings:</i> <ul style="list-style-type: none"> <li>- Ai et al., 2024*</li> </ul>
<b>Week 11: Monday 4/1/2024 – Intersectional Identities</b>
<b>AYSNCHRONOUS VIRTUAL CLASS</b>
<b>RESEARCH PARTICIPATION (by SIGN UP)</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- Mallipeddi et al., 2021</li> <li>- GiwaOnaiwu 2020</li> <li>- Jones Mandell 2020</li> <li>- ASAN Definitions and Beyond Resource</li> </ul>
<b>Week 12: Monday 4/8/2024 – Access to services and healthcare issues</b>
<b>GUEST SPEAKER: Elizabeth Dicker, MA; RCAAS</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- Miller et al., 2018*</li> <li>- Nicolaidis et al., 2016*</li> <li>- Maddox et al., 2020*</li> </ul> <i>Additional Readings:</i> <ul style="list-style-type: none"> <li>- <i>AASPIRE Healthcare Toolkit for Patients and Supporters</i></li> </ul>
<b>Week 13: Monday 4/15/2024 – Relationships, Sexuality and Victimization</b>
<b>GUEST SPEAKER: Amy Gravino, MA; ASCOT Consulting, RCAAS</b>
<b>Readings:</b> <ul style="list-style-type: none"> <li>- Hartmann et al., 2019*</li> <li>- Sosnowy et al., 2019*</li> <li>- Brown-Lavoie et al., 2014*</li> </ul> <i>Extra Readings:</i> <ul style="list-style-type: none"> <li>- Oien et al., 2018</li> <li>- Sala et al., 2019</li> </ul>
<b>Week 14:– Monday 4/22/2024 Research Participation discussion, Course wrap-up, Exam review, Course evaluations</b>
<ul style="list-style-type: none"> <li>- Happé &amp; Frith, 2020</li> <li>- Lord et al., 2021</li> </ul> <i>Extra Readings:</i> <ul style="list-style-type: none"> <li>- Kanner, 1971</li> </ul>
<b>Week 15: Monday 4/29/2024 – ONLINE EXAM 3:35 – 4:35</b>