

CAPILANO UNIVERSITY COURSE OUTLINE			
<b>TERM:</b>	<b>SPRING 2017</b>	<b>COURSE NO:</b>	<b>ABA 415</b>
<b>INSTRUCTOR:</b>		<b>COURSE NAME:</b>	<b>Adults with Developmental Disabilities: ABA Interventions</b>
<b>OFFICE:</b>	<b>LOCAL:</b>	<b>SECTION NO:</b>	<b>CREDITS: 3</b>
<b>E-MAIL:</b>	<b>@capilanou.ca</b>		

**COURSE FORMAT:** Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15 week semester, which includes two weeks for final exams.

**COURSE PREREQUISITES:** ABA 342

**STUDENT LEARNING OUTCOMES:**

Instructional: This course will introduce students to several important clinical topics and issues faced by adults with Developmental Disabilities. Upon completion of the course, the student will be able to do the following:

- 1) Describe clinical issues of relevance to adults with Developmental Disabilities and their families.
- 2) Accumulate and cite, using correct APA style, research-based publications and on-line resources related to a clinical topic.
- 3) Collaborate with peers and contribute to in-class, group problem-solving activities.
- 4) Apply behaviour analytic principles when solving specific clinical issues of relevance to adults with Developmental Disabilities and their families.

**REQUIRED TEXTS & MATERIALS:**

Assigned Reading Package

APA Publication Manual

**COURSE CONTENT:** This course will introduce students to commonly encountered issues and topics for adults with Autism Spectrum Disorders and other Developmental Disabilities (e.g., intellectual disability, Down's Syndrome, multiple disabilities, etc.).

<b>EVALUATION PROFILE:</b>	Clinical Bibliography (1x50)	50 pts	(20%)
	In-Class Activity (5x20)	100 pts	(41%)
	Check-in/Check-out Activity (12x2)	24 pts	(10%)
	Clicker-pation (7x10)	70 pts	(29%)
		244 pts	100%

**GRADING PROFILE:**

A+ = 90 - 100%	B+ = 77 - 79%	C+ = 67 - 69%	D = 50 - 59%
A = 85 - 89%	B = 73 - 76%	C = 63 - 66%	F = 0 - 49%
A- = 80 - 84%	B- = 70 - 72%	C- = 60 - 62%	

**OPERATIONAL DETAILS:**

*Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.*

Attendance: All students are expected to engage in a professional manner. This means arriving to class on time and prepared, participating in class, and being respectful of your peers and the Instructor.

If you miss a class, you will fail to earn the possible points/marks for that class. Exceptions may be made by the Instructor on an individual and case-by-case basis, but only if s/he is contacted well in advance of class time and the absence is approved before the class begins.

Students will earn attendance and participation points/marks as per the course outline.

Cheating and Plagiarism: The ABA – Autism department adheres to the definition of cheating and plagiarism found in the University Calendar which students are responsible for consulting. Cheating and plagiarism may result in a grade of zero, either for the assignment or the entire course.

Missed Exams: Make-up exams are given only in exceptional circumstances and with prior notice to the instructor. A penalty of up to 20% will be levied on those make-up exams when permission to write them is granted.

Submissions for waiver of late penalties for exceptional circumstances may be presented, in writing, to the ABA – Autism Department.

Late Assignments: Due assignments are indicated in the course schedule below.

All assignments must be submitted directly to the Instructor at the beginning of the class period. Late assignments will be penalized 5% per day. No assignments will be accepted after one week, except under exceptional circumstances (e.g., death in the family, etc.).

Incomplete Grades: Incomplete grades will be given only in exceptional circumstances, and require the approval of your Instructor.

English Usage: University level writing skills are required in all assignments. American Psychology Association (APA) writing guidelines, including the use of non-sexist language, must be followed. APA reference guide on the web: <http://www.capilanou.ca/programs/psychology>

All assignments must be original and must be used for this course only. Keep copies of all drafts, including copies on disk labelled “Draft1,” “Draft2,” etc. Hand in the original which must be typed. For written assignments, you may be required to go to the Writing Centre as part of a revision process.

Confidentiality: The ABA – Autism department adheres to professional standards of ethics and confidentiality. Personal information that you give to an instructor would not normally be shared with anyone outside the department without your

authorization. However, there are a few exceptional circumstances in which an instructor may be required by law to disclose information about you, e.g. if there is an indication that a minor (under the age of 19) is being abused sexually or physically, or neglected; or, disclosure of information is made necessary for legal proceedings; and certain other circumstances about which you may inquire.

Electronic Devices:

**During Exams:** No personal electronic devices (cell phones, tablets, laptops, pagers, calculators, electronic dictionaries, etc.) may be used during an examination without prior approval from the instructor. During an exam, turn off all cell phones and pagers and remove them from the desk.

**During Class:** No personal electronic devices (cell phones, tablets, laptops) may be used during class. Cell phones must be turned off and put away. Handout packages and assigned readings, purchased through the bookstore, provided electronically, and/or provided by your Instructors (at cost), must be brought to class. Students observed using an electronic device during class will automatically lose their attendance/participation points for the class.

Emergency Procedures:

Please read the emergency procedures posted on the wall of the classroom.

WEEK	ACTIVITY/CONTENT	Assignments & Readings
1	Introduction, review course outline	
2	Person Centered Planning; Self-Determination	
3	Person Centered Planning; Self-Determination	In-Class Activity - Problem Based Learning #1
4	Health and Self-Care	
5	Health and Self-Care	In-Class Activity - Problem Based Learning #2
6	Community and Daily Living Skills	
7	Community and Daily Living Skills	In-Class Activity - Problem Based Learning #3
8	Housing	
9	Social Skills	
10	Social Skills	In-Class Activity - Problem Based Learning #4
11	Employment	
12	Employment	In-Class Activity - Problem Based Learning #5
13	Literacy & Post-Secondary Education	Clinical Bibliography Due
14 - 15	University Final Exam Period	

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**Check-in/Check-out Activity:** Each class will begin and end with a slide-based question that requires a response using your iClicker. Therefore, it is essential that you arrive to class on time. The check-in question will remain available during the first minute of class and not one minute longer. The check-out question will not be displayed until class is dismissed.

**Clicker-pation:** iClickers are a required course material. A minimum of 10 questions will be embedded throughout each course lecture (7) and an iClicker response is required for each question in order to earn all available “clicker-pation” points. Clicker-pation will not be required during the 5 in-class problem based learning days.

**In-Class Activity - Problem Based Learning:** During 5 class periods, students will be assigned to groups and provided with case studies related to the previous week’s lecture. Students are expected to complete the case study analysis during class and submit one copy for their group at the end of class. All group members will receive the same mark. The goal of this assignment is to provide students with the opportunity to apply their knowledge regarding behaviour analysis to issues of importance when supporting adults with Developmental Disabilities.

**Clinical Bibliography:** Students will select a topic from a pre-set list provided by the Instructor and generate a bibliography of current publications, on-line resources, and key clinicians/researchers in the topic area. This assignment will be due at the end of the term and each student’s final products will be shared amongst class members to create clinical resource document. Additional details and an assignment template will be provided by the Instructor on the first day of class.