



Certificate in Autism Spectrum Disorders for Nurses and other Allied Health Professionals

Available On-Line August 23rd, 2010

To Register now, visit: <http://www.edison.edu/lee/ce/autism>

Program Overview:

Autism is one of the most challenging developmental disabilities you'll encounter among pediatric patients. A major developmental disorder for which the cause is not yet fully understood, it requires intensive multidisciplinary intervention and is pervasive.

Edison College has responded to this challenge for more specialized education about autism spectrum disorders (ASD) with this comprehensive online program so nurses and other health professionals can gain practical knowledge and skills that matter in this field.

This program will provide registered nurses and other allied health professionals with information about autism so they can provide more effective care for patients with this disorder. Participants will learn about the latest research findings and conclusions. Upon completion of this program participants will be able to describe how autism is diagnosed, identify medical interventions for autism, discuss the role of nurses in autism interventions, and demonstrate clinical competency in the use of the most current evidence-based practice in clinical and educational settings. Participants will understand how the integration of research findings, professional judgment, data-based clinical decision-making, and the values and preferences of families are critical in making treatment decisions.

Program Features:

- ❖ This program is offered entirely online.
- ❖ This program is approximately 90 hours of training and equivalent to 90 hours of classroom time.
- ❖ This program consists of 16 online courses which are taken in sequential order.
- ❖ Each Candidate has 6 months to complete the program once they have enrolled.
- ❖ Candidates must pass the course assessments with at least a 90% pass criteria.

- ❖ There is no partial credit given.
- ❖ Upon a completion of the online course work each candidate will have the option to enroll in the 45 hour practicum.
- ❖ Comprehensive online community allows candidates to communicate with participants from many countries and form an extensive support network.



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COURSE LIST FALL 2010

***Please note:** For continuous quality improvement, accuracy and content currency purposes, the program outline as detailed here, and the content contained within, may change without notice. However, core content will remain unaffected. Should any content be altered in any way, the purpose will be for enhancement purposes only.*

Course 1: Autism for Nurses

- ❖ Introduction to Autism Spectrum Disorders
- ❖ The Knowledge Deficit
- ❖ Historical definitions of Autism
- ❖ Philosophy and values
- ❖ Professionalism and Autism
- ❖ Autism is a spectrum disorder
- ❖ Prevalence and Epidemiology
- ❖ The Triad of impairments
- ❖ Etiology
- ❖ Common barriers to support delivery

Course 2: Understanding Diagnosis

- ❖ Standards
- ❖ Principles of assessment and diagnosis

- ❖ Assessment Tools
- ❖ The nurse's role in the diagnostic process
- ❖ Using the results

Course 3. Biomedical Issues

- ❖ Introduction
- ❖ History
- ❖ Conceptual Foundations
- ❖ Co-morbid conditions
- ❖ Research and Current Findings
- ❖ Medications and Autism
- ❖ Alternative Therapies
- ❖ National Standards Treatment Research and Findings
- ❖ Evidence Based Resources (National and International)
- ❖ Funding
- ❖ Standards, Legislation, Statutes

Course 4: Applied screening and assessment

- ❖ Screening in primary care
- ❖ Review of the characteristics of Autism
- ❖ Environmental and sensory issues
- ❖ Nursing interventions
- ❖ Supporting the Supporters
- ❖ An Introduction to speech, language and behavioral therapies
- ❖ What to do next

Course 5: Overview of Positive Behavior Supports

- ❖ Tools for developing and implementing positive behavior supports to support children with challenging behaviors
- ❖ Understanding why problem behavior occurs, and how to adapt intervention strategies to address the specific needs of individuals
- ❖ Guidelines for assisting those responsible for implementing positive behavioral

Course 6: Addressing Problem Behaviors: Part 1 – Problem Behavior

- ❖ An Introduction to Functional Assessments for Individuals with Autism
- ❖ Conducting a Functional Assessment
- ❖ Carrying out the Treatment Plan
- ❖ Evaluating the Treatment Plan

Course 7: Addressing Problem Behaviors: Part 2 – Conducting an FBA

- ❖ Conducting a Functional Assessment.
- ❖ Rationale for Using Functional Assessments
- ❖ Conducting a Functional Assessment

Course 8: Addressing Problem Behaviors: Part 3 – Creating a PBS

- ❖ Introduction
- ❖ Rationale for Developing Positive Behavioral Interventions
- ❖ Developing, Implementing, and Monitoring a Positive Behavioral Intervention Plan
- ❖ Elements of a Behavioral Intervention Plan.
- ❖ Strategies to Address Different Functions of Behavior
- ❖ Skill and Performance Deficits.
- ❖ Selecting and Implementing Interventions
- ❖ Reinforcement of Appropriate Behavior
- ❖ Special Considerations.
- ❖ Obstacles

Course 9: Overview of Discrete Trial Teaching for Professionals

- ❖ Overview of Discrete Trial Teaching (DTT)
- ❖ Review of the different components that make up Discrete Trial Teaching
- ❖ Guidelines for implementation to assist educators with putting this approach into practice

Course 10: Transitioning

- ❖ Identify appropriate indicators to use to signify transitioning.
- ❖ Identify ways to enable smoother transitions between activities.

Course 11: Visual Supports

- ❖ Explain what visual supports are, and how they are used.
- ❖ Demonstrate understanding of the goal of visual supports.
- ❖ Identify the different types of cards that can be used, and the purpose of each.
- ❖ Recall what you need to remember when creating visuals.

Course 12: Working with Individuals with HFA and Asperger's

- ❖ Identify the differences between Asperger's syndrome and high functioning Autism.
- ❖ Recall the signs and symptoms of Asperger's syndrome and high functioning Autism.
- ❖ Describe how Asperger's syndrome and high functioning Autism are diagnosed and tested for.

Course 13: Establishing Yourself as an Effective Interventionist

- ❖ Identify the elements to effectively support individuals with Autism as an interventionist.
- ❖ Identify the primary objective of behavioral intervention.
- ❖ Identify the behavioral characteristics of Therapeutic Alliance.
- ❖ Explain how to identify reinforcers and use them to establish an effective working relationship.
- ❖ Recall what you need to remember when implementing pairing procedures.
- ❖ List what is required for providing effective instructions.
- ❖ Explain the purpose and use of errorless learning and maintenance tasks.

Course 14: Using Pivotal Response Training to teach social-communication and play skills in Children with Autism – An Introduction to Pivotal Response Training

- ❖ Compare and contrast the differences between traditional structured methods and naturalistic methods of teaching individuals with Autism that influenced the development of PRT.
- ❖ List and describe the components of Pivotal Response Treatment that target motivation.
- ❖ Describe what a pivotal behavior is.
- ❖ Identify the four empirically supported pivotal behaviors?
- ❖ Distinguish between good and poor examples of the components of PRT
- ❖ Identify and describe the three main prompting strategies used in PRT

Course 15: Improving Social Interactions among Children with Autism and their Peers through Pivotal Response Treatment - Advanced Pivotal Response Training

- ❖ Recall the main points that make up Pivotal Response Treatment.
- ❖ Identify the different levels of play.
- ❖ Describe how to teach play skills using PRT.
- ❖ Define Joint Attention.
- ❖ Identify the three major types of behavior that regulate communication and social interaction.
- ❖ Explain the purpose of teaching Initiating Joint Attention.
- ❖ Describe how to teach Joint Attention.
- ❖ Explain the purpose of teaching self-initiations.
- ❖ Describe how to teach self-initiations.
- ❖ Identify the purpose of cooperative arrangements.
- ❖ Explain what mutually reinforcing activities are for.
- ❖ Describe how to teach cooperative arrangements.

Course 16: Person Centered Planning

- ❖ Introduction
- ❖ Moving Towards Self-Determination
- ❖ Belonging to the Community
- ❖ Person-Centered Planning Tools
- ❖ Creating a Circle of Support
- ❖ Essential Lifestyle Planning
- ❖ MAPS
- ❖ Personal Futures Planning
- ❖ PATH
- ❖ Encouraging Organizational Change
- ❖ Transition Planning