

COURSE SYLLABUS COVER SHEET

Lewis & Clark College/Graduate School of Education and Counseling

Please attach completed cover sheet to course syllabus.

Course Name	<u>Applied Developmental Neuropsychology</u>
Course Number	<u>CPSY 540-01</u>
Term	<u>Summer 1, 2013</u>
Department	<u>Counseling Psychology/School Psychology</u>
Faculty Name	<u>Colleen M. Hanson, Ed.D.</u> <u>forskykids@yahoo.com</u> <u>503-998-7827</u> <u>cmhanson@lclark.edu</u> <u>office hours: Thursday afternoons by appointment</u>

Catalogue Description (copy from current catalogue):

This course offers the student a conceptual overview of the field of Neuropsychology from both developmental and applied perspectives. During this course students will explore theories and principles of neuropsychology and their relationship to practice in school and mental health settings. Students will have a basic understanding of brain anatomy and function and the effect a variety of diseases and conditions have on the developing brain. Also covered will be how these various conditions manifest themselves in the educational setting in the areas of learning and memory and what services might be available to students with acquired brain and other neuro-developmental injuries under the Individuals with Disabilities Education Act (IDEA).

Guiding Principles/Standards Addressed in Course:

Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	√
Content Knowledge Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	√
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	√
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	√
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	√
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	√
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	√
Leadership and Collaboration Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	√
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	√

Authorization Levels:

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

Early Childhood Age 3-4 th Grade	R
Elementary 3 rd -8 th Grades in an Elementary School	R
Middle Level 5 th -10 th Grades in a Middle or Junior High School	R
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions

*P = Practicum

Student Performance:

Student performance criteria appear on page(s) 2-4 of this syllabus (student performance includes goals, evidence, and levels of performance).

Graduate School of Education
Lewis & Clark College

8/6/2013

CPSY 540 Applied Developmental Neuropsychology SUMMER 2013

Thursday: May 9 – June 27 & Saturday, June 8, 2013
Thursday: 5:15-8:30 pm

Faculty: Colleen M. Hanson, Ed.D.
Rogers Hall Rm. 422 (until June 1st)
503-998-7827
E-Mail: forskykids@yahoo.com or cmhanson@lclark.edu

Office Hours: Thursday afternoons: *By appointment only*

Text(s): 1. How The Brain Learns. D. Sousa (2006) **(Optional)**
2. Acquired Brain Injury: From Hospital to School & Beyond.
C.M. Hanson & M.E. Colwell (2001). **(Required)****

**** Purchased in first class (\$15)**

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Professional Standards:

Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor towards students, parents, professional peers, and others. Students need to be timely in completing work: they must honor class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work. If two classes are missed, the student is in danger of failing the class. If students miss a class, they need to discuss required make-up work with the instructor. Students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Students are expected to be aware of and respect diversity and multicultural issues.

Students with Special Needs:

The **Student Support Services Office**, located in the **Templeton Student Center** (main campus), is a resource for students with disabilities. A variety of services are available through this office according to the particular

needs of each student. Students interested in these services may contact the **Student Services Office** at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me, if you need accommodations in our class.

Goals & Objectives:

At the completion of this course, each student will:

- Have a conceptual framework of Neuropsychology and its implications for school and mental health settings
[NASP Domains: 2.4 (Socialization and Development of Life Skills) & 2.7 Prevention, Crisis Intervention, & Mental Health]
- Have a basic understanding of normal and abnormal neurodevelopment from birth through adulthood
[NASP Domains: 2.4 & 2.5 (Student Diversity in Development and Learning)]
- Have a basic knowledge of the anatomy and functions of the brain
[NASP Domains: 2.1 (Data-Based Decision Making & Accountability)]
- Gain an overview of psychopharmacology as it relates to the brain and is applied in practice
[NASP Domains 2.7]
- Become familiar with the neurological and educational aspects/implications of a variety of medical conditions of the brain, such as:

1. Fetal Alcohol Syndrome
2. Substance Abuse & other toxic products (inhalants, etc.)
3. Strokes & other vascular accidents
4. Attentional Disorders
5. Seizure Disorders (epilepsy)
6. Tumors of the brain
7. Cerebral Palsy
8. Shaken Baby (Sudden Impact, Shaken Impact) Syndrome
9. Pharmacology
10. Concussions & Comas
11. Post-Traumatic Stress Disorder
12. Learning Disabilities/Dyslexia
13. Acquired Brain Injuries
14. Low Incidence Syndromes of the Brain

[NASP Domains: 2.1;2.3 (Effective Instruction and Development of Cognitive /Academic

Skills) &

2.4]

- Build on their current knowledge of assessment and assessment tools and how they relate to memory and learning, behavior and brain dysfunction. Examples of instruments would be:
 1. WISC-IV
 2. WJIII-Cog
 3. DAS-II[NASP Domains: 2.1, 2.4 & 2.5]
- Be introduced to a selection of neuropsychological assessment tools and understand their role in the assessment and identification of memory, learning, and brain dysfunction.
- Examples of instruments would be:

1. Children's Memory Scale (CMS)
 2. Wechsler Memory Scale – Third Edition (WMS-III)
 3. Developmental Assessment of Neurological Functions-2 (NEPSY-2)
 4. Wide Range Assessment of Memory and Learning-2 (WRAMAL-2)
 5. Behavior Rating Inventory of Executive Functions (BRIEF)
- [NASP Domains 2.1 & 2.5]

Students will:

1. **Prepare a 4 to 5 page research paper on one of the medical conditions of the brain listed above (or one of their choosing – permission of instructor required) and make a formal class presentation.** Each research paper will:
 - a. Have cited references (at least 4) – format to be discussed in class
 - b. Be presented in class with group discussion (10 min.)
 - c. Be available (via email) for cohort. A 2 page summary will be distributed to the class at the time of presentation
 - d. Include a discussion of:
 - i. Structures of the brain involved
 - ii. Symptoms
 - iii. Prevalence in the population
 - iv. Educational implications
 - v. Possible educational accommodations
 - vi. Vocational/social implications
 - vii. Implications at various developmental stages
 - viii. Prognosis

NOTE: Summary, tables, outlines, graphs, drawings, and references are **in addition** to the **4-5 pages**

2. **Prepare a reaction papers on the following article (3-4 pages)**

1. Fertile Minds (Time Magazine/February, 1997)

3. **Complete the Take-Home Final**

Grades:

Research Paper	=	20%
Topic Presentation	=	15%
Article Reaction	=	15%
Take-Home Final	=	<u>50%</u>

TOTAL = 100%

Grade Distribution:

98-100	=	A+	
93-97	=	A	
90-92	=	A-	
87-89	=	B+	
83-86	=	B	
80-82	=	B-	...etc., etc., etc. ...

NON-DISCRIMINATION POLICY AND SPECIAL ASSISTANCE

Lewis and Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights. If you need course adaptations or accommodations because of a disability (see section Students with Special Needs) and/or you have a emergency medical information to share please make an appointment with the instructor as soon as possible.

CPSY 540 Applied Developmental Neuropsychology
Summer: May-June 2013

CALENDAR

Colleen M. Hanson, Ed.D.

E-Mail: forskykids@yahoo.com or cmhanson@lclark.edu

Phone: 503-998-7827

Rogers Hall Room #422

May 9th (Class 1)

1. Overview of Course, Review of Syllabus, Selection of Research Topic
2. Discussion of Take-Home Final
3. Hand Outs, Text & Reading Assignments
4. Acquired Brain Injuries
5. IDEA Eligibilities & Acquired Brain Injuries

May 16th (Class 2)

1. Early Theorists and the Brain
2. Brain Development
3. Normal Development in the Young Child
4. **Read: Hanson pgs 1-38**

May 23rd (Class 3)

1. Structures of the Brain
2. Traumatic Brain Injuries
3. Video: Faces of Brain Injury
4. **Read: Hanson pgs 38-43; Sousa Handout; Basic Brain Facts; Hanson Handout: TBI**

May 30st (Class 4)

1. Cognitive Sequelae & Educational Implications following Brain Injuries
2. Comparing & Contrasting ABI with other IDEA Disability Categories

June 6th (Class 5)

1. Memory and Student Learning
2. **Read: Sousa Handout: Memory, Retention & Learning**

June 8th (Class 6) SATURDAY

Please bring something to share for breakfast. I'll bring coffee.

1. **All Research "Topic" Presentations/Discussions** (with 2 pg. handout for cohort & me)
2. Neuropsychological Implications of the "BIG 3" (Part 2): DAS-2 & WJIII2

June 13th (Class 7)

1. Evaluating Memory & Learning
2. Neuropsychological Implications of the "Big 3" (Part 1): WISC-IV
3. **Article Reflection (Fertile Minds): DUE**

June 20th (Class 8)

1. Executive Functions and Learning
2. How to use/write Neuropsych info in the Psychoeducational Report & in Consultation
3. **Read: Hanson pgs 43-74 to end; Handout: Executive Functioning**

June 27th (Class 9) LAST CLASS

Please bring a salad or something to share & I'll bring Pizza/Drinks

1. Overview: Test Instruments for School-Based Neuropsychology
2. Developing Accommodations, Modifications & Recommendations
3. **TAKE-HOME FINAL due**
4. **Course Evaluations due**
5. **All Research Papers due**