

## **ACQUIRED BRAIN INJURY IN THE CLASSROOM: IDENTIFICATION TO INTERVENTION**

**SPSY 590-01**

**Summer 2017: Session 1**

**May 9th-June 6th**

**Tuesday: 2-5 pm**

**York 117**

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Office hours by appointment

**Required Text: How the Brain Learns, 5th Ed. David Sousa (2016)**

**[additional readings provided in class]**

### **COURSE DESCRIPTION:**

This elective offers the student a conceptual overview of the brain from both developmental and applied perspectives. During this course, students will broaden their understanding of neuropsychological principles and applications in school and mental health settings. Students will gain a basic understanding of brain anatomy and function, memory and learning, and the impact a variety of diseases and conditions may have on the developing brain. Evidenced-based assessment techniques, treatment and educational interventions will also be explored. (1 Semester hour)

### **PROFESSIONAL STANDARDS:**

Students are expected to follow professional standards, including adherence to legalities and ethics. Students are expected to be timely in completing class work and honor class attendance and hours. Any significant missed class time (60 minutes or more) will require a standard make up assignment. This assignment is a 2 page paper in which you: 1) describe what you learned from interviewing two members of the class who attended the session you missed, 2) apply the information to your role as counselor/school psychologist/mental health care provider. **Make up assignments are due the week following the class missed.** Students are expected to use appropriate professional and technological tools. 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 according to the particular needs of the student. Students interested may contact the office at **502.768.7191**. Please inform me, if you need accommodations in our class.

## GOALS and OBJECTIVES:

At the completion of this elective, each student will:

- Have a conceptual framework of neuropsychology & it's implications for school and mental health settings [NASP DOMAINS: 2.4 Interventions & Mental Health Services to Develop Social & Life Skills; 2.9 Research and Program Evaluation]
- Have a basic understanding of normal & abnormal neurodevelopment from birth through adulthood [NASP DOMAINS: 2.6 Preventive & Responsive Services; 2.7 Family-School Collaboration Services; 2.8 Diversity in Development & Learning]
- Have a basic knowledge of the anatomy & functions of the brain [NASP DOMAINS: 2.1 Data-Based Decision Making & Accountability; 2.9 Research & Program Evaluation]
- Be familiar with the neurological & educational aspects/implications of a variety of medical conditions of the brain [NASP DOMAINS: 2.1 Data-Based Decision Making & Accountability; 2.2 Consultation & Collaboration; 2.3 Interventions & Instructional Support to Develop Academic Skills; 2.5 School-Wide Practices to Promote Learning; 2.9 Research & Program Evaluation; 2.10 Legal, Ethical, & Professional Practice]
- Be introduced to a selection of neuropsychological assessment tools & understand their role in the evaluation and identification of memory, learning and brain dysfunction [NASP DOMAINS: 2.1 Data-Based Decision Making; 2.3 Intervention & Instructional Support to Develop Academic Skills; 2.4 Interventions & Mental Health Services to Develop Social & Life Skills]

## ASSIGNMENTS:

Students will:

1. Prepare a **4 page** research paper on one of the following applied or medical conditions of the brain, or neuropsychological assessment tools.

- |                               |  |            |
|-------------------------------|--|------------|
| A. Social/emotional disorders | F. Strokes                             | K. PTSD    |
| B. Executive Functions        | G. Seizures                            | L. Cancer  |
| C. Children's Memory Scale    | H. Language disorders                  | M. FAS/FAE |
| D. NEPSY-II                   | I. Shaken Baby (Non-Accidental Trauma) |            |
| E. BRIEF-2                    | J. Concussions                         |            |

Each paper will:

- Include cited references (at least 3) - format to be discussed in class
- Include a discussion of:
  - Structures of the brain involved
  - Symptoms
  - Prevalence in the population
  - Educational, social/behavioral, vocational implications
  - Possible educational accommodations
  - Impact at various developmental stages
  - Prognosis

And, if an assessment tool is selected

- Age appropriateness
- Reliability/validity
- Special considerations in administration
- Length/time of administration
- Areas evaluated (i.e., short term memory, visual processing, attention, etc.)

2. Make a formal **10 minute** class presentation with brief group discussion.

3. Provide class with a **1 page** summary of research paper, on the day of presentation. Formal research paper will be made available to members of the class via email, upon request. Please provide me with a hard copy of your research paper (for grading) on the day of presentation.

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

**GRADES:**

<b>Research Paper</b>	<b>25%</b>
<b>Presentation/Summary</b>	<b>25%</b>
<b>Class Participation</b>	<b>50%</b>

**TOTAL = 100%**

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

**NON-DISCRIMINATION POLICY & SPECIAL ASSISTANCE:**

Lewis and Clark College adheres to a no discriminatory 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 on Students with Special Needs) and/ or you have emergency medical information to share, please make an appointment with me as soon as possible.

## **CALENDAR**

**May 9th [Class 1]**

- 1. Overview of course, review of syllabus, research topic selection**
- 2. Acquired Brain Injuries - overview**
- 3. IDEA eligibilities, 504 plans: How They Fit**
- 4. What I already know about the brain**
- 5. BRAIN AROUND (large group discussion)**

**May 16th [Class 2]**

- 1. Brief Hx & Early Theorists on the Brain**
- 2. Cells & Neurons & Babies...Oh my!!**
- 3. Anatomy & Function of the Brain**
- 4. Classroom implications**
- 5. BRAIN AROUND ( large group discussion)**

**Due: Read Sousa - Chapter 1 & 5; Review Introduction**  
**Hanson - pages 1-11**

**May 23rd [Class 3]**

- 1. Memory, Learning & Forgetting.....What?**
- 2. Classroom Tricks & Interventions**
- 3. Traumatic Brain Injuries (TBI) - Part 1**
- 4. BRAIN AROUND (large group discussion)**

**Due: Read Sousa - Chapters 2, 3 & 4**

**May 30th [Class 4]**

- 1. TBI - Part 2**
- 2. What it is....What it isn't: IDEA categories vs TBI**
- 3. From Hospital to School Re-entry:Treatment, Outcomes & Interventions**
- 4. Applied Neuropsychological Presentations & Discussion (5)**
- 5. BRAIN AROUND (large group discussion)**

**Due: Read Hanson - pages 12-42**

**June 6th [Class 5]**

- 1. Treatment & Interventions - or - When you see this...Try this!!**
- 2. Thinking Skills & Learning**
- 3. Life Transitions:Work, College/Independent Living/Family Support**
- 4. Applied Neuropsychology Presentations & Discussion (6)**
- 5. BRAIN AROUND (large group discussion)**

**Due: Read Sousa - Chapter 7; Review Chapters 6 & 8**  
**Hanson - pages 43-89**