LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 590/MCFT 563: Treatment Issues in Neurodiversity
Fall 2022

When: Friday/Saturday 10/28 and 10/29 from 9 am-5:30 pm
Where: TBD
Instructor: Sharon Cabana, MA, LMFT
Office Hours: By appointment or available before start of class
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Phone: 603-490-7490

CATALOG DESCRIPTION

Contemporary scholarship provides evidence for the presence of distinct neurotypes and broad ranges of neurodiversity. Research continues to develop to understand the lived experiences of individuals experiencing both innate and acquired neurodivergencies, increasingly with support from affirming advocacy networks that privilege neurodivergent voices and advocate for improved training and social equity. This course addresses the counseling implications of the complex multiply ways neurodivergence exists across all populations. Topics covered include: 1) an overview of the history of diagnosis as it relates to different forms of neurodivergence, in particular, autism and ADHD; 2) diagnostic and treatment considerations for both innate and acquired neurodivergencies; 3) training in affirmative practices to promote practices engage in inclusivity and equity that privilege neurodivergent voices; 5) ethical issues and controversies, including the use of behavioral therapies in the treatment of neurodivergent populations.

COURSE DESCRIPTION

This course is an introduction to providing neurodiversity-affirming care through critical engagement with the history of diagnosis and treatment protocols for both innate and acquired neurodivergence, the intersection of social locations and social justice concerns related to neurodiversity and neurodivergence, and application of affirming interventions that de-stigmatize these diagnoses and prepare students to develop competency in working with these communities. This course will combine experiential learning, videos and media presentations, lectures and seminar discussions.

Program Objectives:

SLO 1.2: Students recognize the interconnections among biological, psychological, social systems in people's lived experience.

SLO 1.3: Students apply systems/relational theories to clinical case conceptualization

OBJECTIVES:

Students will be able to:

1. Understand the fundamentals of neurodiversity affirming care.
2. Examine contemporary neurobiological research involving neurodiversity
3. Examine the use of affirming practices and therapies
4. Understand and engage critically with the history and conceptualization of neurodiversity
5. Understand ethical and social justice issues regarding neurodiversity

TEACHING METHODS
A variety of teaching methods will be utilized during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures.

READINGS:
Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. The textbook should be read in its entirety by the end of the course.

CPSY Departmental Attendance Policy
Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. **Participation   (30 pts)**

   ● Full attendance to both days of class is required for a passing grade

   ● Giving attention to the instructor and/or other students when they are making a presentation.

   ● Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.

- Demonstrating ability to be open about discussing the impact of your comments on your peers.

- Coming to class prepared (having read the assignment for the day)

- Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.

- Engaging in group discussions with attention and energy.

- Asking questions of the instructor and/or other students regarding the material examined in that class.

- Providing examples to support or challenge the issues talked about in class.

- Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.

- Dealing with other students and/or the instructor in a respectful fashion.

- Active listening. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.

2. **Reflection paper – 30 pts – (4-6 pages due on November 18, 2022 send to** smcabana@lclark.edu

Increasingly, self-diagnosis is validated among neurodiversity affirming clinicians and advocacy communities. Many assessments, some of them used for years in full neuropsychological evaluations, are available for free online. For this assignment, you are asked to do one of the following:

A) Complete 2-3 of the following assessments: Wender-Utah or Copeland (screens for adult ADHD), RAADS-R or AQ-40 (screens for autism), PHQ-9 (screen for depression), GAD-7 (screen for anxiety), Mood Disorder Questionnaire (screen for mood disorders, specifically bipolar), or an assessment of your choice. **YOU ARE NOT REQUIRED TO SUBMIT RESULTS OR DISCLOSE THEM IN YOUR PAPER.** Reflect on the process of completing this assessment in your paper.

B) Review 2-3 of the above assessments.

After choosing either of these two options, write a reflection paper about the experience.

- Did it influence how you view assessments?
- What emotions/feelings/thoughts did you experience in reviewing the assessments?
- Knowing that these are standard in the field, how do you think this will impact how you will work with clients?
- Do you think, at this stage, you would consider integrating any of them?

- What interest do you have in working with neurodiverse populations? Why?

Before engaging with this paper, please note that you may learn something about yourself you did not know. This may, naturally, generate an emotional response. Please know that you can reach out to me for support. As well, many clients will experience the same things you do when completing these assessments. These responses can help to lead you to affirming practices. If you are concerned about completing any one of these assessments, please feel free complete option B and reflect on your impressions of the questionnaire as well as your general interest in working in neurodiversity affirming care.

3. **Final paper – 40 pts – (8-10 page, double space, due no later than December 12, 2022 – send to smcabana@clark.edu)**

Choose One:
Option A)

Based on your reading of *Neuroqueer*, the material presented in class and discussions with your peers,

    a) Create (2 page) vignette illustrating an aspect of neurodiversity and its relevance in clinical practice. You may choose any topic highlighting the central role of neurodiversity in a family, couple, an individual's life or an organization. You may also choose to identify the development of the relationship following diagnosis during different life stages or how you would work with clients seeking a potential diagnosis.
    b) Describe how you would explain to a family, couple or individual the meaning and role of neurodiversity in the family using your vignette
    c) Describe how you understand neurodiversity using your vignette
    d) Describe how you would address neurodiversity in counseling to address the clinical issue identified in your vignette.

Option B) Practical Exercise and Report
    a) Interview (in-person, zoom, facetime, etc.) a provider in the community currently working with a population within the neurodiverse community. Interviews can be structured/unstructured and should last approximately 1 hr.
    b) Discuss the interview and incorporate material from the class and your readings to discuss elements you would include or not include in your practice and any ethical/legal considerations you learn about from the interview should you decide to pursue neurodiversity affirming care
    c) Describe how your interviewees' model relates to the practice of neurodiversity affirming care
    d) Identify at least one additional source related to the interviewee's model and compare/contrast information between the resources. Compare and contrast theory and praxis regarding neurodiversity affirming care

Option C) "The Book Report"

a) Choose **2** books/resources specifically about neurodiversity. Books should be geared towards adult audiences and address themes discussed in class.
b) Compare and contrast how these books address neurodiversity and how this can be applied in therapy
c) Incorporating material in class, discuss the ways in which these books speak to ethical and social justice issues for neurodiverse populations
d) Discuss how you would treat the author or subjects of the book in a therapy setting.

4. **APA format.**

   All papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar.

TEXTBOOKS:

Walker, Nick. 2021. *Neuroqueer: Notes on the Neurodiversity Paradigm, Autistic Empowerment, and Postnormal Possibilities.* Fort Worth: Autonomous Press.

Recommended Materials:

Garcia, Eric. (2021). *We're Not Broken: Changing the Autism Conversation.* HarperCollins.

Milton, Dr. Damian. 2020. *The Neurodiversity Reader: Exploring Concepts, lived experience, and implications for practice.* West Sussex: Pavillion Press.

Neremberg, Jenara. (2020). *Divergent Minds: Thriving in a World that Wasn't Designed for You.* HarperCollins.

Price, Devon. (2022). *Unmasking Autism: Discovering the New Faces of Neurodiversity.* Penguin/Random House.

Yergeau, Melanie. 2018. *Authoring Autism: On Rhetoric and Neurological Queerness.* Durham: Duke University Press.

FINAL GRADING

A = 93-100	B = 83-87	C = 73-77
A- = 90-92	B- = 80-82	C- = 70-72
B+ = 88-89	C+ = 78-79	

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & 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 laws.

SPECIAL NEEDS/ ACCOMMODATIONS

Please see me individually at the beginning of the semester if you require any special accommodations as a result of a documented disability.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have "established policies for informing applicants and students regarding disclosure of their personal information" (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.