



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND
COUNSELING**

**CPSY 590/MCFT 563: Treatment Issues in Neurodiversity
Spring 2024**

When: Friday/Saturday 2/9 and 2/10 from 9 am-5:30 pm
Where: York 101
Instructor: Sharon Cabana, MA, LMFT
Office Hours: By appointment or available before start of class
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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 may be 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 – (3-5 pages due no later than April 15, 2024 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. Also, 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 Project – 40 pts –No later than April 15, 2024– send to smcabana@clark.edu)

Choose Your Own Adventure

Summer term is short, and stress is not good for the body, mind, or spirit, so your assignment this term is to choose your own adventure. Do you like research papers? Write one. Do you express yourself with music, video, art? Do that. A couple of caveats: This is a graduate level class, so if you're going to do art, no stick figures. Unless your stick figure is in a complex three-dimensional art piece where you are expressing what it'd like to have alexithymia in an emotional world. No, you can't steal that. For book reviews, interviews, etc., write a paper of a length that works for you and shows me that you understand the concepts we've talked about in class. Integrate research if you want. For art projects, include an artist's statement so I know what I am looking at and can understand your thought process and why you chose the medium/approach/style you did to convey your ideas. Each of your brains is beautiful and unique. Your brains represent different areas of the neurodiversity spectrum. Show me your brains! (Not literally, that would be gross!). For those that worry about such things, you can always ask me if your idea is okay and get pre-approved to ease anxieties. I'm a Virgo. I get it. Last point, try to have fun if you can!

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.

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

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.

Stephen Silberman. (2015). *Neurotribes*. NY: Random House.

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

FINAL GRADING

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

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.