

## **CPSY 540 Applied Developmental Neuropsychology Summer Session 1, 2009**

**Thursday:** May 21 – July 2 & Saturday, June 20<sup>th</sup>, 2009  
Thursday: 5:15-8:30 pm

**Faculty:** Colleen M. Hanson, Ed.D.  
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**Office Hours:** *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)\*\***  
&
3. Articles\*\*

\*\* Purchased in first class (\$30)

### **Course Description:**

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 neurodevelopmental injuries under the IDEA (Individuals with Disabilities Education Act). 2 semester hours; prerequisites: CPSY 541, 542, 543.

### **Professional Standards:**

#### **Students are expected to follow professional standards, including adherence**

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
  4. Other vascular accidents
  5. Attentional Disorders
  6. Seizure Disorders (epilepsy)
  7. Tumors of the brain
  8. Cerebral Palsy
  9. Shaken Baby (Sudden Impact, Shaken Impact) Syndrome
  10. Pharmacology
  11. Concussions vs Comas
  12. Post-Traumatic Stress Disorder
  13. Learning Disabilities/Dyslexia
  14. Amnesia
  15. Behavior-Brain Relationships
  16. MS
  17. Attention Deficit Disorder
  18. Cortical Blindness[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.  
[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-22 (NEPSY-2)
  4. Wide Range Assessment of Memory and Learning-2 (WRAMAL-2)
  5. BRIEF
 [NASP Domains 2.1 & 2.5]

**Students will:**

1. **Prepare a 6-8 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 6) – format to be discussed in class
  - b. Be presented in class with group discussion (15 min.)
  - c. Be available (via email) for class members. A 1-2 page summary will be distributed at the time of presentation\*\*

**\*\* Bring one copy of both summary and completed research paper for me on the night of your presentation. It will be returned to you with my comment**

- d. Include a discussion of:
  - i. Structures of the brain involved
  - ii. Symptoms
  - iii. Prevalence in the population
  - iv. Educational implications
  - v. Vocational/social implications
  - vi. Implications at various developmental stages
  - vii. Prognosis

**NOTE:** Summary, tables, outlines, graphs, drawings, and references are **in addition** to the **6-8 pages**

2. **Prepare 4 individual critiques/reaction papers on the following articles (2 pages each)**
  1. Fertile Minds (Time Magazine/February, 1997)
  2. The Quest for a Super Kid (Time Magazine/April, 2001)
  3. Alcohol & the Brain (US News/May, 2001)

4. The Brain: A User's Guide (Time Magazine/January, 2007)  
(select one article)

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

**Grades:**

<b>Research Paper/Presentation</b>	=	<b>30%</b>
<b>Article Critique # 1</b>	=	<b>5%</b>
<b>Article Critique # 2</b>	=	<b>5%</b>
<b>Article Critique # 3</b>	=	<b>5%</b>
<b>Article Critique # 4</b>	=	<b>5%</b>
<b>Take-Home Final</b>	=	<b><u>50%</u></b>
<b>TOTAL</b>	=	<b>100%</b>

**Grade Distribution:**

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

**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.

## COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

<b>Course Name</b>	<u>Applied Developmental Neuropsychology</u>
<b>Course Number</b>	<u>CPSY 540</u>
<b>Term</b>	<u>Summer 2009</u>
<b>Department</b>	<u>Counseling Psychology</u>
<b>Faculty Name</b>	<u>Colleen Hanson</u>

**Catalogue Description:** Conceptual overview of the field of neuropsychology from developmental and applied perspectives. Explores the theories and principles of neuropsychology and their relationship to practice. Provides students with a basic understanding of the neurological underpinnings of challenges their clients face, the effects of medications and substance abuse, and the implications for assessment and treatment.

### Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards
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<p><b>Learning and Living Environments</b></p> <p>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</p>	<b>X</b>
<p><b>Disciplinary Knowledge</b></p> <p>Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.</p>	<b>X</b>
<p><b>Professional Practice</b></p> <p>Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.</p>	<b>X</b>
<p><b>Connection to Community</b></p> <p>Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.</p>	<b>X</b>
<p><b>Professional and Technological Resources</b></p> <p>Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.</p>	<b>X</b>
<p><b>Assessment</b></p> <p>Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</p>	<b>X</b>
<p><b>Research and Reflection</b></p> <p>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</p>	<b>X</b>
<p><b>Leadership and Collaboration</b></p> <p>Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community wellbeing.</p>	<b>X</b>
<p><b>Professional Life</b></p> <p>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).</p>	<b>X</b>

**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).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	

\*R = Readings and In-class Discussions

\*P = Practicum

**Student Performance:**

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