A. Protocol

Course Name: Neuropsychology
Course Number: PSY 720
Credits: 3
Prerequisites: PSY 702 – Psychopathology of Childhood
PSY 712 – Advanced Psychology of Learning
PSY 713 – Psychology of Growth & Development
Maximum Class Size (face-to-face): 30
Maximum Class Size (online):
  (Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Special Note:

The goal of the School Psychology Program is to develop school psychologists who will function as effective problem solvers in schools. Consistent with that goal, this course partially satisfies Program requirements in the general area(s) of knowledge and skills.

Competencies Addressed:

Assessment – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client. This would include competency in test administration procedures, scoring, and interpretation of evaluation results. Emphasis is placed on the synthesis of assessment data to ensure valid and reliable results that can be utilized in the development of an appropriate intervention (i.e., problem solving).

Intervention – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

The student will:

1) Describe and explain the functions of various parts of the central nervous system, specifically the brain, and the role each part plays in learning.
2) Describe the brain-behavior relationships involved in information processing, and identify the most common childhood learning disorders and their implications for learning and remediation.

3) Offer and explain the underlying neuropsychological deficits associated with learning disorders, and review the classic symptoms of children's learning disorders.

4) Distinguish how specific learning or developmental abilities and socio-cultural factors relate to neurological changes in the child.

5) Describe the utility of family and educational history, and social-cultural issues in assessing a child referred for neuropsychological problems.

6) Discuss the efficacy of neuropsychological assessment procedures in the differential diagnoses of learning disorders subtypes.

7) Review research findings from major epidemiological studies that relate to learning disorders in school-aged children.

8) Discuss the role of neuropsychology in delineating a strength versus deficit approach to remediation or treatment.

9) Describe a task analytic approach in developing a remedial program based upon neuropsychological data.

C. Catalog Description:

This course presents the neuropsychological approach to the identification and education of children with learning disorders. The central nervous system and brain regions and their role in learning are studied in depth. Neuropsychological assessment techniques will be introduced to clarify cognitive strengths, weaknesses, processing preference patterns (simultaneous-sequential), and the identification of neuropsychological deficits in children. This course focuses on issues related to children with learning disorders, including: etiological factors, epidemiological studies, gender differences, subtyping, emotional concomitants of learning disorders, diagnostic instruments, and remedial techniques. The intent of this course is to provide the necessary theoretical framework from which more effective remedial programs can be developed for learning disordered children.

D. Outline of the Course:

1) Introduction and overview of neuropsychology. Definition of terms, parts and functions of the central nervous system and the brain.

2) Etiological factors affecting learning disorders will be discussed in the context of physiological, biochemical, nutritional, educational, nature-nurture, and social implications.
3) Prevalence estimates and determination of learning disorders. Include discussion of measurement techniques.

4) Cerebral dominance and learning disorders, including the development of laterality and hemispheric processing in learning disordered children.

5) Neuropsychological perspective of learning and learning disorders. Assessment techniques will be reviewed in view of their efficacy in inferring cerebral integrity.

6) Perceptual disorders in children and their relationship to specific learning disorders, including the visual system, perception, sensation, and auditory processing and their contribution to the learning process.

7) Attention and memory and their role in learning, information processing, learning disorders and remediation of disabled children.

8) Socio-emotional concomitants of learning disorders, including learned helplessness, ineffective coping strategies, and remedial techniques.

9) Speech and language development, including aphasia, dyslexia, agraphia, and, specifically, reading disabilities. Includes assessment, diagnosis and remedial strategies.

10) Learning disorders in math and nonverbal or social functioning, including parts of the brain involved in this type of learning, and remedial strategies for children with disabilities in these areas.

11) Task analysis of behavioral and learning tasks and its use in developing remedial strategies.


Practicum Requirements

Objectives:

The practicum experiences of this course address Program goals related to assessment practices and intervention planning.

Activities:

1) Each student interviews a public school administrator, learning disabilities teacher, or school psychologist about the actual practices in the schools relating to eligibility determination for learning support services and implementation of state and federal regulations. This activity requires one (1) hour of practicum experience.
2) The student conducts a case study on a child with learning problems. Each student is paired with an Intern completing a case in the School Psychology Clinic. A comprehensive evaluation report is written, which integrates the intake interview with the parent, developmental, medical, social and educational history of the child, evaluation and assessment results, multidisciplinary evaluation report and IEP, and generates research based interventions for the child. This activity requires 11 to 14 hours of practicum experiences.

**Evaluations/Feedback:**

The course professor, in conjunction with reports from school personnel, will evaluate the Interview and the case study evaluation report, and the summary for completion and for insights gained, and provide corrective feedback to the student concerning this experience/performance.

E. Teaching Methodology:

1) Traditional Classroom Methodology
   
   a. Lecture as per preceding content outline.
   b. Presentation and review of video tapes.
   c. Class discussion of research and current topics.

2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

G. Assessment Activities:

1) Traditional Classroom Assessment
   
   a. Three or Four Exams -- Objective, Short Answer, Short Essay
   b. Journal Article Abstract—topic related to neuropsychology and/or learning disorders in children.
   c. Project (choose one of the following):
      
      1. Case Study (required of School Psychology Practicum Students) -- detailed case study of a learning disordered child; includes social, medical, family, educational history and any test results available, as well as interventions.
2. Assessment of a child referred for learning problems -- complete assessment including developmental, educational, social and medical history, presenting problems, assessment and written psychological evaluation report. Includes diagnoses and recommendations for remediation.


4. Test Review or Comparison -- reviews one test instrument or compares two instruments in their utility with children with learning disorders.

2) Online Assessment

H. Accommodations for Students with Disabilities:

**Accommodations for Students with Disabilities**

Students with disabilities:
- Reserve the right to decide when to self-identify and when to request accommodations.
- Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
- Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
- Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
- Location: Azorsky Hall – Room 105
- Phone: (724) 938-5781
- Fax: (724) 938-4599
- Email: osdmail@calu.edu
- Web Site: [http://www.calu.edu/current-students/student services/disability/index.htm](http://www.calu.edu/current-students/student services/disability/index.htm)

I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


**Additional Information for Course Proposals**

J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your
course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.

3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. The advisement sheets must also include the committee approval date and the effective date on the advisement page. Submit this request on the Advisement and/or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.