

**School Psychology 0527-742-70:
BIOLOGICAL BASES OF BEHAVIOR***

*Blended Course: 75% in-class & 25% online

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Clinical Neuropsychologist

Thursdays 4:00pm – 8:00pm

Winter 2007

BLDG/ROOM: 07 - 4020

COURSE DESCRIPTION

This course is designed to review the neurophysiological and neuropsychological bases of behavior and learning as it pertains to developmental disorders.

Students will identify functional neuroanatomy, neuroimaging techniques, and various neuropsychological concerns. Students will apply findings and research to contemporary problems and issues facing school psychologists. Student must be matriculated in school psychology program or have permission of instructor.

Class 4, Credit 4 (Offered winter quarter)

COURSE OBJECTIVES

Upon completion of this course, students will:

1. have a general understanding of how the brain works and how it is studied
2. be able to discuss both environmental, psychosocial, emotional and biological influences on learning
3. be able to conceptualize learning disorders in terms of how the brain can interfere with learning
4. have an understanding of the best type of recommendations to provide for children and adolescents with various neuropsychological deficits

METHOD OF INSTRUCTION & EVALUATION

1. Lectures
2. Case discussions
3. Term paper
4. Presentation
5. Online discussions
6. Online quizzes on readings

GRADE CALCULATION

Online quizzes	20%
Online discussions	20%
Term paper	20%
Presentation	20%
Final exam	20%

TEXTBOOK

Elias, L., & Saucier, D. (2006). *Neuropsychology: Clinical and Experimental Foundations*. Boston: Allyn & Bacon.

ONLINE DISCUSSION & QUIZZES

There will be weekly discussion topics posted in myCourses.rit.edu. The quality and quantity of students' posts will determine their final grade. The weekly online multiple-choice quizzes and discussions are based on the assigned readings. The online begin on Thursdays at 8pm and end the following week on Thursday at 4pm.

TERM PAPER

Students are required to choose a biological disorder that has an impact on learning. In the first section of the paper, the etiology, prevalence, biological and psychosocial factors related to that disorder must be described. In the second section of the paper, the impact the disorder has on cognition and learning must be described. The third section would cover psychological tests to administer and the expected results. The fourth section would include evidence-based school psychology recommendations. Paper must be APA style.

PRESENTATION

During the last week of the course, students will give a presentation on the topic they chose for their term paper.

OFFICE HOURS (14-1298)

By appointment only. Please contact Tara Hillman (tlhnrdr@rit.edu or 475-6268) for my availability then go to myaccess.rit.edu to reserve an interpreter. Once an interpreter is confirmed, please email me to let me know and cc Tara Hillman to put the appointment in my calendar. Interpreter requests should be made two business days or more in advance to ensure you will receive interpreting services for your appointment. My availability through email is limited because of the bulk of emails I receive daily. The best way to reach me is in Mycourses.rit.edu or to talk to me after class.

SCHEDULE

WEEK 1: Introduction, Course Overview, and Brain 101
WEEK 2: Brain 102: Sensation, Perception, and Higher Order Functions (Ch. 2)
WEEK 3: Brain Development and Effects of Environment (Ch. 5)
WEEK 4: Executive Functions, Attention, and Memory (Ch. 6)
WEEK 5: Sensation, Perception, Motor and Language Skills (Ch. 7)
WEEK 6: Language and Learning Disorders (Ch. 8)
WEEK 7: Emotions and motivation (Ch. 9)
WEEK 8: Neurological Disorders (Ch. 10)
WEEK 9: The Neuropsychological Evaluation (Ch. 11)
WEEK 10: Presentations, Course Wrap-Up & Course Evaluation
WEEK 11: Final Exam and Paper Due

NOTE: (Ch. X) = Date online quiz must be completed. Assigned chapter readings and class lectures do not cover the same topics each week.

