

University of Lethbridge, Faculty of Education

Education & Neuroscience M.Ed. Programme
**EDUC 5850: Assessment of Children and Adolescents with
Exceptionalities**
Spring Session: January 2015

Note: This syllabus, except for the textbook, is subject to change

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*Response time: This will be the same for both instructors. Expect up to 24-hr response time during the week (perhaps a bit longer on weekends). Please resend your message if you have not received a reply in this time-frame (I may not have received it). Please include "Ed 5850" in the message Subject field.

Please note that On-Campus dates for this class will occur on:

- March 7th 2015 8 am to 4 pm

Course Details

Overview: ED 5850 Assessment of Children & Adolescents with Exceptionalities is designed to provide you with fundamental knowledge about neuropsychological assessment of school age children that can assist you in a variety of educational settings. The course should help you become a critical consumer of neuroscience information. The major emphasis in this course is to familiarize students with the cognitive functions, common pathologies of the brain, the use of standard and nonstandard methods of assessment. Neuropsychological data are increasingly being used to inform/direct classroom practice and to assist in decision-making and formulating intervention plans for students. In order for effective integration of neuropsychological knowledge with educational practice, educators need a basic understanding of the methods of contemporary neuropsychological assessment. By the end of the course students will have a firm grasp of the fundamental methods of neuropsychological assessment, interpretation of neuropsychological data, and how to apply this information to decision making in the classroom. The teaching time will be split between independent learning activities that develop the background knowledge in neuropsychology, and group activities that provide opportunities for assimilating neuropsychological information.

Objectives

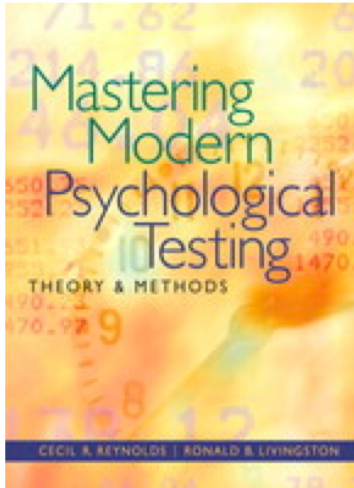
Throughout this course, you will:

- ◆ Survey current neuropsychological knowledge on cognitive processes in the developing child and adolescent.
- ◆ Read and critique neuropsychological research articles.
- ◆ Explore issues related to assessment, diagnosis, treatment (pharmacotherapy/behavioural) of brain/behavioural conditions for children and adolescents.
- ◆ Gain an appreciation for the many ways that atypical brain development impact education.
- ◆ Become a critical consumer of neuropsychological assessment tools.
- ◆ Gain an appreciation of the meaning of individual neuropsychological assessment results.
- ◆ Explore the application of neuropsychological information to the educational process.

Required Readings

Readings will be found primarily within the assigned textbooks (see below). Additional readings and videos will be provided on a week to week basis through Moodle.

Reynolds, C.R., & Livingston, R.B. (2012). *Mastering modern psychological testing: Theory & Methods*. New York, NY: Pearson.

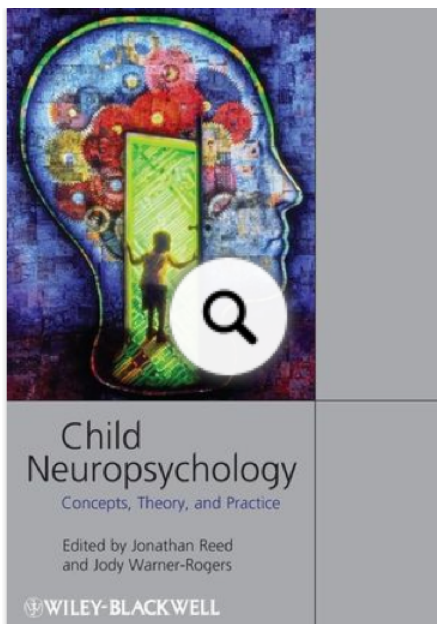


This textbook can be obtained from the University of Lethbridge book store, or purchased online at

<http://www.mypearsonstore.com/bookstore/mastering-modern-psychological-testing-theory-methods-9780205483501?xid=PSED>

Hard copy (\$139.40) digitally as an e-book (\$56.99 I believe this is a 180 day rental version). E-book is available to download and read immediately.

Reed, J., Warner-Rogers, J. (Eds) (2008). *Child Neuropsychology: Concepts, Theory, and Practice*. Wiley-Blackwell.



This textbook can be bought online as a hard copy (\$103.99) or down loaded as an e-book (digital copy for \$83.99 note that this is not a rental, but a keep forever book) from the following site. E-book is available to download and read immediately.

<http://ca.wiley.com/WileyCDA/WileyTitle/productCd-1405152664.html>

– follow the simple instructions under Purchase Options, and down load digital reader when prompted, this book can also be downloaded into other e-readers. Once you click buy you have the option to talk with a “Real-Time Customer Care Chat” if you have any problems or questions.

Evaluation

Course Assignments and Grades	Weighting
Participation in Online Discussions. Each week, you will be expected to respond to 2 or 3 thought-provoking questions that are posted in the weekly discussion forum. These will be announced in class. In addition you are required to respond to at least two other student's post. Discussion forum participation is graded for quality of posts. Please refer to discussion forum instructions.	30%
Written responses to weekly questions	30%
2 exams There will be 2 tests (each worth 20%)	40%
Course Total	100%

Notes:

** Further information and guidance with respect to the course requirements will be provided during class.

Grading

Grading Schedule for Graduate Classes

<u>Numeric Value</u>	<u>Letter Grade</u>	<u>Grade Point</u>
97-100	A+	4.00
93-96	A	4.00
90-92	A-	3.70
87-89	B+	3.30
83-86	B	3.00
80-82	B-	2.70
77-79	C+	2.30
73-76	C	2.00
70-72	C-	1.70
67-69	D+	1.30
63-66	D	1.00
<63	F	0.00

Note: Any course with a grade of less than B- cannot be considered for credit in the M.Ed. Program.

Written work

Your writing should meet the expectations of a graduate level programme. This includes following the APA Publication Manual 6th Edition. You should adhere to the points:

- Frequent grammatical errors, lack of clarity, poor structure or organization is unacceptable.
- Textbooks (tertiary sources) are not acceptable sole citations for papers. You should be using primary resources or secondary sources (journal articles, books).
- Submit all assignments in Word document or PDF format, with a title page (see APA Publication Manual for sample).
- Submit your assignments through the Moodle system. Electronic files should be saved as: LastName_course_assign_name_date.doc (or .docx or .pdf).
- Page requirements do not include title page or references.

Course Policies

Positive environment: In order to create and maintain an enjoyable and productive environment for learning, it is important that we treat each other collegially and with respect. We should expect that we will all arrive on time for class; avoid abusive language; avoid use of cell phones, email, and the internet during class, except as part of the educational process; being courteous to people who hold different opinions; and respecting confidentiality. Confidentiality means not disclosing identifying details of classmates' stories/experiences with others outside the class. It is also important to consider sharing only what you are comfortable sharing.

Accommodation: If you have a disability that requires academic accommodation, follow the procedures outlined in the university calendar. In addition, please notify the instructor as soon as possible about new problems involving accidents or illnesses.

Plagiarism: This course adheres strictly to U of L's policy on academic dishonesty. Please consult the calendar for the definition and consequence of this behaviour. Plagiarism is not acceptable. Plagiarism includes intentionally or through negligence, not properly crediting others when using their work, submitting work that is not completely your own (except in situations of group work), and submitting work (or substantial portions of work) previously submitted in another course.

Late assignment policy: Normally late work will not be accepted. Extensions of deadlines will only be granted in exceptional circumstances that are out of your control. Documentation must be provided by a relevant professional.

Reading Assignment	Week #	Dates	df week
Chapter 1: Introduction to Psychological Testing: Why We Do It and What It Is. Reynolds & Livingston	1	Jan 7 - 13	1
Chapter 2: The Basics Statistics of Measurement, Chapter 3: The Meaning of Test Scores. Reynolds & Livingston	2	Jan 14 - 20	2
Chapter 4: Reliability, Chapter 5: Validity. Reynolds & Livingston (2012) Introduction, Chapter 1 The Importance of Tracing Developmental Trajectories for Clinical Child Neuropsychology, Reed & Warner-Rogers (Eds)	3	Jan 21 - 27	3
Chapter 7. The concept and development of General Intellectual Ability. Reed & Warner-Rogers, (Eds) Chapter 8: Achievement Tests in the Era of High-Stakes Assessment, Chapter 9: Assessment of Intelligence. Reynolds & Livingston (2012)	4	Jan 28 - Feb 3	4
Chapter 11: Behavioral Assessment, Reynolds & Livingston, Chapter 13: Neuropsychological Testing, Chapter 16 Assessment Accomodations, Chapter 15: The Problem of Bias in Psychological Assessment, Reynolds & Livingston	5	Feb 4 - 10	5
No reading assignment	6	Feb 11 - 15	Exam #1
No reading assignment	7	Feb 16 - 24	Reading week
Chapter 5. Brain plasticity, Chapter 8. The Neuropsychology of Language Development, Chapter 9. The Neuropsychology of Visuospatial and Visuomotor Development, ; Reed & Warner-Rogers (Eds).	8	Feb 25 - Mar 3	6
No reading assignment	9	Mar 4 - 10	On Campus Day
Chapter 10. The Neuropsychology of Children's Memory, Chapter 11. The Neuropsychology of Attention Development. Chapter 12. Excecutive Functions and Development, Reed, J & Warner-Rogers (Eds).	10	Mar 11 - 17	8
Chapter, 13. Self Regulation in the Developing Brain, Chapter 14. Social Neuroscience; Reed & Warner-Rogers (Eds).	11	Mar 18 to 24	9
Chapter 15. Reading, Chapter 16. Dyscalcula; Reed & Warner-Rogers (Eds).	12	Mar 25 - 31	10
Chapter 17. Neuropsychological Assessment in a Neurological Setting, Chapter 18. Neuropsychological Assessment in Child Mental Health Contexts, Chapter 19. Applications of Neuropsychology in Schools; Reed & Warner-Rogers (Eds).	13	Apr 1 - 7	Easter
Chapter 17: Best Practices: Legal and Ethical Issues; Reynolds & Livingston.	14	Apr 8 - 14	11
No reading assignment	15	Apr 15 - 18	Exam #2

Scoring rubrics.

Scoring rubric for discussion forum responses.

Each week is worth 3% for a total contribution of 30% toward final grade.

Discussion forum response scoring rubric	
Responded to at least 2 colleagues answers	1
Response reflects thoughtful consideration of colleagues written answer	4
Class reading material cited in a way that is applicable to the discussion	1
Response stimulated further discussion	2
Response is succinct, grammatically correct and conforms to APA format	1
Response is succinct	1
	Total possible /10 pts

Scoring rubric for written answers.

Each week is worth 3% for a total contribution of 30% toward final grade.

Discussion forum written answer scoring rubric	
Answer reflects a sound understanding of the weeks assigned readings	4
Answer reflects thoughtful consideration and incorporation of the class discussion	4
Answer is succinct, grammatically correct and conforms to APA format	2
Bonus: citing additional and relevant scientific literature that enhances answer	1
	/10 pts (plus 1 bonus possible)

Exams.

There will be 2 exams, each worth 20% for a total contribution of 40% toward final grade.

The exams will be composed of a combination of multiple choice, true/false, fill in the blank, and short answer type questions. Not all types of questions will necessarily appear on the exam.

Exam #1 will be available online from February 11th - 15th.

This exam will cover the reading and discussion forum material from January 7th to February 10th inclusive.

Exam #2 will be available online from April 15th - 18th.

This exam will cover the reading and discussion forum material from February 25th to April 11th inclusive.

On Campus day

March 7th 2015, 8:00 am till 4:00 pm.

This all day meeting is designed to enrich your educational experience. We will start the day with a meeting (coffee/tea/juice and muffin/pastry will be available). This will be a time to finally meet face to face, ask questions, air concerns, discuss issues, share feedback.

The remainder of the day will be dedicated to multimedia information sessions provided by your instructors and invited speakers.