

CASPER COLLEGE COURSE SYLLABUS
ACQUIRED BRAIN INJURIES
PSYC 2390, Section N1
Spring 2015

Lecture Hours: 03 L

Lab Hours: 0

Credit Hours: 03 CR

Class Time: 11-12:15

Days: T R

Room: LH 284

Instructor's Name: John Ordiway, MS, LPC, LAT, CBIS

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Office Hours: M W F 10-11, 12-1 & T R 12:15-1

Academic Assistant: Crystal Sosalla

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Course Description: An introductory course that focuses on the major areas of research and treatment application in the field of acquired brain injuries (ABI). Various types of brain injuries, etiologies of these injuries, and treatments of these injuries will be presented.

Statement of Prerequisites: PSYC 1000, BIOL 1000 (or equivalent), and HLTK 1200

Goals: Students who successfully complete this course will:

1. Develop an introductory understanding of brain injuries.
2. Develop an introductory understanding of the impact a brain injury can have on an individual's functioning.
3. Be able to work more effectively with individuals who have brain injuries.

Casper College General Education Outcomes: This course's objectives link to outcomes # 1, 3, and 6.

 X **1. Demonstrate effective oral and written communication**

 2. Use the scientific method

 X **3. Solve problems using critical thinking and creativity**

 4. Demonstrate knowledge of diverse cultures and historical perspectives

 5. Appreciate aesthetic and creative activities

 X **6. Use appropriate technology and information to conduct research**

 7. Describe the value of personal, civic, and social responsibilities

 8. Use quantitative analytical skills to evaluate and process numerical data

Course Objectives: Successful students in this course will be able to:

1. Discriminate various types of ABIs (Gen Ed Outcome # 3),
2. Evaluate the efficacy of different treatments for ABIs (Gen Ed Outcome # 3),
3. Write a comprehensive treatment plan for an individual with an ABI (Gen Ed Outcome # 1),
4. Identify community based services for individuals with ABIs (Gen Ed Outcome # 6), and
5. Summarize peer reviewed relevant articles from the ABI literature (Gen Ed Outcomes # 1 & 6).

Methodology: Course material will be delivered through text readings, videos, any provided readings, web based resources, and graded assignments.

Evaluation of Course Learning Outcomes: This course has **8** graded assignments.

- 3 Examinations (25 points each = 75 possible points)
- 4 Psychology Article Summary Papers 50 points each = 200 possible points
- 1 Comprehensive Treatment Plan = 150 possible

Letter grades will be distributed as follows:

A = 100-90% B = 89-80% C = 79-70% D = 69-60% F = 59-0%

Graded Work:

- **3 Examinations:** Three multiple choice and short answer examinations will be administered during the term. These four exams are worth 25 points apiece. These exams are open book/note. You can use any materials you have from this course to complete these exams. The exams are to be completed individually and without assistance from anyone else.

Exam 1 September 15

Exam 2 October 15

Exam 3 November 19

- **4 ABI Article Summary Papers:** Students are required to summarize four articles from peer reviewed journals focusing on research from the acquired brain injuries field. These papers are to be one-page summaries of articles published in the last five years. These article summaries are intended to follow courses' themes. They can be based on any concept presented in the course associated with the given themes presented during the course. APA reference formatting is required for this paper. A good source for these articles is the Casper College Goodstein Library's electronic databases (e.g., PsycArticles, Psychiatry Online, Psychology Collection, PubMed, PubMed Central). You are encouraged to use journals specific to brain injury such as the *Journal of Head Trauma Rehabilitation* that are available through the library's databases. Please note *Psychology Today* is not a peer reviewed journal. No articles from this source or other non-peer reviewed materials will be accepted. If you have a question if a journal is peer reviewed contact me or the reference librarians. A sample of an article summary paper is included in this syllabus. These summaries are 50 points each.

Core Concepts & Epidemiology due September 18 Friday by 11:00 am MT
Mild Traumatic Brain Injury due October 9th Friday by 11:00 am MT
Moderate to Severe Traumatic Brain Injury due November 13 Friday by 11:00 am MT
Student Choice of ABI Related Article due December 3 by **Friday 11:00 am MT**

- **Comprehensive treatment plan for an individual with an acquired brain injury:** Students will be given a case study of an individual with an ABI and will develop a comprehensive treatment plan that addresses the individual's treatment needs from a biopsychosocial model of behavior. Examples of this treatment plan will be provided in class. This treatment plan is worth 150 points. This must be a typed document. **This treatment plan is due Thursday December 10, 2015.**

Assessment Note: Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Required Text:

Zollman, F. S. (2011). *Manual of Traumatic Brain Injury Management*. New York: Demos Medical Publishing. (ISBN: 978-1-936287-01-7)

Suggested Text:

Pinel, J. P. J., & Edwards, M. (2008). *A colorful introduction to the anatomy of the human brain (2nd ed.)*. Boston: Allyn & Bacon.

Class and College Policies:

1. Late assignments are subject to a 5% grade reduction per day, with a maximum reduction of 50%. All graded work must be turned in by 11:00 am on Friday, December 3rd. No work will be accepted after this time.
2. You are responsible for all assigned reading and web based resources. **All assigned reading and web assignments are testable.** While many topics will be covered in class, not all concepts from the readings will be covered in class work or discussions. Nonetheless, students are responsible for all assigned readings.
3. Withdrawing from class: The last day to withdraw from class is November 12, 2015. If you need to withdraw from class following this date your request will have to be approved by the Registrar.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty: (Cheating & Plagiarism) Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Sample Peer Review Article Summary Paper

Class Sample by Shawn Powell, Ph.D., ABPP, CBIST

Review paper#: _____

Han, D. H., Hwang, J.W., & Renshaw, P. F. (2010). Bupropion sustained release treatment decreases craving for videogames and cue-induced brain activity in patients with internet video game addiction. *Experimental and Clinical Psychopharmacology*, 18, 297-304.

Summary of article:

The authors present a study of 19 Korean males diagnosed with internet video game addiction (n = 11, age range 17 to 29) or healthy comparisons (n = 8, age range 17 to 28). The criteria for the internet addiction group was playing the videogame StarCraft >4 hrs per day/30 hrs per week, a score of 50 or more on the Young Internet Addiction Scale (YIAS), and impaired behaviors or distress caused by excessive video game playing (e.g., not going to school, terminated from employment, relationship break-up). Following a pre/post research design all participants were assessed at baseline and at the study's conclusion using 1.5 Telsa fMRI, Beck Depression Inventory (BDI), self-report, and YIAS. Participants in the treatment group were given Bupropion (Wellbutrin) daily for six weeks. All participants and their parents/spouses self-charted the participants' weekly mean video game playing time.

Brain activity within the occipital lobe, dorsolateral prefrontal cortex, and parahippocampus gyrus in the treatment group increased relative to the healthy control group. The video game addiction group showed decreases in maladaptive behaviors due to excessive video game involvement. Statistical significant changes were reported in the treatment group's total video game playing time, and YIAS scores. No significant differences were noted in BDI scores. The six week Bupropion treatment used in this study was thought to be effective in reducing negative effects of excessive video game playing by blocking the reuptake of norepinephrine and dopamine. The authors concluded Bupropion treatment of internet addiction has similar effects by altering biological and behavioral patterns found in its use in individuals with other addictions (e.g., cocaine abuse, smoking tobacco, gambling).

Class schedule indicating course content:

WEEK OF:	TUESDAY	THURSDAY	READINGS
8/24	Introductions and Syllabus Review	Brain Injury Overview	Chap 1-3
8/31	Epidemiology/Prevention	Epidemiology/Prevention	Chap. 4-6
9/7	Labor Day NO CLASS	Epidemiology/Prevention	
9/14	Mild Brain Injury Test 1	Mild Brain Injury 1st Article Summary Due	Chap 7-13
9/21	Mild Brain Injury	Mild Brain Injury	Chap 14-21
9/28	Moderate/Severe Brain Injury	Moderate/Severe Brain Injury	Chap 22-32
10/5	Moderate/Severe Brain Injury	Moderate/Severe Brain Injury 2nd Article Summary Due	Chap 33-44
10/12 Midterm	Treatment Planning	Treatment Planning 2nd Test (Midterm)	Chap 59
10/19	Fall Break – NO CLASS	NO CLASS – MOODLE ASSIGNMENT	
10/26	Attention	Attention	Assigned Handouts
11/2	Memory	Memory	Assigned Handouts
11/9	Executive Functioning	Executive Functioning 3rd Article Summary Due	Assigned Handouts
11/16	Social Communication	Social Communication 3rd Test	Assigned Handouts
11/23	Hemipsatial Neglect	Thanksgiving – NO CLASS	Assigned Handouts
11/30	Legal and Ethical Issues	Legal and Ethical Issues 4th Article Summary Due	Chap 60,
12/7	Family and Living with Brain Injury	Family and Living with Brain Injury Treatment Plan Due	Chap 68, 69