

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**CIEP 484-001: Biological Basis of Behavior  
Summer 2019**

**Instructor:** Amy Nelson Christensen, PhD  
**Email:** [anelsonchristensen@luc.edu](mailto:anelsonchristensen@luc.edu)

**Graduate Assistant:** Candace Phelan  
**Email:** [cphelan2@luc.edu](mailto:cphelan2@luc.edu)

---

**COURSE DESCRIPTION**

Students will be introduced to the basics of the biological foundations of behavior and the emerging practice of School Neuropsychology. In this six-week course, students will be exposed to theories and frameworks for assessment based on a neuropsychological lens and given the opportunity to explore various areas of neuropsychological functioning often assessed by school psychologists. This course is also designed to build upon prior assessment courses in the areas of cognitive and social emotional assessment. Evidence-based interventions for students with difficulties in the areas of self-regulation, executive functioning, and sensory integration will also be explored.

---

**REQUIRED TEXTBOOKS**

Miller, D. & Maricle, D. (2019). *Essentials of school neuropsychological assessment, third edition*. Hoboken, NJ: John Wiley & Sons, Inc.

Meltzer, L. (2018). *Executive function in education: From theory to practice, second edition*. New York, NY: Guilford Press.

Other articles and sources assigned will be made available via Sakai.

---

**ESSENTIAL COURSE OBJECTIVES**

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to apply knowledge and skills to benefit others or serve the public

## **NASP STANDARDS**

---

The school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain II to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, students will be expected to learn content aligned to the following standards:

- 2.1 Data-Based Decision Making and Accountability
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.8 Diversity in Development and Learning

## **APA COMPETENCY BENCHMARKS**

---

The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- 4A Reflective Practice
- 4B Self-Assessment
- 6B Scientific Foundation of Psychology
- 6C Scientific Foundation of Professional Practice
- 8A Knowledge and Application of Evidence-Based Practice
- 9B Knowledge of Assessment Methods
- 9C Application of Assessment Methods
- 10A Intervention Planning
- 10C Intervention Implementation
- 11B Addressing Referral Question

## **METHOD OF INSTRUCTION**

---

Students should expect to dedicate 12-16 hours per week on average to completing work for this course. This course will be taught using an online platform via Sakai that may include assigned readings to inform online discussions and quizzes. The course is divided into three consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one and module three requires completion of modules one and two. Therefore, modules must be completed consecutively and cannot be released before another is completed.

Students are also expected to meet at two points in the semester via Zoom in order to explore course content and connect with each other over new learning. These meetings are mandatory and attendance will be monitored. The dates for class-wide meetings are:

**Monday, July 1<sup>st</sup> from 12pm-1pm CST**

**Wednesday, July 31<sup>st</sup> from 5-7pm CST**

## **CLASS COMMUNICATION**

---

Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

## **DISPOSITIONS**

---

Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student's grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

## **TECHNOLOGY**

---

Technology is an essential tool for developing one's own professional skills and for completing any degree program. In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

---

The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS3: Candidates demonstrate knowledge of ethics and social justice.

CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Here is the link to the LUC SOE Conceptual Framework: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

## DIVERSITY

---

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

## PEOPLE-FIRST LANGUAGE

---

Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of “Autistic kid.” See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

## ASSIGNMENTS

---

Note that all written work (see Self-Assessment and Reflection papers below) should be completed as a Word document and submitted via Sakai. No work will be accepted via email or in hard copy. Papers should be written using Times New Roman and 12-point font with 1-inch margins. Papers that do not comply with this formatting will not be graded.

**Initial Self-Assessment and Reflection.** Students will be expected to self-assess on their current understanding of key concepts in the field of school neuropsychological assessment and intervention. A self-assessment worksheet will be provided. After self-assessing, students should write a 1-2 page reflection on what stands out from the self-assessment and set at least 2 goals for learning in the course. The self-assessment and reflection paper should be uploaded to Sakai in the corresponding assignment drop box before the assigned due date.

**Module Quizzes.** In order to assess each student’s acquisition of knowledge of the course content, students will be expected to complete a quiz at the end of each module. All quizzes will be based on the readings assigned for each respective module. Students must pass the quiz for each module with an 80% or better before moving on to the next module. Quizzes can be retaken up to three times and the higher grade received will be used to calculate the student’s overall grade.

**Online Engagement.** Each module is comprised of various activities that students can complete at their own pace within a certain time period. The estimated time required to complete each module will be provided at the beginning of each module. Within each module, students will be expected to apply the assigned readings through in depth discussions on the Forum in Sakai. Students are responsible for keeping track of the due dates for completing each module. Failure to complete an activity by the respective due date will result in a deduction of 10 points for each incomplete activity from the online engagement grade.

**Final Self-Assessment and Reflection.** Students will be expected to self-assess on their understanding of key concepts in the field of school neuropsychological assessment and

intervention after taking this course using the same self-assessment worksheet they completed at the beginning of the course. After self-assessing, students should write a 3-5 page reflection paper on what stands out from the self-assessment when comparing pre and post course, whether or not they were able to reach their learning goals discussed in the initial reflection, and explain any practices they will ensure to use as a school psychologist after taking this course. The self-assessment and reflection paper should be uploaded to Sakai in the corresponding assignment drop box before the assigned due date.

## EVALUATION & GRADING PROCEDURES

---

Grades will be assigned based on one's collective performance on graded assignments and engagement online with the course. Both reflection papers will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. The rubric for each assignment is posted in Sakai for the respective assignment. *Students are responsible for asking questions and seeking further clarification if the expectations for the assignment are unclear.* The components of one's grade are as follows:

Assignment	Points Possible
Initial Self-Assessment and Reflection	100
Module Quizzes	100
Online Engagement	100
Final Self-Assessment and Reflection	100

Grades will be given using the following scale:

Grade	%
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

## COURSE OUTLINE

---

*(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)*

Date	Topics	Readings	Assignments*
Week of July 1st	Module One: Introduction to School Neuropsychology (12-16 hours)	See Sakai for reading assignments and questions for Forum discussions	Class meeting on July 1 <sup>st</sup> at 12pm  Initial Self-Assessment and Reflection due before midnight on July 7 <sup>th</sup>  Module One Quiz due July 8 <sup>th</sup>
Week of July 8th	Module Two: Areas of Neuropsychological Functioning (42-56 hours)	See Sakai for reading assignments and questions for Forum discussions	Module Two Quiz due July 31 <sup>st</sup>
Week of July 15th			
Week of July 22nd			
Week of July 29th	Module Three: School-based Neuropsychological Interventions (24-32 hours)	See Sakai for reading assignments and questions for Forum discussions	Class meeting on July 31 <sup>st</sup> at 5pm  Module Three Quiz due August 9 <sup>th</sup>  Final Self-Assessment and Reflection due before midnight on August 9th
Week of August 5th			

\*All major assignments are highlighted in yellow. This does not include Forum discussions that count towards the Online Engagement grade.

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.