Lecture Hours: 3 L  Lab Hours: 0  Credit Hours: 3 CR

Class Time: Online  Days: Online  Room: N/A

Instructor’s Name: John Ordway, MS, LPC, LAT, CBIST  Office: LH 175A

Office Phone: 307.268.2281  email: jordiway@caspercollege.edu

Office Hours: As this is an internet course I am available by email. Emails will be returned with 48 hours.

Academic Assistant: Crystal Sosalla  Phone: 268-2368

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

Online Course Guidance: One advantage of taking an online class is arranging your “class time” according to your own schedule during the week. This means two things: 1) you have more flexibility in your class work and 2) you need good time management skills. I encourage you to stay on top of all aspects of this course, rather than waiting until the last minute to complete assignments.

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, weekly online forum postings/responses, web based resources, and graded assignments.

Evaluation of Course Learning Outcomes: This course has 25 graded assignments.

Grades: Midterm and final grades are determined by earned points from a possible total of 675 points.

- 15 Weekly Online Forum Posting and Responses (20 points each = 300 total points possible)
- 4 Chapter Examinations (25 points each = 100 possible points)
- 5 Psychology Article Summary Papers (25 points each = 125 possible points)
- 1 Comprehensive Treatment Plan = (150 possible points)

Letter grades will be distributed as follows:

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

608 to 675 pts  540 to 607 pts  473 to 539 pts  405 to 472 pts  0 to 404 pts

Graded Work:

- 15 Weekly Online Forum Posting and Responses: Each week class discussions among students will be held via the forum posting and responses. I will post one or two questions each week. You are required to post thoughtful and substantive responses to each question, as well as respond to the post of at least two other students each week. Your responses must reflect depth as well as contribute new information to the discussion. As long as you do so in a respectful manner, feel free to disagree with others as well in expressing different point of views. Take some time to formulate your response to the forums before submitting it. Both the quality and quantity of your responses are being graded. The forum postings and responses are designed to be a collegial discussion among you and your classmates. Be sure to cite all references used in APA format. Each weekly online forum post/response is worth 20 points per week, 10 points for your initial response and 5 points for each of your responses to another student’s post. These weekly assignments account for 40% of your course grade. Your initial weekly post must be entered each Thursday by 11:59 pm MT. Your responses to peers are due Sunday by 11:59 pm MT.
- **4 Examinations:** Four 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. Obviously this is an honor system and you are required to follow the Casper College student policies. The examinations must be completed by Sunday 11:59 pm (MT) the weeks they are assigned.

  Exam 1 due Feb. 14 Sunday by 11:59 pm MT
  Exam 2 due Mar. 13 Sunday by 11:59 pm MT
  Exam 3 due Apr. 10 Sunday by 11:59 pm MT
  Exam 4 due May 8 Sunday by 11:59 pm MT

- **5 ABI Article Summary Papers:** Students are required to summarize five 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 5 summary papers are worth 25 points each. The topics and turn in dates for these article summaries are:

  Core Concepts & Epidemiology due February 7, Sunday by 11:59 pm MT
  Mild Traumatic Brain Injury due February 28, Sunday by 11:59 pm MT
  Moderate to Severe Traumatic Brain Injury due March 27 Sunday by 11:59 pm MT
  Medical Complications and Special Considerations due April 17 Sunday by 11:59 pm MT
  Student Choice of ABI Related Article due May 1 Sunday by 11:59 pm 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 Sunday May 8, 2016 by 11:59 pm MT.

**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:


Suggested Text:


Class and College Policies:

1. Late assignments are subject to a 10% grade reduction per day. All graded work must be turned in by 11:59 pm MT on Sunday, May 8th. **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 April 16, 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 John Ordiway, MS, LPC, LAT, CBIST

Review paper#: ____


Summary of article:

The authors examined how the use of group therapy during inpatient rehabilitation placement impacts outcomes following transition from residential rehabilitation. A review of consecutive admissions from 10 rehabilitation hospitals (N = 2130) for initial TBI rehabilitation. Nine of the facilities were in the United States and one was in Canada. There is significant advantages and disadvantages when utilizing group therapy for patients with TBI. Advantages include interacting with others in similar situations to help alleviate feelings of isolation, the ability to work on social skills in a safer place than could be done in public settings and social support from peers as patients work to achieve treatment goals. Some of the drawbacks include the rigid time that group must be scheduled for. If patients are not emotionally stable at the time of group, it is difficult to work around everyone’s varied emotional and/or behavioral states given the unpredictability of behaviors and emotions following at TBI.

The study was observational in nature between 2008 and 2011. Patients were followed during their time at inpatient rehabilitation and post discharge. Patients were rated on the number of groups they attended each week during their recovery. 80% of all patients had at least one group therapy session during their hospitalization with group therapy accounting for an average of 13.7% of the patient’s therapy. Groups were also broken down by discipline. Therapeutic Recreation was the therapy that used group most often, followed by speech therapy, then occupational therapy and finally physical therapy.

Results demonstrated that group therapy had a limited impact on outcomes, between 2 – 4.2%. Unfortunately the actual impact is more difficult to identify since we are looking at one element in a larger body of rehabilitative efforts. The authors did not factor out patients with family support onsite vs. those without, which could be a telling variable if those with family supports are more or less responsive to the group process, given their more interactive nature.
Class schedule indicating course content:

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<thead>
<tr>
<th>WEEK OF:</th>
<th>Topics and Chapters</th>
<th>Assignments</th>
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<tr>
<td>1/18</td>
<td>Introductions and Brain Injury Overview</td>
<td>Discussion Board,</td>
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<tr>
<td>1/25</td>
<td>Core Concepts, Chap 1, 2, 3</td>
<td>Discussion board</td>
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<tr>
<td>2/1</td>
<td>Epidemiology, Chap 4, 5, 6</td>
<td>Discussion Board, 1st Article Review Due</td>
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<tr>
<td>2/8</td>
<td>Mild TBI, Chap 7, 8, 9, 10, 11</td>
<td>Discussion Board, 1st Exam</td>
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<td>2/15</td>
<td>Mild TBI (cont) Chap 12, 13, 14, 15</td>
<td>Discussion Board,</td>
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<tr>
<td>2/22</td>
<td>Mild TBI (cont), Chap 17, 18, 19, 20, 21</td>
<td>Discussion Board, 2nd Article Review Due</td>
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<tr>
<td>2/29</td>
<td>Moderate to Severe TBI, Chap 22, 23, 24, 26, 27, 28</td>
<td>Discussion Board,</td>
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<tr>
<td>3/7 Midterm</td>
<td>Moderate to Severe TBI, Chap. 29, 30, 31, 32, 33, 34</td>
<td>Discussion Board, 2nd Exam</td>
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<tr>
<td>3/14</td>
<td>NO CLASS – Spring Break</td>
<td>No assignments due this week</td>
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<tr>
<td>3/21</td>
<td>Moderate to Severe TBI, Chap. 35, 36, 37, 38, 41, 42, 43, 44</td>
<td>Discussion Board, 3rd Article Review Due</td>
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<tr>
<td>3/28</td>
<td>Medical Complication, Chap. 45, 46, 47, 51, treatment plan training</td>
<td>Discussion Board,</td>
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<td>4/4</td>
<td>Medical Complications, Chap. 52, 53, 54, 55</td>
<td>Discussion Board, 3rd exam</td>
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<td>4/11</td>
<td>Special Considerations, Chap. 57, 58, 59, 60</td>
<td>Discussion Board, 4th Article Review Due</td>
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<td>4/18</td>
<td>Special Considerations, Chap. 61, 62, 63, 64</td>
<td>Discussion Board,</td>
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<td>4/25</td>
<td>Special Considerations, Chap. 65, 66, 67, 68 69</td>
<td>Discussion Board, 5th Article Review Due</td>
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<td>5/2</td>
<td>4th exam, Comprehensive Treatment Plan Due</td>
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