University of Victoria, Department of Psychology  
Psyc 547 – Spring 2019  
Neuropsychological Rehabilitation

Instructor: Dr. Colette Smart, Department of Psychology  
Lecture Hours and Location: Wednesday 9:30-12:30, Cornett A128  
Email: csmart@uvic.ca  
Office Location & Hours: Cornett Building, Room A259, by appointment

Required Readings:

The main text for this class is Sohlberg & Mateer (2001) which, despite its age, remains a seminal and classic text in the field of cognitive rehabilitation.


For the other references that cannot be downloaded directly from UVic’s e-journals, I will make these available in a folder in the Psychology clinic.

Recommended Readings:


Course Description

This course will build on the developing skills of the neuropsychologist as assessor, and provide an introduction to the role of the neuropsychologist as interventionist. Part of the course will include a survey of current theory and techniques of neurorehabilitation, with an examination of relevant empirical evidence from clinical and experimental research. Other aspects of the course will focus on using neuropsychological test findings to inform implementation of empirically-supported psychological and pharmacological interventions in promoting recovery from injury/illness and adjustment to disability. The course will primarily focus on acquired neurologically based disorders of behavior, cognition, and emotional regulation, and specifically on adults, where the preponderance of empirical literature is to be found.

Grading

As this is considered core clinical competency for completion of your degree, your performance will be criterion-scored, meaning Pass/Fail/Incomplete. Rather than being assigned individual letter or percentage grades, you will be expected to meet the minimum criteria delineated below in order to have successfully passed the class. Full details of the required assignments are provided below. You must pass each evaluation in order to receive a passing grade for the course.

Please also note that a late assignment is excused only with a medical certificate or in the case of a family emergency. If you miss the final exam due to illness, accident, or family affliction, you must apply at Record Services for a “Request for Academic Concession,” normally within 10 working days of the assignment date.
Class Assignments in Detail

Class Attendance/Participation: Naturally, class attendance and active participation are critical for success in this course, and all things being equal I expect you to miss no more than 2 classes during the semester (not counting conference attendance, e.g., INS). However, if due to unusual circumstances (e.g., serious personal illness, family illness, etc.) you have to miss more than 2 classes, then you may be required to take an Incomplete in the class and/or consult with myself and the SCCT on appropriate, alternative means to meet criterion performance in the class.

Online Journal Participation: In this class I will be taking a ‘meta-level’ approach to introducing you to mindfulness-based stress reduction (MBSR), a popular ‘third-wave’ evidence-based treatment that can be used for a variety of populations and conditions you will see in the rehabilitation context. Part of this introduction will be a weekly online “meditation journal” where, over the course of 8 weeks, I will guide you through the practices presented in the 8 weeks of MBSR. The amount of practice you do is on an honor system, but even if you only practice once in a week, the requirement is that you complete 6 of a possible 8 journal entries. To be effective in using MBSR, it is a treatment that requires you to have personal experience with the practice of mindfulness. This course will give you an exposure to that practice to help you determine whether you wish to pursue further training in this therapeutic modality.

Case Conceptualization Exercises: To monitor your progress in the class, you will complete two case conceptualization exercises – one on low-level patients, and another focused on awareness, attention, memory, and executive functions. These are take-home assignments, where you can use whatever resources you would like to use (e.g., notes, book chapters). You are required to meet criterion competence on these assignments – these are not expected to be perfect. Rather, these exercises will allow me to ascertain your understanding and your thinking process around the clinical material in this class.

Treatment Study Paper: Over the course of the semester you will write a paper that represents the proposal for a treatment study related to some topic in neurorehabilitation. This paper has three parts, that will be spaced across the semester, thus: (1) Literature Review Part 1 – patient population of interest, core cognitive/emotional deficits; (2) Literature Review Part 2 – treatment approach, why this approach is appropriate, existing evidence for this approach; (3) Methodology. Because most of the class is based around evidence from stroke/brain injury rehabilitation, I will ask you to focus on a different patient population for this paper. This assignment will show me your ability to interpret the existing literature on a particular treatment and how to create a methodologically sound evaluation of that treatment. You can draw on a variety of designs (e.g., RCT, single-subject design, multiple-baseline, etc.) of which you will be introduced in this class. Even for those of you who do not foresee wanting to do treatment in your future, being able to design a treatment study is a useful skill if you are ever asked to do a program evaluation of other providers’ treatment programs. For those of you considering doing intervention studies for your dissertation, this may be an opportunity to work on crafting ideas for your dissertation proposal. This would also give you practice should you work with a particularly interesting patient in the future where you wish to write up your work together as a case study.

See overleaf for the week to week schedule...
Class Schedule (Tentative)

| MODULE 1: HISTORICAL/CONCEPTUAL ISSUES; LOW-LEVEL PATIENTS |
|------------------|------------------|------------------|
| **Date** | **Topic** | **Reading** | **Assignments Due** |
| Week 1 (1/9) | Introduction to Cognitive Rehabilitation; The Meaning of Therapeutic Change | S & M Chapter 1 Duff (2012) |  |
| Week 3 (1/23) | Acute and Subacute Neurorhabilitation (cont’d.) | McGrath (2008) |  |
| Week 4 (1/30) | Management of Unawareness of Deficits | S & M Chapter 9 | Case conceptualization exercise #1 – Feb. 3 |

| MODULE 2: REMEDIATION OF COGNITIVE DEFICITS |
|------------------|------------------|------------------|
| **Date** | **Topic** | **Reading** | **Assignments Due** |
| Week 5 (2/6) | Remediation of Attention | S & M Chapter 5 |  |
| Week 6 (2/13) | Memory Rehabilitation | S & M Chapter 6 | Part 1 of Treatment Study paper – Feb. 17 |
| Week 7 (2/20) | NO CLASS – READING BREAK |  |  |
| Week 8 (2/27) | Remediation of Executive Dysfunction | S & M Chapter 8 | Case conceptualization exercise #2 – Mar. 3 |

| MODULE 3: EMOTIONAL, PSYCHOSOCIAL, & CONTEXTUAL ISSUES |
|------------------|------------------|------------------|
| **Date** | **Topic** | **Reading** | **Assignments Due** |
| Week 9 (3/6) | Neuropsychotherapy – A Third-Wave Approach | Smart (2019) |  |
| Week 10 (3/13) | Trauma, Loss, Regulation and Resilience | Kain & Terrell (2018) |  |
| Week 12 (3/27) | Special Topics I: Post-Concussive Syndrome | Jensen & Turk (2014) |  |
| Week 13 (4/3) | Special Topics II: Older Adults | Tuokko & Smart (2018) | Complete Treatment Study paper (Parts 1-3) – Apr. 10 |
Class Reading List

*Note: Each week consists of a core reading that is required for that class. On occasion, supplemental readings are provided for your own reference; these provide more in-depth coverage of certain topics, and may be worth revisiting as you move into applied practice contexts (e.g., 506A, clinical practicum/internship, etc.).*

**Week 1: Introduction to Cognitive Rehabilitation; The Meaning of Therapeutic Change**


**Supplemental/reference reading:**


**Week 2: Clinical Research Designs**


**Supplemental/reference reading:**


**Week 3: Acute and Subacute Rehabilitation**


**Supplemental/reference reading:**

Pryor, K. (2012). *Don’t Shoot the Dog! The New Art of Teaching and Training*. Dorking, UK: Ringpress Books. (This is a basic introduction to behaviorist principles, discussed in an animal training context but can be applied to humans. Recommended by Dr. Turner 🎨)

**Week 4: Management of Unawareness of Deficits**

**Supplemental/reference reading:**


**Week 5: Remediation of Attention**


**Week 6: Memory Rehabilitation**


**Supplemental/reference reading:**


**Week 7: Reading Break**

**Week 8: Remediation of Executive Dysfunction**


**Supplemental/reference reading:**


**Week 9: Neuropsychotherapy – A Third-Wave Approach**

Smart, C. M. (2019). The role of mindfulness in neurorehabilitation: From the monastery to the clinic. In C. Armstrong & L. Morrow (Eds.), *Handbook of Medical Neuropsychology: Applications of Cognitive Neuroscience (2nd Ed.)* (pp. 1-10 and 32-39).

**Supplemental/reference readings:**

Week 10: Trauma, Loss, Regulation and Resilience


**Supplemental/reference readings:


Week 11: Family Intervention in the Context of Neurorehabilitation


**Supplemental/reference reading:


Week 12: Special Topics – Post-Concussive Syndrome


**Supplemental/reference reading:


Week 13: Special Topics – Older Adults


**Supplemental/reference reading:

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Winter 2018/19

Commitment to Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

Policy on Academic Integrity including Plagiarism and Cheating

The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity https://web.uvic.ca/calendar2018-09/grad/academic-regulations/academic-integrity.html#, p.39-41 UVic Calendar September 2018). It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

4. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

5. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

6. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence.
Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 40 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 39-41 in September 2018) (https://web.uvic.ca/calendar2018-09/grad/academic-regulations/academic-integrity.html#)

Other useful resources on Plagiarism and Cheating include:

1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson's office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/
A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Discovering Victoria, UVic and your Community:
Grad school can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics. www.uvic.ca/mentalhealth/graduate/connect/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders’ Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/graduate/