ADLER GRADUATE SCHOOL
Richfield, Minnesota

AGS Course #550
Fall 2012

ATTENTION DEFICIT DISORDERS

1. Course Designation and Identifier
   1.1 Adler Graduate School
   1.2 Course Number 550
   1.3 Attention Deficit Disorders
   1.4 Two semester credits

2. Course Description
   In-depth explanation of how the ADHD brain works, the description based on the DSM-IV and extensive research. The course covers specific strategies for working with children or adults who are ADHD and how to help their family to deal with the many problems that they encounter. Suggested approaches for a treatment plan are included as well as current information on how medications are used.

3. Tests, Materials and Resources
   3.1 Folder Materials
   3.2 Brokaw, Susan Pye, The ADHD Testing Manual (Purchase by check in library)
   3.3 Brokaw, Susan Pye, The ADHD Strategies Manual for Professionals or the ADHD Strategies Manual for Educators (Purchase by check in library)
   3.4 Teeter, Phyllis Anne, Ph.D, Interventions for ADHD
   3.5 Other Optional References:
       Barkley, Russell Ph.D., Attention Deficit Hyperactivity Disorder
       Barkley, Russell Ph.D., Taking Charge of ADHD
       Dendy, Chris A. Zeigler M.S., Teaching Teens with ADD and ADHD
   3.6 Read text book and review manuals prior to beginning class.

4. Competencies and Learning Outcomes
   This course will enable students to:
   4.1 Be able to understand the three types of attention disorders and be able to identify them as what research has discovered about ADHD.
   4.2 Understand the difference between AD/HD and behavior problem and know how to deal with them.
   4.3 Know what is involved in a quality assessment for AD/HD
   4.4 Learn about the various co-morbid conditions common for those with AD/HD
   4.5 Understand strategies that will be helpful in counseling and how to proceed in counseling children, adults and families.
   4.6 Understand the rights of AD/HD children in education
   4.7 Learn how to advocate for children in the school setting and how to teach them to advocate for themselves.
   4.8 Learn about medication appropriate for AD/HD and how they must be regulated.
5. Course Outline

Reading due: Read Text and Manuals before class.

5.1 Unit 1
What Is ADHD?
A. Heredity, Neurology and Genetics
B. DSM-IV Definition
D. Subtypes
C. Characteristics
E. Other Co-morbid Conditions

5.2 Unit 2
Behavioral Approaches to Working With ADHD
A. The Difference Between a Behavior Problem and ADHD
B. The Use of Strategies to Address Behavior Problems

5.3 Unit 3
Screening, Diagnosing ADHD and Treatment Plan
A. The Screening Checklist
B. What Constitutes a Good ADHD Assessment
C. When to Refer for Assessment

5.4 Unit 4
Medications
A. Types of Medications
B. Understanding Medications

5.5 Unit 5
Treatment Approaches with ADHD Children
C. Working with the Child
D. Working with the Family
E. Working with the School

5.6 Unit 6
Treatment Approaches with ADHD Adults
F. Working with the ADHD Adult
G. Using Referral Resources

6. Special Project Time (SPT) for three credits
Explore the internet for ADHD resources including, research, sites, papers by noted professionals and articles by ADHD experts. Read the information and complete the log with website address and what is available on the site.

7. Writing Guidelines including APA Format
All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (5th edition), 2001, American Psychological Association. ISBN 1-55798-791-2).

8. Assessment/Evaluation Procedures
8.1 Final paper

Compose a 8-15 page outlined questions provided by the instructor. Paper includes APA format and a bibliography. (50 points)

8.2 Special Project Time (25 points)

Log 10 hours of research and strategies for ADHD found on the internet

8.3 A 90-100% points
    B 80-89% points
    C 70-79% points

Late papers will not receive an A. Students must contact the instructor if an extension is needed. Work extensions not completed within forty-five days of the last class will receive an R and the course must be repeated.

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone. Anyone missing over 20% of the course will have to drop or repeat the course.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help
another to violate a provision of academic integrity.

- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line Activity**

- See Special Project Time

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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