

PSY 634: Final Project Guidelines and Grading Guide

Overview

The final project for this course is the creation of a **case application paper** that includes an in-depth analysis of a selected case study. Students will choose an individual such as a known historical figure, a celebrity, a fictional character, or an individual known personally to the student (ALL identifying information must be eliminated from the paper in the case of the last option). The selected individual must be a child or adolescent with a cognitive disorder or a learning disability, and enough information must be available to include the following in the analysis:

- A description of the chosen disorder and a comparison between normal brain function and the brain function of a person with the disorder
- An evaluation of the relationship between psychological and physiological aspects of the disorder and the resulting negative effects on daily functioning
- An assessment of the impact of recent technological advancements on the diagnosis and treatment of the disorder
- Recommendations for appropriate treatment options and coping mechanisms for the selected case and other people with the disorder
- Preventative measures that may be employed for others who may be at risk for the disorder

The case application paper should be a 10–12-page Word document. The final product represents an authentic demonstration of competencies highlighted by the course outcomes because the paper requires students to 1) analyze brain areas associated with a disorder and corresponding behavioral deficits, 2) review existing research and apply the literature to a topic in cognitive neuropsychology, and 3) assess diagnostic techniques, summarize effective treatments, and analyze possible outcomes of those treatments. The project is divided into **three milestones**, which will be submitted at various points throughout the course to scaffold learning and ensure quality final submissions. These milestones will be submitted in **Modules Three, Five, and Seven**. The final product will be submitted in **Module Nine**.

This assessment will assess your mastery with respect to the following course outcomes:

- PSY-634-01 Analyze the relationship between psychological and physiological aspects of cognitive processes
- PSY-634-02 Analyze the impact that recent advancements in technology have had on the field of cognitive neuropsychology
- PSY-634-03 Compare the neuropsychological functions of a normal functioning brain with those of individuals diagnosed with common cognitive dysfunctions
- PSY-634-04 Assess the appropriateness of employing neuropsychological methods in the diagnosis and treatment of common cognitive dysfunctions
Note: Topics should include neuroimaging and neuropsychological assessment
- PSY-634-05 Recommend possible coping mechanisms and prevention strategies for children and adolescents experiencing or who are at risk for common cognitive issues using the principles of cognitive neuropsychology

Prompt

The following **critical elements** must be addressed:

1. Cognitive Processes
 - a. What are some **psychological aspects** of cognitive processes? [PSY-634-01]
 - b. What are some **physiological aspects** of cognitive processes? [PSY-634-01]
 - c. What is the **relationship** between psychological and physiological aspects of cognitive processes? [PSY-634-01]
 - d. How does both psychological and physiological dysfunction **negatively affect daily functioning**? [PSY-634-01]
2. Technological Advancements [PSY-634-02]
 - a. How have recent advancements in **technology impacted** the field of cognitive neuropsychology?
3. Neuropsychological Function
 - a. What are the neuropsychological characteristics of a **normal functioning brain**? [PSY-624-03]
 - b. What neuropsychological disruptions occur in an individual diagnosed with **the cognitive dysfunction of the chosen child or adolescent**? [PSY-624-03]
 - c. How does the neuropsychological functioning in a normal functioning brain **compare** to neuropsychological functioning with an individual diagnosed with the cognitive dysfunction of the chosen child or adolescent? [PSY-624-03]
4. Diagnosis and Treatment
 - a. What **neuropsychological methods** would be appropriate in diagnosing and treating a common cognitive dysfunction? [PSY-634-04]
 - b. Does **neuroimaging** play a role in diagnosing and treating common cognitive dysfunction? Explain. [PSY-634-04]
 - c. What role does **neuropsychological assessment** play in diagnosing and treating common cognitive dysfunctions? [PSY-634-04]
5. Coping Mechanisms and Prevention Strategies
 - a. What types of **coping mechanisms** would you recommend for a child or adolescent experiencing these cognitive issues? [PSY-634-05]
 - b. How might cognitive issues be **prevented** in children or adolescents who may be at elevated risk for developing dysfunction? [PSY-634-05]
 - c. What role do the **principles of cognitive neuropsychology** play in developing coping mechanisms and prevention strategies for children and/or adolescents who are at risk or are experiencing these cognitive issues? [PSY-634-05]

Milestones

Milestone One: Topic Submission

In **task 3-1**, you will submit your **topic choice** for your case application paper. You will submit your case study choice and the reason why you have chosen this individual via the Discussion Topic. **This milestone is graded with the Discussion Rubric.**

Milestone Two: Annotated Bibliography

In **task 5-3**, you will submit your **annotated bibliography**. The format should be a Word document listing at least eight resources you will use to support your case study and a paragraph explanation of how each resource will support your case application paper. **This milestone is graded with the Milestone Two Rubric.**

Milestone Three: Rough Draft

In **task 7-2**, you will submit a **rough draft** of your case application paper. The format should be a nearly complete draft of the final product and should be at least 8–10 pages in length. **This milestone is graded with the Milestone Three Rubric.**

Final Product: Final Project Submission: Case Application Paper

In **task 9-3**, you will submit your **case application paper**. It should be a complete, polished artifact containing **all** of the main elements of the final product. It should reflect the incorporation of feedback gained throughout the course. **This milestone will be graded using the Final Product Rubric (below).**

Deliverable Milestones

Milestone	Deliverables	Module Due	Grading
1	Topic Choice	Three	Graded separately; Discussion Rubric
2	Annotated Bibliography	Five	Graded separately; Milestone Two Rubric
3	Rough Draft	Seven	Graded separately; Milestone Three Rubric
	Final Product: Case Application Paper	Nine	Graded separately; Final Product Rubric

Final Product Rubric

Guidelines for Submission: Written components of project must follow these formatting guidelines when applicable: double spacing, 12-point Times New Roman font, 1-inch margins, and discipline-appropriate citations. Page length requirement: 10–12 pages, not including cover page and resources.

Critical Elements	Exemplary (100%)	Proficient (90%)	Needs Improvement (70%)	Not Evident (0%)	Value
Cognitive Processes: Psychological Aspects	Meets “Proficient” criteria and the psychological aspects are supported using relevant examples	Describes psychological aspects of cognitive processes and provides rationale to support thinking	The psychological aspects of cognitive processes are lacking in detail	The psychological aspects of cognitive processes are not evident	4.5
Cognitive Processes: Physiological Aspects	Meets “Proficient” criteria and the physiological aspects are supported using relevant examples	Describes physiological aspects of cognitive processes and provides rationale to support thinking	The physiological aspects of cognitive processes are lacking in detail	The physiological aspects of cognitive processes are not evident	4.5
Cognitive Processes: Relationship	Meets “Proficient” criteria and uses appropriate scholarly resources for substantiation	Clarifies the relationship between psychological and physiological aspects of cognitive processes	The relationship between psychological and physiological aspects of cognitive processes is loosely identified	The relationship between psychological and physiological aspects of cognitive processes is not evident	4.5
Cognitive Processes: Negative Effects on Daily Functioning	Meets “Proficient” criteria and includes insightful examples validated by research	Evaluates the negative effects of psychological and physiological dysfunction on daily functioning	The negative effect of psychological and physiological dysfunction on daily functioning is lacking in detail and/or accuracy	The negative effect of psychological and physiological dysfunction on daily functioning is not evident	4.5
Technological Advancements: Technological Impact	Meets “Proficient” criteria and uses relevant resource examples	Analyzes the impact of technological advancements in the field of neuropsychology in a well-supported manner	Analysis lacks breadth and depth in the impact of technological advancements in the field of neuropsychology	Does not analyze the impact of technological advancements in the field of neuropsychology	18
Neuropsychological Function: Characteristics of a Normal Functioning Brain	Meets “Proficient” criteria and substantiates ideas using scholarly resources	Provides accurate characteristics of a normal functioning brain	The characteristics of a normal functioning brain are lacking in detail and/or accuracy	The characteristics of a normal functioning brain are not evident	6

Neuropsychological Function: Characteristics of Common Cognitive Dysfunction	Meets “Proficient” criteria and substantiates ideas using scholarly resources	Provides accurate characteristics of common cognitive dysfunction	Characteristics of common cognitive dysfunction are lacking in detail and/or accuracy	The characteristics of common cognitive dysfunction are not evident	6
Neuropsychological Function: Differences Between Normal Brain Function and Cognitive Dysfunction	Meets “Proficient” criteria and uses relevant research examples	Differentiates between normal brain function and cognitive dysfunction in a well-supported manner	The differentiation between normal brain function and cognitive dysfunction is lacking in detail and/or is not substantiated	The differentiation between normal brain function and cognitive dysfunction is not evident	6
Diagnosis and Treatment: Neuropsychological Methods	Meets “Proficient” criteria and supports methods with scholarly research	Provides appropriate neuropsychological methods for diagnosing and treating common cognitive dysfunction	Neuropsychological methods for diagnosing and treating common cognitive dysfunction are not solidly identified	The neuropsychological methods for diagnosing and treating common cognitive dysfunction are not evident	6
Diagnosis and Treatment: Neuroimaging	Meets “Proficient” criteria and includes insightful examples validated by research	Provides a substantiated assessment of the role neuroimaging plays in diagnosis and treatment of common cognitive dysfunction	Minimally assesses the role of neuroimaging on diagnosis and treatment of common cognitive dysfunction	Does not assess the role of neuroimaging on the diagnosis and treatment of common cognitive dysfunction	6
Diagnosis and Treatment: Neuropsychological Assessment	Meets “Proficient” criteria and includes insightful examples validated by research	Provides a substantiated assessment of the role neuropsychological assessment plays in diagnosis and treatment of common cognitive dysfunction	Minimally assesses the role that neuropsychological assessment plays on diagnosis and treatment of common cognitive dysfunction	Does not assess the role that neuropsychological assessment plays on diagnosis and treatment of common cognitive dysfunction	6
Coping Mechanisms and Prevention Strategies: Coping Mechanisms	Meets “Proficient” criteria and includes an explicit explanation of the rationale behind the recommended coping mechanism	Recommends coping mechanisms for children and/or adolescents who are at risk or experiencing cognitive issues	Recommends coping mechanisms for children and/or adolescents that are loosely aligned with the cognitive issue	Coping mechanisms for children and/or adolescents who are at risk or experiencing cognitive issues are not evident	6

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Coping Mechanisms and Prevention Strategies: Prevention Strategies	Meets “Proficient” criteria and includes an explicit explanation of the rationale behind the recommended coping mechanism	Proposes prevention strategies for children and/or adolescents who are at risk or experiencing cognitive issues	Proposed prevention strategies for children and/or adolescents who are at risk or experiencing cognitive issues are lacking in detail and/or inappropriately aligned to the cognitive issue	Prevention strategies for children and/or adolescents who are at risk or experiencing cognitive issues are not evident	6
Coping Mechanisms and Prevention Strategies: Principles of Neuropsychology	Meets “Proficient” criteria and uses appropriate research for substantiation	Incorporates the principles of neuropsychology to recommend coping mechanisms and prevention strategies for children and/or adolescents who are at risk or experiencing cognitive issues	The principles of neuropsychology are minimally and/or inaccurately used to recommend coping mechanisms and prevention strategies for children and/or adolescents who are at risk or experiencing cognitive issues	The principles of neuropsychology to recommend coping mechanisms and prevention strategies for children and/or adolescents who are at risk or experiencing cognitive issues are not evident	6
Articulation of Response	Submission is free of errors related to citations, grammar, spelling, syntax, and organization and is presented in a professional and easy-to-read format	Submission has no major errors related to citations, grammar, spelling, syntax, or organization	Submission has major errors related to citations, grammar, spelling, syntax, or organization that negatively impact readability and articulation of main ideas	Submission has critical errors related to citations, grammar, spelling, syntax, or organization that prevent understanding of ideas	10
Total					100%