

**Neuropsychological Assessment & Intervention  
EDP 489H (11285)**

Spring 2014  
SZB 444, Wednesday 8:00 a.m. – 12:00 p.m.

Instructor:	Greg Allen, Ph.D.
Office Location:	SZB 254A
Phone Number:	471-0218
E-mail address:	gallen@austin.utexas.edu
Office Hours:	Wednesday 1-3, or by appointment
TA:	Amanda Wagner (amandaelizabethwagner@gmail.com)
Office Hours:	TBA

**Course Description**

This course is designed to be an introduction to neuropsychological theory, covering the major functional domains typically assessed by neuropsychologists. Assessment across the lifespan will be discussed, though our emphasis will be on the evaluation of children and adolescents. You will have the opportunity to learn several of the most commonly used neuropsychological instruments. In addition, various disorders that neuropsychologists commonly encounter, and their impact on neuropsychological test performance, will be reviewed. Class time will be devoted to lecture and discussion regarding neuropsychology, neuropsychological instruments, and developmental, psychiatric, and neurological disorders. It is expected that you will complete assigned readings prior to class and be prepared to discuss relevant topics. Class will be held on Wednesdays from 8:00 a.m. to 12:00 p.m., with the final 90 minutes of each class consisting of a lab led by your TA. Lab time will be devoted to learning and practicing neuropsychological measures as well as to supervision of your individual cases. (Supervision will also be scheduled at times other than during lab). Class and lab attendance is mandatory, and unexcused absences will impact your grade. Punctuality is also expected.

**Course Objectives**

Full participation in this course will achieve the following goals:

- Students will develop a working knowledge of the basic principles of neuropsychology.
- Students will become familiar with how to apply this knowledge in clinical practice.
- Students will become proficient in the administration of several neuropsychological measures.

- Students will demonstrate competency in the interpretation of neuropsychological test data.
- Students will demonstrate an understanding of the behaviors associated with various brain diseases and disorders.
- Students will demonstrate an understanding of the impact of cultural differences on neuropsychological test performance.

### **Required Textbook and Materials**

1. Baron, I.S. (2004). *Neuropsychological Evaluation of the Child*. New York: Oxford University Press.
2. Additional articles and readings will be required to be read by all students. Copies of these articles will be made available on-line or from the instructor or TA.

### **Activities and Expectations**

1. *Professionalism, Punctuality, and Participation*

Professionalism. Professionalism includes such things as: establishing and maintaining positive relationships and interactions with peers, colleagues, instructors, and patients; attending respectfully to others who are sharing information with the class; being flexible and understanding in response to changes in the class syllabus, etc. Examples of behaviors likely to result in a loss of professionalism points might include: sleeping in class, doing work that is unrelated to the course in class, talking excessively to your neighbor during lectures, presentations, or when a classmate is asking a question, and making negative or derogatory comments about others.

Please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class are generally disruptive to the instructional activities of the class. The use of laptop computers in class should be restricted to taking notes or other class-related uses only.

Punctuality. Attendance and punctuality are key components of overall professionalism. Despite the challenges of traffic and the juggling of personal and professional schedules, it is an expectation for this course that students will attend every class meeting and will arrive to class on time. Attendance in this class is particularly critical to mastering the course objectives. If an absence is expected, students should inform the professor *in advance* of the reason for the absence.

Participation. Students are expected to fully participate in all class activities, including lectures, discussions, and collaborative learning activities. Student participation and discussion is a critical element of the course. Students are

expected to come to class well prepared to engage in scholarly discourse about the day's scheduled subject matter.

2. *Clinical Case*

Each student will complete a full neuropsychological evaluation of an assigned clinical case. This will culminate in a written report of the case, feedback to the parent and child, and presentation of the case in class.

3. *Examinations*

Each student will complete a practical examination, which will assess competency in the administration of neuropsychological measures. In order to ensure an understanding of the course materials, a mid-term examination will be administered. There will be no final examination for this course.

4. *Feedback*

I am always interested in improving this course, and one of the best ways to improve a course is to listen and respond to criticism from students. Therefore, feedback is always welcome. Please do not be shy about letting me know how my teaching strategies are either helping or hindering your learning. I understand that direct feedback may be difficult for some, so we will provide the opportunity for anonymous feedback as well.

## **Grading Procedures**

<u>Activity</u>	<u>Points</u>
Punctuality, Participation, & Professionalism .....	30
Mid-term Examination .....	100
Practical Examination .....	50
Case Completion .....	100
Case Presentation .....	50
<b>TOTAL .....</b>	<b>330</b>

## **Grade Assignment**

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

## Course Schedule

This schedule represents current plans. As we go through the semester, these plans may change. Any such changes will be communicated clearly.

<u>Date</u>	<u>Class Topic</u>	<u>Readings</u>
1/15	Course Overview	
1/22	Introduction to Neuropsychology	Ch. 1
1/29	The Neuropsychological Evaluation	Ch. 2
2/5	Neuroanatomy and Neuroimaging Review	TBA
2/12	Attention, Executive and Motor Functions	Ch. 6, 7, & 9
2/19	Language, Sensory and Visuospatial Abilities	Ch. 8, 9 & 10
2/26	Learning and Memory	Ch. 11
3/5	<i>Practical Exams</i>	
3/12	<b>SPRING BREAK</b>	
3/19	Field Trip/Guest Lecture ( <b>Take-home exam available</b> )	TBA
3/26	Field Trip/Guest Lecture ( <b>Take-home exam due</b> )	TBA
4/2	Field Trip/Guest Lecture	TBA
4/9	Integration, Interpretation, and Reporting	Ch. 3
4/16	Topics TBA	TBA
4/23	Case Presentations	
4/30	Case Presentations	

## **University Notices and Policies**

### **University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, you are responsible for reading your email for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Documented Disability Statement**

If you require special accommodations, you must obtain a letter that documents your disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to me at the beginning of the semester so we can discuss the accommodations you need. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, you must notify me of your pending absence prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.