

Neuropsychological Assessment & Intervention
EDP 489H (10640)

Spring 2014
SZB 432, Wednesday 12:00 p.m. – 4:00 p.m.

Instructor: Greg Allen, Ph.D.
Office Location: SZB 254A
Phone Number: 471-0218
E-mail address: gallen@austin.utexas.edu
Office Hours: Monday 12-2, 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, with an emphasis 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 12:00 p.m. to 4:00 p.m., with the final 90 minutes or so 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. Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). *Principles of Neuropsychology*.
2. Additional articles and readings may also be assigned. 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
TOTAL	330

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>
1/21	Course Overview	
1/28	Introduction to Neuropsychology	Chapter 1
2/4	The Neuropsychological Evaluation	Chapter 3
2/11	Neuroanatomy and Neuroimaging Review	Chapters 2, 5, & 6
2/18	Vision and Language	Chapter 8
2/25	Memory, Attention, Emotion, and Executive Functioning	Chapter 9
3/4	Integration, Interpretation, and Reporting	TBA
3/11	<i>Practical Exams</i>	
3/18	SPRING BREAK	
3/25	TBA (Take-home exam available)	TBA
4/1	TBA (Take-home exam due)	TBA
4/8	TBA	TBA
4/15	TBA	TBA
4/22	TBA	TBA
4/29	Case Presentations	
5/6	Case Presentations	