

**Introduction to Neuropsychological Assessment  
EDP 383C (10970)**

Spring 2017  
SZB 432, Wednesday 12:00 p.m. – 4:00 p.m.

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**Course Description**

This course is designed to be an introduction to neuropsychological theory. We will cover 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 lab. Lab time will be devoted to learning and practicing neuropsychological measures as well as to supervision of individual students. Supervision may 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 will also be assigned. Copies of these articles will be made available on Canvas.

### **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 silenced 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. *Student Presentations*

In each week of the semester that we cover a specific functional domain and disorder, one student will present a case study or case series from the neuropsychological literature. The case study will be assigned as an additional class reading for the day, and the student will lead discussion of the reading.

## 3. *Clinical Case*

Each student will follow a full neuropsychological evaluation of an assigned clinical case. This will culminate in a written report on the case and presentation of the case on the last day of class.

## 4. *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 take-home final examination will also be administered.

## **Grading Procedures**

<u>Activity</u>	<u>Points</u>
Punctuality, Participation, & Professionalism .....	30
Student Presentation .....	50
Case Completion .....	100
Case Presentation .....	50
Practical Examination .....	50
Final Examination .....	100
<b>TOTAL .....</b>	<b>380</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 represents current plans. As we go through the semester, these plans may change. Any such changes will be communicated clearly.

Date	Class Topic	Readings
1/18	Course Overview	
1/25	History of Neuropsychology and Neuropsychological Assessment	Ch. 1; Ch. 3 (62-69, 78-90)
2/1	NO CLASS (International Neuropsychology Society Meeting)	
2/8	Functional Neuroanatomy Review	Ch. 5 (133-153); Ch. 6
2/15	Brain Imaging	Ch. 2 (51-61)
2/22	Orientation and Attention; Traumatic Brain Injury	Ch. 9 (240-246); Ch. 3 (69-70, 71-72); Ch.13
3/1	Sensation/Perception and Movement; Stroke and Tumor, Subcortical Dementias	Ch. 7 (178-184; 189-198); Ch. 8 (200-204, 215); Ch. 3 (70-73); Ch. 12; Ch. 15
3/8	Language; Dyslexia	Ch. 8 (215-223); Ch. 3 (73-74); Ch. 11 (299-304)
3/15	SPRING BREAK	
3/22	Spatial Abilities; Nonverbal Learning Disability	Ch. 8 (204-215); Ch. 3 (74-75); Ch. 11 (305-310)
3/29	Learning and Memory; Alzheimer's Disease	Ch. 9 (225-237); Ch. 3 (75-76); Ch. 14
4/5	Executive Functioning; ADHD	Ch. 9 (237-240, 246-259); Ch. 3 (76-78); Ch. 11 (322-332)
4/12	Emotion and Social Cognition; Autism Spectrum Disorder	Ch. 9 (259-265); Ch. 11 (310-322)
4/19	TBA	TBA
4/26	TBA	TBA
5/3	Case Presentations	