

## **Introduction to Neuropsychological Assessment EDP 383C (10280)**

Spring 2018  
SZB 444, Friday 9:00 a.m. – 12:00 p.m.

Instructor: Greg Allen, Ph.D.  
Office Location: SZB 254F  
Phone Number: (512) 471-0218  
E-mail address: gallen@austin.utexas.edu  
Office Hours: Friday 12:00-2:00, or by appointment

### **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 about 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.

### **Course Objectives**

Full participation in this course will achieve the following goals:

- Students will begin to 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 familiar with the administration of several neuropsychological measures.
- Students will become familiar with 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**

- Kolb, B. & Whishaw, I.Q. (2015). *Fundamentals of Human Neuropsychology* (7<sup>th</sup> edition). Worth Publishers.
- 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, and instructors; 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 the weeks following Spring Break when we begin focusing on specific disorders, students will present case studies or case series from the neuropsychological

literature. The case study or series will be assigned as an additional class reading for the day, and the student will also 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 at the end of the semester.

### 4. *Examination*

In order to ensure an understanding of the course materials, a take-home mid-term examination will be administered.

## **Grading Procedures**

Punctuality, Participation, & Professionalism .....	20%
Mid-Term Examination .....	20%
Class Presentation.....	20%
Case Report.....	20%
Case Presentation .....	20%

## **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:** The following 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>
1/19	Course Overview	
1/26	Neuropsychological Assessment	Ch. 28
2/2	Learning and Memory	Ch. 18
2/9	Language	Ch. 19
2/16	Emotion and the Social Brain	Ch. 20
2/23	Spatial Behavior	Ch. 21
3/2	Attention and Consciousness	Ch. 22
3/9	Executive Functioning	TBA
3/16	SPRING BREAK	
3/23	Brain Development and Plasticity	Ch. 23
3/30	Neurodevelopmental Disorders	Ch. 24
4/6	Plasticity, Recovery, and Rehabilitation of the Adult Brain	Ch. 25
4/13	Neurological Disorders	Ch. 26
4/20	Psychiatric and Related Disorders	Ch. 27
4/27	Case Presentations	
5/4	TBA	