Neuropsychological Assessment (PSY 5326-001)

19135

Fall 2020

Tu-Th 9:30-10:50

UAC 409

Dr. Joe Etherton

UAC 233 Office Hours: T 11:00-1:00, Th 1:30-3:30 512 245-6367 or by appointment

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Textbooks(required):

1. Parsons & Hammeke (2014) Clinical Neuropsychology: A pocket handbook for assessment (3rd edition). American Psychological Association.

2. Hebben & Milberg (2009). Essentials of Neuropsychological Assessment, 2nd edition.

Additional readings will be posted under Resources on CANVAS. These readings may be modified during the semester, but will include the following:

1. Miller & Rohling (2001). Statistical method for interpreting neuropsychological data [*Rohling Interpretive Method*].

2. Sherman, Slick & Iverson (2020). Multidimensional Malingering Criteria for Neuropsychological Assessment: A 20-Year Update of the Malingered Neuropsychological Dysfunction Criteria: 20-year update of MND criteria. *Archives of Clinical Neuropsychology.*

3. Axelrod & Wall (2007). Expectancy of impaired neuropsychological test scores in a non-clinical sample. *International Journal of Neuroscience, 117*, 1591-1602.

4. Iverson & Lange (2003). Examination of “postconcussion-like” symptoms in a healthy sample. *Applied Neuropsychology, 10*, 137-144.

5. Rohling, Binder et al. (2011). A meta-analysis of neuropsychological outcome after mild traumatic brain injury: Reanalyses… *The Clinical Neuropsychologist, 25*, 608-632.

6. Select chapters (ch 3, 12, TBA) from Ashendorf, Swenson, & Libon (2013). The Boston Process Approach to Neuropsychological Assessment.

(additional chapters or articles may be added as relevant).

COURSE DESCRIPTION. The primary goals for this class include gaining content knowledge about clinical neuropsychology as a field, issues and techniques in neuropsychological assessment, functional neuroanatomy, neuropathology, the instruments and methods used to evaluate neuropsychological functioning, and the integration of information to make inferences about neurocognitive status. By the end of the course students should understand the methods and instruments used in neuropsychological assessment, different forms of brain dysfunction, test administration and interpretation, and the purposes for which neuropsychological assessments are conducted.

COURSE FORMAT. This course will include a significant lecture component. However, there will also be demonstrations of administration of different neuropsychological instruments, neurobehavioral examination procedures, and discussion of cases. In addition, students will give a 15-20 minute presentation in the last 2 weeks of class. Students are expected to complete assigned readings prior to class and should be prepared to discuss the material. \*\****Note that changing circumstances related to Covid-19 concerns may require modifying course format or schedule on short notice. I will inform students as soon as possible if any significant changes to the course are necessary. In the event of sharply increased rates of infection “worst case scenario”, this course may be delivered remotely via Zoom synchronously or asynchronously.***

 ***Note that because some students will be attending class remotely via Zoom, some or all class meetings may be recorded.***

WEARING MASKS

To protect the health of students, faculty, and staff, face coverings/masks appropriate for protection against the spread of Covid-19 are required at all times in the classroom. Violations will result in removal from the classroom.

CLASSROOM CIVILITY

Civility in the classroom is very important for the educational process and it is everyone’s responsibility.  If you have questions about appropriate behavior in a particular class, please address them with your instructor first.  Disciplinary procedures may be implemented for refusing to follow an instructor’s directive, refusing to leave the classroom, not following the university’s requirement to wear a cloth face covering, not complying with physical distancing or sneeze and cough etiquette, and refusing to implement other health and safety measures as required by the university. Additionally, the instructor, in consultation with the department chair/school director, may refer the student to the Dean of Students Office for further disciplinary review.  Such reviews may result in consequences ranging from warnings to sanctions from the university. For more information regarding conduct in the classroom, please review the following policies at <https://policies.txstate.edu/division-policies/academic-affairs/02-03-02.html>, Section 03: Courteous and Civil Learning Environment, and <https://studenthandbook.txstate.edu/rules-and-policies/code-of-student-conduct.html>, number II, Responsibilities of Students, Section 02.02: Conduct Prohibited.

DISABILITY ACCOMMONDATIONS. If you are a student with a disability who will require an accommodation(s) to participate in this course, please contact me within the first two weeks of the semester. You will be asked to provide documentation from the Office of Disability Services (Suite 5-5.1, LBJ Student Center, telephone 245-3451). Setting up these accommodations requires some time, so please contact me as early as possible to initiate this service.

ACADEMIC INTEGRITY. Plagiarism or other forms of academic dishonesty, including copying from the work of others on exams, are contrary to the principles and purpose of the university and diminish the value of an education. Students’ performance on exams, papers, and presentations must reflect their own work. Papers that paraphrase the ideas of others must credit these sources, and students must not pass off the ideas or work of others as one’s own. Failure to do so constitutes plagiarism. Potential penalties for copying others’ work on exams or for plagiarism include an F for the work or for the entire course and may involve more severe penalties. Such consequences are easily avoided by adhering to principles of academic integrity.

ATTENDANCE. At the graduate level, regular (nearly perfect), punctual attendance is expected. Students should arrive on time and should attend every class, particularly given that classes meet only once per week. If an absence cannot be avoided, please notify me as soon as possible. Missing more than 2 classes or repeated tardiness may result in the final grade being lowered by one letter grade.

GRADING. Your grade will be based on your performance on two exams (Midterm and Final), two short (5-page) papers, a presentation, completion of “Draw It To Know It” neuroanatomy diagrams, and brief online quizzes delivered approximately weekly.

Exams. The midterm and final exam will involve some combination of multiple choice, short answer, essay, and some diagram labeling questions.

Papers (2). For each of these two papers you will select a form of neuropathology (e.g., Alzheimer’s dementia, TBI, epilepsy), and describe the nature of the pathology, the cognitive domains affected, and the manifestation in terms of symptoms, deficits, or other dysfunctions. The paper must rely primarily on current research articles or clinical sources but should not rely significantly on references already covered in class. Wikipedia and other non-professional sources should not serve as a resource.

Diagram Drawings (approximately 10). The purpose of these diagrams is simply to enhance your ability to visualize different brain regions and structure in relation to each other. I will provide selected diagrams from the book, “Neuroanatomy: Draw It To Know It”, and you will be asked simply to draw the same diagram and label it per instructions. The intent is to help you become more familiar with the physical arrangement of brain structures and regions, and I encourage you to try drawing each diagram a few times for practice, gradually trying to do so from memory. However, the drawn diagram that you submit does not need to be completed from memory, and will be graded on the basis of accuracy rather than artistic skills.

Quizzes (approximately 10). Quizzes will be available on CANVAS approximately weekly to help ensure that you are understanding assigned readings and lecture topics. Items will typically be multiple choice but may also include fill in the blank or brief essay responses.

Presentation (1). Presentation guidelines are provided in more detail in a separate document under Files on CANVAS. These will be scheduled for the end of the semester.

Points for the graded activities will be allocated as follows:

GRADED ACTIVITIES

1. Exam 1 25%

2. Final Exam 25%

3 Papers (10% each x 2) 20%

4. Neuroanatomy labeled drawings 10%

5. Quizzes (approximately weekly) 10%

5. Presentation (15-20 minutes) 10%

Grading is based on 90% = A, 80% = B, 70% = C.

Schedule of topics. [Note: This schedule is subject to change based on the pacing of the class or other factors. Any significant changes will be announced via email as quickly as feasible]

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| Week | Topic | Assigned Reading |
| 1 (8/24) | Overview of Clinical Neuropsychology | Hebben & Milberg chapters 1, 2 |
| 2 (9/1) | Overview of Neuroanatomy, categories of neuropathology and neurobehavioral syndromes. | Neuroanatomy handouts Hebben & Milberg Appendix B. *Diagrams 1 and 2 due* |
| 3 (9/8) | Assessment Procedures, Psychometrics, Neurobehavioral exam, Estimating premorbid cognitive abilities | Hebben & Milberg ch. 3, 4, & Appendix A; Parsons ch. 1, 2.  |
| 4 (9/15) | Traumatic brain injury (TBI) and postconcussion syndrome | Parsons ch. 10; Rohling et al. (2011); Iverson & Lange (2003)*Diagrams 3 and 4 due* |
| 5 (9/22) | Cerebrovascular Accident (CVA)/Stroke; Dementias. | Parsons ch. 8, 11.*Diagram 5 due* |
| 6 (9/29) | Assessment and Interpretation: Performance validity, psychosocial factors | Parsons ch. 5 (PVTs) Sherman et al (2020) |
| 7 (10/6) | Assessment and Interpretation: Quantitative and Process approaches.Report Writing | Hebben & Milberg ch. 5 & 7 Miller & Rohling (2001)Boston Approach ch. 3 (Bauer & Bowers)  |
| **10/8** | **EXAM 1** |  |
| 8 (10/13) | Aphasias and their assessment (and start Frontal lobe section) | Parsons ch. 18Boston Approach ch. 12*Diagrams 6 and 7 due* |
| 9 (10/20) | Frontal lobe assessment (and start Amnestic disorders/Memory assessment). | Parsons ch. 21Parsons ch. 17*Diagram 8 due* |
| 10 (10/27) | Amnestic Disorders  | Parsons ch. 17*Diagram 9 due* |
| 11 (11/3) | Visuospatial disorders.  | Parsons ch. 19*Diagram 10 due* |
| 12 (11/10) | Catch up day (11/10) Start presentations 11/12  |  |
| 13 (11/17) | Presentations 11/17, 11/19 |  |
| 14 (11/24) | Finish presentations; **Thanksgiving break 11/26** |  |
| 15 (12/1) | Final topics, exam review | TBD |
| 12/10 | **Final exam. Thursday Dec. 10, 8:00-10:30am** |  |