Neuropsychological Assessment (PSY 5326)

Spring 2019

Tu-Th 2:00-3:20 Office Hours: M 12:30-3:30, T-Th 1-2

UAC 206 or by appt.

Dr. Joe Etherton

UAC 233

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Textbooks(required):

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

2. Kolb & Whishaw (2009). Fundamentals of Human Neuropsychology, (6th edition). Worth Publishers.

Other supplemental readings will be posted under Resources on TRACS

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 were 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.

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 cognitive domain papers, two neuropathology papers, and a presentation.

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

Cognitive Domain Papers (2). For each these two papers you will select a cognitive domain of interest (e.g., working memory, attention, visuospatial) and provide a review of current perspectives on the domain, including how it is conceptualized, how it is assessed, and the neural underpinnings of the cognitive domain. Current research articles must form a substantial component of the papers. These papers should not rely significantly on readings covered in class.

Neuropathology 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, cognitive domains affected, and the manifestation in terms of symptoms, deficits, or other dysfunctions. Current research articles must form a substantial part of the paper. These papers should not rely significantly on readings covered in class.

Presentation (1). Presentation guidelines are provided in more detail in a separate document under Resources on TRACS.

Points for the graded activities will be allocated as follows:

GRADED ACTIVITIES

1. Exam 1 100 pts

2. Final Exam 100 pts

3. Cognitive domain papers (2 x 25 pts) 50 pts

4. Neuropathology papers (2 x 25 pts) 50 pts

5. Presentation (15-20 minutes) 50 pts

350 Total Points. Grading is based on 90% = A, 80% = B.

Note: schedule is subject to change.

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|  | Week | Topic | Assigned Reading |
| 1/22-24 | 1 | Overview of Clinical Neuropsychology | Goldstein Ch 1  KW ch 28 |
| 1/29-31 | 2 | Overview of Neuroanatomy + neuropathology: Neorcortical organization | KW Ch. 10 |
| 2/5-7  2/12-14 | 3, 4 | Occipital & Parietal Lobes & related dysfunctions; assessment of visuospatial functions | KW Ch. 13, 14, 21  Parsons Ch 19 |
| 2/19-21 | 5 | Psychometrics & Assessment principles and methods; neurobehavioral exam | pdf: Schoenberg ch. 31 Parsons Ch. 2 |
| 2/26-28,  3/5 | 6, 7 | Temporal lobe & related dysfunctions; assessment of memory and language | KW 15, 18, 19  Parsons Ch 17, 18 |
| 3/7-12 | 7, 8 | Frontal lobes & related dysfunctions; assessment of frontal lobe functions | KW 16,  Parsons Ch 21 |
| **3/14** |  | **MIDTERM EXAM** | All reviewed materials |
| *3/16-24* |  | *SPRING BREAK* |  |
| 3/26 | 9 | Disconnection syndromes | KW 17 |
| 3/28 | 9 | Attention: manifestations, assessment | KW 22, Parsons 20 |
| 4/2-4 | 10 | Neuropathology and assessment of CVA, TBI & Concussion. | Parsons 8, 10.  Pdfs (CTE, PCS, mTBI) |
| 4/9 | 11 | Neuropathology and assessment of Dementias | Parson’s 11 |
| 4/11 | 11 | Guest lecture: NP of psychopathology |  |
| 4/16 | 12 | Neuropathology and assessment of Epilepsy | Parsons 9 |
| 4/18 | 12 | Non-neurological factors: psych, effort, invalidity | Parsons 5  Supplemental pdfs |
| 4/23-25 | 13 | Integrating information: making inferences, recommendations; neuropsych rehabilitation.  Start Presentations | Sohlberg (pdfs provided) |
| 4/30 | 14 | Presentations |  |
| 5/2 | 14 | Finish Presentations |  |
| **5/9 2:00** |  | **FINAL EXAM** |  |