

NEUROPSYCHOLOGICAL ASSESSMENT WITH LAB
FORDHAM UNIVERSITY
PSYC 6253 R11 SUMMER 2018

INSTRUCTORS: Molly Zimmerman, Ph.D. (lectures) and Eileen Moran, M.S. (lab)
EMAIL: mzimmerman7@fordham.edu
OFFICE LOCATION AND OFFICE HOURS: Dealy 318 Tuesdays 9:30-11:30 or by appointment
COURSE LOCATION AND TIME: T/R 12:30 – 5:30pm

Note: This course comprises both a lecture and a laboratory component. The following is the syllabus for the lecture component.

REQUIRED TEXTS:

Lezak, M. D., Howieson, D. B., Bigler, E. D., & Tranel, D. (2012). *Neuropsychological assessment* (5th ed.). Oxford: Oxford University Press.

Kolb, B., & Wishaw, I. Q. (2015). *Fundamentals of human neuropsychology* (7th ed.). New York: Worth Publishers.

ADDITIONAL READINGS:

Additional assigned articles will be available on Blackboard.

COURSE GOALS AND STRUCTURE: The goal of this course is to explore and critically evaluate human brain-behavior relationships in the context of neuropsychological theory and assessment. The course will begin with a review of the practice of neuropsychological assessment and basic concepts related to classes of cognitive functions. We will then discuss psychometric principals germane to neuropsychological assessment as well as the use of neuropsychological assessment for clinical practice. Finally, laboratory activities will support the acquisition of knowledge related to the actual practice of neuropsychological practice, including test selection, administration, scoring, data interpretation, and report writing. The class format will utilize lectures, reaction papers, student presentations, and applied laboratory activities to provide a comprehensive exploration of the basic tenets of neuropsychological assessment.

COURSE OBJECTIVES:

1. Acquire an understanding of brain-behavior relationships that support the practice of neuropsychological assessment through study of functional neuroanatomy;
2. Examine psychometric principles and normative datasets germane to the development and use of neuropsychological tests, as well as their strengths and weaknesses;
3. Gain an understanding of the basic principles and utility of neuropsychological assessment from a clinical perspective;
4. Achieve basic competence in the selection, administration, and scoring of widely-used neuropsychological tests;

5. Acquire basic skills in the interpretation of neuropsychological tests, report writing, and feedback to clients.

ATTENDANCE POLICY: Attendance of all lectures is required. If you know in advance that you must miss a class, please inform the instructor as early as possible.

GRADING:

Reaction Papers:	100 points
In-Class Presentation:	100 points
Lab Activities:	150 points
TOTAL POINTS	350 points

A = 93.0% and above; A- = 90.0 to 92.9%; B+ = 87.0 to 89.9%; B = 84.0 to 86.9%; B- = 80.0 to 83.9%; C+ = 77.0 to 79.9%; C = 74.0 to 76.9%; C- = 70.0 to 73.9%; D = 60.0 to 69.9%; F = Below 60.0%

REACTION PAPERS (100 POINTS): Reaction papers are intended to help you process and retain assigned subject matter by engaging your critical thinking skills as well as your written communication skills. There are assigned readings for 4 different broad topics. Each reaction paper is worth 25 points (**4 reaction papers x 25 points = 100 total points**). Reaction papers should be **2-3 paragraphs in length**. Reaction papers should critically evaluate the assigned readings or they may focus on your personal responses and thoughts about the assigned reading, questions you had while reading the chapters, and/or interesting points that might serve as the basis for class discussion. You should submit your reaction papers to Blackboard by **noon** (12:00pm) on the day before lecture. Reaction papers will be used to facilitate class discussion and guide presentation emphasis.

IN-CLASS PRESENTATIONS (100 POINTS): Each lecture will be led by the course instructor. A pre-selected sub-topic that is related to the overall lecture topic will be presented by a student. Possible sub-topics include: *neuronal structure, neuronal activity, fixed vs. flexible neuropsychological test batteries, the Boston Process Approach, examining special populations, common assessment challenges, and effort testing*. Depending on the number of students enrolled in the course, a student may present independently or have a co-presenter. Sign-up for in-class presentations will take place on the first day of class. Presentations should be approximately 20 minutes in length and will occur at the end of the lecture time period. You will be expected to cover the material in the required readings as well as new information from **one outside source** (e.g., book chapter, research article, video)

LABORATORY REQUIREMENT (150 POINTS): The lab requirement will contribute a possible total of 150 points toward your final course grade. You will receive a separate lab syllabus and schedule from your lab instructor with lab activities and dates.

ACADEMIC INTEGRITY: The Fordham College Policy on Academic Integrity will be strictly enforced in this course. Ethical and academic integrity violations include cheating on exams, plagiarism, reuse of assignments, improper use of the internet and electronic devices, unauthorized collaboration, forgery and falsification, lying, and facilitating academic dishonesty. Ignorance of these rules is not an excuse.

In this course, an ethical violation on an assignment will result in a score of 0 for that assignment and a report to your academic advisor and Dean. Multiple violations will result in a failing grade for the course and further disciplinary action.

STUDENTS WITH DISABILITIES OR SPECIAL NEEDS: Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, you may be entitled to accommodations. Please schedule an appointment to speak with someone at the Office of Disability Services (Rose Hill - O'Hare Hall, Lower Level, x0655 or at Lincoln Center – Room 207, x6282). You can also make an appointment to discuss this with me. All information will be held in the strictest confidence.

Date	Topic(s)	Readings
5/29, 5/31	Basic Concepts of Neuropsychology and Brain Behavior Relationships (welcome, syllabus review, history of neuropsychology, research on origins of human brain and behavior, basic concepts of neuropsychological assessment)	Morgan & Ricker CH1 Kolb & Wishaw CH 2 Lezak et al. CH 2
6/5, 6/7	Functional Neuroanatomy (the behavioral geography of the brain, nervous system organization, structure and electrical activity of neurons)	Kolb & Wishaw CH 3 and 4 Lezak et al. CH 3 (pp. 41-63)
6/12, 6/14	Psychometric Principles/ Neuropsychological Examination part I (rationale of deficit measurement, normative comparison standards, individual comparison standards, conceptual framework, conduct of examination, procedural considerations)	Lezak et al. CH 4 and CH 5 Heaton & Marcotte, 2000
6/19, 6/21	The Neuropsychological Examination part II (test result interpretation, integration of different types of data, effort testing, diagnostic reliability)	Lezak et al. CH 6 and CH 20 Woods et al., 2004
6/26, 6/28	The Neuropsychological Examination part III (neuropsychological batteries and inventories, how to give performance feedback, ethical considerations in assessment, future directions)	Lezak et al. CH 18 Gass & Brown, 1992 Wong, 2006

BIBLIOGRAPHY FOR ADDITIONAL REQUIRED READINGS (Articles available on Blackboard)

Gass, C. S., & Brown, M. C. (1992). Neuropsychological test feedback to patients with brain dysfunction. *Psychological Assessment*, 4, 272-277.

Heaton, R. K., & Marcotte, T. D. (2000). Clinical neuropsychological tests and assessment techniques. In F. Boller & J. Grafman (Eds.), *Handbook of neuropsychology* (2nd Ed.) Elsevier.

Wong, T. M. (2006). Ethical controversies in neuropsychological test selection, administration, and interpretation. *Applied Neuropsychology*, 13(2), 68–76.

Woods, S. P., Rippeth, J. D., Frol, A. B., Levy, J. K., Ryan, E., Soukup, V. M., ... Heaton, R. K. (2004). Interrater reliability of clinical ratings and neurocognitive diagnoses in HIV. *Journal of Clinical and Experimental Neuropsychology*, 26(6), 759–778. <http://doi.org/10.1080/13803390490509565>