NEUROPSYCHOLOGICAL ASSESSMENT WITH LAB
FORDHAM UNIVERSITY
PSYC 6253 SUMMER 2020

INSTRUCTORS: Molly Zimmerman, Ph.D. (lecture) and Angela Summers, M.A. (lab)
EMAIL: mzimmerman7@fordham.edu
OFFICE LOCATION AND OFFICE HOURS: Dealy 226 by appointment
COURSE LOCATION AND TIME: T/TH 12:30 – 5:30pm (lecture and lab)
Note: This course comprises both a lecture and a laboratory component. The following is the syllabus for the lecture component.

REQUIRED TEXTS:

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.
Neuropsychological Assessment with Lab

**GRADING:**

- Reaction Papers: 200 points
- In-Class Presentation: 100 points
- Lab Activities: 150 points

**TOTAL POINTS** 450 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 (200 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 (1 paper is due each class meeting, starting 6/5). Each reaction paper is worth 25 points \((8 \text{ reaction papers} \times 25 \text{ points} = 100 \text{ total points})\). Reaction papers should be approximately **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, diagnostic reliability, symptom validity, mental status. Depending on the number of students enrolled in the course, a student may present one or two of these topics (and thus have one or two presentations). Sign-up for in-class presentations will take place on the second day of class. Presentations should be approximately 15-20 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)

**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 for committing a violation. In this course, an ethical violation on an assignment will result in failure of the course. Please refer to the **Academic Policies and Procedures Guidebook** for the Graduate School of Arts and Sciences of Fordham University for further guidance.
**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 are a student with a documented disability and require academic accommodations, please register with the Office of Disability Services for Students (ODS) in order to request academic accommodations for your courses. Please contact the main ODS number at 718-817-0655 to arrange services. Accommodations are not retroactive, so you need to register with ODS prior to receiving your accommodations. Please see me after class or during office hours if you have questions or would like to submit your academic accommodation letter to me if you have previously registered for accommodations.

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<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tr>
<td>5/26, 5/28</td>
<td><strong>Basic Concepts of Neuropsychology and Brain Behavior Relationships</strong></td>
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<td>(welcome, syllabus review, history of neuropsychology, research on origins of human brain and behavior, basic concepts of neuropsychological assessment, cross-cultural core competencies in neuropsychological assessment)</td>
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<td>6/2, 6/4</td>
<td><strong>Functional Neuroanatomy</strong></td>
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<td>(the behavioral geography of the brain, nervous system organization, structure and electrical activity of neurons)</td>
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<td>6/9, 6/11</td>
<td><strong>Psychometric Principles/ Neuropsychological Examination part I</strong></td>
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<td>(rationale of deficit measurement, normative comparison standards, individual comparison standards, diversity and cultural considerations, conceptual framework, conduct of examination, procedural considerations)</td>
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<td>6/16, 6/18</td>
<td><strong>The Neuropsychological Examination part II</strong></td>
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<td>(test result interpretation, integration of different types of data, effort testing, diagnostic reliability)</td>
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<td>6/23, 6/25</td>
<td><strong>The Neuropsychological Examination part III</strong></td>
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<td>(neuropsychological batteries and inventories, how to give performance feedback, ethical considerations in assessment, future directions)</td>
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**BIBLIOGRAPHY FOR ADDITIONAL REQUIRED READINGS** (Articles available on Blackboard)


