Human Services and Educational Leadership

SPSY 6316
Adv. Neuropsychological Assessment

Instructor: Luis E. Aguerrevere PhD.
Office: HSTC 105B
Office Phone: 936-468-1153
Email: aguerrevle@sfasu.edu

Course Location: HSTC 318
Office Hours: MR 3:30-4:30 PM
Credits: 3

Prerequisites: Admission to the doctoral program in School Psychology.

I. Course Description:
In-depth study of Clinical Neuropsychology and Neuropsychological Assessment. Review and practice of standard neurophysiological and neuropsychological assessment methods for subjects with peripheral or central nervous system disorders. Includes lab practice.

Course Credit Hour Justification:
Each week of a 5-week semester, doctoral students will engage in 3 hours of instructor-directed activities, including but not limited to lectures and discussions of readings, case studies, and selected research projects. Additionally, the class will require students to devote a minimum of 6 hours to reading material and completing the necessary course requirements, such as but not limited to out-of-class discussions, readings, participating in the Human Neuroscience Lab. [total instructor-directed activities=45 hrs and total out-of-class activities=90 hrs; grand total of approximately 135 hrs for the 3 credits]

II. Intended Learning Outcomes/Goals/Objectives

This course also supports the mission of the Human Services and Educational Leadership Department, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.

Program Learning Outcomes (PLO)
1. **Human Diversity:** Candidates demonstrate awareness and sensitivity in working professionally with diverse individuals, groups, and communities.

2. **Psychoeducational Foundations:** Each graduate student must demonstrate appropriate knowledge of historical, political and laws, policies, and procedures that affect the field of psychology and education.

3. **Content Knowledge:** Each candidate must also demonstrate the ability to use knowledge of biological, psychological sociocultural, ethical and legal factors to understand typical and atypical behavior.

4. **Research & Technology:** SFA trained psychologists must demonstrate the ability to use their knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence.

5. **Professional Skills and Dispositions:** Candidates will conduct themselves in a manner that reflects the values and attitudes alienated with the American Psychological Association policies and guidelines; The candidate will demonstrate knowledge, skills, and professional work characteristics/ dispositions and effectively apply them in the practice.

6. **Application of Principles and Procedures:** Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in the practice of psychology. As part of this assessment, each graduate student must document the ability to use both problem-solving (client-centered) and process-focused (consultee-centered) models of consultation.

7. **Communication:** The candidate will demonstrate proficiency in communication skills relevant to the field of psychology both written and spoken. This may include, but not be limited to, effective writing for different purposes, effective presentation skills for a variety of audiences and purposes, and skills for interacting appropriately with others.

**Student Learning Outcomes (SLOs):**

By the end of this course, students should be able to…

1. discuss the scope of the field of Neuropsychology (*PLO*3)
2. describe historical and cultural variations in how brain and brain pathology have been viewed (*PLO*3)
3. compare and contrast different neuropsychological batteries and tests (*PLO*3)
4. interpret and communicate in a professional way the results of neuropsychological testing (*PLO* 4, 5, 7)
5. discuss how major neuropsychological principles, theories, and findings relate to the diagnosis and treatment of common brain pathologies (*PLO* 3, 4, 5, 7)
III. Course Assignments, Activities, Instructional Strategies, use of Technology

Assessment Videos (30%)

Working in pairs, students will practice giving a wide range of neuropsychological tests. When administering such tests, students will have to record a video, and meet with the instructor for feedback (instructor will set up time outside of class to review these videos with the student). The following videos are due:

1. **Comprehensive interview that should include the following sections:**
   - Background Information:
   - Presenting Concerns:
   - Symptom History:
   - Educational and Occupational History:
   - Psychiatric History:
   - Medication and Substance Use:
   - Family History:
   - Daily Functioning:
   - Stressors and Coping Strategies:
   - Goals for Evaluation:

2. **Attention and Executive Functions:** Select 4 measures of attention and/or executive functions from the NEPSY or other neuropsychological tests. Videos should demonstrate expertise in the administration of these tests, with appropriate scoring.

3. **Language, Visual Perception and Memory:** Select 4 measures of attention and/or executive functions from the NEPSY or other neuropsychological tests. Videos should demonstrate expertise in the administration of these tests, with appropriate scoring.

Mock Neuropsychological Report (50%)

Students will write a neuropsychological report based on a “mock” case. The report should include all sections described by Miller’s book (Chapter 6). However, given that this is a “mock” case, **students will replace the sections: record review, developmental history, and clinical interview with a summary of the etiology, behavioral signs/symptoms and common non-behavioral treatments of the assigned brain pathology.** Students will then use the NEPSY-II individual clinical tests and/or any other neuropsychological procedures to appropriately characterize the case; and **indicate and explain the expected pattern of results on intellectual functioning, affective functioning, visual-motor skills, attentional processes, visuo-spatial skills, verbal processes, memory/learning, executive processes, and rate of processing** for the given case. In this report, students should be very specific on the results obtained as well as give explanations of why they think the case will perform in such way on the selected test(s). For this section students should integrate possible ranges of **expected results,** as well as **possible behaviors** that they believe the case will display during the evaluation. The student should provide conclusions based on the clinical interpretation guidelines presented in Miller’s chapter.
8. Finally, the student should provide recommendations for the case based on the referral question (20 pts).

Exam (20%)  
There will be one open book/open notes examinations in the course (20 pts each). The exam will be based on the evaluation of hypothetical cases and will measure students’ knowledge and understanding of course material, emphasizing the material that relates to the Student Learning Outcomes for the course.

IV. Evaluation and Assessment (Grading)

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>F</td>
<td>&gt;70%</td>
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LATE ASSIGNMENT POLICY  
It is the expectation that all assignments will be submitted on time; however, certain critical situations may warrant an extension. These situations must be communicated with the instructor in advance, and the discretion for an extension rest with the instructor.

Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Report/Assessment Videos</th>
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| June 3rd | a. Syllabus Review;  
|         | b. Introduction to Clinical Neuropsychology  
|         | a. The Behavioral Geography of the Brain  
|         | b. Traumatic Brain Injuries  
|         | c. Epilepsy  
|         | d. ADHD/Autism  
|         | e. Learning Disabilities  
<p>|         | Lezak 1-4; Miller 1-7 | Due Saturday June 8th at midnight |
|         | Paper: Summary of the etiology, behavioral signs/symptoms and common non-behavioral treatments of the assigned brain pathology. |
| June 10th | a. The Practice of Neuropsychological Assessment | Lezak 7 and supplemental readings | Due Saturday June 15th at midnight |</p>
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<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Text</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>June 17th</td>
<td>Assessment of Attention and Executive Functions</td>
<td>Lezak 9-13, Miller 13 and 14</td>
<td>Due Saturday June 22nd at midnight</td>
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<td>Video Assessment 2: Attention and Executive Functions</td>
<td>Paper: Attention and Executive Functions Sections Results</td>
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<tr>
<td>June 24th</td>
<td>Assessment of language, visual perception and memory</td>
<td>Lezak 10, 11, and 13, Miller 11, 12 and 13</td>
<td>Due Saturday June 29th at midnight</td>
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<tr>
<td></td>
<td></td>
<td>Video Assessment 3: Language, visual perception and memory</td>
<td>Paper: Language, Memory and Visual Perception Sections Results</td>
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<tr>
<td>July 1st</td>
<td>Neurobehavioral Variables and Diagnostic Issues</td>
<td>Writing conclusions and diagnostic impressions</td>
<td>Mock report</td>
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<tr>
<td></td>
<td></td>
<td>Recommendations and resources</td>
<td>EXAM</td>
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</tbody>
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I.  **Attendance/Engagement**

Students are expected to be in attendance for all meetings (face-to-face or online), actively engage in discussions, complete all readings assigned for class discussions, complete all activities as assigned for in class and/or outside class.

II. **Readings (required and possibly recommended)**

**TEXT AND MATERIALS**

**Required**


**Recommended**


**Required Reading:** There is no standard text. The class readings are carefully selected from the vast literature available on topics related to psychopharmacology and neuromodulation. Assigned journal articles will be available D2L. Students are encouraged to explore the scientific literature while locating specific assigned articles.

III. **Course Evaluations**

Near the end of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes, including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. What does the instructor need to know about aspects of the course that went well and should be continued? What does the instructor need to know about aspects of the course that need more attention or should be replaced? What aspects of the course provided the greatest learning opportunity? Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

IV. **Student Ethics and Other Policies**

**Academic Accommodation for Students with Disabilities:** Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for
the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Mental Health Information**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
3rd Floor Rusk Building  
936-468-2401

SFASU Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line:  Text HELLO to 741-741