University of Florida  
College of Public Health & Health Professions Syllabus  

CLP 7428C: NEUROPSYCHOLOGICAL ASSESSMENT OF ADULTS (3 hrs)  
Spring Semester 2019  

Meeting Time/Place: Wednesday, 8:30 AM – 11:30 AM, Room G201 HPNP

Instructors:  
Glenn Smith, Ph.D., ABBP-CN  
Erika M. Cascio, Psy.D.  

Office: HPNP 3154  
Email: glennsmith@phhp.ufl.edu  
Office Hours: By Appointment  
Preferred Course Communication: email

Prerequisites: Must be a graduate student in good standing in Clinical and Health Psychology. All others must petition. Note that this is one of the core course requirements for a concentration in Neuropsychology, Clinical Neuroscience, and Neurorehabilitation.

Course Overview and Objectives
This course will provide an overview of basic concepts and methods in the neuropsychological assessment of adults. You will learn the most important conceptual models of neuropsychological assessment and will learn to recognize quantitative and qualitative aspects of test performance and behaviors that are most relevant to differential diagnosis. Basic principles of neuroanatomy and brain organization will be briefly reviewed, as they pertain to specific neurologic disorders and neurocognitive domains. Major diagnostic problems will be illustrated through the introduction of case materials. You will also learn different report styles for communicating neuropsychological findings to other professionals, attorneys, and lay individuals. Due to diversity of the experience of students enrolled in this class, this course will not focus on test administration, per se. Rather, the emphasis is on broader conceptual and pragmatic issues, with a major focus on case conceptualization based on neurocognitive profiles, along with ways of creatively tailoring the methods of assessment to the special needs and problems presented by individual cases.

Course Materials
Readings are from the two required texts (see below), along with other articles/chapters that will be distributed electronically and placed in a designated class folder on our class p-drive (np assessment). Make sure you have access to this p-drive. If not, it is your responsibility to let Dr. Cascio know so that the folks in IT can give you access. We will try to make handouts/slides available in this class folder after class.

Required (2 books)


Highly Recommended


Course Format
This course will be conducted in the form of a graduate seminar. Class will meet Wednesdays from 8:30 am – 11:30 in Room G201 on the first floor of the HPNP building. This is a participatory course. Classes will typically consist of a lecture, discussion of clinical cases, “hot topics,” and other testing related activities. Please be on time.

Course Requirements, Evaluation, and Grading
Grades will be weighted according to the number of points available for each component, as described below. Final grades will be calculated as a percentage of the highest score. Evaluation in the course will be based on the following components

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>(cumulative)</td>
<td></td>
</tr>
<tr>
<td>Clinical Case Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Test Summary/Weird Disorders</td>
<td>5%</td>
</tr>
<tr>
<td>Hot Topic Discussion</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
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</tbody>
</table>

1. **Midterm and Final Exams:** will comprise 70% of your grade. These exams will be drawn from class lectures and assigned readings and will consist of multiple choice, short answer, odd man out and other formats. The final exam may also involve some ethical scenarios and writing sections of a report. FYI, you will be provided a set of study questions that will be helpful in guiding your thinking and preparation for these exams.

2. **Clinical Case Presentation:** Each student will take the lead in presenting a clinical case to the class and facilitating discussion about the case. You will work closely with us in doing so. If you have already been on clinic, you can present one of the cases you previously saw. If not, then we will help you locate a case from our files. You can decide whether you want to present your case within the context of “fact finding” or a more traditional format. Part of this assignment will involve learning something more about the “disorder” at hand in addition to examining/discussing the clinical neuropsychological profile, the various factors that might contribute to a pattern, cultural and demographic issues, etc.

3. **Hot Topics & Discussion Points:** Students will be assigned in pairs or groups of 3 to lead relevant, hot topic discussions during certain classes. The format of the discussion will be left up to the group leading it that day. Example: A recent hot topic relates to computerized testing. What do you think of all the companies that are now marketing computerized test batteries to primary care and other physicians, who then upload the information to some centralized unit and then get a canned report back? What are the implications for patient care? What are the implications for our profession? *(For this assignment, do not show videos from internet).*

4. **You will be randomly assigned a test to review or a weird disorder. See below**

4a. **Test Reviews**
In past years, students have compiled data on test administration and scoring, including reliability and validity information about major tests that are frequently used during neuropsychological assessments. We will continue this tradition. Information about tests will be put together in a notebook, so that brief 1-2 page summaries of various neuropsychological measures will be available to all class participants by the end of the course. You will be assigned the particular test to review.
For each test, you are to prepare a brief 1-2 page typed summary about its historical background, administration, available norms, reliability, validity, strengths and weaknesses. An important focus is the availability of norms for the elderly, for individuals with low SES and education, and for individuals from diverse cultural/ethnic backgrounds. You will place a digital copy of your summary in the class folder and prepare a 5-7 minute presentation of the test for your colleagues. Below are the headings that should be covered in your write-up. If you have any questions about this assignment, let us know.

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Normative Information (sample size, age, sex, ethnic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author</td>
<td>Psychometric Properties: Reliability &amp; Validity</td>
</tr>
<tr>
<td>Publisher &amp; Address</td>
<td>Strengths &amp; Weaknesses</td>
</tr>
<tr>
<td>Year Published</td>
<td>Test Format and Procedures</td>
</tr>
<tr>
<td>Purpose of Test</td>
<td>Instructions (if relevant)</td>
</tr>
</tbody>
</table>

**4b. Weird Disorders**
This assignment involves discussion/exposure to a potpourri of disorders that you are bound to run across in your career as a neuropsychologist (i.e., reduplicative paramnesia, Dandy Walker, etc.). You will be assigned a specific disorder and will give a brief presentation (i.e., 5-7 minutes) about the nature of this disorder and how it presents neuropsychologically. Include chief complaints and symptoms, the course of the disorder, and the role of the neuropsychologist. Describe prototypical neurocognitive profiles and any special assessment/treatment issues. You will provide a brief 1-page handout to your classmates, along with several key references (NO Wikipedia), and also place a digital copy on the class projects folder.

**5. Quizzes on Test Administration**
This will entail brief in class quizzes on administration of specific test measures. There will be 4 quizzes, one prior to each of the following lectures: Language, Visuoperceptual-Spatial, Memory, Frontal-Executive. We will tell which particular measures you need to know for each of these quizzes.

**Additional Tools:**
All of you should have access to the share drive demonstrating use of video (s:\NP Training Material) demonstrating administration of commonly used neuropsychological measures. The faculty created these videos in order to help with ‘test drift’ in administration. You are encouraged to review these, particularly those of you who have not started your neuropsychology core. There are a lot of tests, and best way to tackle is by domain. You will not be graded on this.

**Grading**
Scores will be rounded to the nearest percent (rounded up or down, whichever is closest) for grade determination in accordance with the grading table below:

<table>
<thead>
<tr>
<th>% of points earned</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>93% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>90% - 92%</td>
<td>A-</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
</tr>
<tr>
<td>83% - 86%</td>
<td>B</td>
</tr>
<tr>
<td>80% - 82%</td>
<td>B-</td>
</tr>
<tr>
<td>77% - 79%</td>
<td>C+</td>
</tr>
<tr>
<td>73% - 76%</td>
<td>C</td>
</tr>
<tr>
<td>70% - 72%</td>
<td>C-</td>
</tr>
<tr>
<td>67% - 69%</td>
<td>D+</td>
</tr>
<tr>
<td>63% - 66%</td>
<td>D</td>
</tr>
<tr>
<td>60% - 62%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
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</tbody>
</table>

Below is table linking letter grades to grade points.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
<th>WF</th>
<th>I</th>
<th>NG</th>
<th>S-U</th>
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</thead>
<tbody>
<tr>
<td>Grade Points</td>
<td>4.0</td>
<td>3.67</td>
<td>3.33</td>
<td>3.0</td>
<td>2.67</td>
<td>2.33</td>
<td>2.0</td>
<td>1.67</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
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</tr>
</tbody>
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For greater detail on the meaning of letter grades and university policies related to them, see the Registrar’s Grade Policy regulations at [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

**Policy Related to Class Attendance**
Attendance and class participation is required. Students are expected to complete assigned readings prior to coming to class. Students needing to miss class for personal or professional reasons should consult with the instructor prior to the date on which they will be unable to attend. It is the student’s responsibility to acquire any handouts or notes from a colleague in the class for any sessions missed.
Statement of University's Honesty Policy (cheating and use of copyrighted materials)
Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this website for more details: (www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Policy Related to Make-up Exams or Other Work
Students are expected to complete assigned readings prior to coming to class. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Students must make prior arrangements with Drs. Cascio or Smith if they must miss any in-class examination, and an alternative test time must be arranged.

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (http://oss.ufl.edu/). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health
Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu/ or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Class Syllabus

Adult Neuropsychological Assessment

This course is divided into 2 major parts: (1) the fundamentals of neuropsychological assessment & neurocognitive domains, and (2) assessment of neuropsychological functions and neurologic disorders (including malingering). Assigned readings will come from your texts and other readings provided to you.

Jan 9
Introduction to Course and Requirements
Sign-up for Case Presentations & Hot Topic Discussions

Lecture: Historical Background of Neuropsychological Assessment: Important figures and landmark cases

Case Presentation: Cascio

Jan 16

Lecture: Stages of the Neuropsychological Exam: Medical record review, test selection, clinical interview & behavioral observations

In class videos: behavioral observations
Case Presentation

Readings: P&H: Chapters 1-3
Supplemental: Blumenfeld: Chapter 1

Hot Topic readings: Loring & Bauer (2010); Bush (2009)

Hot Topic: Should there be an FDA for NP tests?

Homework Assignment: Write behavioral observations on in-class video cases

Jan 23
Lecture: Neuologic vs Neuropsychologic Exam

Case Presentation

Readings:
- P&H: Chapter 4
- Blumenfeld CH 3: pgs 50-58 (up to cranial nerves); pgs 73-75 (end top of pg 76)
- Hot Topic readings: Brandt (2006) Neuropsychological Crimes and MisDemeanors;

Jan 30
Lecture: Battle of the Batteries: Fixed, Flex & The Spectrum In Between

In-class discussion: Advocacy for any of the battery approaches

Case Presentation

Readings:
- Milberg, W., Hebben, N. & Kaplan, E. The Boston Process Approach to Neuropsychological Assessment
- Kaplan E. Serendity in science: A personal account. In Stringer et al (eds.), Pathways to Prominence in Neuropsychology:
- Luria, A. Pursuing neuropsychology in a swiftly changing society. (In Stringer et al. (eds). Pathways to Prominence in Neuropsychology.
- Reitan, R. The best laid plans and vagaries of circumstantial events. In Stringer et al (eds), Pathways to Prominence in Neuropsychology
- Bauer, R. The flexible battery approach

Feb 6
Lecture: Domains of Neurocognitive Ability & Estimating IQ; Effort & Malingering

Readings:
- P&H: Chapter 5
- Strauss, Sherman & Spreen: Chapter 6 (pgs 98-111) & Chapter 16 (pgs 1145-1156)
- Additional readings provided by Dr. Cascio

Feb 13
EXAM 1 (1.5 hr)

Lecture: Assessment of Attention/Concentration, Processing Speed & Associated Disorders

Readings:
- P&H: Chapters 12, 13 & 20
- Strauss, Sherman & Spreen: Chapter 9 (pgs 546-574; 610-616)
Feb 20 NO CLASS- INS

Feb 27  
**Lecture:** Assessment of Language and Language Related Skills & Associated Disorders  
**Case Presentation**  
**Readings:**  
P&H: Chapter 18  
Strauss, Sherman & Spreen: Chapter 11 (pgs 891-912; 933-960)

March 6  
**NO CLASS SPRING BREAK**

March 13  
**Lecture:** Assessment of Visuoperceptual, Spatial, & Constructional Skills & Associated Disorders  
**Case Presentation**  
**Readings:**  
P&H: Chapter 19  
SS&S Chapter 12 all except 966-971  
**Hot Topic:**  
*Computerized Testing batteries: are we being outsourced?*

March 20  
**Lecture:** Assessment of Memory & Associated Disorders  
**Case Presentation**  
**Hot Topic:** Is there such a thing as modality specific memory?  
**Readings:**  
P&H: Chapter 17  
SS&S Chapter 10  
Hot topic readings: Smith, Malec & Ivnik (1992) Validity of the construct of nonverbal memory: A factor-analytic study in a normal elderly sample, Journal of Clinical and Experimental Neuropsychology, 14:2, 211-221,DOI: [10.1080/01688639208402824](https://doi.org/10.1080/01688639208402824);  

Mar 27  
**Lecture:** Assessment of Executive & Frontal Lobe Skills & Associated Disorders  
**Case Presentation**  
**Readings:**  
P&H: Chapter 20 & 21  
SS&S; Chapter 8 (except 456-470)

Apr 3  
**Lecture:** Assessment Issues in the Elderly  
**Case Presentation**  
**Readings:**  
P&H: Chapter 11
Hot Topic: Should neuropsychologists know how to read basic neuroimaging scans?


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**April 10**

**Lecture:** Issues in the Assessment of Epilepsy & Emotion
The Wada Exam & More
Role of neuropsychologist

*Case Presentation*

**Readings:** P&H: Chapters 9, 26 & 27 + Chapter on Emotion

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**April 17**

**Lecture:** Inferential Logic and Methods in Neuropsychology; Psychometric Issues
The Business of Psychology: nuts and bolts from CPT codes onward
Future directions of the field

*Case Presentation*


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**HOT TOPIC:** How much is enough?

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**April 24**

**FINAL EXAM**