**University of Florida**

**College of Public Health & Health Professions Syllabus**

**CLP 7428C: NEUROPSYCHOLOGICAL ASSESSMENT OF ADULTS**

**(3 hrs; 1 hour online lecture + 2 hours physical classroom)**

**Spring Semester 2023**

In–Person Meeting Time/Place: Friday, 12:50 PM – 2:45 PM, Room G301 HPNP

**Instructors:** Glenn Smith, Ph.D., ABBP-CNErika M. Cascio, Psy.D.

**Office**: HPNP 3142 HPNP 3140

**Email: glennsmith@phhp.ufl.edu emellott@phhp.ufl.edu**

**Office Hours:** By Appointment By Appointment

**Preferred Course Communication:** email

## PrerequisitesMust 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 intends to provide you with 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. Due to the 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. You will have opportunities for exposure to test administration procedures through access to clinical training videos.

**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.

**Required (2 books)**

Parson, M., & Hammecke, M. (eds). (2014). Clinical Neuropsychology: A Pocket Handbook for Assessment, American Psychological Association, Washington DC.

Strauss, E., Sherman, E. M. S. & Spreen, O. (2013). A Compendium of Neuropsychological Tests: Administration, Norms and Commentary, Oxford University Press, New York.

**Highly Recommended**

Blumenfeld, H. (2010). Neuroanatomy through Clinical Cases. Sinauer. 2nd edition.

Lezak, M., Howieson, D., BIgler, E., Tranel, D. (2012). Neuropsychological Assessment (5rd Edition). New York: Oxford University Press.

Morgan, J., & Ricker, J. (2012). Textbook of Clinical Neuropsychology. New York: Taylor & Francis.

Kolb, B. & Wishaw, I. (2015) Fundamentals of Human Neuropsychology. 7th Edition. MacMillan, NY.

***Recommended***

*Stringer A., Cooley, E., Christensen, A. (2002).* Pathways to Prominence in Neuropsychology: Reflections of 20th century pioneers. New York: Psychology Press.

***Available to review in the clinic***

Heaton, R., Miller, W., Taylor, M., Grant, I. (2004). Revised Comprehensive Norms for an Expanded Halstead-Reitan Battery. Lutz, FL: Psychological Assessment Corporation.

**Course Format**

This course will be taught in a hybrid fashion. Students will be asked to view pre-recorded lectures prior to meeting, followed by in-class review of content in a discussion-based format and student-led presentations (outlined below). Class will physically meet Fridays from 12:50pm – 2:45pm in Room G301 on the first floor of the HPNP building. *It is our expectation that you have reviewed the lecture well-prior to class and will come prepared with questions for discussion*, as this is a participatory course and class time will be spent in discussion of lecture content, 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:

Midterm Exam 30%

Final Exam 40% (cumulative)

Group Presentations/projects 25%

Participation 5%

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 study guide to help you with your preparation for these exams.
2. **Group Presentations/Projects:** For group presentations/projects, students will be broken up into 3 groups. Group membership is determined by your instructors based on the class composition (i.e., 2nd year students, 3rd year students, advanced students). Each group will be responsible for a case presentation, leading a hot topic discussion, and a domain/subdomain psychometrics presentation (outlined below); time allotment for each segment is **30 minutes.** Each week, each group will present one of the three segments, so that every group is presenting something every week (ex: Group 1: Hot Topic, Group 2: Case Presentation, Group 3 Psychometrics). Individual groups will have latitude regarding how to divide the workload, however, there should be evidence of each member participating (e.g., every group member should present at least once).
   1. **Clinical Case Presentation:** Each group will take the lead in presenting a clinical case to the class and facilitating discussion about the case. We will provide a PowerPoint template for you to use. 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. Ideally, case presentations should be ~15 minutes in length, to allow ~15 minutes for asking questions and discussion.
   2. **Hot Topics:** Groups will select one hot topic to present from the following three options: 1) Demographically Adjusted Norms; 2) Performance Validity Tests (PVT’s); 3) Computerized Testing/Tele-Neuropsych. Groups will be responsible for reviewing relevant articles ahead of time (provided) and leading the class in discussion/facilitating Q&A. *(For this assignment, do not show videos from the internet).*
   3. **Psychometrics Assignment:** Each group will beassigned a domain or subdomain of cognition and will be required to present information on X number of tests pertaining to the following areas: available norms with pertinent information (i.e., sources: when, who, where), reliability/validity statistics, sensitivity/specificity related to specific populations, positive predictive value/negative predictive value, and reliable change index/scores. You will be provided with a template to use for this assignment. After your presentation, you will **place a digital copy of your summary in the class folder, so that your colleagues will also have access to it as a resource**. If you have any questions about this assignment, let us know.

**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:

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| % of points earned | 93%-100% | 90%-92% | 87%-89% | 83%-86% | 80%-82% | 77%-79% | 73%-76% | 70%-72% | 67%-69% | 63%-66% | 60%-62% | Below 60% |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |

Below is table linking letter grades to grade points.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S-U |
| Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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>

#### Policy Related to Class Attendance

Attendance and class participation is required. ***However, for the safety of your colleagues in the current pandemic, if you are feeling ill, please do not attend the in-person portion of the 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

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. **It is your responsibility to communicate the need for accommodative supports.** 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**

Lecture dates and topics are outlined below. Assigned readings will come from your texts and other readings provided to you.

**Jan 13**  Introduction to Course and Requirements  
Assignment of group presentations/projects

Lecture (Dr. Smith): **Stages of the Neuropsychological Exam: Medical record review, test selection, clinical interview & behavioral observations**

***Readings:*** P&H*:* Chapters 1-3

*Supplemental: Blumenfeld Chapter 1*

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**Jan 20** Lecture (Dr. Cascio):  **Neurologic vs Neuropsychologic Exam**

*Case Presentation*

*Hot Topic Presentation*

*Psychometrics Presentation*

***Readings***: P&H: Chapter 4

*Supplemental:**Blumenfeld CH 3*: *pgs 50-58 (up to cranial nerves); pgs*

*73-75 (end top of pg 76)*

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**Jan 27** Lecture (Dr. Cascio): **Battle of the Batteries**: **Fixed, Flex & The Spectrum In Between**

*Case Presentation*

*Hot Topic Presentation*

*Psychometrics 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

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**Feb 3 NO CLASS- INS** ENJOY!

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**Feb 10** *Guest*Lecture (Dr. Heaton): **Domains of Neurocognitive Ability & Estimating IQ; Effort & Malingering**

*Case Presentation*

*Hot Topic Presentation*

*Psychometrics Presentation*

***Readings:*** P&H: Chapter 5

S, S & S: Chapter 6 (pgs 98-111) & Chapter 16 (pgs

1145-1156)

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**Feb 17** *Guest Lecture* (Dr. Dede): **Assessment of Attention/Concentration, Processing**

**Speed & Associated Disorders**

*Case Presentation*

*Psychometrics Presentation (x2)*

***Readings***: P&H: Chapters 12, 13 & 20

S, S & S: Chapter 9 (pgs 546-574; 610-616)

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**Feb 24 MIDTERM (1.5 hrs)**

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**March 3** *Guest Lecture (*Dr. Price*):* **Assessment of Language and Language Related Skills &**

**Associated Disorders**

*Case Presentation*

*Psychometrics Presentation (x2)*

***Readings***: P&H: Chapter 18

S, S & S: Chapter 11 (pgs 891-912; 933-960)

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**March 10** *Guest Lecture* (Dr. Bowers): **Assessment of Visuoperceptual, Spatial, & Constructional Skills & Associated Disorders**

*Case Presentation*

*Psychometrics Presentation (x2)*

***Readings***: P&H: Chapter 19

S, S & S: Chapter 12 all except 966-971

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**March 17 NO CLASS- SPRING BREAK!**

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**March 24** *Guest Lecture* (Dr. Bauer)*:* **Assessment of Memory & Associated Disorders**

*Case Presentation*

*Psychometrics Presentation (x2)*

***Readings:*** P&H: Chapter 17

S, S & S: Chapter 10

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**March 31** *Guest Lecture* (Dr. Eliana Pasterniak): **Assessment of Executive & Frontal Lobe**

**Skills & Associated Disorders**

*Case Presentation*

*Psychometrics Presentation (x2)*

***Readings****:* P&H: Chapter 20 & 21

S, S & S; Chapter 8 (except 456-470)

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**Apr 7** *Lecture* (Dr. Smith): **Assessment Issues in the Elderly & Dementias**

*Case Presentation*

*Psychometrics Presentation (x2)*

***Readings:*** P&H: Chapter 11, Fields Article.

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**Apr 14** *Guest Lecture* (Dr. Cascio): **Issues in the Assessment of Epilepsy & Emotion**: **The**

**Wada Exam, fMRI & the role of the neuropsychologist**

*Case Presentation*

*Psychometrics Presentation (x2)*

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

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**Apr 21** Lecture (Dr. Smith): **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*

*Psychometrics Presentation (x2)*

*Readings:* Smith, G.E., Ivnik, R.J., Lucas, J.A. (2008). Assessment Techniques: Tests, Test Batteries, Norms and Methodological Approaches in J. Morgan and J. Ricker, (Eds). *Textbook of Clinical Neuropsychology.* New York; Taylor & Francis.

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**Apr 28 NO CLASS-READING DAY**

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**May 4 FINAL EXAM**

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