Syllabus

Course Information:
PSYCH 5356.001
Neuropsychological Assessment of Memory
Spring Semester 2015
Thursday 2:00 to 4:45
Room - TBA

Instructor Information

Andrew L. Schmitt, Ph.D.
Office: HPR 204
Office hours:  Tuesday 9:30 to 11:00 and 12:30 to 2:00
If these times do not work for you, I would be happy to set up an appointment with you at a time that is convenient.
Office Phone: 566-7370
Email: Andrew_schmitt@uttyler.edu (best way to contact me)

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description

The basic skills and theory of memory assessment in diverse patients including geriatric individuals.

Prerequisite: Neuropsychology Specialization or consent of instructor. Recommended: PSYC 4318 and PSYC 5366.

Student Learning Outcomes and Assessments

1. Student will learn to competently administer three standardized memory batteries: The Wechsler Memory Scale- Fourth Edition (WMS-IV), the Test of Memory and Learning (TOMAL) and the Repeatable Battery for the Assessment of Neuropsychological Status (RBANS). Competence will be determined by a score of at least 80% on a direct administration of each test and at least 80% average on record forms submitted for a grade.
2. Student will demonstrate satisfactory knowledge of the theoretical constructs that underpin memory assessment. This will be determined by the student’s ability to score an average of 75% on the Final Exam.

Evaluation and Grading
Your grade in this class will be determined by your performance in the following areas:

1. Final Exam 50 points (25%)
2. WMS-IV Administration Exam 25 points (12%)
3. RBANS Administration Exam 25 points (12%)
4. TOMAL Administration Exam 25 points (12%)
5. WMS-IV Record Forms 25 points (12%)
6. RBANS Record Forms 25 points (12%)
7. TOMAL Record Form 25 points (12%)

A = 180-200
B = 160-179
C = 140-159
D = 120-139
F = < 139

**Examinations:** There will be an Administration exam for each battery. The Final Exam will be comprehensive and will include all material discussed or assigned during the semester.

**Assignments:** The majority of your class effort will be spent in the direct administration of the memory measures to individuals outside of class time. You will be required to administer 3 WMS-IV, 3 TOMAL, 3 RBANS.

**Teaching Strategies**

The course is intended for neuropsychology students or for students with a primary interest in assessment. The goal is to develop entry level skills for administering, scoring, and interpreting the WMS-IV, the TOMAL, and the RBANS. The course is designed to reach these goals primarily through experiential practice. As such, I provide opportunities for students to perform practical assignments as one would in a professional setting. Through repeated practice of these assignments, students hone their skills in assessment, scoring, interpretation, and report-writing. In this course, lecture material is deemphasized in favor of applied practice of assessment skills.

**Required Textbook and Materials**

WMS-IV Administration and Scoring Manual. The Psychological Corporation (provided by Department)

TOMAL Administration and Scoring Manual. Cecil Reynolds (provided by Department)

RBANS Administration and Scoring Manual. Christopher Randolph (provided by the Department)
Testing materials are provided by the Department of Psychology for your use during this course. You must purchase a stopwatch and a clipboard for test administration. Some students buy a typing stand to assist them during test administration.

**Course Policies**

Ethical behavior is important in every professional endeavor. It is of paramount importance in this course because you are working directly with people in need. **Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.**

Graduate students are expected to attend every class session. Nevertheless, it is understood that illness and/or extenuating circumstances may prevent a student from attending every class session. As such, each student may miss two classes without penalty. If a class session is missed for any reason, you are responsible for the work covered during that class session. After two absences, every additional absence will result in a penalty of one point from your final grade. I am intolerant of lateness as it is disturbing to class members and to me. Late arrival will be counted as 1/3 absence.

There will be no “make-up” exam, unless you have a physician’s statement verifying that you were unable to attend class on the day of the exam and stating the diagnosis or other reason. Any other extenuating circumstance resulting in a missed examination will be subject to the instructor’s discretion.

**Topical Outline**

- January 15  Introduction to the RBANS
- January 22  RBANS Administration and Scoring
- January 29  Uses of the RBANS
- February 5  Neuropsychological Assessment
  Uses of the RBANS
- February 12  RBANS Exam
  Introduction to the TOMAL
  Early turn-in of RBANS
- February 19  RBANS Due
  WMS-IV Administration and Scoring
- February 26  WMS-IV Administration and Scoring
- March 5  WMS-IV Administration and Scoring
March 12   Spring Break
March 19   WMS-IV Administration and Scoring
March 26   WMS-IV Exam
           Introduction to the TOMAL
           Early Turn-in of WMS-IV
April 2    TOMAL Administration and Scoring
           WMS-IV Due
April 9    TOMAL Practical work session
April 14   TOMAL Practical work session
           Early Turn in of TOMAL
April 23   Dementia
April 30   Final Exam

**University Policies:**

**Students Rights and Responsibilities**
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
[http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](http://www.uttyler.edu/registrar). Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)

Being reinstated or re-enrolled in classes after being dropped for non-payment

Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.
(i) “Cheating” includes, but is not limited to:
   • copying from another student’s test paper;
   • using during a test, materials not authorized by the person giving the test;
   • failure to comply with instructions given by the person administering the test;
   • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
   • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
   • collaborating with or seeking aid from another student during a test or other assignment without authority;
   • discussing the contents of an examination with another student who will take the examination;
   • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
   • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
   • paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
   • falsifying research data, laboratory reports, and/or other academic work offered for credit;
   • taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
   • misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

**College of Education and Psychology Mission Statement**

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.

**Clinical Psychology Program Mission Statement**

The Master of Science in Clinical Psychology is intended to educate students in the scientific bases, diagnostic, assessment and therapeutic methods, philosophies, skills and ethics of clinical psychology to prepare them for roles in clinical practice and research. Students may complete a general Clinical Psychology program, or a specialization in either Clinical Neuropsychology or School Psychology. Based on the student’s chosen specialization, the program provides the necessary coursework foundation for various state licensures to include the Licensed Professional Counselor, Licensed Psychological Associate, and Licensed Specialist in School Psychology. The Clinical Psychology core curriculum outcomes are aligned with national standards for masters level programs in applied psychology, from the Masters in Psychology Accreditation Council (MPAC).

**Clinical Psychology M.S. Program Learning Outcomes may be found at**

http://www.uttler.edu/psychology/ClinicalPsychPLO