Course Information

PSYC 5359  Neuropsychological Assessment: Flexible Battery
Fall 2016
Time: Wednesday 11:00 to 1:45
HPR 135

Instructor Information

Andrew L. Schmitt, Ph.D.
Office: HPR 247
Office Phone: 566-7370
Email: Andrew_schmitt@uttyler.edu (best way to contact me)
       Wed 1:45 to 3:45

Course Description

Intended to develop entry level testing skills for specific cognitive domains, including attention and concentration, verbal and nonverbal memory, language, motor performance, abstract thinking, reasoning, visuospatial ability, and executive function.

Student Learning Outcomes and Assessments

1. Student will learn to competently administer 15 commonly administered neuropsychological measures. Competence will be determined in student demonstration during class.
2. Student will demonstrate satisfactory knowledge of the theoretical constructs that underpin neuropsychological assessment. This will be determined by the student’s ability to score an average of 80% on the two exams administered (midterm and final exam).

Evaluation and Grading

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

1. Midterm Exam 27%
2. Team Project #1 10%
3. Team Project #2 10%
4. Final Exam 27%
5. Presentation 11%
6. Quizzes 10%
7. Instrument Notebook 5%

Examinations: The Midterm and Final Exam will cover all material since the most recent previous exam (i.e., each exam is comprehensive for the semester to date). There will be no “make-up” exams, 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.

**Quizzes:** There will be weekly or bi-weekly quizzes. These quizzes will be averaged across the semester and represent 10% of your final grade. The lowest quiz will be dropped. Quizzes are administered at the beginning of the class session. If you are late, you will not be given additional time to complete the quiz. If you are absent, your quiz grade for that class session will be a zero, which may be dropped as your low quiz. If you are absent due to a required university function, military service, academic conference, or a similar absence pre-approved by the instructor, you will have an opportunity to make up the quiz the following week.

**Team Projects:** You will team up with two or three other class members to complete a team project two separate times during the semester. This project will require you to analyze the data from an actual case-study, answer a series of questions, and assign an appropriate diagnosis.

**Presentation:** Each student will be required to present an instrument to the class. Your task will be to teach the administration and scoring of the instrument you have chosen. I would also like you to briefly discuss the test’s relevance and its historical underpinnings. You are expected to be the “class expert” on that instrument. A one-page handout should be given out to each student describing the administration and scoring instructions. Every student in the class should be able to administer and score the test you have presented before class is dismissed that day. You may choose one of the following measures to present: RBANS, WRAT-4, Category Test, WTAR and NART-R, Bicycle and Clock Drawing Test, Memory Assessment Scales, Verbal Fluency Tests, Stroop Test, Wisconsin Card Sort Test, Rey Complex Figure Test, Trail Making Test, Hopkins Verbal Learning Test, Boston Naming Test, Grooved Pegboard, WIAT, and Trail Making Test. I will hand out a list of these tests when we make assignments. If you would like to present a measure not on this list, please check with me and we will try to accommodate your interests.

**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 a variety of neuropsychological measures that are often administered as part of a flexible battery approach. 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. I provide regular written and/or oral feedback after each assignment. Through repeated practice of these assignments, students hone their skills in assessment, scoring, and interpretation. In this course, lecture material is deemphasized in favor of applied practice of assessment skills.

**Required Textbook and Materials**

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.**

Although I do not formally take attendance, 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 (although a quiz might be missed and assigned a score of zero). 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 very disturbing to class members. 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

It is expected that each student will complete the assigned chapter reading prior to class. The expected pace of the class is as follows. Changes to the following schedule will be announced in advance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>August 30</td>
<td><strong>Psychometrics and Norms Selection</strong></td>
<td>1 and 2</td>
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<tr>
<td>September 6</td>
<td><strong>History, Test Selection</strong></td>
<td>3 and 4</td>
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<tr>
<td>September 13</td>
<td><strong>Analysis of Scores</strong></td>
<td>5</td>
</tr>
<tr>
<td>September 20</td>
<td><strong>Report Writing</strong></td>
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<tr>
<td>September 27</td>
<td><strong>General Cognitive Function</strong></td>
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Chapter 6 (pages 98-114; 237-257)
Wechsler Intelligence Scales, RBANS

October 4

General Cognitive Function
Chapter 6 (164-186)
KBIT, MMSE

October 11

Premorbid Ability
Achievement
Chapter 6 and 7 (pages 189-199; 347-351; 363-365; 384-389)
NART-R, WTAR
WRAT-4

October 18

Exam 1

October 25

Executive Function
Language
Chapter 8 and Chapter 11 (pages 401-408; 424-434; 477-496; 499-522; 526-539; 891; 901-915)
Category Test, Stroop Test, Verbal Fluency Tests, WCST, Boston Naming Test

November 1

Executive Function
Attention
Chapter 8 and Chapter 9 (466-470; 546-547; 655-672)
Ruff Figural Fluency Test and Trail Making Test
**Turn in First Team Project**

November 8

Attention
Chapter 9 (610-616)
Ruff (2 &7)
Digit Vigilance Test

November 15

Memory
Chapter 10 (pages 678-686, 811-836)
Memory Assessment Scales; Rey Complex Figure Test

November 22

No Class - Thanksgiving Holiday

November 29

Tests of Visual Perception
Chapter 12 (pages 972-981)
Hand-out
Clock Drawing Test and Bicycle Drawing Test
**Turn in Second Team Project**

December 6

Motor Function
Olfaction
Chapter 13 and 14 (pages 1023-1029; 1042-1050; 1061-1066)
Smell Identification Test
Grooved Pegboard Test and Finger Tapping Test

December 13    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

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. 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

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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 Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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.

**CEP Vision and Mission and Program Standards**

**Vision**
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.
Mission
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. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.