

PSYCHOLOGY 680: CLINICAL NEUROPSYCHOLOGY

Fall 2017 – Section 001

Thursdays from noon to 2:50pm

Room 279 TLRB

Instructor: Michael J. Larson, Ph.D.

Email: michael_larson@byu.edu

Office Hours: Mondays from 3pm to 3:50pm or by appointment

Office: 244 TLRB

Phone: (801) 422-6125

Required Texts:

1. Heilman, K.M. & Valenstein, M. (2011). *Clinical Neuropsychology (5th Edition)*. Oxford University Press.
2. Morgan, J.E. & Ricker, J.H. (Eds). (2008). *Textbook of Clinical Neuropsychology*. Taylor and Francis. New York” NY
3. Stucky, K.J., Kirkwood, M.W., & Donders, J. (Eds). (2014). *Clinical Neuropsychology Study Guide and Board Review*. Oxford University Press.

Prerequisites:

Acceptance into the Clinical Psychology PhD program and completion of Psychology 585.

Learning Outcomes:

1. **Identify all major neuropsychological syndromes**
Students will be able to identify all major neuropsychological syndromes. Measurement: A series of exams, including a final exam. The final exam will require analysis of specific cases. Also, students will complete in class presentations of assigned chapters from the textbook, as well as an updated bibliography of the chapter.
2. **Describe how each syndrome should be assessed**
Students will describe how each syndrome should be assessed, including the use of appropriate neuropsychological measures. Measurement: A series of exams, including a final exam. Also, students will complete in class presentations of assigned chapters from the textbook, as well as an updated bibliography of the chapter.
3. **Describe the proper interpretation of neuropsychological measures**
Students will describe the proper interpretation of each neuropsychological measure. Measurement: A series of exams, including a final exam. Oral quizzes and question and answer periods about the neuropsychological tests presented in class.

Course Objectives:

This class is designed as a preparatory course for future clinical neuropsychologists. The Heilman & Valenstein book is the standard for Board Certification in Clinical Neuropsychology by the American Academy of Clinical Neuropsychology/American Board of Professional Psychology (ABPP-CN). I use this along with the study guide and board review book so you will be fully prepared for your future board exams. These books include all of the information for the standard of practice in neuropsychology and this class is preparatory for taking the written and oral examination for the ABPP. Understanding the concepts in each chapter and committing them to a collective memory is a basic objective of this course, as this is foundational to the practice of clinical neuropsychology. Additional course objectives include:

- Be able to critically review and understand the major neurological and neuropsychiatric disorders and their influence on neuropsychological processes and assessment measures
- Develop differential diagnostic skills using neuropsychological interview and assessment techniques

- Master oral presentation of complex neurological and neuropsychological findings and data
- Demonstrate mastery over contemporary neuropsychological assessment techniques

Course Requirements:

Class Preparation: It is my expectation that you will read the material, as listed in the course schedule, *prior to class*. This is so you might better understand course topics, more efficiently learn and retain course material, and so we might have more productive class discussions. It is my hope this course will provide you with a useful academic and practical foundation for the neuropsychological assessments you will conduct as graduate students, interns, post-docs, and in your professional lives. If you must miss class, please inform Dr. Larson in advance and obtain notes from your classmates. It is my expectation that you will complete your assessment during the semester prior to the deadline.

Exams: There will be a *midterm* and *final examination* in this course that will be administered in class as indicated in the course schedule. Exams will cover readings, class discussion, assignments, and other areas as determined by the instructor. Exam format will be discussed prior to each test and may include multiple choice, matching, short answer, essay, and case studies. There will be no test make-ups except under extreme conditions that require approval from Dr. Larson. Cheating of any kind will result in a lowered grade and other University sanctions. I encourage you to work together on assignments and readings and ask you to contact me if need additional help. My door is open to discuss testing concerns both before and after exams. I will provide study guides before each exam to help you focus on the relevant material.

Student Presentations: Each student will be expected to take two chapters (we will divide the assignments on the first day) and develop a PowerPoint presentation and an updated bibliography. Each presentation should include a PowerPoint, a handout summary, and a printed handout of the PowerPoint slides. The quality of the oral class presentation, handouts, and bibliography will be assessed for your grade (see the assignment rubric). The bibliography should be in APA format and should include at least five recent (newer than 2010) papers that update the topic of the chapter. ***Presentations should last approximately 30 minutes and are worth 50 points each.***

Learning the Assessment Measures: I expect you to learn each of the assessment measures presented in class. ***Learning these will require out of class practice. Portions of test administration will be included on the mid-term and final exams to ensure you are practicing test administration and interpretation.***

We will learn many more measures in the 712R courses (Adult and Child Neuropsychology). This is just an introduction to measures used to assess the syndromes of interest for this course.

Confidentiality: It is critical that students maintain confidentiality of cases as outlined in the APA Ethics Statement. Cases and confidential case information will be presented frequently as part of the course and students are expected to not discuss the case material outside of the bounds of the course.

Grading Policy:

Your grade will be calculated on the number of points you earn from examinations, assignments, and your assessment divided by the total number of points possible. A 'B' is a good grade, while an 'A' represents an outstanding level of accomplishment even in comparison with peers who are often excellent students. Conversely, we will award grades of C, D, UW, or E only after individual consideration concerning whether the student's performance in the course merits such a grade. The following scale will be used for determining your final grade. The instructor reserves the right to change these percentages based on the performance of the class.

A	93.0-100%	C	70.0-74.9%
A-	90.0-92.9%	C-	65.0-69.9%
B+	88.0-89.9%	D+	60.0-64.9%
B	83.0-87.9%	D	55.0-59.9%
B-	80.0-82.9%	D-	50.0-54.9%
C+	75.0-79.9%	E	49.9 & < %

	Points Possible	%age of Grade
Exams	250 Total	
Midterm	100	71.4%
Final Exam	150	
Chapter Presentations	100 Total	
Presentation Number One	50	28.6%
Presentation Number Two	50	
TOTAL	350	100%

BYU Policies:

Academic Dishonesty: All students sign the honor code which obligates them to not engage in plagiarism or cheating; however, clear instances of cheating on exams or plagiarism on papers will be noticed and due action taken. See <http://www.byu.edu/honorcode> for specific examples of intentional plagiarism, inadvertent plagiarism, and fabrication and falsification.

Discrimination and Preventing Sexual Misconduct: As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of “Sexual Misconduct” prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of Sexual Misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at titleix.byu.edu.

Students with Disabilities: If you suspect or are aware that you have a disability, you are strongly encouraged to contact the University Accessibility Center (UAC) located at 2170 WSC (801-422-2767) as soon as possible. A disability is a physical or mental impairment that substantially limits one or more major life activities. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). When registering with the UAC, the disability will be evaluated and eligible students will receive assistance in obtaining reasonable University approved accommodations.

Inappropriate Use of Course Materials: All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

For the readings: “Textbook” refers to the Textbook of Clinical Neuropsychology; “Heilman” refers to the Heilman and Valenstein book; Study Guide & Review refers to the Stucky et al., Clinical Neuropsychology Review & Study Guide book. 4

Date	Lecture Topics	Readings	Tests
09/11	-Introduction to the Course -Spinal cord, dermatomes, myotomes -Begin Motor and Sensory Exams -Fact Finding	-Study Guide & Review: Chapter 9	Brief Motor Exam; Portions of the sensory-perceptual exam; Heaton Norms Use
09/18	-Finish Motor and Sensory Exams -Cranial Nerves -Begin Aphasia Syndromes	-Heilman: Chapter 2 -Textbook: pages 369 to 379 -Study Guide & Review: 54 to 60	Boston Naming Test; COWAT (FAS); Category Fluency (Animals); Reitan-Indiana Aphasia Screen; Cookie theft card
09/25	-Finish Aphasia Syndromes -Dyslexia -Learning Disabilities	-Textbook: Chapter 36 -Study Guide & Review: 184 to 192	Nelson-Denny Reading Test; WRAT-IV; Woodcock-Johnson-IV review; CTOPP-II; GORT-V;
10/02	Student Presentations: - Adult ADHD - Multiple Sclerosis - HIV-Associated Disorders - Lupus Erythematosus -Larson will then cover Brain Tumors	-Textbook: Chapter 35 -Textbook: Chapter 31 -Textbook: Chapter 26 -Textbook: Chapter 33	The presenter needs to read his or her chapter in depth. You can skim the other chapters.
10/09	-Agraphia -Acalculia -Nonverbal Learning Disorder	-Heilman: Chapter 6 and 169 to 180 -Study Guide & Review: 192 to 201	Boston Parietal Lobe Battery begin; Boston Diagnostic Aphasia Exam; WRAT-IV review
10/16	-No Class—Larson at a Conference	Catch up!	Practice your psychometric tests!
10/23	-Agnosia and related disorders (including some neglect) -Anosagnosia	-Heilman: Chapter 11 -Study Guide & Review: 60 to 62	Boston Parietal Lobe Battery; Benton Faces; Benton Visual Form Discrimination; Hooper Visual Org.; Line bisection; Star cancellation test; Structured Awareness Interview
10/30	MID-TERM EXAM	MID-TERM EXAM	MID-TERM EXAM
11/06	-Exam Review -Apraxia and Parkinson’s Disease	-Heilman: Chapter 10 -Study Guide & Review: Chapter 30	Sensory-Perceptual Exam; Test of Upper Limb Apraxia; Emory Tests of Praxis
11/13	-Visual-Spatial Disorders (and a bit more neglect) -Stroke	Heilman: Chapter 7 -Study Guide & Review: Chapter 25	Benton Judgment of Line Orientation; Rey-Osterreith Complex Figure; Taylor Complex Figure
11/20	-Memory and Amnesia	-Textbook: Chapter 37 -Study Guide & Review: 62 to 67	CVLT-II; AVLT; WMS-IV

11/27	Student Presentations: -Toxins in the CNS -Huntington's Disease -Hypoxia/Anoxia -Schizophrenia Larson will then cover Feedback/Reports	-Textbook: Chapter 30 -Textbook: Chapter 32 -Textbook: Chapter 27 -Textbook: Chapter 38	The presenter needs to read his or her chapter in depth. You can skim the other chapters.
12/04	-Callosal Syndromes	-Heilman: Chapter 13	-Dichotic listening tasks; Tests of inter-hemispheric transfer; Beery VMI
12/11	-Frontal Lobes and Executive Functions	-Heilman: Chapter 14 -Study Guide & Review: 62 to 67	-DKEFS; Wisconsin Card Sorting Test; Booklet Category Test
MON 12/18	FINAL EXAM <i>Noon to 2:50 in Classroom</i>	Final Exam	