



**Chaminade**  
**University**  
OF HONOLULU

HAWAI'I SCHOOL OF PROFESSIONAL PSYCHOLOGY  
AT CHAMINADE UNIVERSITY OF HONOLULU

**Course Syllabus**

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Wai'alaie Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** PP8646

**Course Title:** Neuropsychological Assessment

**Department Name:** Hawai'i School of Professional Psychology

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Spring 2024

**Course Credits:** 3

**Class Meeting Days:** Mondays

**Class Meeting Hours:** 9:00-12:00 or 2:30 – 5:30

**Class Location:** morning – Kieffer 6; afternoon – Behavioral Sciences 102

**Instructor Name:** Jeffrey D. Stern, PhD

**Email:** [jeffrey.stern@chaminade.edu](mailto:jeffrey.stern@chaminade.edu)

**Phone:** 808.739.7427

**Office Location:** Behavioral Sciences Room 109

**Office Hours:** Tuesday/Thursday 9:00 – 11:00am; Wednesday by appointment

**University Course Catalog Description and Overview**

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

This course also provides a review of neuroanatomy and an overview of neuropsychological assessment, focusing on the neurological basis and neuropsychological consequences of cerebral dysfunction. The course surveys types of cognitive and behavioral dysfunction and the broad range of neurological conditions that have neuropsychological implications.

This course also extends the understanding of brain-behavior relationships through training in the formal assessment of these relationships. Students learn the administration and interpretation of instruments associated with neuropsychological functioning including attention, language, memory, processing fluency, and reasoning. Students learn to write comprehensive Neuropsychological Consultation reports, which include appropriate recommendations for follow up care (including intervention and follow-up assessment).

**Instructional Contact and Credit Hours**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course.

Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the classroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work specified in the paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'ēau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'ēau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'ēau ('Ōlelo No'ēau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'ēau 203) All knowledge is not taught in the same school

### **Program Learning Outcomes: HSPP Aims and Competencies**

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the

necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

### **Course Learning Outcomes**

1. Students will administer, score, and interpret the results obtained from neuropsychological testing instruments with other behavioral and qualitative information as evidenced by their lab and evaluation reports. (Competency 5, 6, 7)
2. Students will articulate the application of the APA Code of Ethics as that code applies to the study of neuropsychology as evidenced by their instrument presentations and final exams. (Competency 1)
3. Students will be able to demonstrate foundational knowledge and an understanding of the philosophical, theoretical, and empirical foundations of neuropsychological assessment as evidenced by their neuropsychological evaluation reports, instrument presentations, and final exams. (Competency 5, 6)
4. Students will demonstrate the necessary knowledge and skills for working with diverse clients as it applies to neuropsychological practice (with diversity broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, & SES) as evidenced by their evaluation reports, instrument presentations and final exam. (Competency 1, 4)
5. Students will develop and demonstrate proficiency in neuropsychological assessment methods through the lens of cultural diversity as evidenced by their PBL Learning issue oral reports, evaluation reports, and final exam. (Competency 4, 7)

### **Required Learning Materials**

#### *Required Textbooks*

Lezak, M., Howieson, D., Bigler, E. & Tranel, D. (2012). *Neuropsychological assessment* (5<sup>th</sup> ed.). Oxford. ISBN-13: 978-0195395525 (**LHBT**)

Sherman, E. Tan, J. & Hrabok, M. (2022). *A compendium of neuropsychological tests: Fundamentals of neuropsychological assessment and test reviews for clinical practice* (4<sup>th</sup> ed.). Oxford. ISBN 978-0195159578 (**STH**)

### Required Journal Articles

- Barnett, M. D., Parsons, T. D., Reynolds, B. L., & Bedford, L. A. (2018). Impact of rapport on neuropsychological test performance. *Applied Neuropsychology: Adult*, 25(3), 258-265. <https://doi.org/10.1080/23279095.2017.1293671>
- Benedict, R. H. B., DeLuca, J., Enzinger, C., Guerts, J. J. G., Krupp, L. B., & Rao, S. M. (2017). Neuropsychology of multiple sclerosis: Looking back and moving forward. *Journal of the International Neuropsychological Society*, 23, 832-842. <https://doi.org/10.1017/S1355617717000959>
- Casaleto, K. B., & Heaton, R. K. (2017). Neuropsychological assessment: Past and future. *Journal of the International Neuropsychological Society*, 23(9-10), 778-790. <https://doi.org/10.1017/S1355617717001060>
- Duff, K., Hobson, V. L., Beglinger, L. J., & O'Bryant, S. E. (2010). Diagnostic accuracy of the RBANS in mild cognitive impairment: Limitations on assessing milder impairments. *Archives of Clinical Neuropsychology*, 25, 429-441. <https://doi.org/10.1093/arclin/acq045>
- Larrabee, G. J. (2015). The multiple validities of neuropsychological assessment. *American Psychologist*, 70(8), 779-788. <https://doi.org/10.1037/a0039835>
- Ng, R., Heinrich, K., & Hodges, E. K. (2019). Brief report: Neuropsychological testing and informant ratings of children with Autism Spectrum Disorder, Attention Deficit/Hyperactivity Disorder, or comorbid diagnosis. *Journal of Autism and Developmental Disorders*, 49, 2589-2596.
- O'Brien, F. M., Fortune, G. M., Dicker, P., O'Hanlon, E., Cassidy, E., Delanty, N., Garavan, H., & Murphy, K. C. (2015). Psychiatric and neuropsychological profiles of people with psychogenic nonepileptic seizures. *Epilepsy and Behavior*, 43, 39-54. <https://doi.org/10.1016/j.yebeh.2014.11.021>
- Prince, C., & Bruhns, M. E. (2017). Evaluation and treatment of mild traumatic brain injury: The role of neuropsychology. *Brain Science*, 7, Article 105. <https://doi.org/10.3390/brainsci7080105>
- Roebuck, Spencer, T. M., Glenz, T., Puente, A. E., Denney, R. L., Ruffs, R. M., Hostetter, G., & Blanchini, K. J. (2017). Cognitive screening tests versus comprehensive neuropsychological test batteries: A National Association of Neuropsychology education paper. *Archives of Clinical Neuropsychology*, 32, 491-498. <https://doi.org/10.1093/arclin/acx021>
- Roid, G.H. & Koch, C. (2017). Leiter-3: Nonverbal cognitive and neuropsychological assessment. In R. S. McCallum (Ed.) *Handbook of Neuropsychological Assessment, 2<sup>nd</sup> Edition*. Springer, 127-150.
- Wasserman, J. D. (2017) Nonverbal neuropsychological assessment. In R. S. McCallum (Ed.) *Handbook of Neuropsychological Assessment, 2<sup>nd</sup> Edition*. Springer, 287-310.
- Wilhoit, B. (2017). Best practices in cross-battery assessment of nonverbal cognitive ability. In R. S. McCallum (Ed.) *Handbook of Neuropsychological Assessment, 2<sup>nd</sup> Edition*. Springer, 59-76.

### Course Requirements

**Attendance and Participation:** Regular attendance and active participation in class discussions and activities are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions and activities, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor, and if severe or chronic, may result in a referral to the Student Professional Development Committee. Late or absent students are responsible for missed material, and more than two unexcused absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings. Assignments may be penalized 10% for each day late. Class

participation is worth **20 points (10%)**.

**Neuropsychological Evaluation Reports (2):** Two reports will be generated, though the first will be a partial consultation report and the second will be a full neuropsychological evaluation report.\*\*

I. For the first report, students will be required to:

1. Find a cohort partner to whom you will administer the R-BANS Update.
2. Obtain participant's (cohort-mate's) informed consent (signed and video recorded)
3. Video record test administration and share video file with TA and professor
4. Generate a written report (template will be provided), including
  - a. A reason for referral, if you are given one. *If the person just wants to know how they are doing, neuropsychologically-speaking, just leave this section out.*
  - b. A "Behavioral Observations & Mental Status section"
  - c. A paragraph describing the R-BANS Update, followed by a data table and an interpretive paragraphs for each domain covered in the R-BANS, as follows
    - i. Immediate Memory, Delayed Memory, Visuospatial/Construction, Language, Attention
  - d. Summary of results paragraph (from observations and test data)
  - e. Provisional Diagnostic statement, if applicable. *Again, if the examinee's test scores are not suggestive of anything atypical, just leave this section out.*
  - f. Recommendations in terms of additional testing and/or compensatory and other strategies to consider.

\* don't worry about including a disclaimer statement re: the limited information you have to go on.

II. For the second report, students will be provided mock data (scaled scores, CI intervals, percentiles, etc.), observations and mental status data, rating scale data, and a little background information, as well as a report template for a child neuropsychological evaluation report and will be required to:

1. Write a neuropsychological evaluation report using the provided template, including sections covering reasons for the referral, brief background information, and behavioral observations and mental status.
2. Interpret qualitative as well as quantitative data.
3. Write an executive summary, covering all sources of data across domains, in 1 to 2 pages.
4. Write interpretive paragraphs for each domain covered in the evaluation.
  - a. Intelligence, Verbal comprehension, Reasoning, Memory & Learning, Motor Skills, etc.
5. Include a section with possible diagnoses (aka, diagnostic impressions) and rationale and reasoning for considering these diagnoses.
6. Include recommendations in terms of additional assessment (with rationale), eligibility for SPED or other supports/accommodations, and/or compensatory and other strategies to consider.
7. Include a paragraph describing the limitations of your opinions and conclusions.

Each report is worth 50 points. In keeping with Universal Design for Learning, students are encouraged to draft and revise each report. If the second report garners a higher score than the first report, this score will be multiplied by two and replace the first report score. This assignment is worth **100 points (50%)** total.

*\* Please ensure anonymity by using a pseudonym or initials only in your report. Additionally, you may pretend to have a neuropsychological condition when participating as an examinee.*

\*\*As accurate scoring, interpretation, and report-writing are pivotal skills for psychologists, satisfactory interpretation and written report of data from an adult neuropsychological battery administered to a cohort-mate as well as from mock data provided by the instructor is expected and 80% on this assignment (spread across two reports) is required in order to pass this course.

**RBANS Mock Administration and Scoring Lab:** Satisfactory practice administration and scoring of a neuropsychological screening battery (i.e., RBANS) will be expected, though cognitive (IQ) and achievement (Language) will not be required as part of this assignment. Students will meet with the TA for the course who will ensure correct administration/scoring of the RBANS. Minimum score to pass this component is 80%. RBANS mock administration may be repeated, if necessary. This assignment is worth **20 points (10%)**.

**Instrument Presentation:** Students will be assigned a neuropsychological assessment to share with peers. Each presentation will involve a 10-15-minute description of the test (e.g., who it's for, how it's administered, scored, and interpreted, etc.), information on validity, reliability and impact of diversity. A 1-2 page "cheat sheet" on the selected instrument/test will be generated for and distributed to peers for both sections of this course. This assignment is worth **20 points (10%)**.

**Final Examination:** The final exam is a take-home essay that is designed to be similar to a COMPS essay question, with a vignette and several questions to answer about the vignette. It will be due at the end of week 15, on Friday, April 19<sup>th</sup> at 11:59 pm. The final exam is worth **40 points (20%)**.

## Grading

Project/Assignment	% of grade
Neuropsychological Evaluation Reports (2)*	50
RBANS Administration and Scoring Lab	10
Instrument Presentation	10
Final Exam	20
Class Participation	10
Total	100

*\* In addition to scoring an overall grade of 80% or higher, to pass the course, a grade of 80% correct (averaged) or greater must be achieved on the two neuropsychological evaluation reports, as noted above. If a score of 80% is not achieved, an incomplete will be granted and, after remediation and within the requisite time period, a grade of 80% or greater must be achieved on the neuropsychological evaluation reports to pass the course.*

## Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)	A- = 3.67 (90-92)	
B+ = 3.33 (88-89)	B = 3.00 (83-87)	B- = 2.67 (80-82)
C = 2.00 (70-79); Failed - No credit given		F = 0.00 ( $\leq$ 69); Failed - No credit given

## Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### **Course Policies**

***Instructor and Student Communication:*** Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

***Cell phones, tablets, and laptops:*** Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

***Disability Access:*** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

***Title IX Compliance:*** Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

***Attendance Policy:*** Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

***Professionalism with Class Topics and Discussions:***

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

***Academic Conduct Policy:*** Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

**Technology:** A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

### Course Schedule

Date	Topics (DD- Deeper Dive)	Readings* for next wk	Assignments due this wk – by Sunday, 11:59 pm
1/8 1	Introduction – preview syllabus; Hx of neuropsychological assessment; referral-based decisions; Sections in Evaluation/Report; PBL + LI reports	LHBT 1, 2, 4; STH 2, 4: (Casaletto; Larabee) – Repeats <a href="#">Parts of the brain and basic function review</a>	
1/15 2	HOLIDAY – MLK – No class	LHBT 1, 4; STH 2, 4; (Casaletto; Larabee)	Check out R-BANS from Library
1/22 3	Deficit measurement; norm selection; history-taking; quantitative and qualitative data; Test reliability and validity; Intro to <b>R-BANS</b>	LHBT 5, 17; STH 5, 6; (Barnett)	Schedule RBANS lab w/ TA
1/29 4	Neuropsychological assessment batteries; Domains covered; <b>R-BANS</b> ; <b>Wechsler</b> ; DD <sub>1</sub> - Cognition/Intelligence (g); CHC theory revisited; <b>WJ-IV-COG</b>	LHBT 9; STH 7, 8; (Duff)	<b>Complete RBANS lab w/ TA</b>
2/5 5	DD <sub>2</sub> - Orientation & Attention; Adult v. Child; Quantitative & Qualitative data & interpretation; <b>CPTs</b> ; <b>NEPSY-II</b>	LHBT 16; STH 9;	Complete RBANS testing w/ lab partner
2/12 6	DD <sub>3</sub> - Executive Functioning; <b>Adult</b> -focus; Quantitative & Qualitative data & interpretation <b>D-KEFS</b> ; <b>WCST</b>	LHBT 6; STH 3; (Roebuck-Spencer)	Submit video and scored protocol to TA.
2/19 7	DD <sub>3</sub> - Executive Functioning Part II; <b>Child</b> focus; Quantitative & Qualitative data & interpretation; <b>NEPSY-II</b> ; <b>Tower Test</b> ; limit-testing	LHBT 13; STH 11; (O'Brien; Prince)	
2/26 8	DD <sub>4</sub> - Language; Receptive & Expressive; Adult v. Child; Quantitative & Qualitative data & interpretation; <b>WJ-IV</b> ; Clinical applic.	LHBT 11-12; STH 10; (Ng)	<b>RBANS Report #1 DUE</b>
3/4 9	DD <sub>5</sub> - Memory & Learning; tests and batteries; different types of memory;	LHBT 1, 10; STH 12-14	

	paired tests; Adult vs. Child; <b>WMS-IV; NEPSY-II, Leiter-3</b>		
3/11 10	Psychometrics review; DD <sub>6</sub> - Perception; visual, auditory, & tactile; discrimination; Adult v. Child; <b>TPT, NEPSY-II, Pegboard</b>	LHBT 15	<b>NEPSY-II</b> and other data distributed for report #2
3/18 11	DD <sub>7</sub> - Concept Formation and Reasoning; Inductive, Deductive, Logical, Verbal & Visual: <b>Proverbs, Comprehension, Categories; WJ-IV</b>	LHBT 14; STH 13-14	
3/25 12	DD <sub>8</sub> – Sensory-Motor; Visual-motor integration; Reporting & Interpretation; Adult v. Child; Processing Speed & Timed Tests; <b>NEPSY-II; Wechsler BD; Design Copying; Rey-O; FTT</b>	(Benedict; Roid; Wasserman; Wilhoit)	
4/1 13	DD <sub>9</sub> - Nonverbal neuropsychological Assessment; Deaf/HoH; Adult v. Child; Use of interpreters; <b>C-TONI-2; Leiter-3</b>	LHBT 8, 18, STH 15;	
4/8 14	Neurobehavioral variables; diagnostic issues; Observations, rating scales, personality & emotional status; Malingering; Child v. Adult		<b>NEPSY-II Report #2 DUE</b>
4/15 15	DD <sub>10</sub> - Adaptive Functioning; Functional impact of neuropsychological problems; Supports & Accommodations; Diversity & Ethical considerations; <b>Vineland</b>		
4/22 16	Instrument Presentations - Class Summary		<b>Instrument presentations DUE (w/ summary sheets); Final Exams DUE</b>

LHBT = Lezak, Howieson, Bigler, & Tranel (2012); STH = Sherman, Tan & Hrabok (2022)

\* Chapters in STH include general content and test-specific content. Please read the general content at the start of each chapter. Please also read the test-specific content that relates to the tests being reviewed in class and/or that interest you. Reading additional test-specific content in each chapter is not required.

Please note: This course schedule is subject to change as a function of several possible factors, including but not limited to the pace at which we progress through the materials and assignments and professorial whim.