



Seminar: Clinical Neuropsychology

Course Syllabus, Spring 2006

PSY-450-01

Tue/Thur 1:45-3:25 pm

Room: Bailey 306

Professor: Cay Anderson-Hanley, Ph.D.

Office: Bailey 301C

Email: andersoc@union.edu

Office Hours: Tue 3:30-4:00, Thur 12:30-1:00, and by apptmt

Phone: (518) 388-6355

Reading List:

Adams, R. L., Parsons, O. A., Culbertson, J. L., Nixon, S. J. (1996). Neuropsychology for Clinical Practice. Washington, D.C.: American Psychological Association.

Ogden, J. A. (2005). Fractured Minds: A Case-Study Approach to Clinical Neuropsychology, 2nd ed. NY: Oxford University Press.

Lezak, M. D., Howieson, D. B., & Loring, D. W. (2004). Neuropsychological Assessment, 4th ed. (select readings). NY: Oxford Univ Press.

Kolb, B. & Whishaw, I. Q. (2003). Fundamentals of Human Neuropsychology, 5th ed. (select readings). NY: Worth Publishers.

Additional Resources:

www.neuropsychologycentral.com (Neuropsychology Central)

www.apa.org (American Psychological Association)

www.div40.org (APA – Division 40 – Clinical Neuropsychology)

www.php.ufl.edu/anst/ (Association of Neuropsychology Students in Training)

www.tulsa.oklahoma.net/~jnichols/careers.html (links for info on careers in psychology)

American Psychiatric Association. (1994). The Diagnostic and Statistical Manual of Mental Disorders, 4th ed. (DSM-IV). Washington, D.C.: American Psychiatric Press.

Course Description: This is an advanced seminar regarding a specific subdiscipline of the field of psychology. Through this course you should gain a close-up view into the field of Clinical Neuropsychology, which aims to explore the relationship between brain function and behavior, especially the evaluation and treatment of brain damaged individuals. This will be accomplished through lecture, readings, discussions, field-work/service-learning, and other hands-on practice experiences. Pre-requisites include: Intro to Cognitive Neuroscience (or similar) and Abnormal Psychology.

Course Requirements:

You are responsible to read and understand, in full, the contents of this syllabus and to seek clarification as needed. In order to stay informed about announcements and updates to this course you are responsible to check your Union email regularly or have your Union email forwarded to another account that you do check routinely. You are responsible to access the course website through Blackboard during the first days of the term (contact the IT department if you have any questions about how to access the course/program). Be sure to enter your name, preferred email address, and student ID when setting up your account the first time. Due to the pace of the course and the way in which material builds on itself class after class, no late assignments can be accepted without the express written documentation of an extenuating circumstance by a college official.

Quizzes: There will be approximately 8 quizzes during the term. These will test your knowledge of the readings due for the day. There will be no make-up quizzes since we will review answers immediately following the quizzes. There will be additional quizzes during the student presentation weeks; these will evaluate your engagement in the presentations and will count toward participation.

Papers/Reports:

Cognitive Domains – This paper will allow you the opportunity to review a particular cognitive domain in detail. You will be assigned a topic (e.g., verbal memory, attention, or executive function). You will review the topic, first starting with Lezak (on reserve in the library) as your primary source, and also citing two additional academic sources (textbook or journal articles – NOT websites). The paper will be typed, single-spaced, a single page, Times New Roman font, 11-point in size, with one-inch margins all around (note, this is NOT the default in many Word programs and needs to be set). Papers should be carefully spell-checked and proofread. Three lines of the centered heading should be as follows: 1) Cognitive Domain Name (e.g., "Attention"), 2) Seminar in Clinical Neuropsychology – Spr '05 – Prof Hanley, 3) Your ID# (write your name on the back of your paper in the top left-hand corner). Left-justified, bolded/underlined

headings with a paragraph break/space separating each of the 4 sections: **Definition/Types**, **Sample Measure 1**, **Sample Measure 2**, **References** (APA style). Please number your pages. Papers that deviate from these parameters will not receive full credit. Copies of these papers will be distributed to the class as a resource.

Assessment Practice – This assignment will allow you the opportunity to practice conducting a neuropsychological evaluation (conducting an interview and administering neuropsychological tests) with a practice subject, and to write a report summarizing your findings. The report should be 5 pages long (4 pages of text and the last page the table of results – see template to be made available on the course's Blackboard website). The paper will be typed, single-spaced, Times New Roman font, 12-point in size, with one-inch margins all around (note, this is NOT the default in many Word programs and needs to be set). Papers should be carefully spell-checked and proofread. The test subject will likely be an acquaintance of yours who may choose to feign symptoms (pretend to be suffering a variety of symptoms), but regardless should remain anonymous and should be referred to in the report only as "Ms. X" or "Mr. X." You will be given instructions about conducting the necessary interview and tests with the subject who will, at the outset, be informed about the invalidity of any findings and resources for assistance should any concerns arise. Three lines of the heading, starting in the top left corner should be as follows: 1) Seminar in Clinical Neuropsychology – Spr' 06 – Professor Hanley, 2) Assessment Practice, 3) Your ID# (write your name on the back of your paper in the top left-hand corner). The following left-justified, bolded/underlined headings should be present in the text of the report with a paragraph break/space separating each of the sections: Presenting Problem, Medical Background, Social History, Educational History, Psychiatric History, Mental Status, Observations, Salient Findings (bullet for each cognitive construct/domain: attention, psychomotor skill, short-term verbal memory, long-term verbal memory, visuospatial skill, nonverbal memory, executive fn, language), Impression/Diagnosis (use the DSM-IV, 5-axis model), Literature Review integrated with your case material (to justify Impression/Differential Diagnoses – 5-6 academic references – be sure to cite Adams, Lezak and Ogden, and 2-3 additional journal articles from PsychInfo or Medline), Recommendations, References (APA style) and the last page: Table of Tests/Results. See template and class notes for more details. Please number your pages. See template and class notes for more details.

Neuroscience Review – This assignment will allow you the opportunity to review relevant information you may have learned in prior courses regarding the structure and function of the brain. This will be a 5-page report in which you will be given a variety of tasks (e.g., complete a tour of a given website and answer several questions, color in a diagram of a brain and label specific components, etc.). More details will follow and a template will be provided. The paper will be typed, single-spaced, Times New Roman font, 12-point in size, with one-inch margins all around (note, this is NOT the default in many Word programs and needs to be set). Papers should be carefully spell-checked and proofread. Three lines of the heading, starting in the top left corner should be as follows: 1) Seminar in Clinical Neuropsychology – Spr' 06 – Professor Hanley, 2) Neuroscience Review, 3) Your ID# (write your name on the back of your paper in the top left-hand corner). Please number your pages.

A Resident's Life Story – This is a special assignment based in part on the principles of "service learning" in which you will be meeting with a resident of a nursing home in an effort to learn more about clinical neuropsychology, while yet providing the resident with a tangible product to say "thank you" for their time, effort, and willingness to allow a student to learn from their life experiences. The end product will be 5-10 pages, enclosed in a special binder (more to follow on this). The paper will be typed, double-spaced, Times New Roman font, 14-point in size, with one-inch margins all around (note, this is NOT the default in many Word programs and needs to be set). Papers should be carefully spell-checked and proofread. A cover page should contain the following centered headings: 1) A Resident's Life Story, 2) _____'s story (first name only), 3) Compiled by _____ (your name), 4) A Service Learning Project for Seminar in Clinical Neuropsychology at Union College, 5) Date. Throughout the text, only the resident's first name is to be used. Two pictures will be inserted – one of the resident before institutionalization and the other, a contemporary picture (we will likely make arrangements to take digital pictures of a relevant prior photo and a new photo of the resident in their room during the 3rd visit). The following left-justified, bolded/underlined headings should be present in the text of the report with a paragraph break/space separating each of the sections: Ancestry, Early Life, Young Adulthood, Middle Years, Later Life, Current Days. Within each section, subsections may be helpful: Family, Hobbies, Work, and Significant Happenings. You should be aware that some residents will be able to provide you with many pieces of their background, while in some cases you will need to rely more on records in their medical chart (especially the Social Work section). More details to follow. A graded draft will be due that should be as complete as possible. I will aim to review the draft critically with an eye for any additional information you should try to obtain in your last session with the resident. You will need to turn in two copies of the final paper (one stapled copy I will grade and return to you and the other bound copy will be given to the resident as a "thank you" gift.). Please number your pages.

Final Paper: Neuropsychological Evaluation – This assignment should allow you to demonstrate the culmination of your learning across the term. It will resemble the typical kind of report produced in the practice of clinical neuropsychology, with some enhancements. This assignment will allow you the opportunity to practice conducting a neuropsychological evaluation (conducting an interview and administering neuropsychological tests) with a practice subject, and to write a report summarizing your findings. The report should be 15 pages long (14 pages of text and the last page the table of results – see template to be made available on the course's Blackboard website). The paper will be typed, double-spaced, Times New Roman font, 12-point in size, with page numbers, and one-inch margins all around (note, this is NOT the default in many Word programs and needs to be set). Papers should be carefully spell-checked and proofread. The test subject will be a nursing home resident who should remain anonymous and should be referred to in the report only as "Ms. X" or "Mr. X." You will be given instructions about conducting the necessary interview and tests with the participant who will, at the outset, be informed about the invalidity of any findings and resources for assistance should any concerns arise. Three lines of the heading, starting in the top left corner should be as follows: 1) Seminar in Clinical Neuropsychology – Spr' 06 – Professor Hanley, 2) Neuropsychological Evaluation, 3) Your ID# (write your name on the back of your paper in the top left-hand corner). The following left-justified, bolded/underlined

headings should be present in the text of the report with a paragraph break/space separating each of the sections: Presenting Problem, Medical Background, Social History, Educational History, Psychiatric History, Mental Status, Observations, Salient Findings (bullet for each cognitive construct/domain: attention, psychomotor skill, short-term verbal memory, long-term verbal memory, visuospatial skill, nonverbal memory, executive fn, language), Impression/Diagnosis (use the DSM-IV, 5-axis model), Literature Review integrated with your case material (to justify Impression/Differential Diagnoses – 5-6 academic references – be sure to cite Adams, Lezak and Ogden, and 2-3 additional journal articles from PsychInfo or Medline), Recommendations, References (APA style) and the last page: Table of Tests/Results. See template and class notes for more details. Better papers will clearly state/debate differential diagnoses and supporting symptoms, list possible alternative tests to use in clarifying the diagnosis, and base recommendations upon Adams, Lezak and Ogden. A graded draft will be due that should be as complete as possible (should include references and completed Table of Results).

Participation/Attendance Policy: Attendance at every class is in your best interest for a number of reasons, not the least of which is your educational experience! Class time will incorporate lecture, exercises, demonstrations, and discussions that should not only facilitate your learning, but should also be quite interesting. There is traditionally a strong relationship between class attendance and grades. That is, students who attend class regularly tend to achieve higher grades. Prolonged personal illness or family crises should be brought to my attention and for special accommodations will require documentation from appropriate officials. I will take attendance to aid in my understanding of each student's progress in the course, and attendance will be a component of participation which figures into the final grade (>2 absences will often result in a lower grade, such as B+ to B). Students who score well in participation typically have excellent attendance, have completed the readings, ask informed questions, make thoughtful comments about readings and other material, and have positive interactions with other students in the class (e.g., respect differing opinions, have constructive debates, etc.).

Academic Honesty and Integrity:

The policies of Union College regarding academic honesty and integrity will be upheld and enforced as necessary. This includes policies regarding: cheating (dishonesty in a test situation), plagiarism (dishonesty in presentation of materials in a paper or report, the extensive use of quotations and paraphrasing should not be used), and other abuses (see the college catalog for more details).

Grading:	Percent
8 Quizzes	10%
Report – Cog Domains	10%
Report – Assmt Practice	10%
Report – Neurosci Review	10%
Report – Life Story - Draft	5%
Report – Life Story - Final	5%
Report – Neuropsych Eval - Draft	10%
Report – Neuropsych Eval - Final	30%
<u>Attendance/Participation/presentation quizzes</u>	<u>10%</u>
	100%

The final course grade will be based on the cumulative percent score earned by each student as follows:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	F
100→	96→	93→	89→	86→	83→	79→	76→	73→	69→	66→	63→
	superior work			satisfactory work				poor quality work			no credit

Final notes: Please do not hesitate to speak with me regarding any aspect of the course material or other topics of interest to you. Remember that as your instructor, I am here to help facilitate your learning. If you do not let me know how things are going, I will be less able to assist you. It is your responsibility to prepare yourself to learn (be rested, fed and read ahead of class), and to speak up if you are having some difficulty. Remember, there are no “dumb” questions in college – you are here to learn! What you get out of this course and college in general has a lot to do with what you put into it, so “Carpe diem!” That is, “Seize the day!”

Be aware that it is quite common, when taking a psychology course, to find that the material “stirs” something in you. For example, I often warn students that it may seem that they or their parent or their roommate has a one of the disorders being studied. Most times, this is not the case, but sometimes a hunch is worth following up on. Please feel free to speak with me if you have any concerns while studying various topics; I may be able to direct you to additional readings or other resources. Students should also feel free to take advantage of the Counseling Center available on campus in Silliman Hall (x6161).

I am available if you would like to discuss careers in psychology or if would like to discuss my clinical or research work in more detail. My masters' degree is in school counseling and my doctorate is in counseling psychology. I have worked as a clinician and a researcher in the areas of geropsychology, health psychology and neuropsychology. I'd be happy to discuss any of these areas of psychology or help point you toward resources for other aspects of psychology. In addition to office hours, email is usually a very reliable way to reach me and you are also welcome to leave a message any time of day at my number above. Let's have a great term!

Tentative Course Outline

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic for Class</u>	<u>Assignments Due</u>	<u>Readings Due</u>
1	T	3/28	Introduction – Definitions & History	(get your TB test Wed, have it read Fri)	Ogden 1
	R	3/30	Interviewing skills	Quiz	Adams 1
2	T	4/4	Cognitive Domains	Report – Cognitive Domains	Lezak + others
	R		Meet at Wesley SNF @ 2:15 (orientation)	bring completed application & PPD (practice interview this week)	start Neuroscience Review
3	T	4/11	Assessment - Administration Amnesia & Aphasia	Quiz	Ogden 2, 3 & 5
	R		Meet at Wesley SNF @ 2:15 – visit #1 (conduct interview)	(practice assessment this week)	
4	T	4/18	Assessment – Scoring/Interpretation Dementia & FLD/FTD	Quiz	Ogden 9 & 17 Adams 3 & 4
	R		Meet at Wesley SNF @ 2:15 – visit #2 (conduct assessment)	Report – Assessment Practice	
5	T	4/25	Neuroscience review TBI's	Quiz Draft – A Resident's Life Story	Ogden 8, 10 & 11 Adams 2 & 14
	R		Meet at Wesley SNF @ 2:15 – visit #3 (continue assessment + picture day)	Report – Neuroscience Review (in Prof H's mailbox by noon)	
6	T	5/2	MS, Parkinson's & Huntington's	Quiz Draft - Final Paper	Ogden 14, 15 & 16 Adams 8 & 9
	R		Meet at Wesley SNF @ 2:15 – visit #4 (continue assessment)		
7	T	5/9	Rehab & Interventions Tumors & CVAs	Quiz Report – A Resident's Life Story	Ogden 6, 7 & 12 Anderson-Hanley
	R		Meet at Wesley SNF @ 2:15 – visit #5 (finish evaluation)	Quiz	
8	T	5/16	Guest/Zuffante – Pediatric Neuropsych ADHD, LD + Alcohol & Neurotoxicities	Quiz	Adams 10, 11 & 12, 6 Ogden 13
	R		Guest/Evert – Hemisph Asymmetry Split Brain & Half a Brain	Quiz	Ogden 18 & 19
9	T	5/23	<i>Student presentations (3)</i>	Final Paper and Summary page due Quiz (on today's presentations)	(return testing supplies)
	R		<i>Student presentations (3)</i>	Final Paper and Summary page due Quiz (on today's presentations)	
10	T	5/30	<i>Student presentations (3)</i>	Final Paper and Summary page due Quiz (on today's presentations)	
	R	6/1	<i>Student presentations (3)</i>	Final Paper and Summary page due Quiz (on today's presentations)	

(Note: tentative schedule - changes in required readings, topics, assignments, or exams may be made)