

**SAM HOUSTON STATE UNIVERSITY**  
**DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY**

PSY 774: Human Neuropsychology  
3 Credit Hours  
Summer 2008  
Psychological Services Center, Room 109  
Mondays & Wednesdays – 12:00 to 2:00 pm

**Instructor:** David V. Nelson, Ph.D., ABPP (Clinical Health Psychology)  
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**Office Hours:** Mondays 3:00 – 4:00 p.m.  
Wednesdays 3:00 – 4:00 p.m.  
And by appointment  
(Faculty/committee meetings are sometimes scheduled during these times,  
so it is best to call and confirm appointment; however, you are always  
welcome to drop by any time to see if I am in.)

**REQUIRED TEXT:**

Zillmer, E. A., Spiers, M. V., & Culbertson, W. C. (2008). *Principles of Neuropsychology* (2<sup>nd</sup> ed.). Belmont, CA: Thomson Wadsworth.

**ADDITIONAL REQUIRED READING:**

Lezak, M. D., Howieson, D. B., Loring, D. W., Hannay H. J., & Fischer J. S. (2004). *Neuropsychological assessment* (4<sup>th</sup> ed.). New York: Oxford University Press. Chapters 1, 2, 4, 5, & 6 required; Chapter 3 recommended. Available through NGL electronic reserves or PSC library.

**RECOMMENDED SUPPLEMENTARY REFERENCES:**

Baron, I. S. (2004). *Neuropsychological evaluation of the child*. New York: Oxford University Press.

Heaton, R. K., Miller, S. W., Taylor, M. J., & Grant, I. (2004). Revised comprehensive norms for an expanded Halstead-Reitan battery: Demographically adjusted neuropsychological norms for African American and Caucasian adults: Professional Manual. Lutz, FL: Psychological Assessment Resources, Inc.

Lezak, M. D., Howieson, D. B., Loring, D. W., Hannay H. J., & Fischer J. S. (2004). *Neuropsychological assessment* (4<sup>th</sup> ed.). New York: Oxford University Press.

Mitrushina, M., Boone, K. B., Razani, J., & D'Elia, L. F. (2005). *Handbook of normative data for neuropsychological assessment* (2<sup>nd</sup> ed.). New York: Oxford University Press.

Strauss, E., Sherman, E. M. S., & Spreen, O. (2006). *A compendium of neuropsychological tests: Administration, norms, and commentary* (3<sup>rd</sup> ed.). New York: Oxford University Press.

## **PURPOSE OF THE COURSE:**

This course examines brain-behavior relationships, including higher cortical functions. Specific consideration is given to the most common neurobehavioral syndromes likely to be confronted in clinical practice, administration of tests that are used to assess neuropsychological functioning, coverage of critical issues in differential diagnoses involving neuropsychological functioning, intervention implications, and scholarly research in clinical neuropsychology.

**Goal:** To introduce the student to an in-depth overview of the scientific foundations, current assessment techniques, and contemporary issues related to the practice of clinical neuropsychology.

- Learning outcome: You will understand the historical development, contemporary theories, and terminology of brain-behavior relationships in the field of clinical neuropsychology.
- Learning outcome: You will understand the major approaches to neuropsychological assessment and the techniques that correspond to these.
- Learning outcome: You will understand basic principles that undergird interpretation of information obtained from a neuropsychological examination.
- Learning outcome: You will understand associations of age, gender, and other multicultural influences on neuropsychological assessment and interpretation.
- Learning outcome: You will understand how the field of clinical neuropsychology is continually shaped by scholarly research.

**Goal:** To learn selected techniques of neuropsychological assessment.

- Learning outcome: You will observe administration of neuropsychological assessment/testing procedures in key brain-behavior functional domains.
- Learning outcome: You will receive on a selective basis feedback on your administration proficiency for neuropsychological assessment/testing procedures you have practiced.

**Goal:** To learn about some of the most common neurobehavioral syndromes encountered in clinical practice.

- Learning outcome: You will understand the neurophysiological correlates of some common neurobehavioral syndromes.

- Learning outcome: You will understand the cognitive, behavioral, and emotional characteristics associated with some common neurobehavioral syndromes and corresponding patterns of neuropsychological assessment findings and implications for intervention.

## FORMAT:

The course will include classroom lectures, demonstrations, discussions, group activities, and exposure to other media, in addition to the assigned textbook readings. It is also expected that students will practice administration of neuropsychological assessment/testing techniques in small groups outside of scheduled class times and be prepared to demonstrate their skill proficiency back in class meetings from time to time in order to receive feedback.

## GRADING:

There will be four quizzes and two exams (mid-term and final). Although we will have to be selective about what is covered in class per se, it is important for you to be sure to cover all of the textbook material and you will be responsible for all lecture, classroom discussion, and textbook material on the quizzes/exams. Test format may include multiple choice, true/false, identification/labeling, matching, and/or short answer. **Students will need to provide their own #2 pencils and “Scan-Tron” answer sheets (#882-E) for each quiz and exam.** All quizzes and exams must be taken as scheduled in order to pass the course. Make-ups will be allowed only in extraordinary circumstances.

Quiz 1 =	50 points (Chapters 1-3)
Quiz 2 =	50 points (Chapters 4-6)
Exam 1 (mid-term) =	100 points (Chapters 1-9)
Quiz 3 =	50 points (Chapters 10-11)
Quiz 4 =	50 points (Chapters 12-13)
Exam 2 (final) =	100 points (Chapters 10-16)
<b>Total =</b>	<b>400 points</b>

Grades will be based on the total points achieved. If no student's total reaches at least 90% of the maximum available points, then the highest total points achieved by any student will set the standard for cut-off criteria as indicated below.

- A = 90-100% (or 90-100% of the highest total points achieved)
- B = 80-89% (or 80-89% of the highest total points achieved)
- C = 70-79% (or 70-79% of the highest total points achieved)
- D = 60-69% (or 60-69% of the highest total points achieved)
- F = Less than 60% (or < 60% of the highest total points achieved)

**Please note the following University policies relevant to all SHSU courses:**

**Academic Dishonesty:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

**Classroom Rules of Conduct:**

According to University guidelines and general sense of decency, students are expected to assist in maintaining a classroom environment that is conducive to learning.

**Americans with Disabilities Act:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disability that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

**Religious Holidays:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911(a)(2) defines religious holy days as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. . . ." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will notify the student of a reasonable timeframe in which the missed assignments and/or examination are to be completed.

**Visitors in the Classroom:**

Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom. In general, visitors to this course should be cleared by the instructor for some specific purpose directly relevant to the educational experience and any confidential clinical information must be handled appropriately within this context. Otherwise, only students who are officially registered and who have paid all university/course fees may attend.

## **COURSE OUTLINE/APPROXIMATE SCHEDULE (Check Blackboard for Updates):**

This schedule is subject to change depending on how the nature of the classroom and other course-related activities progress as well as student feedback regarding the density and intensity of the material covered. Changes will be announced in as timely a manner as possible.

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<b>Dates</b>		<b>Topic</b>	<b>Textbook Chapter</b>
June	4 W	A History of Neuropsychology	1 also Lezak 1-2
	9 M	Methods of Investigating the Brain	2
	11 W	Neuropsychological Assessment and Diagnosis	3 also Lezak 4-6
	<b>16 M</b>	<b>Quiz (Chapters 1-3)</b>	
		Introductory demonstration of neuropsychological tests*	
	18 W	Cells of Thought	4
		Guest Lecture: Symptom Validity Testing	
	23 M	Functional Neuroanatomy	5
	25 W	Cerebral Specialization	6
	<b>30 M</b>	<b>Quiz (Chapters 4-6)</b>	
		Somatosensory, Chemical, and Motor Systems	7
July	2 W	Vision and Language	8
	7 M	Memory, Attention, Emotion, and Executive Functioning	9
	<b>9 W</b>	<b>Mid-Term Exam (Chapters 1-9 &amp; Lezak 1-2, 4-6)</b>	
		Demonstration/practice for remainder of session	

	14 M	Developmental Disorders of Childhood	10
	16 W	Learning and Neuropsychiatric Disorders of Childhood	11
	<b>21 M</b>	<b>Quiz (Chapters 10-11)</b>	
		Cerebrovascular Disorders and Tumors	12
	23 W	Traumatic Head Injury and Rehabilitation	13
	<b>28 M</b>	<b>Quiz (Chapters 12-13)</b>	
		Normal Aging and Dementia: Alzheimer's Disease	14
	30 W	Subcortical Dementias	15
August	4 M	Alterations of Consciousness	16
	<b>6 W</b>	<b>Final Exam (Chapters 10-16)</b>	

\*Demonstrations will continue intermittently throughout the course as will some review, interpretation, and integration of neuropsychological assessment findings