

University of Florida
College of Public Health & Health Professions Syllabus

CLP 7428C: NEUROPSYCHOLOGICAL ASSESSMENT OF ADULTS
(3 hrs; 1 hour online lecture + 2 hours physical classroom)

Spring Semester 2025

Online and On-Campus

In-Person Meeting Time/Place: Friday, 12:50 PM – 2:45 PM, Communicore CG-022

Instructors:	Erika M. Cascio, Psy.D.	Shellie-Anne Levy, Ph.D.
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Office Hours:	By Appointment	By Appointment
Preferred Course Communication:	Outlook email (i.e., @phhp.ufl.edu)	

Prerequisites

While there are no formal course prerequisites, you must be a graduate student in good standing in Clinical and Health Psychology. All others must petition. Note that this is one of the core course requirements for a concentration in Clinical Neuropsychology, Neurorehabilitation, and Cognitive Neuroscience.

Course Overview

This course provides an overview of theory and methods in the neuropsychological assessment of adults and the application of these concepts in commonly seen neurological disorders.

Relation to Program Outcomes

This is a core clinical course that focuses on methods and practical application of neuropsychological assessment in adult patients across a wide range of diagnostic groups. It is designed to provide in-depth information on major domains of cognitive functioning, including associated neuropathological processes and neuroanatomical correlates. It is also designed to foster critical thinking regarding contextual factors affecting the practice of neuropsychological assessment, such as application of psychometrics in test selection, cultural dynamics, and exceptions to traditional approaches. Our objective is to provide you with both didactic information and exposure to clinical cases that will give you the foundational skills for conducting effective and efficient neuropsychological practice. **This course is not designed to teach standard administration of neuropsychological measures.**

Course Objectives and/or Goals

Upon successful completion of the course, students will be able to:

1. Describe the most important conceptual models of neuropsychological assessment
2. Evaluate the psychometric properties of neuropsychological assessment measures
3. Appreciate quantitative and qualitative aspects of test measures, test performance and patient behaviors that are most relevant to differential diagnosis, as well as threats to validity
4. Formulate case conceptualization based on neurocognitive profiles, along with ways of creatively tailoring the methods of assessment to special needs and problems
5. Discuss broad knowledge of cultural and linguistic considerations in neuropsychological assessment
6. Describe other emerging issues within the practice of neuropsychology and future directions

Course Materials

Readings are from the two required texts (see below), along with other articles/chapters that will be distributed electronically and placed in a designated folder on course canvas.

Required (2 books)

Parson, M., & Braun, M. (eds). (2024). Clinical Neuropsychology: A Pocket Handbook for Assessment, 4th Edition, American Psychological Association, Washington DC.

Strauss, E., Sherman, E. M. S. & Spreen, O. (2013). A Compendium of Neuropsychological Tests: Administration, Norms and Commentary, 3rd Edition, Oxford University Press, New York.

Highly Recommended

Blumenfeld, H. (2021). Neuroanatomy through Clinical Cases. Sinauer. 3rd edition.

Lezak, M., Howieson, D., Bigler, E., Tranel, D. (2012). Neuropsychological Assessment (5th Edition). New York: Oxford University Press.

Morgan, J., & Ricker, J. (2012). Textbook of Clinical Neuropsychology. New York: Taylor & Francis.

Kolb, B. & Wishaw, I. (2015). Fundamentals of Human Neuropsychology. 7th Edition. MacMillan, NY.

Irani, F. (Ed.). (2022). Cultural Diversity in Neuropsychological Assessment: Developing Understanding through Global Case Studies. 1st Edition. Routledge. <https://doi.org/10.4324/9781003051862>

Recommended

Stringer A., Cooley, E., Christensen, A. (2002). Pathways to Prominence in Neuropsychology: Reflections of 20th century pioneers. New York: Psychology Press.

Available to review in the clinic

Heaton, R., Miller, W., Taylor, M., Grant, I. (2004). Revised Comprehensive Norms for an Expanded Halstead-Reitan Battery. Lutz, FL: Psychological Assessment Corporation.

Course Format

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructors, we would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets us focus our face-to-face teaching on course activities designed to help you strengthen higher order thinking skills, such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Specifically, for this course, you will view pre-recorded lectures prior to meeting and post weekly discussion questions (2 minimum per week) in canvas based on that weeks' recorded lecture (see description below). This will be followed by in-class discussion where we will do a deeper dive into the application of lecture content and posted questions. Class will physically meet Fridays from 12:50pm – 2:45pm in the Communicore Building room CG-022. **Please be on time.**

Course Requirements, Evaluation, and Grading

Grades will be weighted according to the number of points available for each component, as described below. Final grades will be calculated as a percentage of the highest score. Evaluation in the course will be based on the following components:

Midterm Exam	35%
Final Exam	40%
Weekly Discussion Questions	20%
Weekly In Class Quizzes (10)	5%

- 1. Midterm and Final Exams:** Two exams during this course will comprise 75% of your grade. These exams will be drawn from class lectures and assigned readings and will consist of multiple choice, short answer, odd man out and other formats. The final exam may also involve some ethical scenarios. Exams will be completed in-person during class time, unless other circumstances (i.e., students with accommodations, emergencies, etc.) require alternative examination time, format, and setting. FYI, you will be provided a broad study guide to help you with your preparation for these exams.
- 2. In Class Quizzes:** Each week, at the outset of class, you will complete a 5-question quiz drawn from the recorded lectures and/or assigned readings that will consist of multiple choice or true/false items.
- 3. Discussion Board Questions:** Each week, students will be responsible for creating and posting a minimum of 2 questions for class discussion to Canvas based on recorded lecture content. *Tip: After the first person posts their question for the week, all subsequent questions should be added to the same discussion thread, so all others can clearly see what has already been posed.* Questions are expected to be thoughtful and unique each week. Your grade will be based on your questions (5% points each) and your class contribution to discussion (10% points). We will spend approximately 30 minutes at the beginning of class in discussion of these questions.

Additional Tools: All of you should have access to the share drive to view videos (s:\NP Training Material) demonstrating administration of commonly used neuropsychological measures. The faculty created these videos in order to help with 'test drift' in administration. You are encouraged to review these. There are a lot of tests, and best way to tackle is by domain. You will not be graded on this; however, test knowledge is necessary for fully understanding course content.

Grading

Scores will be rounded to the nearest percent (rounded up or down, whichever is closest) for grade determination in accordance with the grading table below:

% of points earned	93%-100%	90%-92%	87%-89%	83%-86%	80%-82%	77%-79%	73%-76%	70%-72%	67%-69%	63%-66%	60%-62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Below is table linking letter grades to grade points.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Policy Related to Class Attendance

Attendance and class participation is required. Students needing to miss class for personal or professional reasons should consult with the instructor prior to the date on which they will be unable to attend. It is the student's responsibility to acquire any handouts or notes from a colleague in the class for any sessions missed.

Excused absences must be consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations/#text>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Expectations Regarding Course Behavior

We expect active participation from all students during each class meeting. During lectures and discussion, we expect students to raise questions or add comments to help foster understanding of the lecture topics. During in-class activities, we expect full engagement in the activities, as well as questions and comments. When possible, we will provide lecture notes and/or handouts summarizing the information covered in class. We want students to focus on discussions and activities rather than note-taking during class. Therefore, we have instituted a policy of no laptop, tablet, or other electronic device use during class unless otherwise instructed.

Cell phones are distracting. Please turn your cell phone on silent when class begins; if you forget and it rings, turn it off without answering. Use of other technologies (MP3s, etc.) that interfere with attention and participation during class is also prohibited. [*If you have a special circumstance when contact by cell phone is vital, see the instructor in advance, make sure that you turn the phone to "vibrate," and take the call outside of the classroom so as to not disturb your classmates.*]

Communication Guidelines

For this course, you will be asked to post weekly discussion questions via the discussion board in Canvas. For any other course related questions, you may post in canvas, but please also send along an email (@phhp.ufl.edu) to notify us that you have posted. By using canvas, it can help others as well. For example, if you want clarification on something, it is likely that your classmates could benefit from seeing the response to your question. Please make sure to follow the UF Netiquette Guidelines: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Make-up Exams or Other Work

Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Students must make *prior* arrangements with Drs. Cascio or Levy if they must miss any in-class examination, and an alternative test time must be arranged.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships.

Topical Outline

Adult Neuropsychological Assessment

Lecture dates and topics are outlined below. Assigned readings will come from your required texts and other readings provided to you. Readings from the Blumenfeld supplemental text will be provided to you via PDF if you do not have the book.

Jan 17 Introduction to Course and Requirements

Video Lecture (Dr. Erika Cascio): Stages of the Neuropsychological Exam: Medical record review, test selection, clinical interview & behavioral observations

Readings: P&B: Chapters 1, 7 & 8

Jan 24 **QUIZ 1**

Video Lecture (Dr. Erika Cascio): Neurologic vs Neuropsychologic Exam; Battle of the Batteries: Fixed, Flex & The Spectrum In Between

Readings: P&B: Chapter 6
Supplemental:

Milberg, W., Hebben, N. & Kaplan, E. The Boston Process Approach to Neuropsychological Assessment

Kaplan E. Serendity in science: A personal account. In Stringer et al (eds.), *Pathways to Prominence in Neuropsychology*:

Luria, A. Pursuing neuropsychology in a swiftly changing society. (In Stringer et al. (eds). *Pathways to Prominence in Neuropsychology*.

Reitan, R. The best laid plans and vagaries of circumstantial events. In Stringer et al (eds), Pathways to Prominence in Neuropsychology

Jan 31 **QUIZ 2**

Video Lecture (Dr. Shelley Heaton): **Domains of Neurocognitive Ability & Estimating IQ; Effort & Malingering**

Readings: P&B: Chapter 4 & 22 (section on IQ only)
S, S & S: Chapter 6 (pgs 98-111) & Chapter 16 (pgs 1145-1156)

Feb 7 **QUIZ 3**

Video Lecture (Dr. Duane Dede): **Assessment of Attention/Concentration, Processing Speed & Associated Disorders**

Readings: P&B: Chapters 9, 22 (section on ADHD only), 19 & 25
S, S & S: Chapter 9 (pgs 546-574; 610-616)

Feb 14 **NO CLASS- INS ENJOY!**

Feb 21 **QUIZ 4**

Video Lecture (Dr. Catherine Price): **Assessment of Language and Language Related Skills & Associated Disorders**

Readings: P&B: Chapter 11
S, S & S: Chapter 11 (pgs 891-912; 933-960)

Feb 28 **MIDTERM (1.5 hrs)**

March 7 **QUIZ 5**

Video Lecture (Dr. Dawn Bowers): **Assessment of Visuo perceptual, Spatial, & Constructional Skills & Associated Disorders**

Readings: P&B: Chapter 12
S, S & S: Chapter 12 all except 966-971

March 14 **QUIZ 6**

Video Lecture (Dr. Glenn Smith): **Assessment of Memory & Associated Disorders**

Readings: P&B: Chapter 10

March 21 **NO CLASS- SPRING BREAK!**

March 28 **QUIZ 7**

Video Lecture (Dr. Eliana Pasternak): **Assessment of Executive & Frontal Lobe Skills & Associated Disorders**

Guest In-Class Co-Discussant: Dr. Dahomey Abanishe

Readings: P&B: Chapter 13, 16, 18
 S, S & S; Chapter 8 (except 456-470)

April 4 **QUIZ 8**

Video Lecture (Dr. Shellie-Anne Levy): **Socio-Cultural & Linguistic Factors in Assessment**

Guest In-Class Co-Discussant: Dr. Franchesca Arias

Readings: P&B: Chapter 2

Dotson, V., & Stringer, T. (2022). Culturally Sensitive Neuropsychological Assessment in Black Adults in F. Irani (Ed.), *Cultural diversity in neuropsychological assessment: Developing understanding through global case studies* (pp. 81-98). Routledge.

Irani, F. (2022). Neuropsychological Assessment with Asian Indians: One Size Does not Fit All in F. Irani (Ed.), *Cultural diversity in neuropsychological assessment: Developing understanding through global case studies* (pp. 177-194). Routledge.

Strutt et al. (2023). Culturally and Linguistically Informed Neuropsychological Evaluation Protocol for Primarily Spanish-Speaking Adults. *Archives of clinical neuropsychology : the official journal of the National Academy of Neuropsychologists*, 38(3), 408–432.
<https://doi.org/10.1093/arclin/acad018>

Dotson, V.M., Levy, SA. Psychologists' Role in Promoting Brain Health Equity in an Aging and Increasingly Diverse Society. *J Health Serv Psychol* **50**, 125–136 (2024).
<https://doi.org/10.1007/s42843-024-00112-4>

Apr 11 **QUIZ 9**

Video Lecture (Dr. Glenn Smith): **Assessment Issues in the Elderly & Dementias**

Readings: P&B: Chapter 14, 15, 24, Fields Article.

Apr 18 **QUIZ 10**

Video Lecture (Dr. Erika Cascio): **Issues in the Assessment of Epilepsy & Emotion: The Wada Exam, fMRI & the role of the neuropsychologist**

Readings: P&B: Chapters 5 & 17

Apr 25 **NO CLASS-READING DAY**

May 2 **FINAL EXAM**
