

## **EPP 767: School-Based Neuropsychological Assessment**

Department of Educational Psychology & Higher Education

**Instructor:**

**Semester:**

**Credits:**           **3 credits**

**Time/Location:**

**Office Phone:**

**Office:**

**E-mail:**

**Office Hours:**

### **I. COURSE DESCRIPTION**

Designed to provide foundational content in organization of the human nervous system and brain-behavior relationships to inform functional skills in interpretation of cognitive test performance from neuropsychological perspective and administration of screening tests. This course will also include hands-on practical administration, scoring, and interpretation of the well-known neuropsychological test battery: NEPSY-II. Upon completion of this course, students should be familiar with how such assessments relate to educational diagnoses, special education eligibility, and recommendations.

This is an online course using WebCampus. If you have technical problems for the online portion of this course, contact the WebCampus Support Center at 702-895-0761 or [studenthelp@unlv.edu](mailto:studenthelp@unlv.edu). Be sure to check and tune-up your browser (Go to the WebCampus page and click "check browser"). Your assigned 'viewing' includes use of pdf files (Adobe Acrobat Reader 7.0 or higher) and Microsoft powerpoint files. The Adobe reader is available as a free download from the publisher and at [UNLV software downloads](#). You will also need sound enabled on your computer.

### **II. COURSE OBJECTIVES**

Objectives for this course were selected to reflect the standards of the American Psychological Association for core knowledge related to biological aspects of behavior (Domain B, Section 3a) and the National Association of School Psychologists, particularly Domain 2.1: data-based decision making, Domain 2.3: effective instruction and development of cognitive/academic skills, Domain 2.5: student diversity in development and learning, Domain 2.7: prevention, crisis intervention, mental health, Domain 2.10: school psychology practice and development, and Domain 2.11: information technology.

- a. **Knowledge** - As outcome of this course, it is expected that each student will be able to demonstrate mastery level understanding of each of the following:
  - i. Core knowledge of human brain structure with particular attention to functions of the cerebral cortex (NASP 2.5-development and learning, NASP 2.7-biological influences on behavior);
  - ii. A framework for interpreting norm-referenced standardized ability tests in relation to underlying mental processing rather than acquired knowledge (NASP 2.1-assessment models);
  - iii. Current knowledge-base regarding links between brain function and specific student disabilities (NASP 2.5-development and learning, NASP 2.7-biological influences on behavior);
  - iv. Considerations for neuropsychological assessment in working with diverse populations (NASP 2.5-development and learning);

- v. Other ethical and legal considerations in neuropsychological assessment (NASP 2.10-ethical, professional, and legal standards)
- b. **Skills** - As outcome of this course, it is expected that each student will have developed minimum entry level skills in each of the following:
- i. Articulate the rationale for school-based neuropsychological evaluation (NASP 2.1-assessment models);
  - ii. Identify basic neuroanatomical structures and their relationship to learning and behavior (NASP 2.5-development and learning, NASP 2.7-biological influences on behavior)
  - iii. Administer, record, and score a representative set of typical neuropsychological screening instruments and assessment batteries (NASP 2.1-assessment models);
  - iv. Interpret results of neuropsychological screening instruments in relation to need for referral for full-scale workup and for guiding intervention (NASP 2.1-assessment models, NASP 2.3-instructional interventions, NASP 2.11-information technology);
  - v. Understand which neuropsychological areas of functioning to assess for identifying students with traumatic brain injury, learning disabilities, developmental abnormalities, health conditions, and language-based and other processing deficits (NASP 2.1-assessment models, NASP 2.3-instructional interventions, NASP 2.11-information technology).
- c. **Dispositions** - In addition to the cognitive objectives listed above, courses in the College of Education at UNLV are committed to enhancing relevant affective "dispositions", defined as the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice.

### III. LEARNING OUTCOMES / CRITERIA FOR COURSE COMPLETION

Students will demonstrate attainment of the above objectives through:

- a. Performance on objectively scored module quizzes (NASP 2.1-assessment models, 2.3-instructional interventions, 2.5- diversity, 2.7-biological influences on behavior);
- b. Performance on the midterm examination (in both essay and objectively scored format) (NASP 2.1-assessment models, 2.3-instructional interventions, 2.5- diversity, 2.7-biological influences on behavior, 2.10-ethical standards, 2.11-information technology.);
- c. Performance on peer-reviewed test administration assignments (NASP 2.1, 2.5-diversity, 2.7-biological influences on behavior);
- d. Preparation of one PowerPoint presentation detailing current knowledge about brain-behavior relationships related to assigned area of disability (NASP 2.1-assessment models, 2.3-instructional interventions, 2.5-diversity, 2.7-biological influences on behavior, 2.10-ethical standards, 2.11-information technology.); and
- e. Participation in on-line class discussions designed to facilitate critical thinking about content presented in the course (NASP 2.1-assessment models, 2.3-instructional interventions, 2.5-diversity, 2.7-biological influences on behavior, 2.10-ethical standards, 2.11-information technology.).

### IV. REQUIRED TEXTS AND INSTRUCTIONAL RESOURCES

Miller, D.C. (2013). *Essentials of school neuropsychological assessment (2nd ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.

Goldberg, S. (2010). *Clinical neuroanatomy made ridiculously simple: Interactive Edition*. Miami, FL: MedMaster, Inc. (available at UNLV bookstore and Amazon).

**The two texts above are required. Supplemental readings may be assigned and posted by the instructor on WebCampus. Other resources that may be useful include:**

- D'Amato, R.C, Fletcher-Janzen, E., & Reynolds, C.R. (Eds). (2005). *Handbook of school neuropsychology*. Hoboken, NJ: John Wiley and Sons.
- Hale, J.B., & Fiorello, C.A. (2004). *School neuropsychology: A practitioner's handbook*. New York, NY: Guilford Press.
- Baron, I. D. (2004). *Neuropsychological Evaluation of the Child*. New York, NY: Oxford University Press.
- Lezak, M. D., Howieson, D. B., Bigler, E.D., & Tranel, D. (2012). *Neuropsychological assessment (5<sup>th</sup> edition)*. New York, NY: Oxford University Press.
- Miller, D. C. (2013). *Essentials of school neuropsychological assessment (2nd ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.

## V. COURSE PROCEDURES

- a. The majority of this class is online, with a welcome and a series of learning modules. Most modules include assigned chapters from your texts. Typically, to enable the self-pacing value of the Distance Education format, an assignment for a week will be posted on a Monday with a final due date on Sunday of that week. There will be occasional exceptions, so it is important to check the schedule regularly.
  - i. **Lessons/Assignments for the week will be posted on Monday:** Lectures will be posted on WebCampus on Monday with coordinated assignments, which are to be completed anytime between that Monday and the following Sunday evening)
  - ii. **Test Administration Assignments:** You will pair up with another student to complete test administration assignments throughout the course – this partner should be different for each assignment. Test kits and protocols are available at The Practice at UNLV. You are to read the manual on how to properly administer and score your administrations, and complete a peer-review summary of your own and the classmate's administrations. Note: All administrations are to be completed at The Practice - No one is allowed to check out test kits overnight.
  - iii. **Presentations:** During the second half of the semester, groups will be formed to prepare PowerPoint presentations detailing current knowledge about brain-behavior relationships related to an assigned area of disability. The product will be posted on WebCampus and members of the group will lead on-line discussion about the presentation.
  - iv. **Face-to-Face Supervision (Optional):** I am making myself available for two (2) optional (not mandatory) face-to-face supervision sessions. Attending these sessions will not improve your grade, but may help improve your understanding of material. If you choose to attend, please come with questions in mind, as they are open sessions for supervision and instruction on topic areas which may otherwise become confusing due to the online-nature and complex content of this class. The specific dates are:
    - I. Tuesday, 9/20/2016 5-6:30pm CEB 216
    - II. Tuesday 11/15/2016 5-6:30pm CEB 216
- b. Competence with web-conferencing technology is an expectation consistent with the NASP standard for Information Technology (2.11).

- c. Assignments for some modules will include required participation in a class discussion. For those assignments, the discussion will begin with a stimulus question. The expectation is that you will post at least one response to the discussion and that your responses will be substantive in nature (more than just 'I agree').
- d. Many modules will include a reading assignment and then completion of a short review quiz. These are graded on a Pass-Fail basis with requirement of 60% minimum on each quiz and cumulative minimum of 80%.
- e. You may, and in fact are encouraged to, study together for the quizzes and the mid-term exam. However, you must take each test by yourself without help from other students or coaches. All tests, with the exception of the pretest at the beginning of the semester are open-book and open-notes.

VI. **COURSE ASSIGNMENTS/REQUIREMENTS**

<b>Assignment/Requirement</b>	<b>Description</b>	<b>Contribution to Overall Grade</b>
<b>Pretest</b>	An abbreviated form of a comprehensive exam covering content in the required text will be administered during the first week of the course. Scores on the pretest will not be used in assigning your grade in the course; instead, the percentage correct on the pretest will be compared to a comparable percentage correct on the final examination to provide a 'value-added' measure for evaluating the effectiveness of the course. The pretest is a 'closed-book' exam, timed, and completed during the first two days of the first week of the course.	<b>0%</b>
<b>Weekly Chapter/Module Quizzes</b>	For each module, there will be at least one short quiz associated with the assigned material.	<b>10%</b>
<b>Midterm Exam</b>	<p>Part One is comprised of 35 objectively scored items covering core knowledge of human brain function. Evaluation of performance on this part includes both norm-referenced and criterion-referenced interpretation. The number of correct responses on the initial administration of the exam will contribute to the total points used to assign grades in the course. If performance is less than 80%, part one must be re-taken. Only the first administration contributes to the assigned course grade but an eventual minimum of 80% must be attained. There is no limit on the number of re-takes.</p> <p>Part two is a 15-point essay exam in which you are asked to compare and contrast acquired knowledge and neuropsychological approaches to interpretation of standardized tests with particular focus on school-based practice.</p>	<b>20%</b>

	Evaluation will use the <b>FOUNDATIONS ESSAY RUBRIC</b> .	
<b>Formal Presentation</b>	<p>During the second half of the semester, groups will be formed to prepare a PowerPoint presentation detailing current knowledge about brain-behavior relationships related to an assigned area of disability. The product will be posted on WebCampus and members of the group will lead and moderate online discussion about the topic.</p> <p>Evaluation of the Formal Presentation will use the <b>FORMAL PRESENTATION RUBRIC</b>.</p>	<b>35%</b>
<b>Test Administration Assignments</b>	<p>You will be asked to pair up with a different classmate for each test administration assignment. After reading the manual, each student will administer the assigned test to his/her partner, then switch roles. A peer-review summary will need to be submitted via WebCampus to the instructor, commenting on the administration and scoring of oneself as well as the administration and scoring of the partner. There will be 4 total assignments.</p>	<b>20%</b> (5% for each assignment, 4 total assignments)
<b>Class Participation</b>	<p>Regular participation in online activities and timely completion of the chapter/module quizzes is a course requirement with evidence that you have reviewed the assigned materials.</p> <p>Total time online and total time with discussion threads will be considered in assigning points. Participation will be evaluated with the <b>CLASS PARTICIPATION RUBRIC</b>.</p>	<b>10%</b>

<b>FOUNDATIONS ESSAY RUBRIC</b>			
	<b>Excellent (4-5 pts.)</b>	<b>Acceptable (2-3 pts.)</b>	<b>Unacceptable (0-1pt.)</b>
<b>Common Features</b> (e.g. Interpretive elements that are shared in the two approaches to test interpretation)	All elements are appropriately addressed including historical context	Most, but not all, elements are appropriately addressed	Information in the response is either irrelevant or incomplete
<b>Distinct Features</b>	All elements are appropriately addressed	Most, but not all, elements are appropriately addressed	Information in the response is either irrelevant or incomplete

<b>Overall Impression</b>	Overall impression, including style, is strong.	Overall impression, including style, is satisfactory.	Overall impression, including style, is unsatisfactory.
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<b>FORMAL PRESENTATION RUBRIC</b>			
	<b>Excellent (4-5 pts.)</b>	<b>Acceptable (2-3 pts.)</b>	<b>Unacceptable ( 0-1pt.)</b>
<b>Content</b>	Presentation reflects thorough review of relevant literature including summarization identifying themes and areas where additional research is needed.	Some apparent omissions in reviewed literature and/or limitations in quality of summarization	Poor literature review and/or poor summarization
<b>Collaboration</b>	Clear indication that presentation was collaborative effort involving all members.	Some, but not clear indication that presentation involved collaboration of all members.	No clear evidence that presentation involved collaboration of all members.
<b>Overall Presentation</b>	Evident that assignments were read; active participation in assigned discussions; timely completion of assignments.	A majority, but not all, of the criteria for excellent were evident throughout the term.	The majority of the criteria for excellent were not evident throughout the term

<b>CLASS PARTICIPATION RUBRIC</b>			
	<b>Excellent (12-15 pts.)</b>	<b>Acceptable (8-11 pts.)</b>	<b>Unacceptable ( 0-7pt.)</b>
<b>Overall Participation</b>	Evident that assignments were read; active participation in assigned discussions; timely completion of assignments.	A majority, but not all, of the criteria for excellent were evident throughout the term.	The majority of the criteria for excellent were not evident throughout the term

## VII. COURSE SCHEDULE (subject to change)

**Week starting**  
8/29/16

### **Modules & Assignments**

#### **Welcome**

*Assignments:* Complete Pretest  
Review Syllabus  
Complete and submit "Expectations Questionnaire"

- 9/5/16**                    **Why Neuropsych in Schools is Important**  
*Assignments:* View Instructor's PPT  
 Read Miller Chapters 1 & 4
- 9/12/16**                    **Brain Function Tour / Neuroanatomy**  
*Assignments:* View Facilities Tour PPT  
 Read Goldberg - Chapters 1-3  
 View Localization Goldberg CD  
 Participate in Online Discussion  
 Complete Module Quiz
- 9/19/16**                    **Assessment of Language**  
*Assignments:* Read Miller - Chapter 16  
 Complete Module Quiz  
*Test Admin 1:* NEPSY-II Comprehension of Instructions  
 NEPSY-II Speeded Naming  
 NEPSY-II Phonological Processing  
 NEPSY-II Word Generation
- 9/26/16**                    **Assessment of Sensorimotor Functions**  
*Assignments:* Read Goldberg Chapters 4,6-7  
 Read Miller - Chapter 10  
 Complete Module Quiz
- 10/3/16**                    **Assessment of Visuospatial/Auditory Functions**  
*Assignments:* Read Goldberg - Chapter 5  
 Read Miller - Chapter 11  
 Complete Module Quiz  
*Test Admin 2:* NEPSY-II Imitating Hand Positions  
 NEPSY-II Fingertip Tapping  
 NEPSY-II Visuomotor Precision  
 NEPSY-II Design Copying  
 NEPSY-II Arrows  
 NEPSY-II Block Construction
- 10/10/16**                    **Assessment of Learning and Memory Functions**  
*Assignments:* Read Goldberg Chap 8  
 Read Miller Chap 12  
*Test Admin 3:* NEPSY-II List Memory  
 NEPSY-II Memory for Faces  
 NEPSY-II Narrative Memory  
 NEPSY-II Word List Interference  
 NEPSY-II Sentence Repetition
- 10/17/16**                    **MID TERM EXAM**  
 - Midterm Objective Exam (**Open 48-hour period: 10/16/16- 10/18/16**)  
 - Upload Midterm Essay (**Due 10/21/16**)
- 10/24/16**                    **Assessment of Attention & Working Memory**  
*Assignments:* Read Miller - Chapter 14  
 Complete Module Quiz
- 10/31/16**                    **Assessment of Executive Functions / Cognitive Efficiency**

*Assignments:* Read Miller Chaps 13 & 15  
View Exec-Efficiency Images  
Complete Module Quiz  
*Test Admin 4:* NEPSY-II Auditory Attention & Response Set  
NEPSY-II Animal Sorting  
NEPSY-II Inhibition  
NEPSY-II Affect Recognition  
NEPSY-II Theory of Mind

<b>11/7/16</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT Presentations
<b>11/14/16</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT Presentations
<b>11/21/16</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT presentations
<b>11/28/16</b>	<b>Practical Application of Neuropsychology in the Schools</b> <i>Assignments:</i> PPT presentations
<b>12/5/16</b>	<b>Major School Neuropsychological Test Batteries for Children</b> <i>Assignments:</i> Read Miller Chapter 7
<b>12/14/16</b>	<b>All Test Administration Assignments due by 5pm 12/14/2016</b>

#### **VIII. COLLECTION OF STUDENT ASSIGNMENTS FOR ACCREDITATION PURPOSES:**

Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

#### **IX. GENERAL POLICIES**

**Library Resources -** Students may consult with a librarian on research needs. For this class, the Subject Librarian is (<https://www.library.unlv.edu/contact/librarians> by subject).

UNLV Libraries provide resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

UNLV and the College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting academic dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the "Handbook of Regulations Governing Probation and Suspension Within the College of Education." This publication may be found in the Curriculum Materials Library (CEB 101) and the Office of the Dean of the College of Education (CEB 301).

***Academic Misconduct***—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and



professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**— The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**— The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach me in front of others to discuss your accommodation needs.

**Religious Holidays Policy** – Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. *It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess.* For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**— The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: <https://www.unlv.edu/provost/teachingandlearning>  
<https://www.unlv.edu/provost/transparency>

**Incomplete Grades** - The grade of “I” – Incomplete – can be granted when a student has satisfactorily completed all course work up to the withdrawal date of that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Tutoring and Coaching** – The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895- 3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on- one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail** – By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e- mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.