

College of Public Health & Health Professions
CLP 7934 - Special Topics in Psychology (Section 7164; 3 credits)
TBI Across the Lifespan: Assessment & Management
Summer 2016; Fridays 9am-12pm, HPNP G-110
Course Website - <https://lss.at.ufl.edu>

Note: This course is approved by CHP Curriculum Committee & Neuropsychology Area. It meets program requirements for either General Elective OR Neuropsychology Concentration Elective credits. This course is also available upon approval to graduate students in allied professions (e.g., OT, PT, Speech, Rehab., & Public Health).

Instructor Information

Instructor Name: Shelley C. Heaton, Ph.D.
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Office Hours: Arranged upon request

Course Overview or Purpose

The purpose of this course is to introduce students to a broad array of assessment and management issues in traumatic brain injury (TBI) across the full lifespan. This course will cover many aspects of TBI, including epidemiology of the condition, mechanisms of injury (both primary and secondary), outcome (behavioral, emotional & cognitive), assessment and treatment. Both adult and pediatric populations will be covered, as well as discussion about the role of development in outcome presentation and assessment. Variables affecting outcome, such as injury characteristics, family factors and pre-injury risk factors will be reviewed. Common outcome assessment methods will be presented, including those employed during both the acute and chronic stages of recovery. Particular focus will be given to neuropsychological assessment of the cognitive sequelae seen in traumatic brain injury. This course will be presented from a multidisciplinary perspective, with speakers from a wide range of professions and specialties that work with TBI patients. Direct/indirect clinical experiences are built into the course to augment lectures and readings.

Course Objectives and/or Goals

Upon successful completion of the course, students should be able to describe the epidemiological characteristics of traumatic brain injury (TBI) across the lifespan, have a basic understanding of the acute medical management of moderate to severe TBI, describe the range of functional outcomes in a variety of domains, and understand the role of selected assessment methods in conducting research and evidence-based practice with this patient population.

Course Materials

Required Course Text:

- *Textbook of Traumatic Brain Injury, Second Edition*. 2011. J.M. Silver, T.W. McAllister, and S.C. Yudofsky (Eds). American Psychiatric Publishing, Inc. Washington, DC. ISBN 978-1-58562-357-0
Free electronic copy available through UF at <http://psychiatryonline.org/book.aspx?bookid=30>

Optional Course Texts w/Selected Chapters Provided for Assigned Readings:

- *Pediatric Traumatic Brain Injury: New Frontiers in Clinical & Translational Research*. 2010. Vicki Anderson and Keith Yeates (Eds). Cambridge University Press. New York, NY.
- *Management of Brain Injured Children*. 2006. Richard Appleton and Tony Baldwin (Eds). Oxford University Press, NY.
- Additional book chapters & peer-review articles may be provided to augment some course topics.

Course Requirements/Evaluation/Grading

Your grade for this course is based upon class participation, quality of an in-class presentation on an approved special topic, and performance on 2 quizzes, a midterm, and final examination. Detailed instructions will be provided before work begins. See the table below for an overview.

Requirement	Due Date	Description	% of Final Grade
Class Participation	ongoing	Active participation in class discussion with demonstrated evidence of acquisition of assigned reading materials; active participation in clinical experiences provided.	10
Special Topics Presentation	On date selected	One hour PowerPoint presentation in class based on a minimum of 5 research articles published within the past 10 years. Topic options will be provided by instructor, but alternative topics are acceptable with instructor approval on a case-by-case basis.	20
Quiz 1	June 16	Short quiz (covering class material from weeks 1-4) (multiple choice, fill in the blank, short answer)	10
Midterm Exam	June 27	Written Exam (covering class material from weeks 1-6) (multiple choice, fill in the blank, short answer)	20
Quiz 2	July 25	Short quiz (covering class material from weeks 7-10) (multiple choice, fill in the blank, short answer)	10
Final Exam	August 4	Written Exam (cumulative; covering weeks 1-12) (multiple choice, fill in the blank, short answer)	30

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

The resulting letter grade corresponds to the following grade points toward your cumulative GPA:

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>

Topical Outline

The format of this course includes instructor lectures, student presentations on specialty topics, class discussion, and guest lecturers. The core content and assigned readings of the course are built around the main learning objectives of the course. However, the special topics nature of this course allows for supplemental content to be tailored to the composition and interests of the students. For example, specific guest lectures and student presentation topics are selected through discussion with students in order to meet personal learning objectives and educational/career needs. Thus, the final syllabus is typically distributed after the first class meeting and revisions to guest lecture schedule may occur throughout the semester as needed to accommodate the scheduling constraints of our special lecturers. Below is an outline of the course schedule, topics, assigned readings, exams, and *tentative* student presentation and special guest lecture dates.

Week 1 May 13	Course Introduction & selection of student presentation topics (review draft syllabus, discuss course format, discuss student presentation topics)
Week 2 May 20 Heaton	Introduction to traumatic brain injury (TBI); Class Activity: Design Your Dream Study (basic rates, causes, and classification systems) Textbook of TBI Ch. 1 & 2
Week 3 May 27 Self-Study	Independent Readings: Overview of physical, emotional, and cognitive outcomes (from acute to long-term, types of assessment and management tools) Textbook of TBI Ch. 17, 24, 28 and Pediatric TBI Chs. 1-3
Week 4 June 3 Heaton	Overview of factors affecting assessment & outcome following TBI (demographic factors and developmental differences) Textbook of TBI Ch. 3 & 4
Take-Home Quiz #1 (covering weeks 1-4): Released 5pm Friday 6/10 & Due 5pm Monday 6/13	
Week 5 June 10 Heaton	Physical & Psychological Outcomes After TBI Student Presentation: <i>Mood & Personality Sequelae of Moderate to Severe TBI</i> (Molly McClaren) Textbook of TBI Ch.10, 13
Week 6 June 17 Jaffee	Special Groups: Combat-Related TBI, TBI in Late Life, & Substance Use Student Presentations: <i>Substance Use & TBI</i> (Vaughn Bryant) <i>Does TBI Cause Dementia?</i> (Breton Asken) Textbook of TBI Chs. 26, 29, 30
[No Class on June 24----summer break]	
Take-Home Midterm (covering weeks 1-6): Released 9am Monday 6/20 & Due 5pm Monday 6/27	
Week 7 July 1 (NS/AC out) Heaton	Overview of Cognitive Outcomes & Assessment Methods; Case Examples Student Presentation: <i>Cognitive Rehabilitation of Memory Impairments after TBI</i> (Loren Hizel) Pediatric TBI Ch. 8, Textbook of TBI Ch. 8 & re-review Ch. 17
Week 8 July 8 Heaton/Bauer	Concussion: Assessment, Management & Outcomes Across the Lifespan Student Presentation: <i>Assessment, Dx, & Tx of Post-Concussive Syndrome</i> (Zac Houck) Textbook of TBI Chs. 15 & 27; Pediatric TBI Ch. 6
Week 9 July 15 (BA out) Waid/Gosh/Eis	Seizures & Headaches; Cognitive Rehabilitation of Executive Dysfunction (headache & seizure risk factors, types, & management; neuro exam) Textbook of TBI Chs. 16, 21, 37, 6 Student Presentation: <i>Functional Connectivity & Diffusion After Mild TBI</i> (Nadine Schwab)
Take-Home Quiz #2 (covering weeks 7-9): Released 5pm Friday 7/22 & Due 5pm Monday 7/25	
Week 10 July 22 Heaton/Robicsek	Acute Management & Biomarkers of Severe TBI (mechanisms of primary & secondary insult, coma, medications, monitoring, protein & physiological biomarkers) Student Presentation: <i>Prognostic Models & Management of Acute Severe TBI</i> (Adrian Chambers)
Week 11 July 29 Heaton/Dede	Forensic Issues in TBI Issues related to forensic practice in traumatic brain injury (Assessment & Expert Opinions) Textbook of TBI Ch. 34 & review provided forensic case materials
Take-Home Final Exam (covering full semester): Released 9am Sunday 7/31 & Due 5pm Thursday 8/4	
Week 12 August 5 Guests	TBI from the Patient & Family Perspective Hour 1 & 2: Case review (medical records, NP, & therapy); Hour 3: Patient N.K. & Family for Q & A Textbook of TBI Chs. 31 & 33

Statement of University's Honesty Policy (cheating and use of copyrighted materials)

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

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

Policy Related to Class Attendance

On time attendance is expected and affects the participation grade. 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. Being late to class, regardless of reason, is considered sub-optimal participation and is disruptive to student learning. If a substantial portion of class is missed, students must contact us no later than 2 days after missing a class (ideally before hand) to arrange a make-up assignment/experience for any class days missed in order to avoid impact to their participation grade. Students are expected to complete assigned readings prior to coming to class. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Policy Related to Missing Class/Exams

Students must make *prior* arrangements with the course instructors if they must miss any class lectures or examinations. For missed lectures, there may be a short make-up assignment or short quiz on material covered. For missed in-class examination, an alternative test time must be arranged.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. 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

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.

BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.