

University of Florida
College of Public Health & Health Professions Syllabus
CLP 7427c – Neuropsychological Assessment of Children (3 credits)
Summer 2017; Class Didactics Tuesdays 10am-12pm, HPNP Room G-110
Delivery Format: Blended On-Campus & Distance Learning Didactics
Course Website or E-Learning: <http://ss.at.ufl.edu/>

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PURPOSE AND OUTCOME

Course Overview

This three credit elective course is designed to provide you with an introduction to the neuropsychological assessment of youth. Child/Pediatric Neuropsychology is a specialized area of research and clinical practice. This field of study is predicated upon both the understanding of normal development and upon familiarity with disorders of development that affect children and adolescents. The goal of this course is to provide you with a firm foundation in the normal development of the nervous system and of cognitive abilities. The course will then be focused on a variety of disorders that can arise in childhood and which result in deviations in the patterns of normal development. A 'Journal Club' hour will highlight current research and practice issues pertinent to Child/Pediatric Neuropsychology.

Course Objectives and/or Goals

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

1. Describe important features of normal brain and cognitive development
 2. Describe a range of problems in cognition, behavior and emotion that can arise when normal development is disrupted by congenital or acquired brain disorders
 3. Discuss the mechanisms affecting cognitive functioning and development across a variety of pediatric disorders, the expected associated neurocognitive and emotional/behavioral profile, as well as an introductory understanding of assessment methods to evaluate the sequelae.
 4. List a variety of methods used to assess a child's cognitive and emotional functioning that may be altered by brain pathology
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INSTRUCTIONAL METHODS

Course Structure: The course consists of weekly didactic lectures, remote viewing of pre-recorded didactic lectures, and classroom discussion and presentations. While there is no required textbook for this course, a variety of assigned readings will be utilized and several books are recommended. Course performance will be based upon the following:

1. **Participation during class lectures, presentations, and 'journal club'** (10 points)
2. **Performance on two quizzes covering instructor lectures** (10 points)
3. **PowerPoint presentation of pediatric condition relevant to neuropsychology** (50 points)
The class presentation will be one hour in length and will include an overview of the condition in question, a review of the research literature regarding associated cognitive and behavioral sequelae, and discussion of appropriate assessment methods for evaluating those areas of dysfunction. The topic of the presentation must be approved by the course instructor within the first week of class. Presentation content will be drawn from 5 selected readings published within the past 10 years (at least two must be original research articles (as opposed to book chapters or literature review papers) and the references must be approved by the instructor three weeks before the assigned presentation day. Class presentations will begin in week 5, as scheduled.

4. **Journal Club hour discussant** (30 points)

Each student will be scheduled to be the designated discussant during one 'Journal Club' hour. The discussion hour will be based on 3 selected research articles published in the Journal of Child Neuropsychology during the past two years. The research articles can be selected to be topically-related (all focused on a specific pediatric condition, assessment method, or measurement issue) or can be chosen to illustrate the breadth of the field of Pediatric Neuropsychology. Students must identify and distribute PDF copies of their selected articles by week 3 of the course. Articles will be chosen by students in a 'first come, first choice' basis – once an article has been distributed, other students cannot choose that same article for their Journal Club hour. Discussants will provide a brief overview of the articles selected for discussion and guide class discussion of the articles by posing questions and discussion points to the group. Student participation in those discussions will contribute to their participation points (see #1, above).

DESCRIPTION OF COURSE CONTENT - Topical Outline/Course Schedule

Please note that this schedule is subject to change as necessary throughout the semester. The instructor will announce any such changes in class as well as post them to the class e-learning website. Readings should be completed prior to relevant class - more details will be available throughout the semester.

Date	Classroom Lecture/Student Presentations	Distance Learning Lectures	Journal Club Discussant
Week 1 (May 12)	Introduction & course overview (Student Topics Decided)	---	
Week 2 (May 16)	Cognition & Development Principles of Developmental Neuropsychology (Quiz 1)	Assessment Context	
Week 3 (May 16)	Neuropsychology of Spina Bifida Neuropsychology of Childhood Obstructive Sleep Apnea	Testing Environment & Administration	
Week 4 (May 30)	Neuropsychology of Childhood Epilepsy (Quiz 2) Student Presentation: Sickle Cell Disease (Elise)	Behavioral, Emotional & Physical Considerations	Sarah
Week 5 (June 6)	Prevalence & Associated Conditions among Deaf/Hard of Hearing (Lia)	<u>Assessment Methods:</u> Development & Test Batteries	Makeda
Week 6 (June 13)	Neuropsychology of Reading Disability (Kacey)	<u>Assessment Methods:</u> Intelligence & Academic Achievement	Brittany
Week 7 (June 20)	NO CLASS – SUMMER BREAK		
Week 8 (June 27)	Neuropsychology of ADHD (Luis)	<u>Assessment Methods:</u> Attention, Learning/Memory & Executive Functions	Elise
Week 9 (July 4)	NO CLASS – 4th of July Holiday		
Week 10 (July 11)	En-Utero Exposure to Alcohol & Nicotine (Sarah)	<u>Assessment Methods:</u> Language	Lia
Week 11 (July 18)	Acute Lymphoblastic Leukemia (Makeda)	<u>Assessment Methods:</u> Motor & Visuo-Spatial Ability	Kacey
Week 12 (July 25)	En-Utero Exposure to Narcotics & Stimulants (Brittany)		Luis
Week 13 (August 1)	Future Directions for Pediatric Neuropsychology		

Course Materials and Technology

- *Course Readings*

Required reading will consist of instructor provided PDFs of relevant book chapters, and student-distributed PDFs of selected journal articles for the 'Journal Club' discussion hours.

In addition, the following *recommended* reading is for students wishing to delve more into the field of Child/Pediatric Neuropsychology and have useful desk resource books for future work with this patient population:

- K.O. Yeates, M.D. Ris, & H.G. Taylor (Eds.) (2000). Pediatric Neuropsychology: Theory, Research and Practice. New York: Guilford
- I.S. Baron (2003). Neuropsychological Evaluation of the Child. New York: Oxford
- Baron, I.S., Fennell, E.B. & Voeller, K.K.S. (1995) Pediatric Neuropsychology in a Medical Setting. New York: Oxford
- C.R. Reynolds & E. Fletcher-Janzen (Eds.) (1997) Handbook of Clinical Child Neuropsychology: Second Edition. New York: Plenum
- Fennell, E.B. (2007) Pediatric Behavioral Neuropsychology in: M. Hersen (Ed.) Clinicians Handbook of Child Behavioral Assessment.

- **Course Website**

This course uses a Canvas site through UF e-learning. You will be responsible for ensuring that you have access to the site in order to access course readings and assignment instructions, submit assignments, and participate in electronic discussions. Instructors will also post any updates to the course schedule within the Canvas site. In addition, you will be granted access to a limited-access PPHP p-drive that is accessible only to this class. The p-drive will contain some case materials (e.g., videos, test records) for the sample cases used for course assignments.

For technical support for this class, please contact the UF Help Desk at: Learning-support@ufl.edu, (352) 392-HELP [select option 2], or <https://iss.at.ufl.edu/help.shtml>.

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Grading Points earned out of a possible 100 will determine course grade. Specifically, students will earn points based upon:

Requirement	Description	Points	% of Grade
Participation	Participation during class lectures, presentations, and 'journal club'	10	10%
Quiz 1	Quiz covering material presented in week 2 lecture on brain and cognition development	5	5
Quiz 2	Quiz covering material presented in week 3 & 4 lectures on the neuropsychology of selected childhood conditions/disorders	5	5
Student Presentation	PowerPoint presentation of pediatric condition relevant to neuropsychology	50	50
Journal Club Discussant	Discussion leader for 3 articles selected from recent issues of <i>Child Neuropsychology</i>	30	30
TOTAL		100	100%

Course grade is based on percentage of total points earned in the course. Scores will be rounded to the nearest percent (up or down, whichever is closest) for grade determination in accordance with the grading table below:

Percent 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://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Policy Related to Required 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. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

Active participation is expected from all students during each class meeting. During lectures, students are expected to raise questions or add comments to help foster understanding of the lecture topics. During in-class activities, full engagement in the activities as well as questions and comments is also expected.

Cell phones are distracting. Please turn off your cell phone 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

Email is the preferred form of communication regarding any questions or issues related to the class (Dr. Heaton: sheaton@ufl.edu). 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.

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. We embrace The University of Florida's Non-Discrimination Policy, which reads,

“The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act.”

If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website:

www.multicultural.ufl.edu

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. 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 make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from the Alachua County Crisis Center: (352) 264-6789 <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.
