
Term Information

Effective Term Spring 2025

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Graduate
Course Number/Catalog 7865
Course Title Principles of Clinical Neuropsychology
Transcript Abbreviation Prin Clin Neuro
Course Description This course will provide graduate students with the foundation for the neuropsychological assessment of adults. Topics include functional neuroanatomy, cognitive processes embedded in neuropsychological tests, differential diagnosis of neurological and psychiatric disorders, and case conceptualization. Professional and ethical issues that arise for the clinical neuropsychologist will be discussed.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Graduate student in Psychology
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level Doctoral Course
Intended Rank Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students will learn cognitive theories and major assumptions in neuropsychology research and clinical practice
- Students will learn functionally relevant neuroanatomy and neurophysiology
- Students will learn primary cognitive domains and related neuropsychological disorders, including their assessment and differential diagnosis
- Students will learn lifespan issues in neuropsychology, including geriatric disorders, and the role of neuroplasticity in the brain's response to injury and interventions
- Students will learn professional considerations, including ethical guidelines, training requirements, and career options.

Content Topic List

- Neuropsychology
 - Cognitive Assessment
 - Functional Neuroanatomy
 - Neurological disorders
- No

Sought Concurrence

Attachments

- PSYCH 7865-syllabus-revised Oct 2024.docx: Syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psych 7865 Cover Letter.docx: Cover Letter
(Cover Letter. Owner: Paulsen, Alisa Marie)

Comments

- Please see Subcommittee feedback email sent 09/30/2024. *(by Hilty, Michael on 09/30/2024 04:50 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen, Alisa Marie	09/17/2024 06:40 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	09/17/2024 06:40 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/17/2024 08:18 PM	College Approval
Revision Requested	Hilty, Michael	09/30/2024 04:50 PM	ASCCAO Approval
Submitted	Paulsen, Alisa Marie	10/07/2024 03:11 PM	Submitted for Approval
Approved	Paulsen, Alisa Marie	10/07/2024 03:12 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/07/2024 03:21 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/07/2024 03:21 PM	ASCCAO Approval



October 7, 2024

Dear Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee,

Thank you for your review and feedback on our submission of Psychology 7865. The faculty member proposing the course has reviewed the feedback and details below the changes made in response to the reviewing faculty's concerns and recommendations.

1. **Question:** The Subcommittee noticed that this course is repeatable up to 6 credit hours (per the form from curriculum.osu.edu). They would like to ask the department the rationale for allowing the course to be repeatable, as it was not immediately clear from the submission materials.

The class is not repeatable---we have removed that from the course information.

2. **Contingency:** The Subcommittee noticed that there appears to be a laboratory component to the course (per the curriculum.osu.edu, as well as page 1 and the topics by class section on page 5 of the syllabus). However, they were unsure of the specifics of these laboratories (such as assessments, when the lab planned on meeting, what the expectations are of students, etc.) and would like to see these further explained in the submission materials.

We have clarified the mode of instruction by removing the lab component. The "lab" component is actually a time during the regularly scheduled lecture to practice test administration. It is not a formal lab nor will it be graded separately from the lecture component. Thus, we felt that removing the lab description will make the syllabus and class description clearer.

3. **Recommendation:** The Subcommittee recommends providing reading materials (texts, page numbers, etc.) within the course calendar to allow students a more accurate understanding of their workload each week of the course.

Text and page numbers are now included in the syllabus.

Sincerely,

Alisa Paulsen, Ph.D.
Director of Undergraduate Programs
Department of Psychology

Principles of Clinical Neuropsychology
Psychology 7865
Spring 2025

Class Time/Location: Thurs 2:15-5 PM; TBD Psychology Building

Instructor: Jasmeet Hayes hayes.1075@osu.edu

Office hours: Fri 10-11 AM, Office # PS 209

Course assistant: TBD

Course website: available via Carmen canvas

Course Description: This course provides psychology graduate students with a foundational understanding of neuropsychological assessment, informed by both clinical practice and contemporary cognitive theories. Functional neuroanatomy underlying human brain-behavior relationships will be discussed in the context of classical syndromes in neuropsychology and behavioral neurology. In addition, the class will discuss established theories of cognitive processes behind neuropsychological tests, supplemented by insights from cognitive neuroscience models of cognition. This integration aims to broaden understanding of cognitive processes that are assessed in clinical practice. Emphasis will be placed on developing a critical perspective in both research and clinical practice, motivating students to consider and shape the field's future trajectories. Professional and ethical issues that arise for the clinical neuropsychologist will also be discussed.

Course Description (OSU catalogue): This course will provide graduate students with the foundation for the neuropsychological assessment of adults. Topics include functional neuroanatomy, cognitive processes embedded in neuropsychological tests, differential diagnosis of neurological and psychiatric disorders, and case conceptualization. Professional and ethical issues that arise for the clinical neuropsychologist will be discussed.

Format of Instruction: Lecture; 3 credits.

Prerequisites: Enrolled in a graduate program

Core textbook (available from OSU bookstore):

Parsons, M. W., & Braun, M. M. (Eds.). (2024). *Clinical Neuropsychology: A Pocket Handbook for Assessment* (4th ed.). American Psychological Association.
<https://doi.org/10.1037/0000383-000>

Additional readings will be primary literature and provided on the course website.

Learning Objectives: By the end of this course, it is expected that you will have acquired an understanding of the terminology and concepts essential to the fields of clinical & cognitive neuropsychology, including:

- Cognitive theories and major assumptions in neuropsychology research and clinical practice
- Functionally relevant neuroanatomy and neurophysiology

- Primary cognitive domains and related neuropsychological disorders, including their assessment and differential diagnosis
- Lifespan issues in neuropsychology, including geriatric disorders, and the role of neuroplasticity in the brain's response to injury and interventions
- Professional considerations, including ethical guidelines, training requirements, and career options.

Grading and Course Requirements:

- **Midterm and Final Exams:** will comprise 50% of your grade. These exams will be drawn from class lectures and assigned readings, and will consist of multiple choice, short answer, and other formats.
- **Clinical Case Presentation:** 25% of your grade. Each student will take the lead in selecting a case study from the published literature and presenting the case to the class. The presentation will include background information and demographics, the clinical neuropsychological profile, interpretation and discussion of the diagnosis, and treatment recommendations.
- **Participation:** 25% of your grade. By Wednesday at 10 AM each week, students will submit questions they had about the readings. In class, students will be selected to discuss a question they had about the readings, and we will spend some time in class discussing potential answers. **Attendance is required to receive participation credit for discussions.**

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever,

please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#). (Policy: [Religious Holidays, Holy Days and Observances](#)).

Sexual Misconduct/Relationship Violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Week	Date	Topic (Subject to change)	Assignment
1	1/9	Clinical Neuropsychology/ Functional Neuroanatomy	READ: 1) Textbook chapters 1-3 (pp. 5-71); 2) Kiselica, AM., et al. "Recent advances in neuropsychological test interpretation for clinical practice." <i>Neuropsychology review</i> 34.2 (2024): 637-667.
2	1/16	Functional Neuroanatomy Symptom Validity	READ: Textbook chapters 4-7 (pp. 72-169)
3	1/23	Attention/Disorders of Attention	READ: 1) Textbook chapter 9 (pp. 195-227) 2) Wilson, Jo Ellen, et al. "Delirium." <i>Nature Reviews Disease Primers</i> 6.1 (2020): 90.
4	1/30	Memory & Amnesia Alzheimer's disease	READ: 1) Textbook chapter 10 (pp. 228-254) 2) Textbook chapter 15 (pp. 372-409)
5	2/6	Language systems/Aphasia/Stroke	READ: 1) Textbook chapter 11 (pp. 255-284) 2) Adikari, Achini, et al. "From concept to practice: a scoping review of the application of AI to aphasia diagnosis and management." <i>Disability and Rehabilitation</i> 46.7 (2024): 1288-1297.
6	2/13	Visual Cognition, Neglect, Visual Agnosia	READ: 1) Textbook chapter 12 (pp. 285-319) 2) Whitwell, Robert L., et al. "The ties that bind: agnosia, neglect and selective attention to visual scale." <i>Current Neurology and Neuroscience Reports</i> 21 (2021): 1-23.
7	2/20	Executive Functions/working memory models/inhibitory control	READ: 1) Textbook chapter 13 (pp. 320-344)

			2) Diamond, Adele. "Executive functions." <i>Handbook of clinical neurology</i> . Vol. 173. Elsevier, 2020. 225-240.
8	2/27	Motor Disorders/Parkinson's Disease	READ: 1) Textbook chapter 18 (pp. 464-492) 2) Bloem, Bastiaan R., Michael S. Okun, and Christine Klein. "Parkinson's disease." <i>The Lancet</i> 397.10291 (2021): 2284-2303.
9	3/6	MIDTERM EXAM	
10	3/13	<u>SPRING BREAK no class</u>	
11	3/20	Traumatic brain injury, CTE	READ: 1) Textbook chapter 16 (pp. 410-434) 2) Hayes, Jasmeet P., Erin D. Bigler, and Mieke Verfaellie. "Traumatic brain injury as a disorder of brain connectivity." <i>Journal of the International Neuropsychological Society</i> 22.2 (2016): 120-137.
12	3/27	Emotion/Mental Health	READ: 1) Textbook chapters 23-27 (pp. 618-740) 2) Silveira, Kristen, Mauricio A. Garcia-Barrera, and Colette M. Smart. "Neuropsychological impact of trauma-related mental illnesses: a systematic review of clinically meaningful results." <i>Neuropsychology review</i> 30.3 (2020): 310-344.
13	4/3	Neuroplasticity, Cog Training, Rehab	READ: Cicerone, K. D... & Harley, J. P. (2019). Evidence-based cognitive rehabilitation: systematic review of the literature from 2009 through 2014. <i>Archives of physical medicine and rehabilitation</i> , 100(8), 1515-1533
14	4/10	Professional issues in neuropsychology/Cog integration	READ: Hailes, HP., et al. "Ethical guidelines for social justice in psychology." <i>Professional Psychology: Research and Practice</i> 52.1 (2021): 1.
15	4/17	FINAL EXAM	

TOPICS BY CLASS

1/9 Introductions & Neuroanatomy

Introduction to neuropsychology and historical foundations. Basic intro to neuroanatomy and major structural landmarks

1/16 Neuroanatomy

Neuroanatomy, vasculature, networks, functional neuroanatomy, symptom validity

1/23 Attention Systems/Disorders of Attention

Functional neuroanatomy/assessment of attention, confusional states & delirium

1/30 Memory & Amnesia

Memory systems & disorders of memory, neuropsychological assessment of memory, dementia

2/6 Language systems/Aphasia/Stroke

Assessment of language, vasculature and stroke, treatments for aphasia

2/13 Visual Cognition, Neglect, Visual Agnosia Disease pathology

Neuropsychological assessment of visual cognition

2/20 Executive Functions/working memory models

Neuropsychological assessment of executive functions/inhibitory control

2/27 Motor Disorders/Parkinson's Disease

Assessment of motor disorders, treatment and assessment of Parkinson's disease

3/6 MIDTERM

3/13 SPRING BREAK

3/20 Traumatic brain injury, Chronic Traumatic Encephalopathy

Neuropsychological assessment of TBI, TBI and white matter, CTE & pathology

3/27 Emotion/Mental Health

Neurobiological correlates, neuropsychological profiles; Neuropsychological assessment of PTSD

4/3 Neuroplasticity, Rehabilitation

Guest speaker: Intervention using cognitive rehabilitation; Cognitive rehabilitation tasks

4/10 Professional issues in Neuropsychology

Selecting tests, reporting writing, recommendations, ethical issues
Guest speaker: A day in the life of a clinical neuropsychologist

4/17 FINAL EXAM