Course Outline

PSYC7210

Clinical Neuropsychology

School of Psychology

Faculty of Science

T3, 2022

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Prof Skye McDonald	s.mcdonald@unsw.edu.au	By appointment Mathews 804	Email
Lecturer	Amanda Olley	a.olley@unsw.edu.au	By appointment	Email
Lecturer	Fiona Kumfor	fiona.kumfor@sydney.edu.au	By appointment	Email
Lecturer	Claire O'Callaghan	claire.ocallaghan@sydney.edu.au	By appointment	Email
Lecturer	Kylie Radford	k.radford@unsw.edu.au	By appointment	Email

2. Course information

Units of credit: 6

Pre-requisite(s): PSYC7001

Teaching times and locations: 10 am to 12pm Mondays and Tuesday

Room 1616

If unable to attend face to face, notify Skye and Join from PC, Mac, Linux, iOS or Android: https://unsw.zoom.us/j/83115241699

2.1 Course summary

This course introduces clinical psychologists to the principles of neuropsychology. The course commences with an overview of the neuroanatomy of the brain, followed by discussion of major areas of cognitive function that can be disrupted by focal brain lesions. Some common neurological disorders will then be described including characteristic presentations on cognitive testing. The course will finish with a focus on rehabilitation of brain injury and evidence based practice for interventions to address neuropsychological disorders.

2.2 Course aims.

This course aims to provide clinical psychology trainees with the information and skills to provide basic assessments of cognitive function in clients with suspected brain conditions and to equip them with knowledge regarding common neurological disorders and their consequences in terms of disorders of thought, emotion and behaviour. It is also designed to provide a sound grounding in knowledge of principals underpinning rehabilitation following brain injury and how to access the

evidence. The emphasis of this course is to train clinical psychologists to provide safe professional practice to members of the public who are at risk of, or who experience cognitive and emotional impairment related to brain disorders. The approach encompasses consideration of multi-cultural factors in assessment and remediation and how to work within a multi-disciplinary team.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:
1. Accurately identify major lobes of the brain, subcortical structures, connections, and blood supplies.
2. Relate basic features and theoretical perspectives of major neuropsychological disorders and major neurological conditions.
3. Explain the patterns of test performance that characterise neuropsychological disorders along with the importance of qualitative information and observed behaviours.
4. Explain how cultural context influences test performance, family function and rehabilitation goals.
5. Integrate evidence-based approaches to remediation and rehabilitation, and the role of other disciplines in patient care and rehabilitation.

2.4 Relationship between course and program learning outcomes and assessments

CLO	Program Learning Outcomes								Assessment
	1. Knowledge	2. Ethics & Professional	3. Assessment	4.Interventions	5. Research & Evaluation	6. Communication & Interpersonal	7. Working with diverse groups	8. Practice across the lifespan	
1.	Lectures, online activities, readings.		Lectures, case discussions, online activities, readings.		Lectures, online activities, readings.			Lectures, online activities, readings.	Quiz
2.	Lectures, case discussions, online activities, readings.		Lectures, case discussions, online activities, readings.		Readings		Lectures, case discussions, online activities, readings.	Lectures, case discussions, readings.	Weekly quizzes, case report, group presentation.
3.	Lectures, case discussions, online activities, readings.	Lectures, case discussions, readings.	Lectures, case discussions, online activities, readings.	Lectures, case discussions, online activities, readings.	Readings	Lectures, case discussions	Lectures, case discussions, online activities, readings.	Lectures, case discussions, readings.	Weekly quizzes, case report, group presentation
4.	Lectures, case discussions, online activities, readings.	Lectures, case discussions, readings.	Lectures, case discussions, online activities, readings.	Lectures, case discussions, online activities, readings.	Readings	Lectures, case discussions	Lectures, case discussions, online activities, readings	Lectures, case discussions, readings.	Weekly quizzes, case report, group presentation.

5.	Lectures, case discussions, online activities, readings.	Lectures, case discussions, readings.	Lectures, case discussions, online activities, readings.	Lectures, case discussions, online activities, readings.	Lectures, case discussions, readings.	Lectures, case discussions	Lectures, case discussions, readings.	Lectures, case discussions, readings.	Weekly quizzes, case report, group presentation

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course is designed to equip Clinical Psychologists to safely interact with, assess and treat adults with acquired brain damage. As a result of the teaching and learning strategies outlined in this course, it is expected that students who have completed PSYC7210 will be confidently able to undertake basic neuropsychological assessments and reports for real clients, under the supervision of a professional psychologist. They should also be able to interpret neuropsychological reports written by others, appreciate the importance and influence of cultural context on the manifestation and impact of neuropsychological impairment, devise therapy programs that take into account cognitive deficits and appreciate how a psychologist operates within a multidisciplinary team.

To meet the course objectives the course entails 2 weekly sessions of two hour lectures, including case discussions. The teaching strategies of PSYC7210 are designed to encourage you to think and act as professional interns. Material covering important theoretical and practical knowledge covered in lectures will be exemplified using actual case material from the lecturers' clinical work including test profiles and videoed material where available. Students will be provided with reference lists and "study questions" to help focus reading. Case discussions will provide class members the opportunity to practice integrating lecture-based information in order to "diagnose" neuropsychological disorders in hypothetical case studies. The oral group presentation is provided as an opportunity to think through a specific case study from neuroanatomy, neuropathology and neuropsychology through to issues of remediation.

While lectures will focus upon the basic elements of neuropsychology, the topic is a broad one and the study guide and reference lists provide the opportunity for in-depth study. It is expected that students will independently read on each topic discussed in class. In addition, students are encouraged to prepare for case studies and the "evidence-based" projects in small groups, in order to hone skills in test interpretation and critical consideration of treatment approaches. All the tests discussed are available in the Test Library and students are encouraged to familiarise themselves with these as they come up in class. This is a unique opportunity to develop this knowledge base, because few professional settings will offer as expansive a resource in tests as does the UNSW Test Library. Finally, the material presented in this course will be of direct relevance when conducting a cognitive assessment for clients referred in the Clinic. Lecture notes and references should be utilised heavily when taking on such clients.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, Program Guide and statement on Inherent Requirements of the Master of Psychology programs on the [Program website](#).

All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

Students registered with Equitable Learning Services must contact the Course Convenor immediately if they intend to request any special arrangements for later in the course, or if any special

arrangements need to be made regarding access to the course material. An Equitable Learning Plan must be emailed to the course coordinator as soon as they are made available.

Attendance and participation in all aspects of the lectures and workshops on Monday and Tuesday 10-12pm each week is compulsory to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. All news updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

4. Course schedule and structure

Each week this course typically consists of 2 x 2 hour lectures. Students are expected to take an additional 6 hours each week of self-determined study to complete assessments, readings, and quiz preparation. SM= Skye McDonald, FK = Fiona Kumfor, AO = Amanda Olley, CO = Claire O'Callaghan, KR = Kylie Radford.

Week	Monday (10-12)	Tuesday (10-12)	Online modules
Week 1 12/09/2022	Introduction/Model of neuropsychology (SM)	Case examples (SM) /Neuroanatomy 1 (AO)	Neuroanatomy (online lecture)
Week 2 19/09/2022	Neuroanatomy 2 (AO)	Agnosias (SM)	
Week 3 26/09/2022	Apraxia/ Aphasia 1 (SM)	Aphasia 2 (SM)	
Week 4 03/10/2022	PUBLIC HOLIDAY	Executive disorders (SM)	
Week 5 10/10/2022	Disorders of social cognition and behaviour (SM)	Disorders of memory (FK)	
Week 6 17/10/2022	Dementia (CO)	Dementia (CO)/ Cases 1-3	
Week 7 24/10/2022	Focal lesions (SM)	Stroke/ Multiple Sclerosis/Alcohol related brain damage (KR)	
Week 8 31/10/2022	Traumatic Brain Injury/ Cases 4-6 (SM)	Cultural influences in assessment and management (KR)	
Week 9 07/11/2021	Testing for neurospsychological disorders	Remediation/ (SM)	PsycBITE
Week 10 14/11/2021	Rehabilitation/ Cases 7-8 (SM)	Group Presentations	

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy and will be assessed as Pass/Fail.

Assessment task	Length	Weight	Mark	Due date	Expected criteria for satisfactory pass
Assessment 1: Neuroanatomy	On-line	N/A	Satisfactory/Unsatisfactory	Week 3	80% correct
Assessment 2: Weekly quizzes	On-Line	N/A	Satisfactory/Unsatisfactory	Weekly	80% correct on each quiz
Assessment 3: Case report	2000 words	N/A	Satisfactory/Unsatisfactory	Week 11	Excellent coverage of neuroanatomy, neurology, test selection, cultural considerations, diagnostic issues, patient management implications.
Assessment 4: Group Presentation	35 minutes	N/A	Satisfactory/Unsatisfactory	Week 10	Excellent coverage of neuroanatomy, diagnosis, cultural considerations, interprofessional practice issues, theoretical approach to remediation.

Assessment 1 & 2: Because Clinical Neuropsychology covers a fairly large knowledge base, review of lecture material and associated readings will be assessed via short weekly quizzes. Neuroanatomy will be assessed via a separate quiz in Week 3.

Assessment 3: You will be asked to prepare for the assessment of a client presenting with a particular kind of disorder. The case report to be written will need to address neuroanatomy, neurology, test selection, cultural considerations, diagnostic issues, patient management implications.

Assessment 4: In the final week you will be asked to conduct a debate in which you and your team members argue the merits of particular approaches to neuropsychological rehabilitation. The oral presentation and handouts will be assessed and will need to demonstrate excellent coverage of neuroanatomy, diagnosis, cultural considerations, interprofessional practice issues, theoretical approach to remediation.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy written pieces of assessment must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: Psychology Student Guide).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Weekly quizzes and neuroanatomy	Immediately	Automatic	Online	Moodle
Case report	End of session	McDonald	Online	Moodle
Group presentation	Week 10	McDonald	Online	Moodle

6. Academic integrity, referencing and plagiarism

The APA (7th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 7th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and

The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise/presenting

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	There is no single book that adequately covers Clinical Neuropsychology as taught in this course. There are, however, numerous chapters and papers that provide excellent overviews. These are provided as PDFs on Moodle.
	If you are interested in purchasing a textbook that overviews the knowledge base of clinical neuropsychology, two text books that provide a reasonable (brief) overview of the topics covered in this course are:
	Goldstein, L.H. and McNeil J.E. (2004) *Clinical Neuropsychology: A Practical guide to assessment and management for clinicians*. Chichester: John Wiley & Sons.
	Schoenberg, M.R. & Scott, J.G. (Eds) (2011) *The little black book of Neuropsychology: A syndrome based approach*. Springer. NY
	The following textbook provides an informed more detailed overview of neuropsychological syndromes and rehabilitation :
	Lezak, M.D. Howieson, D.B. & Bigler, E. & Tranel, D. (2012) *Neuropsychological Assessment*. Fifth edition, Oxford University Press, New York.
	Mitrushina, M, Boone, K.B., D'Elia, L.F. (2005) *Handbook of Normative data for Neuropsychological Assessment* (2nd Edition). New York: Oxford University Press.
	Sherman, E.M.S., Tan, J.E. & Hrabok, M. (2022) *A Compendium of Neuropsychological Tests: Fundamentals of Neuropsychological Assessment and Test Reviews for Clinical Practice*. (4th ed.) OUP
	https://global.oup.com/academic/product/a-compendium-of-neuropsychological-tests-9780199856183?cc=ca&lang=en&
	Wilson, B.A., Winegardner, J., van Heugten, C.A., Ownsworth, T. (2017) *Neuropsychological rehabilitation: The international handbook*. Routledge
	https://www.routledge.com/Neuropsychological-Rehabilitation-The-International-

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[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	Handbook/Wilson-Winegardner-Heugten-Ownsworth/p/book/9781138643116
	David, A., Fleminger, S., Kopelman, M., Lovestone, S., Mellers. J., Lishamn's Organic Psychiatry: *A textbook of neuropsychiatry* (4th Ed) Wiley https://www.wiley.com/en-us/Lishman%27s+Organic+Psychiatry%3A+A+Textbook+of+Neuropsychiatry%2C+4th+Edition-p-9780470675076
Course information	Available on Moodle
Required readings	• Readings provided by lecturers on Moodle • School of Psychology Student Guide.
Recommended internet sites	UNSW Library UNSW Learning Centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The School of Psychology Student Guide contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

- Equitable Learning Services: https://www.student.unsw.edu.au/els
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html