



## UNSW Course Outline

# PSYC7241 Clinical Neuropsychology 2: Lifespan - 2024

Published on the 16 May 2024

## General Course Information

Course Code : PSYC7241

Year : 2024

Term : Term 2

Teaching Period : T2

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course builds on Neuropsychology 1: Disruptions by providing an in-depth understanding of how neuropsychological function and disorders manifest across the life span. The course focuses on normal and abnormal development of the central nervous system, a range of

developmental, acquired and genetic disorders that can disrupt neural and cognitive development in childhood and the impact of these disorders when acquired in adulthood. Students will participate in active problem solving of common issues that arise with respect to assessment and interventions in children and adults, as well as methods for working within the broader context of families, schools and support providers. Major categories of brain disruption will be covered including damage arising from head trauma, stroke, epilepsy, neurological disease (Multiple Sclerosis, Huntington's Disease), neurosurgery, oncology, and substance use.

It is expected that students who have completed PSYC7241 will be confidently able to interview clients of all ages, including children and their families, undertake a comprehensive medical and psychosocial history, select appropriate assessment instruments, interpret neuropsychological test data and qualitative information to diagnose a disorder, appreciate the importance and influence of cultural context on the manifestation and impact of neuropsychological impairment, and understand how to work with the family and other organisations and professionals to support the child with cognitive and/or behavioural difficulties.

The course combines asynchronous lectures (1 – 2 hours) with two-hour practical tutorials or occasional full day workshops. The content is designed to focus on specific cases using problem-based learning approaches. Thus, for example, when discussing a case of foetal alcohol syndrome, the neuroanatomy, common neuropsychological profile, assessment approaches, cultural considerations, communication with other relevant professionals, report writing and remediation implications will be considered. Students will be expected to take an active role in preparing for, presenting and discussing cases to foster opportunities for peer-to-peer learning. Students will be provided with preliminary readings and case material in order to prepare for the tutorials. Case discussions will provide class members the opportunity to practice integrating lecture-based information in order to plan the assessment, diagnosis and management of individuals with neuropsychological disorders and consider the broader assessment context (cultural factors, roles of other professionals, additional neuro-clinical tests, co-morbidities).

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 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 neuropsychological assessments on placement. Lecture notes and references should be utilised heavily when taking on such clients.

## Course Aims

This course aims to provide clinical neuropsychology trainees with the information and skills to conduct assessments of cognitive and neuropsychological function in children through to older adults. It aims to provide trainees with knowledge concerning the latest neuroscientific evidence and most appropriate test instruments, to identify neuropsychological disorders across the lifespan, to understand their impact within the family, educational and cultural context, and to provide meaningful assessment reports, effective management strategies and evidence-based treatment approaches.

The emphasis of this course is to train clinical neuropsychologists 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.

## Relationship to Other Courses

See above

## Course Learning Outcomes

| Course Learning Outcomes   |
|--|
| CLO1 : Apply advanced knowledge concerning brain development and how neuropsychological disorders of interpersonal, cognitive, behavioural and affective functioning manifest across the lifespan.   |
| CLO2 : Use advanced knowledge of systemic and acquired neuropathology across the lifespan including incidence, prevalence, ethology, symptomology, protective and maintenance factors, overlap between syndromes and the role of other professionals in diagnosis. |
| CLO3 : Demonstrate awareness, sensitivity and flexibility with respect to cultural influences on performance, and individual and family expectations.  |
| CLO4 : Explain, and simply communicate, patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses across the life span. |
| CLO5 : Explain the role of lifestage in the development of management and rehabilitation plans that encompass the family, other organisations and professionals.   |
| CLO6 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and suitability across the lifespan and the evidence base for interventions.                             |

| Course Learning Outcomes   | Assessment Item   |
|--|---|
| CLO1 : Apply advanced knowledge concerning brain development and how neuropsychological disorders of interpersonal, cognitive, behavioural and affective functioning manifest across the lifespan.   | <ul style="list-style-type: none"> <li>• Child neuropsychological case report</li> </ul>  |
| CLO2 : Use advanced knowledge of systemic and acquired neuropathology across the lifespan including incidence, prevalence, ethology, symptomology, protective and maintenance factors, overlap between syndromes and the role of other professionals in diagnosis. | <ul style="list-style-type: none"> <li>• Attendance and contributions to workshops and weekly tutorials.</li> <li>• Weekly quizzes</li> <li>• Child neuropsychological case report</li> </ul> |
| CLO3 : Demonstrate awareness, sensitivity and flexibility with respect to cultural influences on performance, and individual and family expectations.  | <ul style="list-style-type: none"> <li>• Weekly quizzes</li> <li>• Child neuropsychological case report</li> </ul>  |
| CLO4 : Explain, and simply communicate, patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses across the life span. | <ul style="list-style-type: none"> <li>• Attendance and contributions to workshops and weekly tutorials.</li> <li>• Child neuropsychological case report</li> </ul>                           |
| CLO5 : Explain the role of lifestage in the development of management and rehabilitation plans that encompass the family, other organisations and professionals.   | <ul style="list-style-type: none"> <li>• Attendance and contributions to workshops and weekly tutorials.</li> <li>• Child neuropsychological case report</li> </ul>                           |
| CLO6 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and suitability across the lifespan and the evidence base for interventions.                             | <ul style="list-style-type: none"> <li>• Weekly quizzes</li> <li>• Attendance and contributions to workshops and weekly tutorials.</li> <li>• Child neuropsychological case report</li> </ul> |

## Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

| Assessment Item  | Weight | Relevant Dates  |
|--|--------|---|
| Attendance and contributions to workshops and weekly tutorials.<br>Assessment Format: Individual | 33%    | Start Date: Not Applicable<br>Due Date: Attend > 80% tutorials and workshops, submit reflections within 7 days of workshops |
| Weekly quizzes<br>Assessment Format: Individual  | 34%    | Start Date: Not Applicable<br>Due Date: Week 11: 05 August - 11 August  |
| Child neuropsychological case report<br>Assessment Format: Individual                            | 33%    | Start Date: Not Applicable<br>Due Date: Week 7: 08 July - 14 July   |

## Assessment Details

### Attendance and contributions to workshops and weekly tutorials.

#### Assessment Overview

You will be required to attend workshops and tutorials and to participate actively in these. You must receive satisfactory on all assessment items to pass the course. For satisfactory workshop participation you must attend >80% of all workshops, submit workshop reflections (maximum 500 words apiece) summarising workshop content, and complete follow-up learning activities associated with workshop material. You must also contribute to class discussions. This may be through genuine inquiry and curiosity in posing questions, or sharing experiences relating to clinical practice. For satisfactory tutorial participation you must attend >80 % of tutorials, and demonstrate preparation, including prior research, presentation of clinical cases and contribution to the discussion of clinical cases presented by others. Feedback for both will be provided via a marked rubric and written comments within 10 working days.

#### Course Learning Outcomes

- CL02 : Use advanced knowledge of systemic and acquired neuropathology across the lifespan including incidence, prevalence, ethology, symptomology, protective and maintenance factors, overlap between syndromes and the role of other professionals in diagnosis.
- CL04 : Explain, and simply communicate, patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses across the life span.
- CL05 : Explain the role of lifestage in the development of management and rehabilitation plans that encompass the family, other organisations and professionals.
- CL06 : Critically evaluate neuropsychological theories concerning cognitive, affective and

social function, the psychometric adequacy of assessment tools and suitability across the lifespan and the evidence base for interventions.

### **Assessment Length**

500 words for each reflection

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

## **Weekly quizzes**

### **Assessment Overview**

Because Clinical Neuropsychology covers a large knowledge base, review of lecture material and associated readings will be assessed via short weekly quizzes that can be completed progressively when you choose but no later than the end of Week 11. You must receive satisfactory on all assessment items to pass the course. To be satisfactory, you need to have at least 80% correct for each quiz. Feedback on the quiz is provided immediately.

### **Course Learning Outcomes**

- CL02 : Use advanced knowledge of systemic and acquired neuropathology across the lifespan including incidence, prevalence, ethology, symptomology, protective and maintenance factors, overlap between syndromes and the role of other professionals in diagnosis.
- CL03 : Demonstrate awareness, sensitivity and flexibility with respect to cultural influences on performance, and individual and family expectations.
- CL06 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and suitability across the lifespan and the evidence base for interventions.

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

## **Child neuropsychological case report**

### **Assessment Overview**

In the final week you will be asked to submit a case report based on provided test data and other materials. You must receive satisfactory on all assessment items to pass the course. To be satisfactory the case report (maximum 2,500 words, excluding references) must accurately describe the clinical, neuroanatomical and neurological features of the disorder experienced by the client, as well as justify test selection and other assessment procedures, and consider cultural, contextual, diagnostic and inter-professional issues as well as management

implications. Feedback via a marked rubric and written comments will be provided within 10 working days.

### **Course Learning Outcomes**

- CL01 : Apply advanced knowledge concerning brain development and how neuropsychological disorders of interpersonal, cognitive, behavioural and affective functioning manifest across the lifespan.
- CL02 : Use advanced knowledge of systemic and acquired neuropathology across the lifespan including incidence, prevalence, ethology, symptomology, protective and maintenance factors, overlap between syndromes and the role of other professionals in diagnosis.
- CL03 : Demonstrate awareness, sensitivity and flexibility with respect to cultural influences on performance, and individual and family expectations.
- CL04 : Explain, and simply communicate, patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses across the life span.
- CL05 : Explain the role of lifestage in the development of management and rehabilitation plans that encompass the family, other organisations and professionals.
- CL06 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and suitability across the lifespan and the evidence base for interventions.

### **Assessment Length**

2,500 words

### **Assignment submission Turnitin type**

This is not a Turnitin assignment

## **General Assessment Information**

### **Grading Basis**

Satisfactory

### **Requirements to pass course**

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy and will be assessed as Satisfactory/Unsatisfactory. All these tasks are hurdle tasks and must be passed in order to pass the course.

# Course Schedule

| Teaching Week/Module         | Activity Type | Content  |
|------------------------------|---------------|--|
| Week 1 : 27 May - 2 June     | Lecture       | Asynchronous lecture:<br>Development of CNS, Neuropsychological models and cognitive development   |
|                              | Tutorial      | Case discussion, Wednesday 10-12pm Mathews 1616<br>Formulating approach to assess child with ID: taking a good medical history, use of the Vineland  |
| Week 2 : 3 June - 9 June     | Lecture       | Asynchronous lecture:<br>Acquired brain injury (ABI) – Traumatic Brain Injury in adults  |
|                              | Tutorial      | Case discussion: Wednesday 10-12pm Mathews 1616<br>Assessing Memory in children – TBI case example   |
| Week 3 : 10 June - 16 June   | Lecture       | Asynchronous Lecture:<br>ABI - Traumatic Brain Injury in adults  |
| Week 4 : 17 June - 23 June   | Lecture       | Asynchronous lecture:<br>ABI – Epilepsy & neurosurgery in children and adults  |
|                              | Tutorial      | Case study: Wednesday 10-12pm, Mathews 1616<br>Assessing EF in children – Epilepsy/ Prematurity in Child case example  |
| Week 5 : 24 June - 30 June   | Lecture       | Asynchronous Lecture:<br>Part 1: ABI- Multiple Sclerosis<br>Part 2: ABI- Parkinsons Disease  |
|                              | Workshop      | Full day workshop, 9 to 4pm, Mathews 927<br>Case formulation and assessment - neurosurgery, oncology, ABI (child and adult)  |
| Week 6 : 1 July - 7 July     | Lecture       | Asynchronous lecture:<br>ABI - Oncology in children and adults   |
|                              | Tutorial      | Tutorial: Wednesday 10-12pm, Mathews 1616<br>Report Writing – TBI Case example (SIRA test battery)   |
| Week 7 : 8 July - 14 July    | Lecture       | Asynchronous Lecture:<br>ABI - Stroke in Children and Adults   |
| Week 8 : 15 July - 21 July   | Lecture       | Asynchronous Lecture:<br>ABI-Substance misuse disorders  |
| Week 9 : 22 July - 28 July   | Lecture       | Asynchronous Lecture:<br>Genetic and other developmental Disorders HD/WS/NF1), ID/ASD: Part 1 Incl FASD  |
|                              | Workshop      | Full day workshop Wednesday 9 to 4pm, Mathews 927<br>Assessing social cognition, communication and social functioning in children;<br>Working with families and setting educational supports; Child rehabilitation |
| Week 10 : 29 July - 4 August | Lecture       | Asynchronous Lecture:<br>Genetic and other developmental Disorders HD/WS/NF1), ID/ASD/FASD Working within the family context Part 2  |

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Each week this course typically consists of 1-2 hours of asynchronous lecture material and attendance on Wednesdays to 2 hours of face to face tutorials or else an occasional workshop. Students are expected to take an additional 6 hours each week of self-determined study to complete assessments, readings, and exam preparation.



# Course Resources

## Prescribed Resources

There is no single book that adequately covers Clinical Neuropsychology as taught in this program. Each week, references to books, chapters and papers that provide excellent overviews will be provided.

## Recommended Resources

For your reference the following textbooks provide overviews of the knowledge base of clinical neuropsychology and topics that will be covered:

Kolb, B. & Wishaw, I (2021) Fundamentals of Human Neuropsychology [8th Edition]

Schoenberg, M.R. & Scott, J. G. (2011) The Little Black Book of Neuropsychology: A Syndrome-Based Approach

Goldstein, L.H. and McNeil J.E. (2004) Clinical Neuropsychology: A Practical guide to assessment and management for clinicians. Chichester: John Wiley & Sons.

Andrewes D. (2001) Neuropsychology: from Theory to Practice. Hove: Psychology Press.

David, A., Fleminger, S., Kopelman, M., Lovestone, S., Mellers, J., Lishamn's Organic Psychiatry: A textbook of neuropsychiatry (4th Ed) Wiley

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

Lezak, M.D. Howieson, D.B. & Bigler, E. & Tranel, D. (2012) Neuropsychological Assessment. [5th 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.

Wilson, B.A., Winegardner, J., van Heugten, C.A., Ownsworth, T. (2017) Neuropsychological rehabilitation: The international handbook. Routledge

# Staff Details

| Position         | Name                        | Email | Location        | Phone      | Availability | Equitable Learning Services Contact | Primary Contact |
|------------------|-----------------------------|-------|-----------------|------------|--------------|-------------------------------------|-----------------|
| Program director | Skye McDonald               |       | Mathews 1011    | 0425368811 | on request   | No                                  | Yes             |
|                  | Amanda Olley                |       | Mathews Level 8 |            | on request   | No                                  | No              |
| Lecturer         | David Horry                 |       | Mathews Level 8 |            | on request   | No                                  | No              |
|                  | Antoinette Redeb lado Hodge |       |                 |            | on request   | No                                  | No              |
|                  | Chelvi Ganesling am         |       |                 |            | on request   | No                                  | No              |

## Other Useful Information

### Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

### Academic Honesty and Plagiarism

**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. 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, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

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

## Submission of Assessment Tasks

### Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

***Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.***

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## Faculty-specific Information

### Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)