UNSW Course Outline

PSYC7240 Clinical Neuropsychology 1: Disruptions - 2024

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General Course Information

Course Code : PSYC7240
Year : 2024
Term : Term 1
Teaching Period : T1
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 orientates clinical psychologists to the principles of neuropsychology and how

neuropsychological processes can be disrupted. It builds on assumed knowledge (basic neuropsychology, psychopharmacology, neuroanatomy, test administration) that form part of the core competencies of registered psychologists that have previously completed Level 3 and 4 post-graduate training. The course commences with refreshers concerning the assessment of major neuropsychological systems, including memory, executive function, behaviour, social cognition, language and perception and the assessment of premorbid abilities and performance validity.

The course then focuses on neuropsychological disorders that affect older adults, considering genetic, medical and psychosocial precursors to dementia, use of biomarkers and cognitive and behavioural assessments to facilitate differential diagnosis. Issues with respect to assessing the older adult and managing cognitive decline will be addressed. In addition, the course will focus on the major categories of neuropsychiatric disorders, including mood disorders, trauma and psychosis as well as comorbidities. The course will conclude with a focus on building mental health and resilience in these populations. This course is the first course you must enrol in, along with PSYC7237.

The course combines asynchronous lectures (1 – 2 hours), two-hour practical tutorials, and workshops. The focus will be on specific cases using problem-based learning approaches, for example, when discussing a case of Alzheimer's Disease, the neuroanatomy, common neuropsychological profile (e.g. amnesia and aphasia), recent neuroscientific theories (e.g. of memory and language), psychopharmacological interventions, 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.

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 tutorials 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 function in clients with suspected brain conditions based on the latest neuroscientific evidence and most appropriate test instruments, to identify common neurological and psychiatric disorders and their consequences in terms of disorders of thought, emotion and behaviour and to provide meaningful reports of their findings, 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.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply advanced knowledge concerning brain structure, function and neuropsychological/ neuroscientific models of social, interpersonal, cognitive, behavioural and affective functioning
CLO2 : Use advanced knowledge of systemic and acquired neuropathology and neuropsychiatric syndromes including incidence, prevalence, aetiology, 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 patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses.
CLO5 : Select some common neuropsychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation
CLO6 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and the evidence base for interventions

Course Learning Outcomes	Assessment Item
CLO1 : Apply advanced knowledge concerning brain structure, function and neuropsychological/ neuroscientific models of social, interpersonal, cognitive, behavioural and affective functioning	• Attendance and contributions to workshops and weekly tutorials • Weekly quizzes • Video assessment and scoring
CLO2 : Use advanced knowledge of systemic and acquired neuropathology and neuropsychiatric syndromes including incidence, prevalence, aetiology, symptomology, protective and maintenance factors, overlap between syndromes and the role of other professionals in diagnosis.	• Neuropsychological case report • Attendance and contributions to workshops and weekly tutorials • Weekly quizzes • Video assessment and scoring
CLO3 : Demonstrate awareness, sensitivity and flexibility with respect to cultural influences on performance, and individual and family expectations	• Neuropsychological case report • Attendance and contributions to workshops and weekly tutorials • Video assessment and scoring
CLO4 : Explain patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses.	• Neuropsychological case report • Attendance and contributions to workshops and weekly tutorials • Video assessment and scoring
CLO5 : Select some common neuropsychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation	• Weekly quizzes • Neuropsychological case report • Video assessment and scoring
CLO6 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and the evidence base for interventions	• Weekly quizzes • Neuropsychological case report • Video assessment and scoring

Learning and Teaching Technologies

Moodle - Learning Management System

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Attendance and contributions to workshops and weekly tutorials Assessment Format: Individual	25%	Due Date: Each reflection is due within 7 days of workshop
Neuropsychological case report Assessment Format: Individual	25%	Due Date: Week 10: 15 April - 21 April
Weekly quizzes Assessment Format: Individual	25%	Due Date: Week 11: 22 April - 28 April
Video assessment and scoring Assessment Format: Individual	25%	Due Date: Week 7: 25 March - 31 March

Assessment Details

Attendance and contributions to workshops and weekly tutorials

<u>Assessment Overview</u>

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.

<u>Course Learning Outcomes</u>

- CLO1 : Apply advanced knowledge concerning brain structure, function and neuropsychological/ neuroscientific models of social, interpersonal, cognitive, behavioural and affective functioning
- CLO2 : Use advanced knowledge of systemic and acquired neuropathology and neuropsychiatric syndromes including incidence, prevalence, aetiology, 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 patterns of test performance along with qualitative information from multiple

sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses.

<u>Detailed Assessment Description</u>

Reflection pieces are required within 7 days of each workshop.

<u>Assignment submission Turnitin type</u>

This is not a Turnitin assignment

Neuropsychological case report

<u>Assessment Overview</u>

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.

<u>Course Learning Outcomes</u>

- CLO2 : Use advanced knowledge of systemic and acquired neuropathology and neuropsychiatric syndromes including incidence, prevalence, aetiology, 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 patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses.
- CLO5 : Select some common neuropsychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation
- CLO6 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and the evidence base for interventions

<u>Assignment submission Turnitin type</u>

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

- CLO1 : Apply advanced knowledge concerning brain structure, function and neuropsychological/ neuroscientific models of social, interpersonal, cognitive, behavioural and affective functioning
- CLO2 : Use advanced knowledge of systemic and acquired neuropathology and neuropsychiatric syndromes including incidence, prevalence, aetiology, symptomology, protective and maintenance factors, overlap between syndromes and the role of other professionals in diagnosis.
- CLO5 : Select some common neuropsychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation
- CLO6 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and the evidence base for interventions

Submission notes

Weekly quizzes must be completed by the end of term (Week 11)

Assignment submission Turnitin type

Not Applicable

Video assessment and scoring

Assessment Overview

You will be asked to assess a client presenting with a particular kind of disorder and record yourself doing so. The video and also completed assessment materials (scored) will need to be submitted. You must receive satisfactory on all assessment items to pass the course. To be satisfactory, you need to demonstrate sound interpersonal skills during assessment, accurate test administration and scoring. Feedback will be provided within 10 working days.

Course Learning Outcomes

- CLO1 : Apply advanced knowledge concerning brain structure, function and neuropsychological/ neuroscientific models of social, interpersonal, cognitive, behavioural

and affective functioning

- CLO2 : Use advanced knowledge of systemic and acquired neuropathology and neuropsychiatric syndromes including incidence, prevalence, aetiology, 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 patterns of test performance along with qualitative information from multiple sources and observed behaviours that characterise neuropsychological disorders and individual strengths and weaknesses.
- CLO5 : Select some common neuropsychological interventions appropriate for clients and their needs, including rehabilitation, behaviour management, monitoring and remediation
- CLO6 : Critically evaluate neuropsychological theories concerning cognitive, affective and social function, the psychometric adequacy of assessment tools and the evidence base for interventions

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Grading Basis

Satisfactory

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Lecture	Asynchronous Lectures: Disorders of language Part 1 (one hour), Part 2 (one hour) Part 3 (one hour)
	Seminar	10-12pm Wednesday: Case based tutorial – Memory and Aphasia
Week 2 : 19 February - 25 February	Lecture	Asynchronous lectures: Disorders of perception and praxis Disorders of perception (1 hour) Disorders of spatial awareness (1 hour) Disorders of praxis (40 minutes)
	Seminar	10-12pm Wednesday: Case based tutorial - Adaptation for neglect and sensory impairment
Week 3 : 26 February - 3 March	Lecture	Asynchronous Lectures: Cognitive, emotional and behavioural conttrol Disorders of executive function (2 hours) Disorders of social cognition, emotion and behaviour (1.5 hours).
	Seminar	Wednesday: 10-12pm Case based tutorial- Executive dysfunction and Social cognition
Week 4 : 4 March - 10 March	Lecture	Asynchronous Lectures: Dementia 1 Categories, biomarkers (CSF, neuroimaging, genetics etc) AD (1-2 hours)
Week 5 : 11 March - 17 March	Lecture	Asynchronous Lectures: Dementia II FTD, DLB,CBD, other (incl Delirium) (1-2 hours)
	Seminar	Wednesday 10-12pm: Case based tutorial - Assessing older adults, mood disorders, other comorbidities
Week 6 : 18 March - 24 March	Lecture	Asynchronous Lectures: Dementia III Behavioural and Legal issues (1-2 hours)
Week 7 : 25 March - 31 March	Lecture	Asynchronous Lectures: Dementia IV Early onset dementia in priority populations (1-2 hours)
	Seminar	Wednesday 9 to 4pm : Full-day workshop : Dementia Role plays/video case examples Case interpretation: diagnosis, strengths and weaknesses, management implications Treatment and prevention (Positive ageing)
Week 8 : 1 April - 7 April	Lecture	Asynchronous Lecture: Infections, viral conditions, COVID
Week 9 : 8 April - 14 April	Lecture	Asynschronous Lectures: Neuropsychiatry including psychosis
	Seminar	Wednesday 9 to 4pm Full-day workshop on Neuropsychiatry Role play/video case example Functional neurological disorders/Personality disorders Psychiatry perspective Case interpretation: diagnosis, strengths and weaknesses, management implications
Week 10 : 15 April - 21 April	Lecture	Asynchronous Lecture: Introduction to CBT principles as applied to people with acquired brain disorders (2 hours)

Attendance Requirements

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

General Schedule Information

This course commences in O week (5 to 8 February 2024) with a series of 4 face to face

workshops as well as asynchronous lectures

Intensive workshops:

Monday 5/2/24: 9am to 4pm: Basics in working with neurological patients, family and professionals, including interpreters. Practical approaches to assessing memory, executive function and other cognitive systems, as well as premorbid abilities, performance validity.

Tuesday 6/2/24: 9am to 4pm: Effective therapeutic feedback and breaking bad news (in child and adult contexts) using role plays, modelling and case examples.

Wednesday: 7/2/24: 9am to 4pm: Neurobite, clinical guidelines, SCED and RoBINT training

Thursday: 8/2/24: 9am to 4pm; Understanding change in function; Introduction to cognitive remediation and its theoretical basis. Making the most of your memory

Asynchronous Lectures

Refresher:

- Intro to Neuropsychology (from PSYC7241: one hour)

- Video of apraxia (15 mins)

- Video of person with TBI (25 mins)

Disorders of memory (2 hours)

Course Resources

Recommended 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.

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
Director of teaching	Skye McDonald		Mathews 1011		on request	No	Yes
Postgraduate coordinator	Amanda Olley		Level 8 Mathews		on request	No	No
Lecturer	Adrienne Withall				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 Plagarism

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