



# PSYN8808

## Developmental Neuropsychology

Session 1, In person-scheduled-weekday, North Ryde 2024

*School of Psychological Sciences*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	3
<a href="#"><u>General Assessment Information</u></a>	3
<a href="#"><u>Assessment Tasks</u></a>	4
<a href="#"><u>Delivery and Resources</u></a>	6
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>SECTION 7: PROFESIONALISM</u></a>	9
<a href="#"><u>SECTION 8: INCLUSION AND DIVERSITY</u></a>	9

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Melanie Porter

[melanie.porter@mq.edu.au](mailto:melanie.porter@mq.edu.au)

Casual Lecturer

Nicole Mathieson

[nicole.mathieson@mqhealth.org.au](mailto:nicole.mathieson@mqhealth.org.au)

Natalie Pride

[natalie.pride@health.nsw.gov.au](mailto:natalie.pride@health.nsw.gov.au)

Antoinette Hodge

[antoinette.hodge@health.nsw.gov.au](mailto:antoinette.hodge@health.nsw.gov.au)

Robyn Boyle

[robyn5boyle@gmail.com](mailto:robyn5boyle@gmail.com)

Credit points

10

Prerequisites

Admission to MClinNeuro or MClinPsych

Corequisites

Co-badged status

Unit description

This unit offers an introduction to developmental issues in clinical neuropsychology. There will be a focus on developmental changes in brain structure as well as the development of the major functional systems such as language, memory and executive skills. A range of common developmental and acquired conditions of childhood will be covered and their associated neuropsychological features will be discussed in detail, with an emphasis on the consequences for clinical assessment and management. Clinical case presentations and examples will be used extensively throughout the course.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

**ULO1:** Demonstrate In-depth knowledge of pre-natal and post-natal brain development that can be applied clinically (Capability 1: Scientist and Scholar)

**ULO2:** Relate your knowledge of how cognition develops over time to the clinical applications of these changes (Capability 2: Psychologist Practitioner)

**ULO3:** Apply appropriate tools to assist with gaining rapport and working in a culturally safe way with children and their families (Capability 4: Professional)

**ULO4:** Demonstrate an in-depth understanding of a wide range of developmental and acquired brain disorders that can be applied clinically (Capability 2: Psychologist Practitioner)

## General Assessment Information

General assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

## Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70

2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

Late submission of time sensitive tasks, such as timetabled tests/exams, scheduled performance assessments/presentations, scheduled practical assessments/labs, will be addressed by the unit convenor in a Special consideration application.

## Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the [special consideration policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via [ask.mq.edu.au](http://ask.mq.edu.au).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Case conference class participation</a>	0%	No	
<a href="#">Essay</a>	30%	No	12 May 2024
<a href="#">Closed book examination</a>	35%	No	1 April 2024
<a href="#">Closed book examination</a>	35%	No	27 May 2024

### Case conference class participation

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 5 hours

Due:

Weighting: **0%**

You will participate in case conference discussions on complex cases from clinical placements. Your participation may include presenting and/or commenting or asking questions of others presentations.

On successful completion you will be able to:

- Demonstrate In-depth knowledge of pre-natal and post-natal brain development that can be applied clinically (Capability 1: Scientist and Scholar)
- Relate your knowledge of how cognition develops over time to the clinical applications of these changes (Capability 2: Psychologist Practitioner)
- Apply appropriate tools to assist with gaining rapport and working in a culturally safe way with children and their families (Capability 4: Professional)
- Demonstrate an in-depth understanding of a wide range of developmental and acquired brain disorders that can be applied clinically (Capability 2: Psychologist Practitioner)

## Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 21 hours

Due: **12 May 2024**

Weighting: **30%**

Essay on a topic related to developmental neuropsychology

On successful completion you will be able to:

- Demonstrate In-depth knowledge of pre-natal and post-natal brain development that can be applied clinically (Capability 1: Scientist and Scholar)
- Demonstrate an in-depth understanding of a wide range of developmental and acquired brain disorders that can be applied clinically (Capability 2: Psychologist Practitioner)

## Closed book examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 22 hours

Due: **1 April 2024**

Weighting: **35%**

Closed book - short answers and multiple choice questions covering lecture topics

On successful completion you will be able to:

- Demonstrate In-depth knowledge of pre-natal and post-natal brain development that can be applied clinically (Capability 1: Scientist and Scholar)
- Relate your knowledge of how cognition develops over time to the clinical applications of

these changes (Capability 2: Psychologist Practitioner)

- Apply appropriate tools to assist with gaining rapport and working in a culturally safe way with children and their families (Capability 4: Professional)

## Closed book examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 22 hours

Due: **27 May 2024**

Weighting: **35%**

Closed book - short answers and multiple choice questions covering lecture topics

On successful completion you will be able to:

- Relate your knowledge of how cognition develops over time to the clinical applications of these changes (Capability 2: Psychologist Practitioner)
- Apply appropriate tools to assist with gaining rapport and working in a culturally safe way with children and their families (Capability 4: Professional)
- Demonstrate an in-depth understanding of a wide range of developmental and acquired brain disorders that can be applied clinically (Capability 2: Psychologist Practitioner)

---

<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings and lectures. Details can be found on the iLearn site for this unit.

Recommended Readings

- Anderson, V., Northam, E., & Wrennall, J. (2018). *Developmental Neuropsychology: A Clinical Approach (2<sup>nd</sup> Ed.)*. Hove, UK: Psychology Press.\*
- Peterson, R.L., Ris, M.D., Taylor, H.G., & Yeates, K.O. (2022). *Paediatric*

*Neuropsychology: Research, Theory and Practice.* NY: The Guilford Press.

## Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the

expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).



When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## SECTION 7: PROFESSIONALISM

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

## SECTION 8: INCLUSION AND DIVERSITY

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

---

Unit information based on version 2024.02 of the [Handbook](#)