



# PSYN811

## Cognitive Neuropsychology

S2 Day 2015

*Department of Psychology*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit convenor

Teresa Schubert

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Contact via email

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by appointment

Anne Castles

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Credit points

4

Prerequisites

Admission to MClinNeuro or DClinNeuro

Corequisites

Co-badged status

Unit description

This unit introduces students to cognitive neuropsychological theory and its application to the assessment and treatment of acquired and developmental disorders of cognition. They are familiarised with cognitive neuropsychological models that represent theories of normal cognitive processing. A diverse range of cognitive domains is covered including spoken language, reading, spelling, attention, memory and belief formation. The unit includes a number of lectures focused on clinical aspects of cognitive neuropsychology, and provides skills in the application of cognitive neuropsychological theories and methods to assessment and treatment in clinical practice.

## 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:

Describe the key methods and assumptions of cognitive neuropsychology

Explore and compare cognitive frameworks across domains: reading, spelling, spoken

language, vision, attention, neuropsychiatry, memory etc.

Integrate principles of psychological assessment into clinical practice through a flexible, hypothesis-testing approach

Select appropriate assessment tasks within a particular domain-specific cognitive framework; Integrate testing results to determine next steps for assessment

Critically evaluate assessment plans and published case study reports

## General Assessment Information

Attendance of lectures (80%) is a prerequisite to pass this course.

Penalties will be levied for late submission of the written assignment unless the student has sought permission for an extension. The penalty for late submissions for the written assignment is a percentage of the maximum mark (5%) for every day late.

If an extension on your assignment is required for medical or other extenuating circumstances, students may request this in writing: [https://ask.mq.edu.au/account/user/login?referer=/account/forms/display/special\\_consideration/](https://ask.mq.edu.au/account/user/login?referer=/account/forms/display/special_consideration/)

Supporting documentary evidence must be provided. All requests for extensions must be made prior to the due date for the assignment. If an extension is granted, the approval must be included attached to the assessment submission to avoid any late penalty.

All assignments submitted must be accompanied by a completed cover sheet: [http://humansciences.mq.edu.au/current\\_students/undergraduate/assignment\\_cover\\_sheet](http://humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet)

A copy of the assignment should be kept as proof that the assignment was completed and submitted.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Glossary entries</a>	10%	Throughout semester
<a href="#">Written case critique</a>	25%	22/09/2015
<a href="#">Assessment model practice</a>	10%	Week 9
<a href="#">Final oral examination</a>	55%	Week 14

### Glossary entries

Due: **Throughout semester**

Weighting: **10%**

A unit glossary will be developed on iLearn throughout the semester to aid in your study and practice for the final examination. Each student will select one week of the session for which they will write glossary entries, to be posted on iLearn. For your week, after attending lecture and doing any associated readings, you should submit your entries through the iLearn Glossary activity (prior to the subsequent class meeting). Samples will be provided for the Week 1 lecture.

A sign up sheet will be available in the first class meeting to allow students to sign up for their week.

On successful completion you will be able to:

- Describe the key methods and assumptions of cognitive neuropsychology
- Explore and compare cognitive frameworks across domains: reading, spelling, spoken language, vision, attention, neuropsychiatry, memory etc.

## Written case critique

Due: **22/09/2015**

Weighting: **25%**

For this written assignment you will select a published cognitive neuropsychology article from a recommended selection and write a critical case critique and summary.

On successful completion you will be able to:

- Explore and compare cognitive frameworks across domains: reading, spelling, spoken language, vision, attention, neuropsychiatry, memory etc.
- Critically evaluate assessment plans and published case study reports

## Assessment model practice

Due: **Week 9**

Weighting: **10%**

One lecture day will be dedicated to practicing with an interactive assessment model of the language system. This involves "diagnosing" a virtual deficit to the language system through selecting appropriate assessment tasks, interpreting the results, and discussing rehabilitation tasks as relevant. This is an in-class, group discussion activity.

On successful completion you will be able to:

- Integrate principles of psychological assessment into clinical practice through a flexible, hypothesis-testing approach
- Select appropriate assessment tasks within a particular domain-specific cognitive framework; Integrate testing results to determine next steps for assessment
- Critically evaluate assessment plans and published case study reports

## Final oral examination

Due: **Week 14**

Weighting: **55%**

The final examination is an oral exam, conducted one-on-one with the unit convenor. All lecture topics will be covered in an in-depth conversation through 18 questions posed to the student. Individual session times for the oral examination will be discussed in consultation with you in week 8 (after the break).

On successful completion you will be able to:

- Describe the key methods and assumptions of cognitive neuropsychology
- Explore and compare cognitive frameworks across domains: reading, spelling, spoken language, vision, attention, neuropsychiatry, memory etc.
- Integrate principles of psychological assessment into clinical practice through a flexible, hypothesis-testing approach
- Select appropriate assessment tasks within a particular domain-specific cognitive framework; Integrate testing results to determine next steps for assessment

## Delivery and Resources

There is no set textbook for the course, though the book *A Cognitive Neuropsychological Approach to Assessment and Intervention in Aphasia: A Clinician's Guide* by Whitworth, Webster, & Howard is a good reference. (Available online via the library, see link on iLearn.) Readings will be recommended for each week- either strongly recommended (key to topics) or optional (tangents, related topics, more information). A list of the readings with brief notes can be found on the final slide of the lecture slides for each week.

The main reference will be the iLearn web page, which can be accessed at <http://learn.mq.edu.au>. It will be updated throughout the semester with lecture notes, readings, etc, so check it regularly. This is also where you will find the reading list for each week.

The guest lecturers for the semester are as follows:

- Dr Nora Fieder
- Dr Lyndsey Nickels
- Dr Saskia Kohlen
- Dr Greg Savage
- Dr Mark Williams
- Dr Trevor Chong
- Dr Vince Polito
- Dr Jon Brock

More information on each can be found by looking up their profile in the Cognitive Science Department/CCD at MQ.

## Unit Schedule

Provisional schedule of topics (subject to change, see iLearn for most updated version).

Week	Lecture date	Topic	Lecturer
1	28 Jul	Intro/What is cognitive neuropsychology	Schubert
2	4 Aug	Spoken language & the aphasias	Fieder
3	11 Aug	Reading & the dyslexias I	Schubert
4	18 Aug	Reading & the dyslexias II	Schubert
5	25 Aug	Cogneuropsy approaches to rehabilitation I	Nickels
6	1 Sep	Cogneuropsy approaches to rehabilitation II	Kohnen
7	8 Sep	Memory & the amnesias	Savage
8	29 Sep	Spelling & the dysgraphias	Schubert
9	6 Oct	Computer-based assessment model	Schubert
10	13 Oct	Face/object recognition & the agnosias	Williams
11	20 Oct	Attention & neglect	Chong
12	27 Oct	Cognitive neuropsychiatry	Polito
13	3 Nov	Theory of mind & autism, Wrap-up	Brock

## Policies and Procedures

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

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of

Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, 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>.

## Student Support

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

## Learning Skills

Learning Skills (<mq.edu.au/learningskills>) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at <ask.mq.edu.au>

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

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

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their

professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

### **Learning outcome**

- Integrate principles of psychological assessment into clinical practice through a flexible, hypothesis-testing approach

### **Assessment tasks**

- Assessment model practice
- Final oral examination

## **PG - Discipline Knowledge and Skills**

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

### **Learning outcomes**

- Describe the key methods and assumptions of cognitive neuropsychology
- Explore and compare cognitive frameworks across domains: reading, spelling, spoken language, vision, attention, neuropsychiatry, memory etc.
- Integrate principles of psychological assessment into clinical practice through a flexible, hypothesis-testing approach
- Select appropriate assessment tasks within a particular domain-specific cognitive framework; Integrate testing results to determine next steps for assessment

### **Assessment tasks**

- Glossary entries
- Written case critique
- Assessment model practice
- Final oral examination

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.



This graduate capability is supported by:

## Learning outcomes

- Explore and compare cognitive frameworks across domains: reading, spelling, spoken language, vision, attention, neuropsychiatry, memory etc.
- Integrate principles of psychological assessment into clinical practice through a flexible, hypothesis-testing approach
- Select appropriate assessment tasks within a particular domain-specific cognitive framework; Integrate testing results to determine next steps for assessment

## Assessment tasks

- Glossary entries
- Written case critique
- Assessment model practice
- Final oral examination

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

## Learning outcomes

- Explore and compare cognitive frameworks across domains: reading, spelling, spoken language, vision, attention, neuropsychiatry, memory etc.
- Integrate principles of psychological assessment into clinical practice through a flexible, hypothesis-testing approach
- Select appropriate assessment tasks within a particular domain-specific cognitive framework; Integrate testing results to determine next steps for assessment
- Critically evaluate assessment plans and published case study reports

## Assessment tasks

- Written case critique
- Assessment model practice
- Final oral examination

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different

social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

## **Learning outcomes**

- Describe the key methods and assumptions of cognitive neuropsychology
- Critically evaluate assessment plans and published case study reports

## **Assessment tasks**

- Written case critique
- Assessment model practice
- Final oral examination