



# PSY 344

## 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

Anthony Miller

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C3A 410

By appointment

Credit points

3

Prerequisites

6cp at 200 level including (PSY236(P) or PSY246(P) or PSY237(P) or PSY247(P))

Corequisites

PSY222 or PSY248

Co-badged status

Unit description

This unit is an introduction to the academic disciplines of cognitive and clinical neuropsychology, and is taught by academic staff and practicing clinicians. Students will learn how research informs clinical practice, what can be gained from studying individual cases, and how scores on standardised tests can be interpreted. Successful completion of this unit gives students an understanding of normal and abnormal brain anatomy, principles of neuropsychological assessment, and of common and uncommon manifestations of acquired brain injury. One of the learning objectives of this unit is to provide an insight into the profession of neuropsychology. This unit does not prepare students for clinical practice, but familiarises them with what happens in a neuropsychology clinic.

## 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:

Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as

well as discuss neuropsychological tests and the work of clinical neuropsychologists.

**Numeracy:** in writing your essay, you will need to interpret data presented in research publications and evaluate the interpretations of others. You will also be interpreting tables and graphs presented in the textbook and in lectures. In the assessment lecture, concepts such as standardised scores and deviations from the mean will be discussed.

**Information technology skills:** you will be using a word processor to produce your essay. You also may be searching for information on the internet, and using the network to access information from the library.

**Self-awareness:** in order to manage the work in the course, to be prepared for exams and to submit assignments on time, you will need to identify and set targets and goals, and plan how you will use your time in the most productive way possible.

**Interpersonal skills and working with others:** small group discussions in tutorials will give you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.

**Written and oral communication skills:** communication skills will be developed through the essay and in tutorial discussions where you will present your ideas and respond to the input of others.

**Information skills:** writing an essay gives you the opportunity to practice a range of information skills, including what questions to ask when researching a topic, finding and evaluating sources of information, comparing different points of view, and presenting information in a coherent and integrated way.

**Problem-solving:** any piece of assessment can be regarded as a problem to be solved. It requires identifying what you need to do, choosing the best way to get there, and actually implementing the solution.

## Assessment Tasks

Name	Weighting	Due
<u>Mid-Session Test</u>	25%	28/8/2015
<u>Essay</u>	25%	2/10/2015
<u>Final Exam</u>	50%	Exam Period

### Mid-Session Test

Due: **28/8/2015**

Weighting: **25%**

Multiple choice test held during the first hour of the Week Five lecture, consisting of 40 questions each with 5 response options (50 min test duration), and covering material presented in the first four lectures AND the first tutorial.

On successful completion you will be able to:

- Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as well as discuss neuropsychological tests and the work of clinical neuropsychologists.
- Numeracy: in writing your essay, you will need to interpret data presented in research publications and evaluate the interpretations of others. You will also be interpreting tables and graphs presented in the textbook and in lectures. In the assessment lecture, concepts such as standardised scores and deviations from the mean will be discussed.
- Self-awareness: in order to manage the work in the course, to be prepared for exams and to submit assignments on time, you will need to identify and set targets and goals, and plan how you will use your time in the most productive way possible.
- Interpersonal skills and working with others: small group discussions in tutorials will give you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.
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## Essay

Due: **2/10/2015**

Weighting: **25%**

Essay Topic (1500 words): The ecological validity of neuropsychological tests has been called into question. Discuss the merits and limits of neuropsychological testing with respect to predicting functional outcomes (e.g. returning to independent living, driving and work) following acquired brain injury and outline the pros and cons of alternative functional outcome measures.

On successful completion you will be able to:

- Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as well as discuss neuropsychological tests and the work of clinical neuropsychologists.
- Numeracy: in writing your essay, you will need to interpret data presented in research

publications and evaluate the interpretations of others. You will also be interpreting tables and graphs presented in the textbook and in lectures. In the assessment lecture, concepts such as standardised scores and deviations from the mean will be discussed.

- Information technology skills: you will be using a word processor to produce your essay. You also may be searching for information on the internet, and using the network to access information from the library.
- Self-awareness: in order to manage the work in the course, to be prepared for exams and to submit assignments on time, you will need to identify and set targets and goals, and plan how you will use your time in the most productive way possible.
- Written and oral communication skills: communication skills will be developed through the essay and in tutorial discussions where you will present your ideas and respond to the input of others.
- Information skills: writing an essay gives you the opportunity to practice a range of information skills, including what questions to ask when researching a topic, finding and evaluating sources of information, comparing different points of view, and presenting information in a coherent and integrated way.
- Problem-solving: any piece of assessment can be regarded as a problem to be solved. It requires identifying what you need to do, choosing the best way to get there, and actually implementing the solution.

## Final Exam

Due: **Exam Period**

Weighting: **50%**

Held in exam period at the end of session (2 hours plus 10 min reading time). The exam will consist of 40 multiple choice questions each with 5 response options (drawn from lecture content covered in weeks 6 to 13 inclusive) and two extended responses (one from each of two sections) from four options (drawn from tutorial content covered in weeks 6 to 13 inclusive).

On successful completion you will be able to:

- Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as well as discuss neuropsychological tests and the work of clinical neuropsychologists.
- Self-awareness: in order to manage the work in the course, to be prepared for exams and to submit assignments on time, you will need to identify and set targets and goals, and plan how you will use your time in the most productive way possible.
- Interpersonal skills and working with others: small group discussions in tutorials will give

you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.

- Written and oral communication skills: communication skills will be developed through the essay and in tutorial discussions where you will present your ideas and respond to the input of others.
- Information skills: writing an essay gives you the opportunity to practice a range of information skills, including what questions to ask when researching a topic, finding and evaluating sources of information, comparing different points of view, and presenting information in a coherent and integrated way.
- Problem-solving: any piece of assessment can be regarded as a problem to be solved. It requires identifying what you need to do, choosing the best way to get there, and actually implementing the solution.

## Delivery and Resources

### Lectures

Number of lectures: 13

Time: Friday 1 - 3 pm

Venue: W5A T2

### Tutorials/Practicals

Number or classes: 6

Duration: 2 hours

Venue: see timetable

Students enrolled in the iLecture attendance mode can access the recording of the lecture through iLearn, but must attend the compulsory tutorial/practical class.

Class timetables can be found on the University web site at <http://www.timetables.mq.edu.au>.

Managing Classes: Changes to all units can be done on-line via eStudent. After the designated last day to add units, no further changes will be allowed unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to change into. All requests for changes after the last day to add units should be directed to the concerned tutors.

### Required Texts

Kolb, B. & Whishaw, I.Q. (2015). *Fundamentals of Human Neuropsychology* (Seventh Edition),

New York, Worth Publishers.

### Learning and Teaching Strategy

This unit is taught as a series of lectures and tutorials. You are expected to actively learn by asking questions and by participating in discussion or other exercises organised by the teaching staff. You are also expected to read the set chapters or papers before the tutorials and lectures. Your performance on the essay will be helped by reading beyond the prescribed materials. You are encouraged to use the Discussion Forum on iLearn for small group discussions about course content.

## Unit Schedule

Week	Lecture Date	Topic	Lecturer	Text	Tutorial
1	31 July	Introduction to Neuropsychology	Dr Tony Miller	Ch.1	
2	7 Aug	Neuropsychological Assessment	Dr Jamie Berry	Ch.28	Neuroanatomy / Neurophysiology <b>Tony Miller</b>
3	14 Aug	Psychiatric Conditions and Neuropsychiatric Presentations	Mr Andrew Rock	Ch.27	
4	21 Aug	Alcohol and Substance Abuse	Mr Andrew Rock	Ch.6	
5	28 Aug	Multiple Choice Test first hour / Brain Imaging second hour	Staff A/Prof Blake Johnson	Ch.7	
6	4 Sep	Visuospatial Disorders	Dr Jenny Batchelor	Ch.13	Hands on Neuropsychology (Part One) <b>Jamie Berry</b>
7	11 Sep	Amnesia	A/Prof Greg Savage	Ch.18	Executive Function <b>Mel Sauer</b>
<b>MID-SESSION BREAK</b>					
8	2 Oct	Dementia	Dr Jamie Berry	Ch.27	
9	9 Oct	Head Injury	Dr Sue Meares	Ch.26	

10	16 Oct	Cognitive Neuropsychiatry of Misidentification Delusions	Dr Vince Polito	TBA	Hands on Neuropsychology (Part Two)  <b>Jamie Berry</b>
11	23 Oct	Paediatric Neuropsychology	Ms Jane Cramsie	Ch.24	Delusions  <b>Vince Polito</b>
12	30 Oct	Language and its Disorders	Dr Jon Brock	Ch.19	
13	6 Nov	Rehabilitation	Dr Jamie Berry	Ch.25	Stroke  <b>Jasmina Vrankovic</b>

## 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](http://ask.mq.edu.au).

## Student Support

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



[dents.mq.edu.au/support/](https://dents.mq.edu.au/support/)

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](https://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](https://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

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Information technology skills: you will be using a word processor to produce your essay. You also may be searching for information on the internet, and using the network to access information from the library.
- Written and oral communication skills: communication skills will be developed through the essay and in tutorial discussions where you will present your ideas and respond to the input of others.
- Information skills: writing an essay gives you the opportunity to practice a range of information skills, including what questions to ask when researching a topic, finding and

evaluating sources of information, comparing different points of view, and presenting information in a coherent and integrated way.

## Assessment task

- Essay

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Self-awareness: in order to manage the work in the course, to be prepared for exams and to submit assignments on time, you will need to identify and set targets and goals, and plan how you will use your time in the most productive way possible.
- Interpersonal skills and working with others: small group discussions in tutorials will give you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

### Learning outcomes

- Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as well as discuss neuropsychological tests and the work of clinical neuropsychologists.
- Interpersonal skills and working with others: small group discussions in tutorials will give you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.

## Assessment tasks

- Mid-Session Test
- Essay
- Final Exam

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcome

- Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as well as discuss neuropsychological tests and the work of clinical neuropsychologists.

## Assessment tasks

- Mid-Session Test
- Essay
- Final Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Numeracy: in writing your essay, you will need to interpret data presented in research publications and evaluate the interpretations of others. You will also be interpreting tables and graphs presented in the textbook and in lectures. In the assessment lecture, concepts such as standardised scores and deviations from the mean will be discussed.

- Information skills: writing an essay gives you the opportunity to practice a range of information skills, including what questions to ask when researching a topic, finding and evaluating sources of information, comparing different points of view, and presenting information in a coherent and integrated way.
- Problem-solving: any piece of assessment can be regarded as a problem to be solved. It requires identifying what you need to do, choosing the best way to get there, and actually implementing the solution.

## Assessment tasks

- Mid-Session Test
- Essay
- Final Exam

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## Learning outcomes

- Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as well as discuss neuropsychological tests and the work of clinical neuropsychologists.
- Numeracy: in writing your essay, you will need to interpret data presented in research publications and evaluate the interpretations of others. You will also be interpreting tables and graphs presented in the textbook and in lectures. In the assessment lecture, concepts such as standardised scores and deviations from the mean will be discussed.
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- Problem-solving: any piece of assessment can be regarded as a problem to be solved. It

requires identifying what you need to do, choosing the best way to get there, and actually implementing the solution.

## Assessment tasks

- Mid-Session Test
- Essay
- Final Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Information technology skills: you will be using a word processor to produce your essay. You also may be searching for information on the internet, and using the network to access information from the library.
- Interpersonal skills and working with others: small group discussions in tutorials will give you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.
- Written and oral communication skills: communication skills will be developed through the essay and in tutorial discussions where you will present your ideas and respond to the input of others.
- Information skills: writing an essay gives you the opportunity to practice a range of information skills, including what questions to ask when researching a topic, finding and evaluating sources of information, comparing different points of view, and presenting information in a coherent and integrated way.

## Assessment tasks

- Essay
- Final Exam

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded,

sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Discipline-based learning outcomes: within the lecture stream you will be taught about current knowledge of brain-behaviour relationships, and the clinical applications of this knowledge. In the tutorial program we will consider cases of acquired brain damage, as well as discuss neuropsychological tests and the work of clinical neuropsychologists.
- Interpersonal skills and working with others: small group discussions in tutorials will give you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.

## **Assessment task**

- Essay

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcome**

- Interpersonal skills and working with others: small group discussions in tutorials will give you the opportunity to become more aware of the impact you have on others, particularly when there is an issue to be discussed or a task to be accomplished.