



PSYN8847

Neuropsychological Rehabilitation and Intervention

Session 2, Special circumstance 2020

Department of Psychology

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Policies and Procedures</u>	5

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

Melanie Porter

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Jamie Berry

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Credit points

10

Prerequisites

Admission to MClinNeuro or MClinPsych

Corequisites

Co-badged status

Unit description

This unit offers an introduction to: developmental and acquired brain impairment and how this can affect day to day functioning; emotional and psychological reactions to brain impairment; the neuropsychologist's role in intervention; recovery and rehabilitation following acquired brain impairment; models and theories of rehabilitation; and developing and evaluating intervention programs. The unit covers both child and adult neuropsychological intervention.

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 direct and indirect effects of CNS/brain impairment.

ULO2: Understand the neuropsychologist's role in rehabilitation/intervention.

ULO3: Critically evaluate various models and approaches of neuropsychological intervention.

ULO4: Design, implement and evaluate neuropsychological intervention programs within the context of a multi-disciplinary team.

ULO5: Set functional intervention goals.

ULO6: Understand the importance of a holistic approach to intervention.

Assessment Tasks

Name	Weighting	Hurdle	Due
Case conference class participation	0%	Yes	TBA
Part B: Intervention goals and strategies	30%	No	TBA
Part A: Case Description	20%	No	TBA
Part C: Integrated and comprehensive intervention plan	50%	No	TBA

Case conference class participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 5 hours

Due: **TBA**

Weighting: **0%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students contribute to case conference presentations in the co-taught seminar with PSYN8916, where students on placement present cases from the placement to the combined group for open discussion.

On successful completion you will be able to:

- Demonstrate in-depth knowledge of direct and indirect effects of CNS/brain impairment.
- Understand the neuropsychologist's role in rehabilitation/intervention.
- Understand the importance of a holistic approach to intervention.

Part B: Intervention goals and strategies

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 20 hours

Due: **TBA**

Weighting: **30%**

Students submit a 1,000 word description of intervention goals relating to their case, including GAS scaling for 2-3 goals. Students will discuss the models and approaches pertinent to the goals for the case, providing the rationale and justification for your approach, linking the goals to

the intervention strategies

On successful completion you will be able to:

- Demonstrate in-depth knowledge of direct and indirect effects of CNS/brain impairment.
- Understand the neuropsychologist's role in rehabilitation/intervention.
- Critically evaluate various models and approaches of neuropsychological intervention.
- Design, implement and evaluate neuropsychological intervention programs within the context of a multi-disciplinary team.
- Set functional intervention goals.
- Understand the importance of a holistic approach to intervention.

Part A: Case Description

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 15 hours

Due: **TBA**

Weighting: **20%**

Students submit a 500 word case scenario describing the condition (onset, nature, severity) of any cognitive, emotional, behavioural impairments, and/or other anomalies and the disabilities arising from them, as well as relevant psychosocial /other background details that will form the basis of your intervention and explain why you have chosen this case.

On successful completion you will be able to:

- Demonstrate in-depth knowledge of direct and indirect effects of CNS/brain impairment.
- Understand the neuropsychologist's role in rehabilitation/intervention.
- Design, implement and evaluate neuropsychological intervention programs within the context of a multi-disciplinary team.
- Understand the importance of a holistic approach to intervention.

Part C: Integrated and comprehensive intervention plan

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 31 hours

Due: **TBA**

Weighting: **50%**

Students will submit, in 3000 words, an integrated and comprehensive neuropsychological intervention plan for the patient/client within the context of an interdisciplinary team, based on feedback from Parts A and B.

On successful completion you will be able to:

- Demonstrate in-depth knowledge of direct and indirect effects of CNS/brain impairment.
- Understand the neuropsychologist's role in rehabilitation/intervention.
- Critically evaluate various models and approaches of neuropsychological intervention.
- Design, implement and evaluate neuropsychological intervention programs within the context of a multi-disciplinary team.
- Set functional intervention goals.
- Understand the importance of a holistic approach to intervention.

¹ 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.

² 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

TBA

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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 or if you are a Global MBA student contact globalmba.support@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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [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

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

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit 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.