



PSYN8916

Advanced Neuropsychological Assessment

Session 2, In person-scheduled-weekday, North Ryde 2022

School of Psychological Sciences

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Disclaimer

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General Information

Unit convenor and teaching staff

Greg Savage

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Credit points

10

Prerequisites

Admission to MCl Neuro and (PSYN840 or PSYN8840) and (PSYN855 or PSYN8855) and (PSYN853 or PSYN8853)

Corequisites

Co-badged status

Unit description

This unit provides the opportunity to learn about a wide variety of neuropsychological tests, and builds on foundations established in Advanced Evidence-based Neuropsychological Assessment PSYN8853. Most of the session is devoted to exposition of tests commonly used by neuropsychologists, with each week's presentations covering one or more cognitive domains. The development of a cognitive approach to clinical practice is introduced, and understanding the important clinical, practical, and psychometric features of tests. The unit also includes lectures exposing students to perspectives of clinical neurology and clinical neuroradiology, and issues relating to assessing capacity and working with clients from culturally and linguistically diverse backgrounds.

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: Develop a broad perspective on neuropsychological assessment.

ULO2: Gain insight into methods for effective and valid assessment of cognitive domains.

ULO3: Appreciate the process of cognitive neuropsychological formulation.

ULO4: Demonstrate expertise in administration of reading tests of premorbid ability.

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

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

| Name | Weighting | Hurdle | Due |
|--|-----------|--------|--|
| <u>Class presentation</u> | 0% | Yes | Various--see weekly schedule in iLearn |
| <u>Clinical performance evaluation</u> | 20% | Yes | Week 9 |

| Name | Weighting | Hurdle | Due |
|---|-----------|--------|-------------------------------------|
| <u>Case conference class participation</u> | 0% | Yes | Weekly--ad hoc participation |
| <u>Issues associated with serial neuropsychological assessments</u> | 40% | No | End of the week after Week 13 (TBC) |
| <u>Neuropsychological approaches essay</u> | 40% | No | End of mid-semester break (TBC) |

Class presentation

Assessment Type ¹: Presentation

Indicative Time on Task ²: 13 hours

Due: **Various--see weekly schedule in iLearn**

Weighting: **0%**

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

Students will present features of specific neuropsychological tests to the class.

On successful completion you will be able to:

- Develop a broad perspective on neuropsychological assessment.
- Gain insight into methods for effective and valid assessment of cognitive domains.
- Appreciate the process of cognitive neuropsychological formulation.

Clinical performance evaluation

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 5 hours

Due: **Week 9**

Weighting: **20%**

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

Competent administration of the NART, WTAR, and TOPF will be tested in a 1:1 session with the Unit Convenor.

On successful completion you will be able to:

- Gain insight into methods for effective and valid assessment of cognitive domains.
- Demonstrate expertise in administration of reading tests of premorbid ability.

Case conference class participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 0 hours

Due: **Weekly--ad hoc participation**

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 PSYN8847, where students on placement present cases to the combined group.

On successful completion you will be able to:

- Develop a broad perspective on neuropsychological assessment.
- Gain insight into methods for effective and valid assessment of cognitive domains.
- Appreciate the process of cognitive neuropsychological formulation.

Issues associated with serial neuropsychological assessments

Assessment Type ¹: Essay

Indicative Time on Task ²: 25 hours

Due: **End of the week after Week 13 (TBC)**

Weighting: **40%**

In 1500 words, students will discuss issues relating to reliable measurement in the interpretation of neuropsychological test results across multiple assessments, illustrating with recent examples from the clinical research literature.

On successful completion you will be able to:

- Develop a broad perspective on neuropsychological assessment.
- Gain insight into methods for effective and valid assessment of cognitive domains.
- Appreciate the process of cognitive neuropsychological formulation.

Neuropsychological approaches essay

Assessment Type ¹: Essay

Indicative Time on Task ²: 30 hours

Due: **End of mid-semester break (TBC)**

Weighting: **40%**

Students will submit a 2000 word essay discussing the variety of approaches taken in assessment, highlighting their strengths and weaknesses, and relating them to their ability to address potentially different kinds of referral question and communicating findings to a report's audience.

On successful completion you will be able to:

- Develop a broad perspective on neuropsychological assessment.
- Gain insight into methods for effective and valid assessment of cognitive domains.
- Appreciate the process of cognitive neuropsychological formulation.

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

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

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.

Unit Schedule

Neurology for neuropsychologists, neurosurgical conditions, neuroradiology, neuropsychological formulation, various tests of neuropsychological domains. Details are provided in the iLearn space (see the weekly schedule).

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 or if you are a Global MBA student contact 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 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/.

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.

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.

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.

Changes since First Published

| Date | Description |
|------------|---|
| 20/07/2022 | Sorry but I had swapped the due dates of the essays (I blame post-COVID brain fog...). Now fixed. |