



# PSYN8840

## Neuropsychological Disorders

Session 1, In person-scheduled-weekday, North Ryde 2022

*School of Psychological Sciences*

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## General Information

Unit convenor and teaching staff Jennifer Batchelor <a href="mailto:jennifer.batchelor@mq.edu.au">jennifer.batchelor@mq.edu.au</a>
Credit points 10
Prerequisites Admission to MCl Neuro or MCl Psych
Corequisites
Co-badged status
Unit description This unit is designed as an introduction to common neuropsychological disorders including disorders of memory, adaptive functions, perception, praxis and language. Models of normal and abnormal function and case examples of dysfunction are presented. This unit is designed to provide insight into how neuropsychological disorders typically manifest. It provides students with an understanding of how functions such as memory, adaptive abilities, perception, praxis and language are typically disrupted as a result of neurological dysfunction. The unit relates to material taught in psychological assessment, professional practice, neuroanatomy and neuropsychopathology.

## 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 understanding of the difference between psychological and neuropsychological assessment.

**ULO2:** Demonstrate in-depth knowledge of the ways in which acquired brain damage can disrupt cognitive functioning

**ULO3:** Demonstrate knowledge of the key characteristics of neuropsychological disorders, and how to identify these in a clinical setting

**ULO4:** Appropriately interpret neuropsychological test results including base rate analysis

ULO5: Demonstrate skills and responsibility in ethical practice

## Assessment Tasks

Name	Weighting	Hurdle	Due
Essay	10%	Yes	Week 13
Interpretation of clinical data	20%	No	22/03/22
Assessment Title Interpretation of neuropsychological test results.	20%	No	03/05/22
Open book 90 minute examination	50%	No	31/05/22
Case conference class participation	0%	Yes	31/05/22

### Essay

Assessment Type <sup>1</sup>: EssayIndicative Time on Task <sup>2</sup>: 10 hoursDue: **Week 13**Weighting: **10%**

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

Short essay demonstrating knowledge derived from Ethics Workshop

On successful completion you will be able to:

- Demonstrate skills and responsibility in ethical practice

### Interpretation of clinical data

Assessment Type <sup>1</sup>: Case study/analysisIndicative Time on Task <sup>2</sup>: 20 hoursDue: **22/03/22**Weighting: **20%**

In 1750 words students are required to interpret and report on clinical data

On successful completion you will be able to:

- Demonstrate understanding of the difference between psychological and neuropsychological assessment.
- Demonstrate in-depth knowledge of the ways in which acquired brain damage can disrupt cognitive functioning
- Demonstrate knowledge of the key characteristics of neuropsychological disorders, and how to identify these in a clinical setting
- Appropriately interpret neuropsychological test results including base rate analysis

## Assessment Title Interpretation of neuropsychological test results.

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 24 hours

Due: **03/05/22**

Weighting: **20%**

Description In 1750 words, students are required to interpret and analyse test results

On successful completion you will be able to:

- Demonstrate understanding of the difference between psychological and neuropsychological assessment.
- Demonstrate in-depth knowledge of the ways in which acquired brain damage can disrupt cognitive functioning
- Demonstrate knowledge of the key characteristics of neuropsychological disorders, and how to identify these in a clinical setting
- Appropriately interpret neuropsychological test results including base rate analysis

## Open book 90 minute examination

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

Indicative Time on Task <sup>2</sup>: 32 hours

Due: **31/05/22**

Weighting: **50%**

Open book of six short answers questions in 90 minutes

On successful completion you will be able to:

- Demonstrate understanding of the difference between psychological and neuropsychological assessment.
- Demonstrate in-depth knowledge of the ways in which acquired brain damage can disrupt cognitive functioning
- Demonstrate knowledge of the key characteristics of neuropsychological disorders, and how to identify these in a clinical setting
- Appropriately interpret neuropsychological test results including base rate analysis

## Case conference class participation

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

Indicative Time on Task <sup>2</sup>: 0 hours

Due: **31/05/22**

Weighting: **0%**

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

Case conference class participation

On successful completion you will be able to:

- Demonstrate understanding of the difference between psychological and neuropsychological assessment.
- Demonstrate in-depth knowledge of the ways in which acquired brain damage can disrupt cognitive functioning
- Demonstrate knowledge of the key characteristics of neuropsychological disorders, and how to identify these in a clinical setting
- Appropriately interpret neuropsychological test results including base rate analysis

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<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

Lectures and workshops

## 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 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.