INFORMATION FOR TRAINEES

The following information is provided for AFRM Advanced Trainees who have registered for this module with the Faculty Office.

COURSE OVERVIEW & OBJECTIVE:

The aim of the course is to provide the Trainee with a neuropsychological perspective of brain impairment, and to introduce some of the major neuropsychological syndromes encountered in patients referred to a Rehabilitation Medicine Unit. For those trainees with a special interest in paediatric populations, where appropriate, topics can be prepared from this perspective. Unit 3 also contains an alternative question for paediatric Trainees.

METHOD OF ASSESSMENT

Essay type answers must be provided for each of the five following topics.

A good general reference is:


Suggested key references are also provided under each unit. Students are encouraged to read widely.

GENERAL MODULE INFORMATION:

1. The length of each essay should not be more than 1200 words.
2. All essays must be typed.
3. Assignments are to be written in formal academic style including a list of all references (approximately 10 per unit).
4. Completed essays must be clearly marked with your name, and forwarded to Faculty Office by email to rehab@racp.edu.au or faxed to 02 9256 9698.
5. A copy of each essay should be retained by the Trainee in case the originals are lost in the mail.
6. Each unit counts for five (7) marks. Essays will be marked:
   - 1 or 2 or 3 [fail]
   - 4 [pass]
   - 5 [credit]
   - 6 or 7 [distinction]

7. Key reading references only are supplied. Candidates are expected to read widely.
   Relevant journals include:
   - Journal of Head Trauma Rehabilitation
   - Brain Injury
   - Journal of Clinical and Experimental Neuropsychology
   - Neuropsychology
   - Neurology
   - Archives of Neurology
   - The Clinical Neuropsychologist
   - Psychological Assessment
   - Archives of Clinical Neuropsychology

8. Candidates will be informed by the Faculty Office regarding the assessment of their essays, and their final mark.

9. Trainees previously enrolled who have not yet commenced work on their original assignment may either complete that assignment, or switch to the latest version if they so wish.

UNIT 1: SEVERE TRAUMATIC BRAIN INJURY

Part A (600 words)
Describe the neuropsychological outcome of severe traumatic brain injury. Describe how the deficits may be manifest on commonly employed neuropsychological tests.

Part B (600 words)
Discuss some of the central neuropsychological issues in relation to the assessment of post-traumatic amnesia.

Suggested References:


UNIT 2: MILD TRAUMATIC BRAIN INJURY

Discuss some of the central neuropsychological issues in relation to the understanding of mild traumatic brain injury. (1200 words)

Suggested References:


UNIT 3: DEMENTIA

Describe the neuropsychological features of the most common forms of dementia. (1200 words)

Suggested References:


UNIT 3: PAEDIATRIC CONDITIONS (Alternative question for paediatric trainees).

Discuss the neuropsychological evaluation and management of one of the following paediatric conditions:-

a. recovery from traumatic brain injury
b. manifestations and stages of Rett syndrome
c. progressive neuro-degenerative condition (e.g. Tay-Sachs disease)
d. cerebral palsy

(1200 words)

Suggested References:


UNIT 4: DISORDERS OF FRONTAL LOBE DYSFUNCTIONING

Outline the various neuropsychological presentations of frontotemporal dementia (FTD) and the types of cognitive measures that may be useful in differentiating between FTD variants. (1200 words)

Suggested References:


UNIT 4: EXECUTIVE FUNCTION (Alternative question for paediatric trainees).

What are some of the issues inherent in the neuropsychological assessment of executive function in children? Outline some examples of commonly used paediatric neuropsychological tests. (1200 words)

Suggested References:
UNIT 5: APRAXIA/AGNOSIA/VISUOPERCEPTUAL PROBLEMS

Describe the various apraxic, agnostic and visuoperceptual disorders that may emerge following brain damage. Provide a description of an actual case you have seen of a patient with this type of problem. (1200 words)

Suggested References:


UNIT 5: VISUOPERCEPTUAL DISORDERS (Alternative question for paediatric trainees).

What are some of the various visuoperceptual deficits found in paediatric conditions (such as cerebral palsy)? Provide a description of a case you have seen of a patient with a disorder of visuoperceptual function (1200 words).

Suggested References:


COURSE COMPLETION

External Training Module 4 must be satisfactorily completed prior to admission to Fellowship. It is recommended that trainees submit this module six months prior to completion of training, to allow time for marking and resubmission of assignments initially marked ‘Resubmit’.

Last revised: February 2017
Appendix 1: Tips on Preventing Plagiarism

PREVENTING PLAGIARISM
Learning how to reference correctly and acknowledge all sources is a crucial part of academic and scholarly work. It is not merely an add-on but an integral part of the assignment preparation process. The more proficient a trainee becomes in referencing, he or she will develop a more critical mind and be able to evaluate more rigorously their sources.

All trainees will need to consider the following to avoid unintentional plagiarism:

- master correct referencing practices (most Universities have a range of resources on good referencing techniques — for example, The University of Melbourne and Monash University have developed Acknowledgement, an online resource to educate both staff and students on academic honesty and plagiarism issues — http://calt.monash.edu.au/staff-teaching/plagiarism/acknowledgement/about/index.html)
- attribute appropriately all cited materials (including written text, diagrams and images) where citations occur
- avoid taking short cuts when preparing assignments
- manage time efficiently and effectively when preparing assignments
- write out more than one draft of an assignment
- take the time to check carefully all quoted material used in assignments and ensure quotes/references are fully and correctly referenced.

Trainees should be familiar with the Faculty’s strict policy on plagiarism. Please refer to: https://www.racp.edu.au/docs/default-source/default-document-library/academic-honesty-andplagiarism-policy.pdf

The following module, developed by the University of Adelaide, is provided to assist understanding of what constitutes plagiarism: http://www.adelaide.edu.au/writingcentre/articulate/avoidingPlagiarism/player.html

Turnitin, a software program for plagiarism detection, also offers a range of webinars (free registration) http://turnitin.com/en_us/resources/category/preventing-plagiarism

Writing and grammar
It is expected that essays will have correct English expression, spelling and/or grammar. If there are significant deficiencies in this area, an essay will need to be resubmitted.

The following are useful introductory resources to academic writing:
- Academic Phrasebank (University of Manchester): http://www.phrasebank.manchester.ac.uk/
- Academic writing (University of Hull): http://www2.hull.ac.uk/lli/skillsteam/essaysother.aspx