ADULT CINICAL NEUROPSYCHOLOGICAL ASSESSSMENT: EXECUTIVE FUNCTIONS AND ATTENTION

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE		**SEMESTER**	6th
COURSE TITLE	**NEUROPSYCHOLOGICAL ASSESSMENT OF DEMENTIA**		
COURSE INSTRUCTOR	**Stella Giakoumaki** Associate Professor of Clinical Neuropsychology		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**		**CREDITS**
Lectures, case studies, administration and scoring of neuropsychological tasks	**3**		**6**
COURSE TYPE	Skills development		
PREREQUISITE COURSES:	Methodology of scientific research in social sciences I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes

The aim of the course is (a) the study of dementia, (b) training in the administration and scoring of neuropsychological tasks for the assessment of cognitive decline in older individuals and comparisons with normative data and (c) training in the administration and scoring of scales for the assessment of depression, anxiety and functionality of older individuals.

Upon successful completion of the course students are expected

- To have acquired the theoretical background of cognitive deficits in older individuals in the dementia spectrum.

- To have sufficient training in the administration and scoring of related neuropsychological tasks and scales for the assessment of depression, anxiety and functionality.

- To be able to interpret and present efficiently the results of the assessment

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology

- Decision-making

- Working independently
- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Production of free, creative and inductive thinking

3. SYLLABUS

- Theoretical background of dementia (definition, symptoms, dementia stages, common forms of dementia, cognitive deficits of memory, executive functions, attention, visuospatial and constructional abilities, speed of information processing, global cognitive functioning, language).

- Administration of the following tasks/batteries assessing dementia syndrome:
    - Mini-Mental State Examination
    - Montreal Cognitive Assessment
    - Cambridge Neuropsychological Test Automated Battery (CANTAB)-Battery for Alzheimer's disease: Motor Screening, Reaction Time, Paired Associates Learning, Spatial Working Memory, Pattern Recognition Memory, Delayed Matching to Sample, Rapid Visual Information Processing.
    - Wisconsin Card Sorting Test
    - Raven progressive matrices
    - CANTAB Stockings of Cambridge
    - Trail Making Test
    - Verbal and Category Fluency Test
    - Rivermead Behavioural Memory Test-Stories
    - Digit Symbol Coding Test WAIS-IV
    - Rey–Osterrieth Complex Figure Test
    - Modified Taylor Complex Figure Test
    - Clock Drawing Test
    - Ruff 2 & 7

- Administration and scoring of the following scales assessing behavior and functioning of older individuals:
- Geriatric Depression Scale (GDS)
- Short Anxiety Screening Test (SAST)
- Beck Anxiety Inventory (BAI)
- Beck Depression Inventory (BDI)

- Functional Rating Scale for Symptoms of Dementia (FRSSD)

- Functional Cognitive Assessment Scale (FUCAS)

- Interpretation of the findings and preparation of clinical report

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Lectures using ICT Presentations of case studies Communication with students and delivery of all course material via the e-learn platform

TEACHING METHODS	*Activity*	*Semester workload*	*ECTS*
	Lectures/Practice in the administration and scoring of the tasks in groups	39	1,56
	Individual practice in the administration and scoring of the tasks	45	1,8
	Administration and scoring of the tasks and preparation of one clinical report	40	1,6
	Personal study	30	1,2
	Course total	*154*	*6,16*

STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek. I. Administration/scoring of the tasks and preparation of one clinical report (100%) The evaluation criteria are given before the first lecture of the course and are constantly accessible to students via the website of the course.

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Lezak, M.D. (2009). *Neuropsychological assessment* (Greek edition, Editors: L. Messinis, M. Kosmidis, P. Papathanasopoulos). Patras: Gotsis Publications.

- Hebben, N., Milberg, W. (2002). *Essentials of neuropsychological assessment*. Wiley.

- Budson, A. E. & Kowall, N. W., (Eds.). (2011). *The handbook of Alzheimer's disease and other dementias*. John Wiley & Sons.

- Maj, M., & Sartorius N. (Eds.). (2002). *Dementia* (2nd ed.). John Wiley & Sons.

- Strauss, E., Sherman, E.M.S., Spreen, O. (Eds). (2006) *A compendium of neuropsychological tests* (3rd ed.). Oxford University Press.

Related academic journals:

- Neuropsychologia
- Neuropsychology
- Dementia & Neuropsychologia
- Dementia and Geriatric Cognitive Disorders
- Dementia SAGE