

CLINICAL NEUROPSYCHOLOGY

IN

INPATIENT SETTINGS:

IMPLICATIONS FOR DIFFERENTIAL DIAGNOSES

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I INTRODUCTION

A. HISTORY OF CLINICAL PSYCHOLOGY IN VA SETTINGS

B. ORIGINAL ROLE

1. PSYCHOMETRICIAN

2. COUNSELING

C. HYPOTHESIZED PRESENT ROLE

1. TO SOLVE DIFFICULT PROBLEMS

diagnostic, treatment (e.g. chronic)
↑
structural differential diagnosis

II PRESENT ROLE

A. DIVERGENT CONCERNS

1. LIMITATIONS OF HEALTH CARE

2. NEUROLOGY AND PSYCHIATRY

B. NEUROLOGY

1. BEHAVIORAL NEUROLOGY - movement, language, ANS

C. PSYCHIATRY

1. NEUROPSYCHIATRY - differential diagnosis, treatment of chronic patients

III POTENTIAL COMPLICATIONS

A. NEURO-RADIOLOGY

1. EEG

2. CT

3. MRI

4. OTHER - evoked potentials, cerebral blood flow

B. BRIDGING GAP BETWEEN NEUROLOGY + PSYCHIATRY

IV SCIENTIFIC EVIDENCE + NEUROPSYCHIATRY

A. ALCOHOLISM

1. INITIAL - dipsomania vs pseudodipsomania (1919)
2. CURRENT - amount of impairment based on objective criteria

B. SCHIZOPHRENIA

1. TYPE

-I	negative	} symptom	<	+	CT, neuroleptic, DNP def, dopamine
II	positive				

2. PARANOID - paranoid - use left hemispheres
nonparanoid - malfunction left hemispheres

C. HETEROGENEITY OF DISORDERS

1. INITIAL ATTEMPTS TO CLUSTER
 - overall level, overall pattern
 - not effective
2. STATISTICAL ATTEMPTS
 - ϕ
 - why? underlying problem

D. DIFFICULTIES WITH PSYCHIATRIC DIAGNOSIS

1. Pxy of NP with Pxy
 - hold constant psych diagnosis, still obtain with NP

2. SEVERITY

- the more chronic + more impaired/severe, the less likely to differentiate

V ALTERNATIVE APPROACH

A. BASIC PROBLEM

1. NP CLASSIFIES ON DIFFERENT DIMENSION (then & diagnosis)
2. OF COURSE - this assessment are OK

B. ALTERNATIVE APPROACH

1. ANALYSES OF COMPETENCIES AND DEFICITS

- focus on impairment as well as strength

2. SPECIFIC

- choose items (tests) that focus on function
(validated vs)
- data is seldom presented in way it reflects everyday function

3. TEST GUIDELINES

- focus on higher level (rather than motor)
- don't focus on crystallized (learning) abilities, focus on fluid
- qualitative data
- place pt in context of living

C. Suggested APPROACH

(see next page)

ESTABLISHED LEARNING / EDUCATION

INFORMATION - WAIS-R
VOCABULARY - WAIS-R
GENERAL ED - WRAT

CURRENT ADAPTIVE ABILITIES

INFORMATION PROCESSING - ATTENTION, CONCENTRATION, TRACKING

Digit or Word Span

Digit Symbol

Symbol Digit Modalities Test

Trails A & B

Serial Seven

PASAT

Know

LEARNING AND MEMORY

Key Auditory Verbal Learning Test

Bender Recall

Story Recall

Serial Digit Learning

WMS

PROBLEM SOLVING - ABSTRACTION / CONCEPT FORMATION

- Category Test
- Wisconsin Card Sorting Test
- Object Sorting
- Proverbs
- Similarities
- Token Test

FLEXIBILITY

- Wisconsin Card Sorting Test
- Shoop Test
- Traits B

REASONING

- Arithmetic
- Raven Progressive Matrices

EXECUTIVE FUNCTION

- Block Designs
- Rey/O Taylor Complex Figure
- Mazes
- Tinkertoy Test

JUDGEMENT (SOCIAL)

- Comprehension
- Picture Arrangement

VI FUTURE DIRECTIONS

A. CLARIFY GOAL OF ASSESSMENT

B. OBTAIN NORMATIVE DATA

C. DEVELOP MORE FUNCTIONAL
COMPUTERIZED TEST

D. CONSIDER ASSESSMENT AS BEGINNING OF REHABILITATION