

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