



INTERNATIONAL NEUROPSYCHOLOGICAL SOCIETY LIAISON COMMITTEE NEWSLETTER

Message from the President of the INS

New York City, Bali, Madrid, Jerusalem... The list of places scarred by major attacks of brutal terrorism goes on and on. Tragically, we are living in a time when suicide/homicide-bombings and other horrific acts of violence threaten the safety and security of innocent people throughout the world. Nonetheless, and quite remarkably, the human spirit refuses to be defeated. This August, 202 countries will send their finest athletes to Athens for the 2004 Olympic Games, a centuries-old competition in physical skill and a celebration of excellence. International collaboration in the pursuit of noble goals can flourish even in these most threatening of times.

The growth and vitality of the International Neuropsychological Society (INS) is also an example of international collaboration in a virtuous endeavor. The 4,200 members of INS, hailing from 54 countries on six continents, have joined together for the scientific study of brain and behavior, the dissemination of neuroscientific knowledge, and the application of such knowledge to the improvement of human welfare. What an awesome mission!

Ten years ago, the INS established the International Liaison Committee (ILC) to foster communication and collaboration among members and other interested parties worldwide.

The Committee works to eliminate the obstacles to full participation in scientific and professional activities faced by many colleagues. Through this newsletter and other mechanisms, the ILC provides information on activities and programs of both INS and other organizations; many of these programs are designed especially for those from areas where material resources and similarly-interested colleagues may be in short supply.

The INS Board of Governors is currently pursuing new initiatives to support the further development of neuropsychology throughout the world. Included among these is the co-sponsorship of national and regional neuropsychology conferences, such as the highly successful Hong Kong conference last December. Advances in information technology, especially increased access to the internet, are also providing new options for international communication. The INS is actively investigating ways of making available on-line the continuing education programs offered at our annual meetings. The potential for other web-based distance-learning programs (Grand Rounds series, clinical demonstrations, etc.) is extraordinary.

I and the rest of the Board of Governors welcome your suggestions on how the Society might do even more to foster not only participation and membership in INS, but true international collaboration. Please feel free to contact us directly, or through the ILC leadership.

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Message from the Chair of the ILC

I want to take this opportunity to let you know about several changes and additions that Kathy May, our Program Assistant and Web Page Consultant, has made to the ILC website (<http://www.ilc-ins.org>) to provide information to the international neuropsychological community.

There is a new page called International Positions (<http://www.ilc-ins.org/jobs.htm>) which lists and describes professional employment opportunities in neuropsychology. Check it out and please contact us if you would like to post something.

Several participants on the ILC Cross Cultural e-mail discussion list (<http://www.ilc-ins.org/listserv.cfm/>) have described various tests they have developed, so we have added a new page called Resources (<http://www.ilc-ins.org/resources.htm>) which provides information on these new tests which may have cross cultural applications. Again let us know if you have something you would like to post.

The ILC often receives inquiries from individuals interested in furthering their training and we are trying to create a list of neuropsychology programs from all over the world. We have created a resource list on education and training and now list

programs in 18 countries (<http://www.ilc-ins.org/training.cfm>). Please let us know if there is a program in your country that you would like to have listed.

Finally, as you are planning your vacation, consider contacting the local association to meet neuropsychologists in that country by checking our regional societies database (<http://www.ilc-ins.org/societies.cfm>).

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**Joint INS and ASSBI
Meeting of INS, Brisbane,
Australia
7-10 July, 2004**

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The 3rd joint meeting of the INS and the Australian Society for the Study of Brain Impairment (ASSBI) took place at the Sheraton Hotel in Brisbane from the 7-10th July, 2004. While the two previous meetings, also in Queensland, (the Gold Coast in 1991 and Cairns in 1995) were hugely successful, attracting around 350 delegates, this 2004 conference exceeded all expectations with over 500 delegates. We had an extremely positive response to our call for abstracts, attracting a total of 383 submissions of which 304 (80%) were accepted.

While, not unsurprisingly, the majority of speakers at the conference were from Australia, there was excellent representation from across the world with over 25% of speakers from Europe and the Americas. It was particularly pleasing to have the Asia/Pacific region well represented with excellent speakers from New

Zealand, South Korea, China, Japan, Hong Kong and Singapore. Many new friendships and collegial ties were forged between delegates from these Pacific neighbors, ensuring ongoing development of collaborations in neuropsychological research and education amongst countries on the Pacific Rim.



Venue

The conference was held at the Sheraton Hotel, just a short stroll from Brisbane's shopping, entertainment and cultural precincts. With a near perfect climate, Brisbane is surrounded by some of the state's major tourist destinations, and many delegates took the opportunity to explore some local delights such as a quick visit to the Koala park and the wilderness of Fraser Island, as well as trips further afield, such as to Uluru, the red center of Australia.

Workshops

Donald Stuss from the Rotman Research Institute, Toronto, presented a workshop in which he reviewed recent empirical evidence demonstrating that the anterior attentional system mediated by the frontal lobes is made up of multiple component processes, interacting in a complex manner with the posterior attentional system. Sandi Chapman from the University of Texas at Dallas presented a workshop examining new evidence that discourse macrolevel abilities (i.e., gestalt level processing) are particularly vulnerable to the effects of severe brain injury, recovering more slowly than discourse microlevel abilities (i.e., recall of details).

Bryan Kolb from the University of Lethbridge, Canada, presented a workshop on repairing the injured brain in which he considered some factors that may facilitate such changes, including environmental stimulation, stimulants and the mobilization of endogenous stem cells. Raja Parasuraman from The Catholic University of America in Washington, DC, gave a workshop in which he detailed deficiencies in spatial attentional function following Alzheimers Disease. Adele Diamond from the University of Massachusetts Medical School, presented a workshop examining the development of the frontal lobes from infancy through early childhood.

Keynote Speakers

There were three keynote speakers. Bryan Kolb presented the "Birch Address" on Brain Plasticity. In this he argued that experience alters the brain by modifying existing circuitry as well as by creating novel circuitry depending upon the developmental age of the subject. Jason Brandt, from the Johns Hopkins University, Baltimore, USA gave the "INS Presidential Address" in which he outlined 20 years of research on the neurological and cognitive characteristics of patients with Huntington's Disease, their differences from those of other dementias, and their relationship to genetic factors. Skye McDonald, from the University of New South Wales, NSW, Australia, gave the "ASSBI Presidential Address" in which she discussed the neuropsychological underpinnings of emotion perception disorders following severe TBI.

Symposia and Free Papers

While the guest speakers and workshops were keenly anticipated, the breadth and quality of the free papers was the true strength of this conference. The accepted presentations were organized into 5 poster sessions, 15 symposia, 3 clinical forums and 16 oral sessions. The topics encompassed:

- 6 sessions on developmental and child issues
- 6 sessions on problems of the aged

- 6 sessions on rehabilitation and recovery
- 12 sessions on specific neuropsychological syndromes
- 14 sessions on specific neurological conditions
- 5 sessions on clinical and methodological issues, e.g., driving, testamentary capacity, challenging behavior, evidence-based measurement

Launches

During the conference two exciting initiatives were unveiled. First, PsycBITE™, a freely available website found at www.psycbite.com was launched. This website enables clinicians and researchers to search for all empirical studies ever published that evaluate a treatment for a psychological condition as a result of any type of brain impairment. Qualitative ratings for the methodological rigor of each study are also provided.

Also launched was an important new book entitled *Cognitive and Behavioural Rehabilitation: From Neurobiology to Clinical Practice*. Edited by Jennie Ponsford and written by leading experts in the field, this book situates the practice of cognitive and behavioral rehabilitation in the latest research from neurobiology and cognitive neuroscience.

Concluding Remarks

This conference was an outstanding success, bringing researchers from around the world together on Australian soil to hear the best of Australian and international research and to forge new collaborations and friendships. It has been an extremely positive venture in firming relations between INS and ASSBI and we look forward to future great meetings here.

***From the Small Seed
Grows the Mighty Baobab
Tree - ACDRA***

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The summer 2002 INSNET published the experiences of four psychologists whose research work is based in Africa. We discussed the benefits of working in Africa (an important environment in which to investigate the issues of risk and resilience and to develop truly universal theories). And we summarized the problems (lack of: trained personnel, locally specific assessment tools, and culturally appropriate theoretical frame works). Three of the contributors were present in Nairobi on February 16th 2004 at the launch of a new initiative, Applied Child Development Research in Africa (ACDRA), the purpose of which is to network child development practitioners and academics across Africa.



ACDRA is primarily concerned with promoting research into child well being. The ACDRA network will provide a means of supporting applied research through peer guidance, training and capacity building. ACDRA aims to develop the communication network both within and beyond Africa, and set up formal and informal communication channels with colleagues world wide to ensure the achievement of its goals. We welcome, and would be the richer for, regular input from all disciplines working to improve child well being.

The first meeting in Nairobi was a pilot project in itself. It was designed to identify the needs and interests of the students (the next generation of researchers in the region) and academics involved in training this next generation. The meeting was attended by academics, students and researchers from institutions based in Uganda, Kenya and South Africa. Disciplines represented included Developmental, Clinical and Neuropsychology, Psychiatry and Nutrition. The programme included an overview of child development research currently being undertaken in the four units in Eastern and Southern Africa being represented at the meeting. Participants also took part in a workshop activity planning research initiatives. The themes and issues that emerged in the closing discussions highlighted a number of core issues. Each goal identified below is accompanied by suggestions of how our international colleagues could help in their realization.

Goal 1: Promoting regular forums for discussion

One theme discussed was the need to raise the exposure of students to research and research techniques. Currently students in Africa have limited opportunities within their undergraduate curriculum to engage in research and are not competing on equal terms with their European and North American colleagues for research funding at a graduate level.

Regular discussion groups and seminars was one suggested step towards greater exposure. Participants were hungry for more meetings on a wide range of topics. Funding for meetings is always an issue, both to fund participants and speakers. A suggestion was made to aim at first for smaller groups to meet more locally. These groups would welcome visiting speakers. *If you are planning a trip to this part of the world, whether for work or pleasure, and can spare some time to give a presentation of your work, please contact us in advance.*

You will meet a very appreciative audience.

Access to computers and the internet is not universal, but it is growing steadily (about 80% of our participants held email addresses suggesting regular access to a computer, but less than 50% have direct access).

Developing a website and a list-serv was also suggested as another route to regular linkage and discussion. *Any help in launching such initiatives, or adding an Africa dedicated page to an already existing website would be gratefully received.*

Goal 2: Making available reliable and valid tools for monitoring and assessment

A central concern raised by participants was how to address the ways and means of measuring child development in the domains of cognition, motor skills, language, social and emotional development, growth and health. We also discussed the need to address how to account for environmental differences, such as access to educational and health facilities, in settings where instruments devised and standardised for industrial and largely Euro-centric populations, have little established validity. Whilst the research establishments represented at the meeting are involved in "tool development," this is largely to meet their own needs. Producing instruments standardised on the general population, publishing these tools to make them more widely available, and providing training in their application were considered to be priorities. *Are there any organizations or publishing houses that would be interested in supporting this initiative in a practical way? Or any INS members who could help negotiate the development of such an initiative?*

Goal 3: Providing an outlet for African-based research

The goal of getting into print is a universal one, and there are many common hurdles that need to be overcome. There are others which are

more specific to the African researcher. One is having to produce material in what is often the writer's third or fourth language. *ILC has launched an initiative to support the production of written material through mentoring. But how do we exploit this opportunity, how do students in Africa link with seasoned researchers with busy schedules in the USA, etc.?*

Another hurdle, prejudice against African researchers, is a more controversial issue, but we can all cite evidence to support it. The most telling example is of a paper submitted to the same journal from an African address (rejected), and (later, but unchanged) from a European address (accepted). As with most prejudices, it is often possible to find logical and seemingly genuine reasons to support the decisions made (an example might be that the article was poorly written) and it is also possible to cite journals and editors who do actively seek out material from Africa.

The campaign against prejudice is a long and slow one, but the need to get published is immediate. One option we intend to pursue is to support publication in the few locally published journals available. Another is to lobby international journals for special editions, or some form of positive discrimination. But the art/science of article writing needs to be developed whichever route a young scientist chooses to follow. *Writing workshops, and mentoring are sorely needed.*

Goal 4: Exposing African researchers to international research.

The value of attending international scientific conferences is not at issue. African scientists would gain from that exposure as much and for the same reasons as other scientists. The value to a scientific community, especially one studying human behavior and functioning, of broadening the participants of a conference to be more truly international cannot be disputed. But those who do not attend generally do not do so because they do not have

access to the necessary funds. *We therefore strongly support the implementation of sponsorship to all INS conferences.*

In making the case for sponsorship the central questions appear to be who to target and how to select. The experience of our ACDRA meeting suggested that the target group should be broad, to include both senior academics and junior scientists. The former because exposure to international conferences will strengthen their value as educators of the next generation, and the latter because of the role that they will play in consolidating future research capacity. A network like ACDRA can help in the selection process by identifying those with an active research interest, and by seeking and providing objective references of potential candidates for sponsorship awards. When more African scientists seek and gain their own research funding this form of sponsorship will no longer be necessary.

The list of suggestions is not exhaustive; others include inviting junior scientists for two-week "apprenticeship" visits to research institutions. We would welcome any suggestions. But of most value would be to make firm links with those who can help us take practical steps, no matter how small, towards the achievement of our goals.

The 3rd Annual Vivian Smith Advanced Studies Institute of the INS

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The 3rd Vivian L. Smith Summer Institute of the INS was held from June 21 to July 16, 2004 in Xylocastro, Greece. This year's topic was "The Human Frontal Lobes". The purpose of

this Institute is to communicate new developments in neuropsychology and cognitive neurosciences to a select group of international graduate students and residents in neurology and psychiatry each summer, while providing them with financial assistance to attend. More specifically, the goals of the Institute are to promote the dissemination of knowledge in the fields of cognitive neuroscience and clinical neuropsychology; the formation of professional bonds among future and current leaders in these fields from across the world; the in-depth study of fundamental questions in these fields and the search for solutions under conditions that optimize such academic pursuits.



The practical consequences of these endeavors are expected to include advancement in our conceptions of (a) the neurophysiological mechanisms of sensory, motor and higher psychological functions; (b) the pathophysiology of deficits in these functions; and (c) mechanisms of their restitution, treatment and approaches to rehabilitation. The institute is held every year in Greece—what better place to meet than in the birthplace of philosophy and science.

Beyond the formalities of the stated purpose of the Institute, there is a certain chemistry that permeates the summer course. Whether it is the enthusiasm of the attendees (both students and instructors) to be part of this, the smoothness of the whole operation (well, only the organizers

know how bumpy it has been at times), or the warmth of the climate and the people of Xylokastro, I don't know. What I do know is that it is an enriching experience each year – for attendees and organizers alike.

Since the first summer course in 2002, the list of applicants has grown steadily, as past students encourage their peers to apply, and, perhaps, reapply themselves. Having evaluated many of the applications, I can attest to the impressive qualifications of most, and the difficulty in rank-ordering them for acceptance. While this makes the selection process more difficult, it also ensures stimulating class discussions.

One of the factors that may contribute to the richness of the experience, I believe, is the duration of the course – four weeks – enabling people to become well acquainted with each other and allowing time beyond the confines of the classroom to discuss ideas. The selection of the town of Xylokastro as the place for the institute has also been influential. The town is small enough to make it easy to get around on foot, but large enough to have the infrastructure needed to support such an endeavor. It is also remote enough to keep people around both for the classes and for evening social outings (like dinner at a seaside restaurant, followed by a beach party), but close enough to areas of interest to accommodate a variety of tastes (e.g., hiking, biking, island-hopping, attending a cultural event at the ancient theater of Epidauros, touring of ancient sites).

And, of course – one of our criteria when looking for the right place to hold the Institute – the beach is within walking distance of the classrooms and hotels. The addition of free Greek lessons has been very popular, making it possible to get a first-hand taste of the local culture and an understanding of the origin of many scientific terms used in psychology and medicine. Finally, a big part of our success in organizing the Institute has been the

local support we've received from the mayor and his staff. Despite the fact that the town has no university, let alone a library with scientific journals, the City Council has supported the Institute with comfortable classrooms and installed the technology needed to stay “connected” to the world of academia.

Perhaps the experience of participating in the Vivian L. Smith Summer Institute of the INS was expressed best by a past student from Denmark:

“This may be the best part of the Institute: being able to discuss science, politics and Greek food over the same meal, with old academic heroes and new friends.”

For more details regarding the Institute, please view our web site at <http://www.uth.tmc.edu/clinicalneuro/institute/>.

***The Hamasch Five-Point
Test–Revised
(H5PT-R)***

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The multidimensional construct ‘executive functions’ includes cognitive flexibility, which can be subdivided into reactive and spontaneous cognitive flexibility (Spren & Strauss 1998). The spontaneous component is often evaluated by figural and verbal fluency tests. Clinicians frequently use the Five-Point Test to assess figural fluency (figural divergent thinking) without adequate normative data. The Five-Point Test was originally developed by Regard and colleagues (Regard et al. 1982). We presented a new version of the Five-Point Test with better-defined instructions, administration, scoring and relatively good normative data. We called this

version of the test 'Haid 5 Point Test' (Haid, et al., 2002; H5PT). Statistical analysis of the normative data of 184 healthy adults showed significant influence of age and education on the two analyzed parameters (total and correct designs), but no gender effects. We further analyzed data of a total of 290 healthy adults, comprising 184 previously published and 106 additionally collected data sets. In order to make a clear distinction to the normative data of the previous version (H5PT) we have called this new version 'Haid 5 Point Test – Revised' (H5PT-R).

Administration and Scoring

We devised our own forms for the testing in order to provide a consistent model and to avoid violation of copyrights. The exact instructions, the examination procedure in case of mistakes by the participants, and the rules for interpretation of the results can be supplied in German or in English on request.

The total of designs (all designs produced, including correct designs, perseverations and rule-breaking = *Total*) and the number of correct designs (*Correct*) were noted, that is, the designs which followed the rules and appeared only once. The percentage of the relation of *Correct* to *Total* designs was then calculated ($Correct / Total \times 100 = \% Correct$).

Summary of Analysis of Normative Data for H5PT-R

The parameters *Total* and *Correct* did not significantly deviate from a normal distribution either for the total group or for the individual subgroups according to age and schooling. Averages and standard deviations could therefore be used for a Z-transformation of individual test results.

A significant influence of age and schooling can be found for the parameters *Total* ($R^2 \sim 7\%$) and *Correct* ($R^2 \sim 12\%$). The results underscore the necessity for consideration of the factors mentioned in norming and scoring of testing.

General cut-off scores are not appropriate.

The H5PT-R test form, instructions (English) and detailed tables (German) showing the results of the statistical analysis can be obtained without cost via e-mail: Thomas.Haid@Tilak.at

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Regional ILC Representatives Needed

The ILC is developing a network of regional representatives to further enhance its goals of increased communication and collaboration among neuropsychologists worldwide. We seek energetic, committed professionals who are actively involved in the practice of neuropsychology.

The main duties of the representatives will be to report, via a brief paragraph twice a year, on neuropsychological activities and issues in their specific regions. These reports will be published in the INSNET and posted on the ILC website. The representatives may also be called upon to respond to occasional inquiries about neuropsychological services and opportunities within their regions.

We have found representatives for the Asian (Raymond Chan, Sun Yat-Sen University, China) and Australasian regions (Skye McDonald, University of New South Wales, Australia) but still need representatives for the following regions: *Scandinavia*,

Western Europe, Southern Europe, Eastern Europe, the Middle East, Africa, Central America, & South America. If you have ideas or questions or if you would like to submit a nomination to be a regional representative, please send an e-mail to Bernice Marcopulos.

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