

COURSE UNIT INFORMATION SHEET (SYLLABUS)

2020/2021

Name
Topics of Cognitive Neuropsychology
Teaching staff (Also indicate the Professor in charge)
Tânia Fernandes (in charge); Paulo Ventura; Ana Pinheiro
Creditação (ECTS)
6
Functioning
3rd year, 2nd semester; 4 hours per week: 1 theoretical class (2h) and one practice class (2h)..
Learning goals
1. To understand and comprehend the neuropsychological disorders of the main cognitive systems 2. To develop critical knowledge about the contributions of cognitive neuropsychology to the current research in Cognitive Sciences and about the healthy cognitive system. 3. To develop skills of results' analyses and discussion of neuropsychological research and its framing under cognitive science.
Skills to be developed
1. Acquisition of core knowledge and concepts in the scientific field of Cognitive Neuropsychology and on how this field contributes to the research in Cognitive Sciences. 2. Autonomous bibliographic search and literature review in the field of Cognitive Neuropsychology and effective skills of scientific writing and oral communication. 3. Interpretation and analysis of scientific papers and of experimental results in Cognitive Neuropsychology framed by current theories and critical analysis of contrasting proposals from Cognitive Sciences. 4. Effective skills of scientific writing and of poster presentation of cases of Cognitive Neuropsychology.
Prerequisites (precedences) *
N/A
Contents
1. Introduction, historical perspective and the importance of single case studies. 2. Methods and techniques of research in Cognitive Neuropsychology 3. Oral language: classical approach and clinical classification of aphasia 4. Oral language: the double path model of speech processing 5. Reading and visual word recognition 6. Developmental neuropsychology, learning disorders, and developmental dyslexia. 7. Visual perception, visual object recognition and agnosia 8. Perception of faces and of body parts and prosopagnosia 9. Attention, spatial representation and hemispatial neglect, and vision for action.



10. Auditory perception and hallucinations and schizophrenia

References

Kemmer, D. (2015). Cognitive Neuroscience of Language. Psychology Press.

Kolb, B. & Whishaw, I. Q. (2015). Fundamentals of Human Neuropsychology (7th Edition). New York: Worth Publishers.

Ward, J. (2015). The Student's guide to cognitive neuroscience (3rd Edition). Psychology Press.

Woolsey, T. A., Hanaway, J., & Gado, M. H. (2008). The Brain Atlas: A Visual Guide to the Human Central Nervous System. John Wiley & Sons Inc., Hoboken, New Jersey, USA.

Specific references will be given along the semester through e-learning platform.

Teaching Methods

Theoretical classes: expository with presentation and discussion with the students of references regarding the topic (available at e-learning in the previous week before the class).

Practical classes: Presentation and discussion of scientific papers and neuropsychological cases by the students; Preparation of the scientific poster regarding the neuropsychological case selected to be presented in the last week of classes of the semester.

In the case of any situation that impedes that classes are in-person, classes will occur via zoom, while keeping the UC functioning unchangeable (equivalent schedule, assessment, and components).

Evaluation Regimes (Geral and/or Alternative)

Approval in this course will imply two components (all COMPULSORY) of evaluation: (a) and (b).

Students can decide to do or not to do component (c). The final grade corresponds to the sum of the partial grades of the two (or three) components.

The characteristics of the components and the evaluation criteria will be available in classes and in the e-learning platform.

Evaluation Elements (Dates due, weights, minimum required grades)

(a) Written and individual exam – 11 + 2* (out of 20).

(b) Group work, with 2 steps: i) Presentation and discussion of neuropsychological case in class, and ii) Poster presentation in class – 7 (out of 20)

(c) Participation in experimental research by the Research Team in Memory and Language (2 out of 20, optional).

* If the student decides not to do (c), component (a) will have a weight of 12 (out of 20).

Rules for grade improvement

Due to the nature of the evaluation elements, only component (a) can be improved.

Rules for students having previously failed the course unit *

Students that have previously attended the course, who had a score above 8.5 out of 20 on componente (b) in the academic year immediately before can keep this score. Component (a) is the same as for the other students.

Requirements on attendance and punctuality

Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs)

Language of instruction

Portuguese (mostly) and English (rarely).

Disciplinary violations and penalties

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

- a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;
- b) To help or try to help a colleague in committing a disciplinary offense;
- c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;
- d) To present someone else's work as one's own;
- e) To forge, or change without permission from the author, any information or citation in an academic work;
- f) To interfere, change or attempt to change grades;
- g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;
- h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;
- i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the Universidade de Lisboa.

* If applicable