



University of the
West of England

MODULE SPECIFICATION

Code: USPJE8-20-3 **Title:** COGNITIVE NEUROPSYCHOLOGY **Version:** 6

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** March 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:

USPJLC-30-2 Cognitive and Developmental Psychology 2 or USPJLY-20-2 Individual Differences and Biological Psychology

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

The student will be able to:

- understand the theoretical assumptions underlying the discipline in regard to the relationship between brain and mind;
- understand the link between neurological systems and cognitive processes;
- appreciate the value and limits of major models and theories of cognitive processes;
- understand the various research methods and experimental tools used for testing and diagnosing cognitive deficits.

Syllabus Outline:

Introduction to Neuropsychology

Theoretical underpinnings (neurological specificity, functionalism, modularity etc)

Revision of neuroanatomy/cognitive theory

Principles of neuropsychology (research methods, single case versus group studies, extrapolation from animal experimentation)

Memory and learning

Principles and theories of normal and abnormal attention, memory and learning

Amnesia

Perception

Blindsight

Visual agnosia

Object and face recognition

Voice recognition

Synaesthesia

Language understanding and production

Normal and abnormal speech recognition and production
Language processing

Intelligence thinking and problem solving
Normal and abnormal mental processes
Acquired deficits in intelligence, thinking and reasoning and general problem solving

Reading and writing
Normal and abnormal recognition and production of visual language
Forms of dyslexia

Split brain
Relationship between brain and consciousness

Teaching and Learning Methods:

Lectures introducing the syllabus, basic principles, and theories.

Seminars/Tutorials with in depth discussions of up to date theory and research

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

Banich, M T (1997) Neuropsychology. Houghton Mifflin. N.Y.

Code, C, Wallesch, C, Joannette, Y & Roch Lecours, A (Eds) 1996. Classic Cases in Neuropsychology. Psychology Press, UK.

Ellis A W & Young A W (1988) Human Cognitive Neuropsychology Psychology Press

Parkin A J (1993) Explorations in Cognitive Neuropsychology Blackwell

Journals including

TINS

TICS

Memory and Cognition

Perception

Quarterly Journal of Experimental Psychology

Journal of Experimental Psychology

Cognitive Neuropsychology

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A *(controlled)*

Description of each element

EX1 Examination (2 hour)

Element Wt (Ratio)

(within Component)

1

Component B

Description of each element

ES1 Essay (2000 Words)

Element Wt (Ratio)

(within Component)

1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A *(controlled)*

Description of each element

EX1 Examination (2 hours)

Element Wt (Ratio)

(within Component)

1

Component B

Description of each element

ES1 Essay (2000 words)

Element Wt (Ratio)

(within Component)

1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)