1. **Title of the module**

PSYC8650 (SP865): Mind, Brain and the Body

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for: MSc Cognitive Psychology/Neuropsychology

1. **The intended subject specific learning outcomes.**

**On successfully completing the module students will be able to:**

* 1. Describe the general physiology of the somatosensory and motor systems from the periphery to the brain.
	2. Understand mechanisms of sensorimotor plasticity, including how the brain reorganises after central or peripheral neural damage.
	3. Understand the central role of the sensorimotor system in body awareness and sense of self.
	4. Understand how somatosensory and motor systems impact, and interact with, cognitive processes (e.g., learning, language, emotional processing, and social cognition)
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Acquire critical and analytical skills in dealing with one’s own and others’ theoretical ideas and empirical research (from a range of disciplines).

9.2 Develop coherent arguments, and the ability to critically evaluate and flexibly reconstruct those ideas in the light of feedback.

9.3 Interpret and critically analyse scientific findings within their broader empirical and theoretical contexts.

9.4 Communicate ideas effectively and efficiently through different means (e.g. in written extended essays and orally)

1. **A synopsis of the curriculum**

The module will survey cutting edge research emphasising the role of sensory and motor systems in human cognition. We will discuss the relationship between brain, mind and body, from physiological, experimental, philosophical, linguistic, and neuroscientific perspectives. The module will cover areas such as sensorimotor interactions, interoception, somatosensory and motor plasticity, body representation, body ownership, the sense of agency, as well as embodied cognition. Implications for cognition, social behaviour and clinical conditions will be emphasised.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

The seminars will have reading allocated per week, and will be reviewed each year to remain contemporary.

* Foundations of Embodied Cognition volume 1 - perceptual and emotional embodiment (<https://www.routledge.com/product/isbn/9781138805811?source=igodigital>)
* Foundations of Embodied Cognition volume 2 - conceptual and interactive embodiment (<https://www.routledge.com/product/isbn/9781138805835?source=igodigital>)
1. **Learning and Teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Portfolio 4,000 words 100%

13.2 Reassessment methods

Like for Like.

1. ***Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Seminar/Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Portfolio | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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