## KentVision Code and title of the module

PSYC8650 Mind, Brain and the Body

## Division and School/Department or partner institution which will be responsible for management of the module

School of Psychology, Division of Human & Social Sciences

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## The number of credits and the ECTS value which the module represents

20 credits (10 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

#### Optional to the following courses:

* MSc Cognitive Psychology/Neuropsychology
* MSc Developmental Psychology

## 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)

## 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)

## 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.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 178

Contact Hours: 22

Total: 200

## Assessment methods

* 1. Main assessment methods

Seminar Report (20%)

Research Proposal (80%)

* 1. Reassessment methods

Like for Like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| Module learning outcome | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Seminar Report | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Research Proposal | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## 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.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 09.09.22 | Minor | Retrospective (spec changed to match KV) | 13.2 | No |
|  |  |  |  |  |