1. **Title of the module**

PSYC6110 (SP611): The Neuroscience of Cognitive Disorders

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

 School of Psychology

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

 Level 6

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

15 credits (7.5 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 to Psychology undergraduate students. Not available Wild. Available to Short-Term Credit students at the discretion of the school/convenor.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate knowledge and a systematic understanding of how core concepts, theories and findings in the study of cognition have been applied to broader neuroscientific and clinical contexts.
	2. demonstrate critical reflection when considering how cognitive psychology has informed our understanding of mind, brain and healthcare.
	3. critically evaluate theoretical and empirical literature on the neuroscience of cognitive disorders.
	4. evaluate through written analysis and interpretation the application of cognitive research to its broader neuroscientific and everyday context.
	5. demonstrate an appreciation of the historical and conceptual issues in the study of the neuroscience of cognitive disorders.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. demonstrate literacy, numeracy and writing skills to present, interpret and discuss concepts, theories, and findings based on the use of the relevant literature
	2. demonstrate knowledge, understanding, and appreciation of the diversity of theoretical and empirical approaches in psychology
	3. critically evaluate the quality of theories, methods and findings in published research
	4. express well-founded opinions, argue rationally, develop new perspectives and engage in critical thinking
3. **A synopsis of the curriculum**

This module will build upon the cognitive theories and research methods explored at stages 1 and 2. It will focus on several forms of neurological deficit each of which affects a different domain of cognition. Students will learn about how different strands of neuroscientific research, relating to behaviour, cognition, anatomy, and physiology, have both advanced our understanding of human neuropsychology, and informed on the design of relevant intervention strategies.

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

Martin, G. N. (2006). Human Neuropsychology (2nd Edition). Pearson Prentice Hill.

Kolb, B., & Wishaw, B. (2008). Fundamentals of Human Neuropsychology (6th Edition). Worth Publishers.

1. **Learning and teaching methods**

The module will be taught by lectures/seminars and private study.

Total Contact Hours: 22

Private Study Hours: 128

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

Short answer written exercise 1,250 words 20%

Essay 2,500 words 80%

* 1. Reassessment methods

Like-for-like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |
| Private Study | X | X | X | X | X | X | X | X | X |
| Lecture/Seminar | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Written exercise 20% | X | X | X | X | X | X | X | X | X |
| Essay 80% | X | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The School of Psychology is committed in its support of all students, including those with a disability. Students with a ‘disability’ includes those who have physical disabilities, sensory impairments, specific learning difficulties, special psychological needs and medical conditions. If you have a disability you are advised to familiarise yourself with the School's Policy and Procedures for student with disabilities and take up all of the support opportunities on offer. The full Policy and Procedures is available by clicking [here](https://www.kent.ac.uk/psychology/literature/).

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

 Canterbury

1. **Internationalisation**

The module discusses topics of universal nature (e.g. cognitive & social psychology topics) as well as specific topics linked to internationalisation such as neurological deficiencies. Core readings for this module feature research undertaken in various countries.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| November 2017 | Minor | September 2018 | 5-6, 13, 17 | No |
|  |  |  |  |  |