1. KentVision Code and title of the module

PSYC8025 Neuropsychology of Ageing

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

Division of Human and Social Sciences, School of Psychology

## 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

* Cognitive Psychology/Neuropsychology
* Developmental Psychology
* Clinical Apprenticeship Programme
* MSc Clinical Psychology

## The intended subject specific learning outcomes.On successfully completing the Level 7 module students will be able to:

8.1 Demonstrate knowledge and understanding of the impact of healthy ageing on cognitive functioning

8.2 Demonstrate knowledge and understanding of the neuropsychological profile associated with pathological ageing conditions

8.3 Demonstrate a sound understanding of how psychological theory and methodology relate to how we understand age-related changes in cognition and neural processes

8.4 Critically evaluate research on healthy and pathological ageing.

## The intended generic learning outcomes.On successfully completing the module students will be able to:

9.1 Critically evaluate research from a range of sources

9.2 Competently disseminate their work to an audience

9.3 Express opinions, argue rationally, and engage in critical thinking both orally and in the written form

9.4 Understand the link between theory, evidence, and clinical practice.

## A synopsis of the curriculum

This module will provide students with a wide-ranging, detailed and critical overview of neuropsychological theories of ageing. The module will draw on evidence from healthy and pathological ageing, incorporating cognitive and neuroscientific research. The curriculum will focus on theories of cognitive ageing, presenting evidence sourced using a range of cognitive psychological and neuropsychological methods. The module will provide detailed neuropsychological profiles of pathological ageing conditions such as Alzheimer’s Disease, Frontotemporal Dementia and Parkinson’s Disease, allowing the students to compare and contrast how specific neural changes attributable to disease processes result in different cognitive deficits. Clinical considerations when working with older adults will also be discussed demonstrating how research informs clinical practice. Finally, the module will also introduce the notion of “successful ageing” and will critically evaluate the evidence for lifestyle factors such as diet, sleep, exercise, and mental stimulation.

## 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).

* Ravdin, L. D., & Katzen, H. L. (2012). Handbook on the Neuropsychology of Aging and Dementia. Springer Nature: Switzerland, ISBN 978-3-319-93497-6 (e-book).

Key journal articles will be added and updated annually.

## Contact Hours

Private Study: 178

Contact Hours: 22

Total: 200

## Assessment methods

* 1. Main assessment methods
* In class presentation A approx. 10 minutes 15%
* In class presentation B approx. 15 minutes 25%
* Research Proposal 2,000 words 60%

The two in-class presentations will allow the students to engage with research addressing both healthy ageing (presentation A) and pathological ageing (presentation B). This is an important consideration for understanding the Neuropsychology of Ageing. Moreover, it increases the student’s engagement with the scientific literature and an allows in-depth understanding to the theories for cognitive and brain ageing coupled with an understanding of clinical conditions associated with accelerated or greater cognitive decline.

13.2 Reassessment methods

* Like for like

## Map of module learning outcomes (sections 8 and 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** |
| Lecture/seminar | **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 |
| Presentation A | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation B | **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)** |
| --- | --- | --- | --- | --- |
| 26.01.2022 | New | Autumn |  | No |
|  |  |  |  |  |