

Current Perspectives in Psychology and Neurosciences**Academic year 2020-2021**

(Approved by the master's programme academic committee on: 29/07/2020)

* Please ensure that you use the official UGR nomenclature and terminology (ES-EN) available in [UGRTerm](#) for the names of programmes, courses, faculties/schools, departments, competences/skills, teaching methodology, etc.

SEMESTER	CREDITS (ECTS)	TYPE	MODE OF DELIVERY	LANGUAGE(S) OF INSTRUCTION
Both	5 ECTS	Compulsory	Face-to-face / Blended / Distance	Spanish / English
MODULE				
SUBJECT		Current perspectives in Psychology and Neurosciences		
CENTRE / FACULTY / SCHOOL RESPONSIBLE FOR THE PROGRAMME		International School for Postgraduate Studies (EIP)		
MASTER'S DEGREE		Cognitive and Behavioral Neuroscience		
FACULTY / SCHOOL		Faculty of Psychology, Mind Brain and Behavior Research Center (CIMCYC)		
TEACHING STAFF ⁽¹⁾				
Daniel Sanabria				
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Isabel de Brugada				

¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ncg7121/))



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GENERAL AND SPECIFIC COMPETENCES	
<ul style="list-style-type: none"> • General skills: <ul style="list-style-type: none"> - Acquisition of knowledge about psychological processes and their neural bases. - Acquisition of knowledge about the main methods in Human Neuroscience and Experimental Psychology. - Acquisition of knowledge about dysfunction of the neural basis of behavior. • Specific skills: <ul style="list-style-type: none"> - Reading specialized research material in Neuroscience and Experimental Psychology in English language - Listening and understanding specialized research material in Neuroscience and Experimental Psychology in English language - Synthesis of acquired information and writing (in English or Spanish) of short essays answering specific research questions - Generation of a proactive approach to research talks by asking questions to the invited speakers and interacting with them during their presentations and also afterwards. 	
CROSS-CURRICULAR COMPETENCES	
<ul style="list-style-type: none"> • Promote learning skills that allow self-directed or autonomous study: skills to search bibliographic sources; critical analysis; organize scientific literature on specific topics, etc. • Knowing how to communicate conclusions of works and studies –and the ultimate knowledge and reasons that support them– to specialized and non-specialized audiences in a clear and unambiguous way; this is reflected in the acquisition of oral and written exposition skills of theoretical and research works. • To know the "applicability" of scientific psychological knowledge to the social, educational and health fields. Ability to face novel situations in these areas of application and make judgments that include reflections on social and ethical responsibilities. 	
OBJECTIVES OR LEARNING OUTCOMES (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)	
<ul style="list-style-type: none"> • <i>The student will know/understand:</i> <ul style="list-style-type: none"> - Current relevant research and theories in the field of Experimental Psychology and Neuroscience - Different styles and approaches to current controversies in the field - The importance of taking an active role in research exchanges • <i>The student will be able to:</i> <ul style="list-style-type: none"> - Read and understand specialized research literature in Human Neuroscience and Experimental Psychology - Discuss hot spots or controversies with the researchers themselves - Synthesize relevant information to write reports about key questions. 	
BRIEF DESCRIPTION OF THE COURSE CONTENT (ACCORDING TO THE MASTER'S PROGRAMME VALIDATION REPORT)	
<ul style="list-style-type: none"> • Initial session: description of the contents, scheduling and evaluation of the course. 	



- 1 session - description of Ethics in research
- 2 sessions – guidelines of “how to write an (scientific) essay”
- 1 session – guidelines of how to pre-register a study
- Several research talks and/or seminars from national and international experts in the fields of Psychology and Neuroscience, distributed along the academic course.
- Composition of one essay reviewing recent literature in specific research fields

SYLLABUS

THEORY SYLLABUS:

- Unit 1. Ethics in Research
- Unit 2. How to write an (scientific) essay
- Unit 3. How to pre-register a study

PRACTICAL SYLLABUS

- Seminars: The contents/specific talks and seminars change every year depending on the areas of research of the invited speakers. Their number varies between 12-18 (students have to attend and participate in a minimum of 9 presentations).
- Foreseeing potential incompatibilities between the time of the seminars and student activities in other domains (e.g. practical work in hospitals), students are offered the possibility of listening and synthesizing research contents presented in podcasts available in internet, with special attention to TED contents. This, however, only applies when students justify the impossibility to attend specific talks/seminars synchronously.

REQUIRED AND RECOMMENDED READING

- Specific references and relevant and recommended readings are updated every year and change depending on the speakers. This information will be available here:
<http://campusvirtual.ugr.es/moodle/course/view.php?id=1326>

USEFUL LINKS (OPTIONAL)

<http://campusvirtual.ugr.es/moodle/course/view.php?id=1326>

TEACHING METHODOLOGY

- The number of sessions in the course varies depending on the number of invited speakers, ranging from 12 to 18, plus several introductory sessions. Each session will last around 60 to 90 minutes.
- Students have to attend the introductory sessions, seminars and talks (around 30 h).
- The remaining 70 hours will be devoted to individual work on reading a relevant paper related to each seminar in advance (provided by the lecturers) and answer to one or two questions within one week of the talk. In addition, students are encouraged to ask questions during the talk and also to interact with the speakers afterwards to clarify potential doubts or discuss research implications of the information provided by the speakers. Finally students' individual work will be devoted to write an essay.
- The dates and times of the talks, papers for readings and questions to answer will be available to students on a web platform with a specific section for the current course:
<http://campusvirtual.ugr.es/moodle/course/view.php?id=1326>



ASSESSMENT (EVALUATION INSTRUMENTS, EVALUATION CRITERIA, PERCENTAGE OF FINAL MARK, ETC)

ORDINARY ASSESSMENT SESSION

Article 17 of the UGR Assessment Policy and Regulations establishes that the ordinary assessment session (*convocatoria ordinaria*) will preferably be based on the continuous assessment of students, except for those who have been granted the right to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

- Marks of the essay constitute 40% of the final evaluation.
- Attendance to talks and seminars, as well as short written reports of answers to the research questions provided for each specific talk constitute the remaining 60% of the evaluation. This part of the grade will consider the extent of active participation of the students during the talk/seminars (e.g. questions made to the speaker). Specifically, the evaluation will take into account assistance (33%, the maximum will be reached by 9 talks), participation (33%, the maximum will be reached by asking out loud questions to the speaker in at least 5 talks or assisting to at least 5 additional talks) and quality of the response to the questions provided or each talk (33 %).
- In order to sum up these two parts (i.e. both the essay and seminars) the student will need to pass each one (i.e. to obtain at least 5 out of 10 on each part).
- If plagiarism is detected in any of the written work, a “0” qualification will be considered for the subject

EXTRAORDINARY ASSESSMENT SESSION

Article 19 of the UGR Assessment Policy and Regulations establishes that students who have not passed a course in the ordinary assessment session (*convocatoria ordinaria*) will have access to an extraordinary assessment session (*convocatoria extraordinaria*). All students may take part in this extraordinary assessment session, regardless of whether or not they have followed continuous assessment activities. In this way, students who have not carried out continuous assessment activities will have the opportunity to obtain 100% of their mark by means of an exam and/or assignment.

- For this extraordinary call, the student can choose either to keep the previous marks from individual parts of the course, or to complete a written exam that will cover the 100% of the grade. This exam will include several questions about the readings related to the seminars as well as a critical essay about a given topic that the student will know well in advance.

DESCRIPTION OF THE EXAMS/TESTS THAT WILL FORM PART OF THE SINGLE FINAL ASSESSMENT “EVALUACIÓN ÚNICA FINAL” (AN ASSESSMENT METHOD THAT ONLY TAKES A FINAL EXAM INTO ACCOUNT) AS ESTABLISHED IN THE UGR ASSESSMENT POLICY AND REGULATIONS)

Article 8 of the UGR Assessment Policy and Regulations establishes that students who are unable to follow continuous assessment methods due to justifiable reasons shall have recourse to a single final assessment (*evaluación única final*), which is an assessment method that only takes a final exam into account.

In order to opt for a single final assessment (*evaluación única final*), students must send a request, using the corresponding online procedure, to the coordinator of the master's program, in the first two weeks of the course or in the two weeks following their enrolment (if the enrolment has taken place after the classes have already begun). The coordinator will communicate this information to the relevant teaching staff members, citing and verifying the reasons why the student is unable to follow the continuous assessment system.

In this case, the assessment will comprise:



- An exam that will include several questions about the readings related to the seminars as well as a critical essay about a given topic that the student will know well in advance.

SCENARIO A (ON-CAMPUS AND REMOTE TEACHING AND LEARNING COMBINED)

TUTORIALS

TIMETABLE
(According to Official Academic Organization Plan)

TOOLS FOR TUTORIALS
(Indicate which digital tools will be used for tutorials)

<https://directorio.ugr.es>

Google meet
Daniel Sanabria: <https://meet.google.com/kzu-ybxq-hdi>

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

Seminars will be taught in person provided that space available allows following sanitary precautions as stated in active guidelines. When this is not possible, a blended format may be followed (with a portion of the students in class and the remaining ones following the synchronous presentation online through Google Meet or Zoom); otherwise off-line equivalent materials (e.g. videos, prerecorded talks, scientific papers etc.) will be provided in the PRADO online platform.

MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overallmark)

Ordinary assessment session

- Same as stated above. All continuous work will be done virtually, using PRADO and/or email.

Extraordinary assessment session

- Same as stated above. The exam will be done face to face or virtually, using PRADO and/or Google Meet

Single final assessment

- Same as stated above. The exam will be done face to face or virtually, using PRADO and/or Google Meet

SCENARIO B (ONCAMPUS ACTIVITY SUSPENDED)

TIMETABLE
(According to Official Academic Organization Plan)

TOOLS FOR TUTORIALS
(Indicate which digital tools will be used for tutorials)

<https://directorio.ugr.es>

Daniel Sanabria:
<https://meet.google.com/kzu-ybxq-hdi>

MEASURES TAKEN TO ADAPT TEACHING METHODOLOGY

- All sessions (teachers' sessions and research visitors' seminars will be held virtually, via Google meet or Zoom.
- Teaching material (e.g., articles, presentations, etc.) will be provided in the PRADO online platform



	MEASURES TAKEN TO ADAPT ASSESSMENT (Instruments, criteria and percentage of final overallmark)
	Ordinary assessment session
	<ul style="list-style-type: none"> • Same as stated above. All continuous work will be done virtually, using PRADO and/or email.
	Extraordinary assessment session
	<ul style="list-style-type: none"> • Same as stated above. The exam will be done virtually, using PRADO and/or Google Meet
	Single final assessment
	<ul style="list-style-type: none"> • Same as stated above. The exam will be done virtually, using PRADO and/or Google Meet

ADDITIONAL INFORMATION

The teaching methodology and evaluation will be adapted to students with specific needs (NEAE), in accordance with Article 11 of the Regulations for the evaluation and qualification of students of the University of Granada, published in the Official Gazette of the University of Granada, nº 112, November 9, 2016.

