

Guía docente de la asignatura

Neuropsicología (M30/56/2/30)Fecha de aprobación por la Comisión
Académica: 04/07/2022**Máster**Máster Universitario en Neurociencia Cognitiva y del
Comportamiento**MÓDULO**

- Neurociencia Cognitiva y del Comportamiento
- Neurociencia Cognitiva y del Comportamiento (Itinerario en Neuropsicología)

RAMA

Ciencias de la Salud

**CENTRO RESPONSABLE
DEL TÍTULO**

Escuela Internacional de Posgrado

Semestre

Segundo

Créditos

4

Tipo

Optativa

**Tipo de
enseñanza**

Presencial

BREVE DESCRIPCIÓN DE CONTENIDOS (Según memoria de verificación del Máster)

Neuropsychology and Neurosciences. Neuropsychology of acquired brain disease. New advances in the main neuropsychological syndromes. Neuropsychology and Social cognition. Mild cognitive decline and Dementias. Neuropsychology and Activities of Daily Living. Neuropsychological rehabilitation.

COMPETENCIAS**COMPETENCIAS BÁSICAS**

- CB6 - Poseer y comprender conocimientos que aporten una base u oportunidad de ser originales en desarrollo y/o aplicación de ideas, a menudo en un contexto de investigación.
- CB7 - Que los estudiantes sepan aplicar los conocimientos adquiridos y su capacidad de



- resolución de problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con su área de estudio.
- CB8 - Que los estudiantes sean capaces de integrar conocimientos y enfrentarse a la complejidad de formular juicios a partir de una información que, siendo incompleta o limitada, incluya reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos y juicios.
 - CB9 - Que los estudiantes sepan comunicar sus conclusiones y los conocimientos y razones últimas que las sustentan a públicos especializados y no especializados de un modo claro y sin ambigüedades.
 - CB10 - Que los estudiantes posean las habilidades de aprendizaje que les permitan continuar estudiando de un modo que habrá de ser en gran medida autodirigido o autónomo.

RESULTADOS DE APRENDIZAJE (Objetivos)

The student will know/understand:

- The main clinical features of the neuropsychological syndromes from the discipline origins to nowadays. b) The main advances in the study of the neuropsychological syndromes revised.
- The main neuroimaging research methods and techniques used in brain exploration and neuropsychological research, and d) the main tools for neuropsychological and functional assessment.
- The main brain correlates associated to each neuropsychological syndrome and the main cognitive and behavioral deficits associated, f) To understand the relevance of knowing about the anatomy and functional structure of the brain to work as a clinical neuropsychologist, g) The main neuropathologies associated to cognitive affective and behavioral deficits, h) to understand the research methods, hypotheses and the main results of the research papers reviewed during the course.

The student will be able to:

- Read and understand specialized research literature in Neuropsychology in Spanish and/or English,
- understand the main neurological and neuropsychological terms,
- Bibliographical search using the specialized databases,
- Discuss critically about controversies or open questions raised by the different research articles,
- Propose new ideas or hypothesis to be tested in future research,
- Understand deeply about brain structure through brain images associated to different brain lesions,
- Analyze neuropsychological cases,
- Propose specific assessment and intervention techniques to explore and treat different types of neuropsychological deficits
- Oral and written communication skills to present an article and/or a case study to the class.



PROGRAMA DE CONTENIDOS TEÓRICOS Y PRÁCTICOS

TEÓRICO

- Introduction: Neuropsychology and Neuroscience.
- Neuropsychology and Executive Functions
- Neuropsychology and Social Cognition in Autism and other brain diseases
- New directions in Neuropathology associated to acquired brain disease: traumatic brain injury, epilepsy, brain tumours...
- New directions in the main neuropsychological syndromes: amnesia, aphasia, apraxia, agnosia, neglect, frontal syndromes,...
- Neuropsychology and Activities of Daily Living
- New directions in Mild Cognitive Impairment and Dementias
- Neuropsychology and mental health
- Neuropsychological rehabilitation

PRÁCTICO

Practical contents will consist of case analysis, videos and workshops related with the theoretical contents.

BIBLIOGRAFÍA

BIBLIOGRAFÍA FUNDAMENTAL

Bruna, Olga., Roig, Teresa., Puyuelo, Miguel., Junqué Carme., Ruano, Ángel. (2011). Rehabilitación neuropsicológica: intervención y práctica clínica. Barcelona: Masson.

Gazzaniga, Michael S. (2014). The Cognitive Neuroscience. Cambridge: The MIT Press.

Goldberg, Elkhonon.(2015). El cerebro ejecutivo. Barcelona: Critica.

Jurado M^a Ángeles, Mataró María, Pueyo Roser (2013). Neuropsicología de las enfermedades neurodegenerativas. Madrid: Síntesis.

Kolb Bryan, Whishaw Ian Q. (7^a ed.) Neuropsicología Humana. Madrid: Médica Panamericana, 2015

Noggle Chad A., Dean Raimond S. (eds) (2015). The neuropsychology of cortical dementias. New York: Springer.

Stuss Donald T., Knight Robert T. (2^a ed.) (2013). Principles of frontal lobe function. New York: Oxford University Press.

Tirapu, Javier (2012). Neuropsicología de la corteza prefrontal y las funciones ejecutivas. Barcelona. Viguera,

Triviño Mosquera, Mónica., Bembibre Serrano, Judit., Arnedo Montoro, Marisa. (2018).



Neuropsicología de la percepción. Madrid: Síntesis.

Triviño, Monica., Arnedo, Marisa., Bembibre, Judit (2020). Neuropsicología a través de casos clínicos. Evaluación e intervención. Madrid: Síntesis.

Barr William D. (2015) Handbook on the neuropsychology of epilepsy. New York: Springer.

BIBLIOGRAFÍA COMPLEMENTARIA

Arnedo, Marisa., Montes, Armando., Bembibre, Judit., Triviño, Monica. Neuropsicología infantil. A través de casos clínicos. Madrid: Médica-Panamerica, 2015.

Deus Yela, Joan, Devi Bastida, Josep, Sainz Pelayo, M^a del Pilar. (2018). Neuropsicología de la enfermedad de Alzheimer. Madrid: Síntesis.

González Álvarez, Julio. (2010). Breve historia del cerebro. Madrid: Crítica.

Lezak Muriel Deutsch, Howieson Diane B., Bigler Erine D., Tranel Daniel. (2012). Neuropsychological Assessment. 5^a ed. Nueva York: Oxford University Press.

EVALUACIÓN (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final)

EVALUACIÓN ORDINARIA

Article 18 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.

Activities for continuous evaluation: 70%

- Student participation: 10%
- Student oral presentation: 35%
- Student individual preparatory work for each session: 25%

Final critical essay answering to several integration question about the contents of the course: 30%

EVALUACIÓN EXTRAORDINARIA

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.

The exam will include specific integration questions about the articles and oral presentations taken place during the course. This material will be available on the online platform (PRADO). If the student decide to maintain his/her continuous assessment, this exam will have a value of 30%.

EVALUACIÓN ÚNICA FINAL

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 specific integration questions about the articles and oral presentations taken place during the course. This material will be available on the online platform (PRADO).

INFORMACIÓN ADICIONAL

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.

