Module specification

1. Factual information

Module title	Psychology 221 - Neuropsychology			
Module tutor			**Level**	5
Module type	Taught: Lecture/guided discussion		**Credit value**	15
Mode of delivery	100% face-to-face			

Notional learning hours	**Learning and teaching**			
	Type of learning activity	**Comprises**	**Hours**	**Weeks**
	Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
	Total:		150	12

2. Rationale for the module and its links with other modules

This is a level 5 requirement which aims to enable the students have a good grasp of the most recent advances, and a critical assessment of the literature in the field of neuropsychology. The focus is on particular neuropsychological conditions and cognitive dysfunctions that are the result of known structural brain damages. With respect to brain damage, the focus is on assessment and treatment methods. All these factors are studied in their single and combined effect on normal neurocognitive outcome as well as on mild to severe cognitive dysfunction in adult. For that purpose, a broad range of research methods is overviewed and explained, including longitudinal, interventional, experimental, patient-related, psychophysiological, and neuroimaging techniques. Discussed syndromes and disturbances: neglect syndrome, apraxia, aphasia, dementia, epilepsy, disturbance of visual processes, memory disorders and disorders of attention and executive functions.

3. Aims of the module

Neuropsychology course performs fundamental and applied research on brain-cognition-behaviour relationships. It employs an integrative approach in which brain function, behavioural outcome and the effect of interventions are investigated.

4. Pre-requisite modules or specified entry requirements
Psychology 101: Introduction to Psychology (GER) Psychology 130: Cognitive Psychology Psychology 150: Psychophysiology of Behaviour

5. Is the module compensatable?
N/A

6. Are there any PSRB requirements regarding the module?
N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: A1: demonstrate a thorough understanding of the relation between neural mechanisms and cognitive processes A2: identify the neural underpinnings of cognitive processes, such as perception, attention and motor computations	A1, A3	• Module lectures, guided reading and group discussions aided by audiovisual material, exams • Weekly readings will be linked to the core text and this reading will be supplemented by further key readings when necessary • Writing assignments will give the students a chance to explore various topics on neuropsychology

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module learners will be expected to: B1: understand methodology and the tools to study the biological nervous system B2: Critically assess the cognitive neuroscience literature	B1, B2, B3	• Exam questions can be discussed in class in order to assess student learning as well as their expectations for an upcoming exam • Active learning techniques will get the students engaged in the learning process • Critical analysis of papers, oral presentations and exams

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: C1: recognize the different tools used for the study of various cognitive processes C2: strengthen their observation skills which are required for a mental health professional	C1, C2, C3, C5	• Class activities that will help the students record different ways to apply the new information to a real-world situation and relate it to their readings. • Reflection on observations (throughvideos or live), essays, exams

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: D1: have a deeper understanding of practical tasks related cognitive neuroscience D2: demonstrate capacity for effectively communicate their ideas and work results D3: demonstrate ability to use a range of digital practices and IT tools	D3, D4	• Class discussions, exams, essay • In class activities as well as those involving both writing and speaking • Class discussions and exercises

8. Indicative content

This module will help students to acquire knowledge regarding core issues, methods, models and experimental findings in neuropsychology.

The themes under discussion during the term will include: The brain; Learning and Memory; Emotions and Decision Making; Social Behavior; Consciousness; Disorders of the Nervous System; Syndromes and disturbances; Neuropsychological assessment, interpretation of the results, and interventions.

9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To measure progress toward fulfilment of these outcomes, students will be required to complete the following summative assessments: Midterm exam, written assignment (2000, +/-10% words). and final exam (multiple choice and short-answer questions)
Further guidelines will be given in class.

Beyond summative assessments, formative assessments will remain a critical assessment method particularly for the new online delivery of this module. '**Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS)** but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Midterm exam	30%	Week 6	%	Please see the table below
Final Exam	40%	Week of finals	%	
Writing assignment	30%	Week 9	%	

Assessment tasks	A1	A2	B1	B2	C1	C2	D1	D2	D3
Writing assignment	X	X	X	X	X	X	X	X	X
Midterm examination	X	X	X	X	X	X	X	X	X
Final examination	X	X	X	X	X	X	X	X	X

10. Teaching staff associated with the module

Name and contact details

Ms. Kalliopi Lampa, plampa@act.edu
Office hours: Thursdays 16:00-17:00 hrs

11. Key reading list

Author	Year	Title	Publisher	Location
Bryan Kolb, Ian Q. Whishaw	2003	Fundamentals of Human Neuropsychology	Worth Publishers	

12. Other indicative text (e.g. websites)

Additional material to be uploaded on Moodle (as needed).

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed

GRADING & ACADEMIC POLICIES

ASSESSMENT DEADLINES

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC.

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only "summative" assessments determine final grade. However, since those students are not pursuing an OUdegree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all "summative" assessments, without requirement of passing all summative assessments to pass the course.

Revised Absence Policy

Maximum Allowed Number of Absences

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students' scholarship and financial aid eligibility.

A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the **maximum number of absences stands at 10 hours per course.** This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

ACADEMIC INTEGRITY

The Academic Integrity Policy prohibits cheating, plagiarism, collusion, and other forms of academic misconduct.

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: "A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course".

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

Policies for psychology courses (only)

Policy on the use of artificial intelligence

In this course, the use of generative AI tools such as ChatGPT is not permitted to support the completion of any assigned work. This includes, but is not limited to, using generative AI tools to ideate, pre-plan, edit, translate, or otherwise create original material you claim to be solely your creation. AI-generated submissions will be considered as plagiarism.

Policy on the use of technology in class

Cell phones: Cell phones must be turned off and put away during all classes.
-The use of laptops/tablets is not generally recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. **If misuse of** laptops/tablets **occurs during class time, laptops/tablets may be banned for the remainder of the class for ALL students.**

Policy on class recordings

Students are not allowed to record class sessions.

Statement on equity, diversity and inclusion

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My objective is to present materials and activities that are respectful of diversity in ability, age, culture, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. In this course, we welcome diverse perspectives, backgrounds, and experiences. We engage each other with respect, honesty, and open-mindedness.

Disclaimer

The professor reserves the right to make changes to the syllabus as deemed necessary. However, these changes are often made in my effort to accommodate the class needs. Students will be notified in a timely manner of any changes via email, or moodle/ACTivity.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33

Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0