

Neuropsychology

Brief description of course content (according to the programme's verification report)

Descriptors: Neuropsychology; neuropsychological syndromes; acquired brain injury; neuropsychological assessment; child neuropsychology. Early brain damage.

Learning outcomes

1. To conceptually define Neuropsychology within Psychobiology and Neuroscience.
2. To understand the existing relationship between higher brain structures (mainly the cerebral cortex) and behaviour.
3. To understand the main causes and consequences of early brain damage and acquired brain damage in children and adults.
4. To expand on the cognitive, behavioural and emotional repercussions of brain injury in children and adults through the study of the major neuropsychological syndromes (aphasia, amnesia, apraxia, dementia, frontal syndromes...).
5. To understand the main techniques and methodology for Neuropsychology, both in the research setting and for clinical application.

Planned learning activities

Theory Syllabus

Topic 1. Concept and evolution of Neuropsychology.

Topic 2. Neuropathology for neuropsychologists.

Topic 3. The neuropsychology of memory: amnesia.

Topic 4. The neuropsychology of language (aphasia, alexia, agraphia) and of voluntary movement (apraxia).

Topic 5. The neuropsychology of perception: agnosia.

Topic 6. Frontal lobe: executive functions and emotion.

Topic 7. The neuropsychology of dementia.

Topic 8. Child Neuropsychology: early brain damage and neurodevelopmental disorders.

One or several chapters of the text book will be included in each topic.

Practical Syllabus

Depending on the topic, weekly seminars and/or workshops will be carried out where the following activities will be undertaken:

- Analysis and discussion of clinical cases representative of the different pathologies dealt with in the theoretical classes.
- Development of different topics related to brain damage. Audio-visual material such as documentaries and films related to different aspects of the subject matter may be used with the aim of students learning to correlate cognitive/behavioural symptoms with structural lesions.
- Use of neuroimaging techniques with the aim of locating brain damage and deducing possible neuroanatomical alterations and their possible cognitive repercussions.
- Initiation in the procedure of neuropsychological assessment.