



Information about the subject

Degree: Official Master's Degree in General Health Psychology

Faculty: Faculty of Psychology

Code: 1430020 **Name:** Clinical Neuropsychology

Credits: 3,00 **ECTS Year:** 1 **Semester:** 2

Module: Specific module: Evaluation, diagnosis and intervention in health psychology.

Subject Matter: X. CLINICAL NEUROPSYCHOLOGY **Type:** Compulsory

Department:

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

PSSANI Maria Motos Muñoz (**Responsible Lecturer**)

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Module organization

Specific module: Evaluation, diagnosis and intervention in health

Subject Matter	ECTS	Subject	ECTS	Year/semester
VI. PSYCHOPATHOLOGY OF PHYSIOLOGICAL FUNCTIONS	6,00	Psychopathology of Physiological Functions	6,00	1/1
VIII. PSYCHOPATHOLOGY AND FAMILY THERAPY	3,00	Psychopathology and Family Therapy	3,00	1/2
VII. PERSONALITY AND HEALTH	3,00	Personality and Health	3,00	1/2
IV. EVALUATION, DIAGNOSIS AND INTERVENTION FOR CHILDREN AND ADOLESCENTS	9,00	Assessment, Diagnosis and Intervention in Children and Adolescents	9,00	1/1
V. EVALUATION OF AND INTERVENTION IN ANXIETY AND DEPRESSIVE DISORDERS	6,00	Assessment, Diagnosis, and Intervention in Anxiety and Depressive Disorders	6,00	1/1
IX. EVALUATION, DIAGNOSIS AND INTERVENTION IN SEVERE MENTAL DISORDERS	3,00	Assessment, Diagnosis and Intervention in Severe Mental Disorder	3,00	1/2
X. CLINICAL NEUROPSYCHOLOGY	3,00	Clinical Neuropsychology	3,00	1/2



XI. HEALTH PSYCHOLOGY PROMOTION AND INTERVENTION	6,00	Promotion and Intervention in Health Psychology	6,00	1/2
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Recommended knowledge

No required

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Knowledge of specific assessment and intervention strategies for neuropsychological, attention, learning, and memory disorders, dementia , etc.
- R2 The ability to plan, integrate and adapt intervention programs for neuropsychological, attention, learning, and memory disorders, dementia, etc. to the individual characteristics of each patient.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Ability to show interest in providing help through a committed and mature attitude, in accordance with professional ethics.				X
CG8	Ability to develop and remain updated on the competences, knowledge and skills according to the standards of the profession.				X
CG9	Ability to assume responsibilities and to adequately respond to the requirements that arise in the context of the classroom or the external work placement,				X

SPECIFIC		Weighting			
		1	2	3	4
CE1	Acquire, develop and implement a comprehensive concept of health, do have a place in the biopsychosocial components thereof, in accordance with guidelines established by WHO.				X
CE10	Know how to communicate with other professionals, and dominate the skills necessary for working in a team and in multidisciplinary groups.			X	
CE12	To know in depth the psychological nature of human behavior and the social and biological factors that can affect it.				X
CE15	To know in-depth the biological and psychosocial factors associated with health problems and disease, especially those related to mental health.			X	
CE18	To design, develop and evaluate the appropriate plans and programs of psychological intervention, depending on the psychological assessment and individual and social variables competing in each case.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1	50,00%	Evaluation through objective multiple-choice test(s) or essay tests.
R1, R2	40,00%	Delivery of practical activities (problem solving, case studies, diagnostic analyses, etc.) at the end of each session or by the time stipulated by the professor via the platform.
R2	10,00%	Positive attendance and active participation in class and/or tutorials: Attendance and intervention in class or tutorials with a positive and active attitude.

Observations

Note: the student must attend at least 70% of the face-to-face sessions of the subject to pass it. In the event that the student does not reach the required minimum attendance, she will perform the evaluation of the part corresponding to the individual practices in the final evaluation test (exam). So that the evaluation processes are clear and the students can take charge of their own progress, the qualification will usually have rubrics, checklists and assessment scales that will specify the indicators and learning results in terms of percentages on the mark established for each one of them in the guide. The final grade will be the weighted average of the results obtained in each of these results and will be carried out, provided that they have all been passed with a 5 as a minimum mark. All works will have a specific execution and delivery date. Criteria for the awarding of Honor Grades "Evidence of levels of excellence in all competencies and learning outcomes".



In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Presentation of contents by the professor, analysis of competencies, explanation and demonstration of abilities, skills and knowledge in the classroom.
- M2 Group work sessions supervised by the professor. Case studies, diagnostic analyses, problems, field study. Significant construction of knowledge through student interaction and activity.
- M3 Supervised monographic sessions with shared participation.
- M4 Written test, delivery of synthesis and research work on the contents learned in the sessions.
- M5 Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.
- M6 Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
IN-PERSON CLASS M1, M2	R1, R2	18,00	0,72
PRACTICAL CLASSES M1, M2	R2	6,00	0,24
EVALUATION M4, M5	R1, R2	2,00	0,08
TUTORIALS M5, M6	R1, R2	4,00	0,16
TOTAL		30,00	1,20

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
INDIVIDUAL WORK M6	R1, R2	45,00	1,80
TOTAL		45,00	1,80



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Conceptual introduction. Functional neuroanatomy, psychopharmacology and neuroimaging techniques.	Functional neuroanatomy, psychopharmacology and neuroimaging techniques.
2. Disorders of cognitive functions	Attention, memory, learning, gnosis, praxis, language disorders, visuospatial capacities and executive functions.
3. Neuropsychology of normal and pathological aging.	Neuropsychological profile of normal aging, dementias and degenerative processes. Evaluation.
4. Neuropsychology of Acquired Brain Injury in Adults	stroke and head trauma
5. Child Neuropsychology	Child brain damage



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Conceptual introduction. Functional neuroanatomy, psychopharmacology and neuroimaging techniques.	2,00	4,00
2. Disorders of cognitive functions	6,00	12,00
3. Neuropsychology of normal and pathological aging.	3,00	6,00
4. Neuropsychology of Acquired Brain Injury in Adults	2,00	4,00
5. Child Neuropsychology	2,00	4,00



References

Basic Bibliography:

Diamond, M.C. (2005) El Cerebro Humano. Libro de Trabajo. Ariel Neurociencia
Snell (2008) Neuroanatomía Clínica. Editorial Médica Panamericana (6ª Edición)
Tirapu, J., Ríos, M, y Maestú, F. (2011). Manual de Neuropsicología. Barcelona: Editorial
Viguera (2ª Edición).
Tirapu-Ustárriz, J, García-Molina J., Rios-Lago, M., Ardila, R. (2012). Neuropsicología de
la corteza prefrontal y las funciones ejecutivas.
Diccionario médico 4ª Edición. Editorial Masson

Further reading:

Arnedo, M. (Coord) (2012). Neuropsicología: Casos prácticos. Medica-Panamericana.10
Artigas-Pallares, J y Narbona, J. (2011) Trastornos del neurodesarrollo. Editorial Viguera
Bravo Ortiz, Mª. F. (2008) Psicofarmacología para psicólogos. Madrid. Editorial Síntesis
Flores, J.C., Ostrosky-Shejet, F. (2012) Desarrollo neuropsicológico de lóbulos frontales
y funciones ejecutivas. Manual Moderno
Iacoboni, M. (2012) Las neuronas espejo. Empatía, neuropatología del autismo, imitación o de cómo
entendemos a los otros. Katz Editores (2ª reimpresión)
Junqué C. y Barroso J. (2009). Manual de Neuropsicología. Madrid: Síntesis.
Kolb B. y Whishaw I.Q. (2006). Fundamentos de Neuropsicología Humana. Madrid:
Médica Panamericana.
Mazzoni, P., Rowland, L.P. (2003) Manual de neurología. Mc Graw Hill Interamericana
Muñoz J.M., Tirapu, J., (2001). Rehabilitación Neuropsicológica. Madrid. Editorial Síntesis.
Peña-Casanova J. (2007). Neurología de la conducta y neuropsicología. Madrid: Médica
Panamericana.
Perea Mª.V., Ladera, V., Echeandía, C. (2001) Neuropsicología Libro de trabajo. Colección
Psicología. Ediciones Amarú (2ª Edición)
Roselli, M., Matute, E. y Ardila, A. (2010) Neuropsicología del desarrollo infantil. Manual Moderno

Web addresses of interest

<http://www.hipocampo.org/>
Revista de Neurología <http://www.neurologia.com/>
Sociedad Española de Neurología <http://www.sen.es/>
Sociedad Española de Neurociencia <http://www.senc.es/es>
Societat Valenciana de Neuropsicologia <http://www.svneuropsicologia.com/>
Revista Investigación y Ciencia <http://www.investigacionyciencia.es/>
Blog Evolución y Neurociencias <https://evolucionyneurociencias.blogspot.com.es/>
Blog Neurociencia para psicólogos <https://neurocienciaparapsicologos.com/>
Revista Chilena de Neuropsicología <http://www.neurociencia.cl/articulos.php>