**PRACTICAL ASPECTS OF CLINICAL NEUROPSYCHOLOGY**

Basic information about the subject ( independent of the cycle)

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| **Module name** | **Practical aspects of clinical neuropsychology** |
| Erasmus code |  |
| ISCED code |  |
| Language of instruction | English |
| Website |  |
| Prerequisites |  |
| ECTS points hour equivalents | **Contact hours (work with an academic teacher)** 30**Total number of hours with an academic teacher** 31**Number of ECTS points with an academic teacher** 1**Non-contact hours (students' own work)** 100**Total number of non-contact hours** 100**Number of ECTS points for non-contact hours** 4**Total number of ECTS points for the module** 5 |
| Educational outcomes verification methods | The final test will constitute three-fourths of the student’s grade. Students must read all required assignments to be prepared to discuss them during the classes and to write two essays on two of the given subjects (one-fourth of the student’s grade). |
| Description | The module covers the knowledge in the area of some practical problems of clinical neuropsychology. The course will examine current research concerning selected psychological consequences of brain dysfunction. Emphasis will be placed on diagnostic and therapeutic issues deepening students’ understanding of patients’ problems. |
| Reading list | 1. Banich M.T., Compton R.J. (2011). Cognitive neuroscience. Wadsworth Cengage Learning. 2. Handbook of clinical neuropsychology. P.W. Halligan, U. Kischka, J. Marshall (eds.) (2003). New York, Oxford, Oxford University Press. 3. Ting D.S.J. et al. (2011). Visual neglect following stroke: Current concepts and future focus. Survey of Ophthalmology, 2, 114-134. 4. JehkonenM., Laihosalo, M. Kettunen, J. (2006). Anosognosia after stroke: assessment, occurrence, suptypes and impact on functional outcome reviewed. Acta Neurologica Scandinavica, 114, 293-306.5. Prigatano G.P. (1999). Principles of neuropsychological rehabilitation. New York, Oxford, Oxford University Press. 6. Zawadzka E., Domańska Ł. (2014). Assessment of select dimensions of patients’ emotional functioning at different time periods after stroke. Applied Neuropsychology: Adult. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959 7. Andrewes D. (2002). [Neuropsychology: From Theory to Practic](https://www.amazon.co.uk/Neuropsychology-Theory-Practice-David-Andrewes/dp/184169701X/ref%3Ddp_ob_title_bk)e. New York: Psychology Press. |
| Educational outcomes | **KNOWLEDGE** Student can describe the main symptoms of neuropsychological disorders.**SKILLS** Student can diversify neuropsychological problems in patients with brain pathology. Student can formulate the rehabilitation directions for brain-damaged patients.**ATTITUDES**  Student is aware of the need to develop knowledge about neuropsychological disorders, diagnosis and rehabilitation. |
| Practice |  |

Information about classes in the cycle

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| Website |  |
| Educational outcomes verification methods | The final test will constitute three-fourths of the student’s grade. Students must read all required assignments to be prepared to discuss them during the classes and to write two essays on two of the given subjects (one-fourth of the student’s grade). |
| Comments |  |
| Reading list | 1. Banich M.T., Compton R.J. (2011). Cognitive neuroscience. Wadsworth Cengage Learning. 2. Handbook of clinical neuropsychology. P.W. Halligan, U. Kischka, J. Marshall (eds.) (2003). New York, Oxford, Oxford University Press. 3. Ting D.S.J. et al. (2011). Visual neglect following stroke: Current concepts and future focus. Survey of Ophthalmology, 2, 114-134. 4. JehkonenM., Laihosalo, M. Kettunen, J. (2006). Anosognosia after stroke: assessment, occurrence, suptypes and impact on functional outcome reviewed. Acta Neurologica Scandinavica, 114, 293-306.5. Prigatano G.P. (1999). Principles of neuropsychological rehabilitation. New York, Oxford, Oxford University Press. 6. Zawadzka E., Domańska Ł. (2014). Assessment of select dimensions of patients’ emotional functioning at different time periods after stroke. Applied Neuropsychology: Adult. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959 7. Andrewes D. (2002). [Neuropsychology: From Theory to Practic](https://www.amazon.co.uk/Neuropsychology-Theory-Practice-David-Andrewes/dp/184169701X/ref%3Ddp_ob_title_bk)e. New York: Psychology Press. |
| Educational outcomes | **KNOWLEDGE** Student can describe the main symptoms of neuropsychological disorders.**SKILLS** Student can diversify neuropsychological problems in patients with brain pathology. Student can formulate the rehabilitation directions for brain-damaged patients.**ATTITUDES**  Student is aware of the need to develop knowledge about neuropsychological disorders, diagnosis and rehabilitation. |
| A list of topics | - Visual and spatial disorders in patients with brain damage. Apraxia. - Unilateral spatial neglect – nature of the disorder; neglect as a factor of recovery anticipation. Assessment procedures. - Memory deficits – symptoms, clinical signs and mechanisms. Mild cognitive disorders and dementia. - Disorders of executive functions as pathology of self-regulation. Various forms of control deficits; syndromes with dominating deficits of planning and deficits of control. Dysexecutive symptoms and frontal lobe syndromes. - Disorders of consciousness after brain damage. Specific forms of deficits. Disorders of self-awareness after brain injury. Anosognosia. - Directions of neuropsychological intervention. The aims and principles of neuropsychological rehabilitation. Psychotherapeutic work with patients and family members; the outcome of rehabilitation programs; emotional and motivational factors. |
| Teaching methods | The methods of instruction used in the class include lecture, case study presentations, class discussions of required readings. |
| Assessment methods | The final test and two essays |