

PRACTICAL ASPECTS OF CLINICAL NEUROPSYCHOLOGY

Basic information about the subject (independent of the cycle)

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) 75 Total number of non-contact hours 75 Number of ECTS points for non-contact hours 3 Total number of ECTS points for the module 1
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	<ol style="list-style-type: none"> 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. <i>Survey of Ophthalmology</i>, 2, 114-134. 4. Prigatano G.P. (2003). Challenging dogma in neuropsychology and related disciplines. <i>Archives of Clinical Neuropsychology</i>, 18, 811-825. 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. <i>Applied Neuropsychology: Adult</i>. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959
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	
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Information about classes in the cycle

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	<ol style="list-style-type: none"> 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. Prigatano G.P. (2003). Challenging dogma in neuropsychology and related disciplines. <i>Archives of Clinical Neuropsychology</i>, 18, 811-825. 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. <i>Applied Neuropsychology: Adult</i>. 21, 2, 87-93. DOI:10.1080/09084282.2012.747959
Educational outcomes	<p>KNOWLEDGE Student can describe the main symptoms of neuropsychological disorders.</p> <p>SKILLS Student can diversify neuropsychological problems in patients with brain pathology. Student can formulate the rehabilitation directions for brain-damaged patients.</p> <p>ATTITUDES Student is aware of the need to develop knowledge about neuropsychological disorders, diagnosis and rehabilitation.</p>
A list of topics	<ul style="list-style-type: none"> -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