**Course description (general description)**

**Title of the course:** Neuropsychology

**Course code:** PSYM21-CH-106

**Head of the course:** Cserjési Renáta

**Academic degree:** PhD

**Position**: Senior lecturer

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

The aim of the course is to present the main psychological functional disorders resulting from various damage of the nervous system, and to describe and illustrate several neuropsychological examination and rehabilitation methods suitable for their neuropsychological evaluation and treatment.

**Learning outcome, competences**

knowledge:

* Having a comprehensive knowledge of the literature discussed in the course of neuropsychology.
* Knowing the quantitative, qualitative and syndrome-analytical methods discussed in the course, which are suitable for the study and interpretation of various neuropsychological phenomena.

attitude:

* Sensitivity and interest in examining neuropsychological phenomena and problems
* Recognition and tolerance for individual differences
* Seeking to deepen and consolidate special professional interest.
* Open to cooperation and teamwork

skills:

* Able to formulate necessary and relevant hypotheses for the study of neuropsychological phenomena
* Having an overview on the role of a neuropsychologist working in educational, training, developmental, curative, rehabilitation and research institutions.
* Able to recognize the limits of their professional competences, e.g. they cannot give a neuropsychological opinion

autonomy/ responsibility:

* Students are able to apply the acquired knowledge, skills and techniques under supervision.
* Students are aware of the limits of their competence level, e.g. they are not allowed to give neuropsychological advice.

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| **Az oktatás tartalma angolul** |

**Topic of the course**

* In the lessons we review the tasks and problem solving methods that are sensitive to the detection of the major neuropsychological syndromes and disorders (visual process disorders, apraxia, memory disorders, attention problems, learning, language, and disorders of self-regulation, executive functions). The conceptual and methodological emphasis is mainly placed on the qualitative approach of 'behavioral neurology' (Luria), ie the method of syndrome analysis, but we also present a number of psychometric quantitative tests suitable for the detection of disorders. In the lessons, we will also cover some of the more important results of cognitive neuropsychology and cases, which are aimed at exploring healthy functioning but are based on the study of patients with nervous system damage. When discussing each syndrome, we illustrate how the complaints and problems of brain-injured patients manifest themselves in everyday life, and we also point out their rehabilitation opportunities and chances.

**Learning activities, learning methods**

* Lecture, individual and small group independent work, case studies.
* During the lessons, the syndromes and their examination are illustrated in specific cases.
* When processing cases, we expect students’ activity to be based on the problem-centric learning principle.

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation and criteria of evaluation:**

* active participation in the class
* knowledge of the theoretical material and literature discussed in the lessons
* completion of practical tasks, and home assignments

Mode of evaluation:

* Exam on the theoretical part of the course (material given in the lectures and the required literature).
* The grade of the colloquium is a five-point exam grade

Criteria of evaluation:

* quantity and quality of knowledge covering the theoretical material of the course
* quality of practical assignments and homework assignments

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* John Stirling and Rebecca Elliott: Introducing Neuropsychology 2nd edition (available online)
* Arthur MacNeill Horton and Danny Wedding (eds) The Neuropsychology Handbook 2008 (available online)

**Recommended reading list**

* Kolb and Whishaw (eds) Fundementals of Human Neuropsychology (2015), Pelgrave MACMILLIAN Higher, UK
* Marschall John (eds) Handbook of Clinical Neuropsychology (2012), Oxford University Press, UK

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |