

1. GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨX 3305	SEMESTER	SPRING
COURSE TITLE	CLINICAL NEUROPSYCHOLOGY OF SCHIZOPHRENIA AND BIPOLAR DISORDER		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
Lectures, presentations of research papers by the students		3	6
COURSE TYPE	Skills development (Seminar)		
PREREQUISITE COURSES:	Methodology of scientific research in social sciences I		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=6569		

2. LEARNING OUTCOMES

Learning outcomes
<p>This seminar focuses on the study of neuropsychological deficits in schizophrenia and bipolar disorder. Students will explore the neurobiology, neuroanatomical substrates, and pathophysiological mechanisms underlying these deficits.</p> <p>Furthermore, the course covers:</p> <ul style="list-style-type: none"> • Clinical symptomatology and functional impairments faced by patients. • Methods of therapeutic rehabilitation. • Comparative analysis of similarities and differences between patients and high-risk individuals, aiming at the understanding of early detection and timely intervention. <p>Upon successful completion of the seminar, students are expected to:</p> <ul style="list-style-type: none"> • Understand the neurobiology, pathophysiology, and neuropsychological profiles of the two disorders, as well as the available therapeutic rehabilitation interventions. • Be proficient in conducting bibliographic research using academic databases. • Be able to present and critically analyze scientific research papers.
General Competences
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <ul style="list-style-type: none"> • Decision-making • Working independently • Team work Production of new research ideas • Respect for difference and multiculturalism • Criticism and self-criticism • Showing social, professional and ethical responsibility and sensitivity to gender issues

- Production of free, creative and inductive thinking

3. SYLLABUS

The course content is aligned with the 5 core pillars of the curriculum: Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Professional Preparation [5].

Week 1, Course Introduction: Presentation of the seminar and evaluation criteria. Introduction to writing narrative literature reviews and presenting research articles. [1,5]

Week 2, Neuropsychological Assessment: Presentation of the most common tests used for evaluating neuropsychological functions. [1]

Week 3, Introduction to Schizophrenia: Neuropsychological deficits, neural substrates, pathophysiology, and functional impairments. [1, 3]

Week 4, Introduction to Bipolar Disorder: Neuropsychological deficits, neural substrates, pathophysiology, and functional impairments. [1, 3]

Week 5, Therapeutic Rehabilitation: Methods for schizophrenia and bipolar disorder. Importance of early detection and timely intervention. Selection of topics for narrative reviews and research presentations. [1, 3, 5]

Weeks 6-12, Student Presentations: Presentation of research articles by students followed by group discussion and critical analysis. [2, 3, 4]

Week 13, Course Review: Synthesis of key concepts, Q&A session, and final instructions for the term paper. [3, 5]

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Lectures using ICT. Support of the learning process through the "e-learn" platform.		
TEACHING METHODS	Activity	Semester workload	ECTS
	Lectures	39	1.56
	Individual Weekly Activities	30	1.20
	Preparation of presentations	20	0.8
	Independent Study and Final Assignment/Paper	61	2.44
	Course total	150	6
STUDENT			

PERFORMANCE EVALUATION	<p>I. Presentation of two published research papers (30%)</p> <p>II. Narrative review paper submitted during the exams (60%)</p> <p>III. Participation in the discussion of the research papers presented weekly (10%)</p> <p>Students are expected to attend class having pre-studied the assigned research articles for each week, in order to actively participate in the group discussions.</p> <p>The evaluation criteria are given during the first lecture of the course and are constantly accessible to students via the website of the course</p>
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5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Hirsch, S. R., & Weinberger, D. R. (Eds.). (2003). Schizophrenia. Wiley-Blackwell.
<https://doi.org/10.1002/9780470987353>

Weinberger, D. R., & Harrison, P. J. (Eds.). (2010). Schizophrenia. Wiley-Blackwell.
<https://doi.org/10.1002/9781444327298>

Yatham, L. N., & Maj, M. (Eds.). (2010). Bipolar disorder: Clinical and neurobiological foundations. Wiley-Blackwell. <https://doi.org/10.1002/9780470661277>

Janicak, P. G., Marder, S. R., Tandon, R., & Goldman, M. (2014). Schizophrenia. Springer.
<https://doi.org/10.1007/978-1-4939-0656-7>

Fountoulakis, K. N. (2015). Bipolar disorder: An evidence-based guide to manic depression. Springer Berlin Heidelberg. <https://doi.org/10.1007/978-3-642-37216-2>

- Related academic journals:

Neuropsychology
 Journal of Neuropsychology
 Archives of Clinical Neuropsychology
 Neuropsychologia
 Clinical Neuropsychologist
 Psychiatry Research
 Schizophrenia Bulletin
 Schizophrenia Research
 International Journal of Bipolar Disorders
 Bipolar Disorders