1. GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	ΨΧ 3309	SEMESTER	SPRING
COURSE TITLE	NEUROPSYHOLOGY OF NEUROPSYCHOLOGICAL DISORDERS		

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=5803**

2. LEARNING OUTCOMES

Learning outcomes

The aim of the seminar is the review and analysis of the symptomatology, neurobiological substrates, and neuropsychological deficits in major neuropsychiatric disorders, such as major depressive disorder, dementia, anxiety disorders, demyelinating disorders, endocrine disorders, and substance abuse.

Upon successful completion of the course, students are expected to have understood:

- (a) The fundamental principles of neuropsychological assessment.
- (b) The pathophysiology and neuropsychological deficits associated with the aforementioned disorders.
- (c) The diagnostic tests and tools used to evaluate neuropsychological deficits in neuropsychiatric conditions.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- 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, Academic Writing & Presentations: Introduction to writing systematic literature reviews and methods for presenting research articles. [1]

Week 2, Neuropsychological Assessment: Fundamental principles and presentation of common assessment tools. Formation of study groups. [1, 2, 4, 5]

Week 3, Anxiety & Depressive Disorders: The role of neuropsychological deficits in Anxiety Disorders and Major Depressive Disorder. [1, 3]

Week 4, Demyelinating & Endocrine Disorders: Neuropsychological deficits in demyelinating conditions and endocrine-related disorders. [1, 3]

Week 5, Substance Abuse & Dementia: Analyzing the neuropsychological impact of substance use disorders and various types of dementia. [1, 3]

Weeks 6-10, Student Presentations: Oral presentations of research articles followed by group discussion and critical synthesis. [2, 3, 4]

Weeks 11-12, Project Development: Presentation of systematic literature review outlines and peer/instructor feedback sessions. [2, 3, 4]

Week 13, Synthesis & Review: Course wrap-up, addressing final queries regarding 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	21	0.84
Peer collaboration & group presentations	40	1.6
Independent Study and Final Assignment/Paper	50	2
Course total	150	6

STUDENT PERFORMANCE EVALUATION	I. Presentation of one published research paper (15%) II. Group presentation of the systematic literature review outline (15%)

	III. Systematic review paper submitted during the exams (60%) III. Participation in the discussion of the research papers presented weekly (10%) 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. The evaluation criteria are given during the first lecture of the course and are constantly accessible to students via the website of the course

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Arciniegas, D. B., Yudofsky, S. C., & Hales, R. E. (Eds.). (2018). *The American Psychiatric Publishing Textbook of Neuropsychiatry and Behavioral Neuroscience*. American Psychiatric Pub.

Bigler, E. D., Hopkins, R. O., Hedges, D., & Farrer T. J. (2023). *Ο εγκέφαλος σε κίνδυνο: Σχέση νόσου και νόησης* (Σ. Γιακουμάκη & Δ. Κασελίμης Επιμ.). Εκδόσεις Δαρδανός.

Brown, G. G., King, T. Z., Haaland, K. Y., & Crosson, B. (2024). *Εγχειρίδιο νευροψυχολογίας της Αμερικανικής Εταιρείας Ψυχολογίας – APA: Νευροσυμπεριφορικές διαταραχές και παθήσεις - Σύγχρονα επιστημονικά δεδομένα* (Μ. Κοσμίδου, Π. Πατρικέλης, Α. Καστελλάκης Επ.). Εκδόσεις Gutenberg.

Deutsch Lezak, M., Howieson, D.B., Bigler, E.D., & Tranel, D. (Eds) (2012). *Neuropsychological Assessment*. Oxford University Press.

Grant, I., & Adams K. M. (Eds) (2009). *Neuropsychological Assessment of Neuropsychiatric and Neuromedical Disorders*. Oxford University Press.

Hedges, D., Farrer, T.J., Bigler, E.D., & Hopkins, R.O. (Eds) (2019). *The Brain at Risk: Associations between Disease and Cognition.* Springer.

- Related academic journals:

Neuropsychology
Journal of Neuropsychology
Journal of Neuropsychiatry and Clinical Neurosciences
Journal of Neuropsychiatric Disease and Treatment
Archives of Clinical Neuropsychology
Neuropsychologia
Clinical Neuropsychologist