Course Code	HP3704
Course Title	Introduction to Neuropsychology
Pre-requisites	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research HP2200 Biological Psychology
No of AUs	3

Course Aims

The main purpose of this course is for students to acquire knowledge in the field of neuropsychology and provide the foundation for students interested to pursue neuropsychology in specialized settings. We will briefly cover the history and development of neuropsychology, neuroanatomy and neurophysiology as related to brain function and behavior. We will also survey the neuroimaging techniques currently available in the context of designing neuropsychological studies.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Describe and explain how cognitive processes and behaviours are related to the brain in humans
2. Describe and explain the functions of different regions of the human brain
3. Compare and discriminate between different neuroimaging techniques to be used in neuropsychological studies

Course Content

At the completion of this course, students should have the knowledge to describe and explain two areas of investigation related to neuropsychology.

1. How do various cognitive and behavioral abilities relate to functions in the human brain?
    a. Organization of the nervous system
    b. Basic and higher functions of the brain
2. How can we use existing neuroimaging and neuropsychological testing to design experiments that answer the fundamental questions of neuropsychology?
    a. Conducting research in neuropsychology

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual
1. CA1: Participation and Discussion Board	1, 2, 3	Communication, Character, Civic-mindedness, and Creativity & Competence	20%	Individual
2. CA2: 8 weekly quizzes	1, 2, 3	Competence	40%	Individual
3. CA3: Group Critical Thinking Paper	1, 2, 3	Communication, Civic-mindedness, Collaboration, Creativity & Competence.	40% (10% for presentation; 20% group effort; 10% peer evaluation)	Team and Individual
Total			100%	

Formative feedback

Feedback is central to this course. You will receive formative feedback through verbal feedback from in-class discussions. You will receive summative group feedback on the critical thinking paper following the conclusion of the module.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Lecture/Seminar discussions	To effectively convey information on the fundamental theories key concepts (LO1). Students will need to participate actively in class and online discussions by voicing their perspectives, analyses, or criticism on the reading materials. Students will be evaluated on theoretical and methodological grounds. This component confers training on intellectual debates and critical thinking skills.
Online Discussion Board and Class participation	Discussion topics to help students analyze real-life scenarios and apply knowledge to solve problems (LO1, 2, 3); have students to share their discussion points by presenting to their group and the entire class (LO3)
Weekly Quiz	Students will have to do a weekly quiz on the relevant material learnt during lecture. As this course is very content heavy, the students will be able to assimilate knowledge in chunks through these weekly quizzes. This will also encourage students to keep up with the readings of the course where knowledge is needed from previous lectures to scaffold and synthesize learning for future lectures. This will help students to learn the material in a more consistent manner that will be manageable for them. (LO1, 2, 3)
Group Critical Thinking Paper and presentation	This component is meant to help the student synthesize what they have learnt in this course. This will consist of a short critical thinking paper on a topic they have learnt in this course. The format of the paper is to be determined. This component will emphasize a) theoretical novelty, b) the ability to evaluate and synthesize information, and c) the ability to present concise and coherent writing, all of which will be the main criteria of evaluation. The main purpose of this component is to provide opportunities on academic writing and further training on critical thinking skills. (LO1, 2, 3) Each group (max 4-5 persons per group) will present their paper topic (15-20 mins max per group)

Reading and References

Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*, 7th edition. New York, NY: Worth Publishing Ltd.

Course Policies and Student Responsibilities

You are expected to complete all assigned pre-class readings and activities, attend all classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to

follow up with course notes, assignments and course related announcements for sessions that you have missed. You are expected to participate in all discussions and activities.

Absence from class without a valid reason will affect your overall course grade and no makeup/extensions will be given unless there is a valid reason. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/Activities
1	Development of Neuropsychology	1	Chapter 1
2	Conducting Research in Neuropsychology	1	Chapter 2, 7
3	Nervous System Organization **Quiz 1**	1, 2	Chapter 3, 4, 5
4	Cortical Organization – Organization of Sensory and Motor Systems Online Discussion 1 **Quiz 2**	1, 2	Chapter 8, 9
5	Principles of Neocortical Functions **Quiz 3** *Grouping and Critical Thinking Paper Announced Online*	1, 2	Chapter 10
6	Cortical Functions – Occipital and Parietal Online Discussion 2 **Quiz 4**	1, 2, 3	Chapter 13, 14
7	Cortical Functions – Temporal and Frontal Lobes **Quiz 5**	1, 2, 3	Chapter 15, 16
8	Cortical Networks and Disconnection Syndromes Online Discussion 3 **Quiz 6**	1, 2, 3	Chapter 17
9	Higher Functions – Learning and Memory, Language **Quiz 7**	1, 2, 3	Chapter 18, 19

10	Higher Functions – Spatial Behavioral, Attention and Consciousness Online Discussion 4 **Quiz 8**	1, 2, 3	Chapter 21, 22
11	Higher Functions - Emotion and the Social Brain Group Presentations 1 (3 presentations)	1, 2, 3	Chapter 20
12	Group Presentations 2 (6 presentations)	1, 2, 3	
13	Group Presentations 3 (6 presentations) *Group Critical Thinking Paper Open for Submission*	1, 2, 3	