Course title	Neuropsychology				
Course code	PSY13##				
Course type	Lecture				
Level	Undergraduate				
Year / Semester	Year 3				
Teacher's name	Eva Pettemeridou				
ECTS	7.5	**Lectures / week**	1	**Laboratories / week**	0
Course purpose and objectives	The purpose of this course is to provide students with a comprehensive understanding of the relationship between brain function and behavior. Through an exploration of the neural underpinnings of cognitive, emotional, and behavioral processes, students will gain insights into the ways in which brain damage, dysfunction, and developmental differences can impact human functioning. This course aims to equip students with the knowledge and skills necessary to evaluate, interpret, and apply principles of neuropsychology in both clinical and research settings.				
Learning outcomes	The following learning outcomes are expected, where students will: 1. Explain the fundamental concepts, theories, and historical developments in neuropsychology. 2. Describe the major brain regions and their functions, as well as the organization of the central nervous system. 3. Identify the neural underpinnings of various cognitive, emotional, and behavioral processes. 4. Analyze how specific brain lesions or dysfunctions can lead to cognitive and behavioral impairments. 5. Understand how to administer and interpret neuropsychological tests to assess cognitive functions. 6. Evaluate the strengths and limitations of different assessment methods, including neuroimaging. 7. Recognize the effects of brain injuries, diseases, and developmental disorders on behavior and cognition. 8. Formulate hypotheses about the potential brain areas involved based on observed cognitive deficits. 9. Develop tailored rehabilitation plans based on individual neuropsychological profiles. 10. Apply principles of neural plasticity to create effective interventions for recovery.				

	11. Evaluate research methodologies in neuropsychology and assess the validity of findings. 12. Analyze and interpret research articles to draw connections between empirical evidence and theoretical concepts. 13. Demonstrate an understanding of ethical considerations when working with individuals with neurological disorders. 14. Uphold ethical standards related to informed consent, confidentiality, and responsible use of neuropsychological data. 15. Clearly convey complex neuropsychological concepts both orally and in writing.		
Prerequisites	No	**Required**	No
Course content	This course aims to equip students with the knowledge and skills necessary to evaluate, interpret, and apply principles of neuropsychology in both clinical and research settings. Week 1: Introduction to Neuropsychology Week 2: Neuroanatomy and Brain Organization Week 3: Neurocognitive Processes Week 4: Assessment Methods in Neuropsychology Week 5: Neuropsychological Disorders Week 6: Neural Plasticity and Recovery Week 7: Clinical Applications of Neuropsychology Week 8: Research Methods in Neuropsychology Week 9: Emerging Trends in Neuropsychology Week 10: Integrating Neuropsychology with Other Disciplines Week 11: Presentations and Case Studies Week 12: Future Directions and Professional Development		
Teaching methodology	Lecture		
Bibliography	Kolb, B., & Whishaw, I. Q. (2021). "Fundamentals of Human Neuropsychology." Worth Publishers. Society for Clinical Neuropsychology (Division 40 of the American Psychological Association): www.div40.org National Institute of Neurological Disorders and Stroke: www.ninds.nih.gov		

	BrainFacts.org: www.brainfacts.org
Assessment	1. Midterm & Final Exam (30% & 30%): Mid-term and final exams will be conducted covering the entire course. Both exams will include multiple-choice, short-answer, and essay questions. 2. Group assignment (20%) to write and present a research paper on a specific neuropsychological topic, requiring students to critically analyze and synthesize research articles. 3. Individual assignment (10%) to present real or hypothetical case studies where students must analyze cognitive deficits, propose potential brain regions involved, and suggest suitable assessment methods and interventions. 4. Presence and Participation (10%): Students should be present and actively participate in in-class discussions.
Language	Greek