

Module Details	
Module Title	Neurocognitive Health
Module Code	PSY7018-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 7

Contact Hours	
Type	Hours
Lectures	20
Tutorials	8
Directed Study	172

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 1

Module Aims
1. To be able to show/demonstrate a profound understanding of how brain and cognition apply to health and wellbeing. 2. To critically analyse methodological and theoretical issues in this field and its applications to health and wellbeing.

Outline Syllabus
Advanced brain anatomy and cognitive function. Psychobiology: neuronal communication. Neuroplasticity. Methods in cognitive neuropsychology and their application to health. Neuropsychological health in children. Social cognition. Everyday factors affecting neuropsychological health. The aging brain: implications for health and wellbeing. Degenerative diseases. Treatment and intervention.

Learning Outcomes	
Outcome Number	Description
01	a. Identify and describe the functional architecture of complex brain anatomy which links to specific neuropsychological conditions related to health; b. Identify and evaluate the use of neuropsychological methods in the detection, evaluation and monitoring of certain neuropsychological conditions; c. Understand neuroplasticity; d. Appreciate neuropsychological health in relation to child development; e. Understand the relatively new field of social cognitive neuroscience and its application to health; f. Appreciate factors affecting neuropsychological health; g. Understand the aging brain and degenerative diseases and the implications for health and wellbeing; h. Appreciate treatment and intervention methods.
02	a. Understand the organisation of a research article and how to use research articles to support learning; b. Appreciate ethical implications and individual differences in brain research; c. Understand approaches to treatment; d. Develop a cohesive general understanding and appreciation of the interaction between brain, behaviour and health applications.
03	a. Demonstrate good analytical and critical thinking skills; b. Demonstrate the use of IT skills to seek out current relevant literature related to the course material; c. Develop and demonstrate the ability to think critically when reading scientific literature and discussing topics in lectures and tutorials; d. Contribute to a group created cohesive oral presentation. Develop oral presentation skills to deliver complex material; e. Develop oral presentation skills to deliver complex material.

Learning, Teaching and Assessment Strategy
Students will attend lectures and tutorials. Lectures will be delivered on campus and will cover the main topic areas, promoting critical thinking and analysis of up to date information. Directed study for this module requires students to carry out independent reading relevant to the topics covered in lectures. Practical classes will build and expand on topics covered in lectures to consolidate learning and promote critical discussion. Some of these will be dedicated to discussion and preparation for the assessed presentation. 1. The oral presentation assesses students' demonstrating a critical understanding of an advanced topic in neurocognitive health (30%). 2. The exam will assess breadth and depth of thinking attributed to the learning outcomes based upon topics covered in lectures (70%).

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Presentation	Group presentation (20 minutes and 5 minutes discussion); SUPPLEMENTARY if required: Individual presentation.	30%
Summative	Examination - Closed Book	Unseen closed-book examination (120 minutes) testing knowledge and understanding of module material.	70%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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