
Ano Letivo 2020-21

Unidade Curricular NEUROCIÊNCIAS COGNITIVAS

Cursos NEUROCIÊNCIAS COGNITIVAS E NEUROPSICOLOGIA (2.º ciclo)
ESPECIALIZAÇÃO DE NEUROPSICOLOGIA
PSICOLOGIA CLÍNICA E DA SAÚDE (2.º ciclo) (*)

(*) Curso onde a unidade curricular é opcional

Unidade Orgânica Faculdade de Ciências Humanas e Sociais

Código da Unidade Curricular 15261023

Área Científica PSICOLOGIA

Sigla

Línguas de Aprendizagem English

Modalidade de ensino Teóricas e teóricas-práticas

Docente Responsável Karl Magnus Petersson

DOCENTE	TIPO DE AULA	TURMAS	TOTAL HORAS DE CONTACTO (*)
DOCENTE A CONTRATAR FCHS 2	OT; T; TP	T1; TP1; OT1	19.5T; 19.5TP; 5OT

* Para turmas lecionadas conjuntamente, apenas é contabilizada a carga horária de uma delas.

ANO	PERÍODO DE FUNCIONAMENTO*	HORAS DE CONTACTO	HORAS TOTAIS DE TRABALHO	ECTS
1º	S1	19.5T; 19.5TP; 5OT	140	5

* A-Anual; S-Semestral; Q-Quadrimestral; T-Trimestral

Precedências

Sem precedências

Conhecimentos Prévios recomendados

Conhecimento em Psicologia Cognitiva / Biológica / Neurobiológica no nível BSc é útil. Além disso, o conhecimento elementar em Neurociência e Biologia / Química / Física é útil.

Objetivos de aprendizagem (conhecimentos, aptidões e competências)

Nesta unidade curricular apresentam-se diferentes conceitos e modelos necessários à compreensão das bases biológicas dos processos cognitivos, comportamentais e emocionais. Será dado destaque aos resultados obtidos com metodologias e técnicas actuais, incluindo os métodos de neuroimagem, que permitem investigar as bases neuronais de processos cognitivos como a memória, linguagem, atenção e processos emocionais. Ao concluir a unidade curricular, o estudante deverá mostrar as seguintes competências: a) saber caracterizar a organização de diferentes processos cognitivos e emocionais; b) saber relacionar os diferentes aspectos da cognição e do comportamento com as suas bases biológicas; c) saber quais os tópicos actuais de investigação em Neurociências Cognitivas; e d) conhecer as principais metodologias de investigação em Neurociências Cognitivas; e) discutir tópicos actuais neste domínio científico.

Conteúdos programáticos

- (1) Brain and mind from the perspective of Cognitive Neuroscience: An overview of the subject
- (2) Information processing infrastructure: Basic neurobiology & neurophysiology
- (3) Neuroanatomy
- (4) The first half of the perception-action cycle
- (5) Vision & object recognition
- (6) The second half of the perception-action cycle
- (7) The encoding-retrieval cycle in interaction with the perception-action cycle;
- (8) The neurocognition of language
- (9) The neurocognition of attention
- (10) Working memory: Cognitive Control

Metodologias de ensino (avaliação incluída)

The theoretical classes follow the classical lecture method. Nevertheless, the student is constantly invited to participate in order to better understand the different concepts and topics presented in the course. Students will be evaluated by written examinations at the end of the course. In order to pass the course the student will score an average of at least 10 (max 20). In case the student does not achieve an average of at least 10, the student will be provided the opportunity to pass the course through a final written exam.

Bibliografia principal

Baddeley, A. (2003). Working memory: Looking back and looking forward. *Nat Rev Neuroscience*, 4, 829?839.

Botvinick, M. M. (2008). Hierarchical models of behavior and prefrontal function. *Trends in Cog Sciences*, 12, 201?208.

Gazzaniga, M. S., Ivry, R. B., Mangun, G. R., Steven, M. S. (2009). *Cognitive Neuroscience: The Biology of Mind*, 3rd Edition.

Hagoort, P., & Van Berkum, J. A. (2007). Beyond the sentence given. *Philosophical Transactions of the Royal Society B*, 362, 801?811.

Koch, C., & Laurent, G. (1999). Complexity and the nervous system. *Science*, 284, 96?98.

MacSweeney, M., Capek, C. M., Campbell, R., & Woll, B. (2008). The signing brain: the neurobiology of sign language. *Trends in Cog Sciences*, 12, 432?440.

Stoet, G., & Snyder, L. H. (2009). Neural correlates of executive control functions in the monkey. *Trends in Cog Sciences*, 13, 228?234.

Yang, C. D. (2004). Universal grammar, statistics or both? *Trends in Cognitive Sciences*, 8, 451?456.

Academic Year 2020-21

Course unit COGNITIVE NEUROSCIENCE

Courses COGNITIVE NEUROSCIENCE AND NEUROPSYCHOLOGY
CLINICAL AND HEALTH PSYCHOLOGY (*)

(*) Optional course unit for this course

Faculty / School FACULTY OF HUMAN AND SOCIAL SCIENCES

Main Scientific Area

Acronym

Language of instruction English

Teaching/Learning modality Lectures

Coordinating teacher Karl Magnus Petersson

Teaching staff	Type	Classes	Hours (*)
DOCENTE A CONTRATAR FCHS 2	OT; T; TP	T1; TP1; OT1	19.5T; 19.5TP; 5OT

* For classes taught jointly, it is only accounted the workload of one.

Contact hours

T	TP	PL	TC	S	E	OT	O	Total
19.5	19.5	0	0	0	0	5	0	140

T - Theoretical; TP - Theoretical and practical ; PL - Practical and laboratorial; TC - Field Work; S - Seminar; E - Training; OT - Tutorial; O - Other

Pre-requisites

no pre-requisites

Prior knowledge and skills

Knowledge in Cognitive/Biological/Neurobiological Psychology at the BSc level is helpful. In addition, elementary knowledge in Neuroscience and Biology/Chemistry/Physics is useful.

The students intended learning outcomes (knowledge, skills and competences)

This course presents concepts and models, based on neurobiology and information processing, needed to understand the neurobiological basis of cognition, emotion and behavior. Emphasis will be given to results obtained with current methodologies and techniques, including neuroimaging methods, which allow to investigate the neural basis of cognitive processes such as memory, language, attention and emotional processes. After completing the course, students must show the following skills: a) characterize the organization of different cognitive and emotional processes; b) know how to relate the different aspects of cognition and behavior to their biological basis; c) be acquainted with current research topics in Cognitive Neuroscience; d) identify the principal research methodologies in Cognitive Neuroscience; and e) know how to discuss current topics in this scientific field.

Syllabus

- (1) Brain and mind from the perspective of Cognitive Neuroscience: An overview of the subject
- (2) Information processing infrastructure: Basic neurobiology & neurophysiology
- (3) Neuroanatomy
- (4) The first half of the perception-action cycle
- (5) Vision & object recognition
- (6) The second half of the perception-action cycle
- (7) The encoding-retrieval cycle in interaction with the perception-action cycle;
- (8) The neurocognition of language
- (9) The neurocognition of attention
- (10) Working memory: Cognitive Control

Teaching methodologies (including evaluation)

The theoretical classes follow the classical lecture method. Nevertheless, the student is constantly invited to participate in order to better understand the different concepts and topics presented in the course. Students will be evaluated by written examinations at the end of the course. In order to pass the course the student will score an average of at least 10 (max 20). In case the student does not achieve an average of at least 10, the student will be provided the opportunity to pass the course through a final written exam.

Main Bibliography

Baddeley, A. (2003). Working memory: Looking back and looking forward. *Nat Rev Neuroscience*, 4, 829?839.

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