TEACHER'S GUIDE SHEET

MODULE	FUNCTIONAL EVALUATION: CONCEPT AND METHODOLOGY.
DIDACTIC UNIT	E: IMPORTANCE OF COGNITIVE ABILITIES IN THE PERFORMANCE OF MOTOR TASK AND WHY IT IS IMPORTANT TO INCLUDE BIOMECHANICS ANALYSIS IN COGNITIVE IMPAIRMENTS.
TITLE OF ACTIVITY/CLASS	COGNITIVE ABILITIES AND ITS ROLE IN MOTOR TAKS
OBJECTIVES	• To learn the main cognitive functions and their brain bases. • To review the main methods to assess cognition. • To study the interference of cognitive load on motor performance. • To reinforce learning of contents through activities and test.
LENGTH	2h - PowerPoint presentation of the contents + Reinforcement activity
PREVIOUS KNOWLEDGE REQUIRED	In order to fully understand the concepts explained during class, the student should previously revise the anatomy and neurophysiology of brain.
TECHNICAL NEEDS	PC with software for the reproduction a power point presentation. Projector and screen to show contents appropriately to all the students during class. You can give the activity material to students online or print.
RESOURCES NEEDED	PowerPoint file of class material presentation and the reinforcement activity pdf file, print or online version. Each student needs one copy.

DESCRIPTION OF THE CLASS/ACTIVITY

Part 1: Teacher's theoretical explanation

Firts, the professor will explain all the cognitive functions with examples to be more understandable to the students, its possible disfunctions and its usual clinical treatment.

Secondly, the implication of the cognitive functions doing daily life activities will be explain. And which test and scales are implemented to evaluate cognitive functions emarking the eye-tracking tecnology assessment.

Later, the professor will explain how the cognitive load will interfere in motor performance activities in healthy, cognitively impairment and mental disordered people. Focusing the explanation in people with bipolar disorder, major depression, schizophrenia, hepatic damage and cancer.

Finally, the professor will remark the scientifical importance of dual-task assessment in cognitive evaluations.

Part 2: Practical activities for students

Students will answer the questions of the case study in a concise way and justifying it in the cases that require it

TASKS TO BE DEVELOPED BY THE STUDENT IN CLASS

In order to fully understand the concepts explained during class, the student should afterward resolve the ‘Reinforcement activity’ pdf.

TASKS TO BE DEVELOPED BY THE STUDENT OUTSIDE OF CLASS (If required)

After the class, the students should revise the PDF with the contents of the didactic unit or the PowerPoint presentation (what the teacher prefer to provide).

EVALUATION METHODOLOGY

The teacher can use the evaluation method that she/he considers. The correct answers for the Reinforcement activity are at the end of the same document.