PSYCHOLOGY 540 (A01) Spring 2016
History and Theory in Neuropsychology

Time: Tuesday, Thursday 8:30 to 9:50am
Room: Cornett A228
Instructor: Jodie Gawryluk, Ph.D.
Office: Cornett A257
Office hours: By appointment
Office Phone: 250-721-7549
E-mail: gawryluk@uvic.ca

Appointments
I would be happy to meet you to discuss information related to the course or your interest in psychology! Please phone anytime (phone # 250-721-7549) or email (gawryluk@uvic.ca). Please include 540 in the subject line so my spam blocker does not delete your email.

About this Course
Neuropsychology examines the relationship between the brain and behaviour. In this course, you will learn about the history of neuropsychology, as well as modern neuroimaging based approaches. We will cover functional systems within the brain (e.g. memory, language) as well as neuropsychological syndromes (e.g. epilepsy, movement disorders). I hope that through these topics you will develop your interest in neuropsychology and an appreciation for the brain-behavior relationship that will form a strong base for future learning. If there are any particular topics that you are interested in, please let me know – I would be happy to discuss this and if possible, try to incorporate your interests into the course.

Course Description (from UVic calendar)
Survey of major topics and issues in clinical and experimental neuropsychology, including a historical introduction and recent material. Topics may include aphasia, agnosia, apraxia, agraphia, other clinical syndromes, and also a review of hemispheric specialization.

Prerequisite
In order to benefit from this course, the curriculum committee at the Department of Psychology has established that the prerequisite for this course is PSYC 315 or an equivalent undergraduate human neuropsychology course. I am aware that in some cases this requirement can be waived if you provide evidence of having fulfilled it in other way. If you are not sure, please contact me and we can discuss together ways to make sure you are prepared for this class. Remember the departmental rule of thumb is that:

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Those who complete courses without prerequisites are not exempt from having to complete the prerequisite course(s) at some later date if such courses are required for the degree program.

Registration
Course Add Deadline: Students are responsible for checking their registration status before the end of the course-add period (January 20, 2016); students will not be added after this deadline. It is each student’s responsibility to check and ensure that s/he is registered appropriately. Last day for withdrawing from first-term courses without penalty of failure is February 29, 2016.
Readings for this class
Course textbook:


**There are some class readings from outside of your text and I will make these available to you prior to class**

Course Objectives:
1. To demonstrate understanding of the historical pillars and models in neuropsychology.
2. To develop the ability to think of patterns of symptoms as neuropsychological syndromes and understand how they relate to brain structures and their connections.
3. To demonstrate competency in presenting research/information on neuropsychological syndromes orally and in scientific format.
4. To demonstrate competency in summarizing and questioning readings in neuropsychology.

Course Structure:

Evaluation and Grading Policy

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Exam (February 18, 2016)</td>
<td>30%</td>
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<tr>
<td>Second Exam (TBD)</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation (TBD)</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance/Participation in class</td>
<td>10%</td>
</tr>
</tbody>
</table>

The final letter grade in the course will be based on the total percentage earned during the semester, as follows:

- **A+** (Exceptional work) = 90-100%
- **A** (Outstanding work) = 85-89%
- **A-** (Excellent work) = 80-84%
- **B+** (Very good work) = 77-79%
- **B** (Acceptable work) = 73-76%
- **B-** (Unacceptable work) = 70-72%
- **C+** (Unacceptable work) = 65-69%
- **C** (Unacceptable work) = 60-64%
- **D** (Unacceptable work) = 50-59%
- **F** (Failing grade) = 0-49%

In determining your final letter grade in the course, anything .5 and above will be rounded up to the next percentage score, and anything .4 and below will be rounded down to the previous percentage score. For example, 86.4% would be rounded to 86%, whereas 86.5% would be rounded to 87%.

In-Class Examinations
I want you to be able to use this material later in your career, rather than just for the term. In this regard, the exams will include short/long answer essay questions that stimulate critical thinking, as well as basic knowledge. There are two exams, each worth 30% of your final grade. The exams are non-cumulative and we will discuss the format in class.

In-Class Student Presentations
We will discuss a list of possible topics within the first week of classes. Afterwards, I will ask you to rank order your preferred topics and I will try to give each of you a topic that is high on your list (keeping in mind that we must cover all of the topics that complement our class material). Based on this topic, I would like for you to select a reading and send it out to the class one week prior to your presentation. During class, you will have approximately 45 minutes to conduct a presentation on this topic and 15-20 minutes to guide the class in a discussion on the topic. Marks will be assigned on the basis of quality (clarity, thoroughness and thoughtfulness) of the presentation, and the relevance of additional source information and synthesis of that information as well as the leadership of the discussion.

More information about the presentation guidelines will be given during class. The presentation is worth 30% of your final grade.
**Attendance/Participation in Class**

Class attendance is highly recommended (please let me know in advance if you are not able to attend class). Given that no textbook adequately covers all of the topics in this course, we will be discussing information in class that goes beyond your assigned readings. During class, you will be expected to actively participate in discussions that will help you learn from one another. You will be expected to read the material prior to class and write down questions or thoughts about the readings to enhance this process (I will ask you to hand these in each class).

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**University of Victoria Policies:**

*Students are expected to familiarize themselves with the Important Course Policy Information (below) and are responsible for checking and correcting their registration status before the Add/Drop deadlines.*

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

*It is expected that you will write the exams on the dates they are scheduled. Make-up exams are only given if a physician’s note documents an illness, or through a “Request for Academic Concession” from the Records Services office in campus if you need additional time to complete course requirements due to calamity, family affliction, or other such reasons. Unfortunately, if you cannot provide these documents, I will have to assign a total of zero (0) points to the test, and will calculate the letter grade accordingly. Similarly, I expect you to conduct the in-class presentation at the scheduled time, unless documentation is otherwise provided.*

**Commitment to Inclusivity and Diversity**

The University of Victoria is committed to promoting, providing and protecting a positive and supportive and safe learning and working environment for all its members.

**In the Event of Illness, Accident or Family Affliction**

(See UVic Calendar, 2015–16, p. 35)

**What to do if you miss an exam other than one scheduled during the formal examination period**

Do not apply at Records Services for a “Request for Academic Concession”. Instead submit documentation of the illness, accident or family affliction directly to your course instructor (or designated teaching assistant).

**What to do if you miss an exam scheduled during the formal exam period**

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation (for example, a deferred exam). Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

**What to do if you require additional time to complete course requirements**

Apply at Records Services for a “Request for Academic Concession”, normally within 10 working days of the end of the formal examination period. Records Services will forward the form to the instructor. If the concession is granted the instructor will determine how to deal with the situation. Where a concession is not applied for or where such application is denied, an N grade will be entered on the student’s academic record.

**Policy on Academic Integrity including Plagiarism and Cheating**
The Department of Psychology fully endorses and intends to enforce rigorously the Senate Policy on Academic integrity (http://web.uvic.ca/calendar2013/FACS/UnIn/UARe/PoAcI.html) p. 32-34, UVic Calendar 2015-16. It is of utmost importance that students who do their work honestly be protected from those who do not. Because this policy is in place to ensure that students carry out and benefit from the learning activities assigned in each course, it is expected that students will cooperate in its implementation.

The offences defined by the policy can be summarized briefly as follows:

1. **Plagiarism.** You must make sure that the work you submit is your work and not someone else’s. There are proper procedures for citing the works of others. The student is responsible for being aware of and using these procedures.

2. **Multiple Submission.** Only under exceptional circumstances may a work submitted to fulfill an academic requirement be used to satisfy another similar requirement. The student is responsible for clarifying this with the instructor(s) involved.

3. **Falsifying Materials Subject to Academic Evaluation.** This includes falsification of data, use of commercially prepared essays, using information from the Internet without proper citation, citing sources from which material is not actually obtained, etc.

4. **Cheating on Assignments, Tests, and Examinations.** You may not copy the work of others in or out of class; you may not give your work to others for the purpose of copying; you may not use unauthorized material or equipment during examinations or tests; and you may not impersonate or allow yourself to be impersonated by another at an examination. The Department of Psychology has a policy of not making old examinations available for study purposes. Therefore, use of old exams without the express written permission of the instructor constitutes cheating by the user, and abetting of cheating by the person who provided the exam.

5. **Being an Accessory to Offences.** This means that helping another student to cheat (for instance, by showing or communicating to them answers to an assignment, or by allowing them to view answers on an exam) is an academic offence. Instructors are expected to make every effort to prevent cheating and plagiarism. This may include the assignment of seating for examinations, asking students to move during examinations, requests to see student identification cards, and other measures as appropriate. Instructors also have available to them a variety of tools and procedures to check for Internet and electronic media-based cheating. In instances of suspected or actual plagiarism or cheating, instructors, following prescribed procedures, are authorized to take steps consistent with the degree of the offence. These measures will range from a zero on the test or assignment or a failing grade for the course, probation within a program to temporary or even permanent suspension from the University.

Rights of Appeal are described in the Policy on Academic Integrity in the University calendar (on p. 32-34 in 2013-14). The definitive source for information on Academic Integrity is the University Calendar (p. 32-34 in 2013-14) (http://web.uvic.ca/calendar2013/FACS/UnIn/UARe/PoAcI.html)

**Other useful resources on Plagiarism and Cheating include:**

2. The Ombudsperson’s office: http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf
3. The English Department: http://web.uvic.ca/wguide/Pages/CitPlagiarism.html Please familiarize yourself with the university’s standards of academic integrity (e.g., plagiarism and cheating). These regulations can be accessed at the following website: http://web.uvic.ca/calendar2012/FACS/UnIn/UARe/PoAcI.htm
# Tentative Schedule of Topics
*(Any changes will be discussed in class)*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics/ Readings</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5</td>
<td>Introduction to course</td>
<td></td>
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<tr>
<td>January 7</td>
<td>Review of neuroanatomy</td>
<td>TCN 5</td>
</tr>
<tr>
<td>January 12</td>
<td>Introduction to the history of neuropsychology</td>
<td>CN 1</td>
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<tr>
<td>January 14</td>
<td>Neuroimaging</td>
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<tr>
<td>January 19</td>
<td>Hemispheric specialization and callosal syndromes</td>
<td><em>Cerebral Specialization and Interhemispheric Communication</em></td>
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<tr>
<td>January 21</td>
<td>Sensory and motor function and emotions</td>
<td><em>Brain and Emotion: Cognitive Neuroscience of Emotions</em></td>
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<tr>
<td>January 26</td>
<td>Language and Aphasia</td>
<td>TCN pages 369-377; Exploring the History of Neuropsychology 7</td>
</tr>
<tr>
<td>January 28</td>
<td>Agnosia and neglect syndromes</td>
<td>CN 11 pages 238-252</td>
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<tr>
<td>February 2</td>
<td>Memory and Amnesia</td>
<td>TCN 37</td>
</tr>
<tr>
<td>February 4</td>
<td>Frontal lobes, prefrontal cortex and executive functions</td>
<td>CN 14</td>
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<tr>
<td>February 8-12</td>
<td>Reading Week</td>
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<tr>
<td>February 16</td>
<td>Review</td>
<td></td>
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<tr>
<td>February 18</td>
<td><strong>Exam #1</strong></td>
<td></td>
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<tr>
<td>February 23</td>
<td>Traumatic brain injury and plasticity</td>
<td>TCN 21</td>
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<tr>
<td>February 25</td>
<td><strong>Presentations on TBI</strong></td>
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<tr>
<td>March 1</td>
<td>Stroke and cerebrovascular disease</td>
<td>TCN 20</td>
</tr>
<tr>
<td>March 3</td>
<td><strong>Presentations on stroke</strong></td>
<td></td>
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<tr>
<td>March 8</td>
<td>Alexia, agraphia, acalculia and acquired dyslexia</td>
<td>CN 5,6</td>
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<tr>
<td>March 10</td>
<td><strong>Presentations on alexia, etc.</strong></td>
<td></td>
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<tr>
<td>March 15</td>
<td>Neurodegenerative disorders</td>
<td>TCN 39</td>
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<tr>
<td>March 17</td>
<td><strong>Presentations on neurodegenerative disorders</strong></td>
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<tr>
<td>March 22</td>
<td>Movement disorders</td>
<td><em>Parkinson’s Disease</em></td>
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<tr>
<td>March 24</td>
<td><strong>Presentations on movement disorders</strong></td>
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<tr>
<td>March 29</td>
<td>Epilepsy</td>
<td>TCN 23</td>
</tr>
<tr>
<td>March 31</td>
<td>Review</td>
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<tr>
<td>TBD</td>
<td><strong>Exam #2</strong></td>
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