PSYCHOLOGY 540 (A01) Fall 2017  
History and Theory in Neuropsychology

Time: Tuesday, Friday 1:00 to 2:20pm  
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 email (gawryluk@uvic.ca) or phone anytime.

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 315/351B 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 (September 22, 2017); students will not be added after this deadline. It is each student's responsibility to check and ensure that they are registered appropriately. Last day for withdrawing from first-term courses without penalty of failure is October 31, 2017.
Readings for this class

There is not one textbook that thoroughly captures all of the topics addressed in this course. Therefore, the readings for this course will come from a variety of sources and I will make the readings available to you ahead of class time through CourseSpaces.

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

First Exam (February 10, 2017) = 30%
Second Exam (TBD) = 30%
Presentation (TBD) = 30%
Attendance/Participation in class = 10%

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%.

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.

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 20 minutes to guide the class in a discussion on the topic. Along with your oral presentation you will create a hand out that summarizes your presentation – this will serve as a great take away for your classmates! Grades 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). 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 that you are willing to share in class. I will ask you to email these thoughts/questions to me the evening before each lecture based class (not needed for the presentation classes).

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

### Tentative Schedule of Topics
(Any changes will be discussed in class)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>September 8</td>
<td>Introduction and review of neuroanatomy</td>
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<tr>
<td>September 12</td>
<td>Introduction to the history of neuropsychology</td>
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<td>September 15</td>
<td>Neuroimaging</td>
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<tr>
<td>September 19</td>
<td>Hemispheric specialization and callosal syndromes</td>
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<tr>
<td>September 22</td>
<td><strong>Presentations on Callosal Syndromes</strong></td>
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<tr>
<td>September 26</td>
<td>Language and Aphasia</td>
</tr>
<tr>
<td>September 29</td>
<td><strong>Presentation on Language</strong></td>
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<td>October 3</td>
<td>Agnosia and neglect syndromes</td>
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<tr>
<td>October 6</td>
<td><strong>Presentations on Agnosia and neglect</strong></td>
</tr>
<tr>
<td>October 10</td>
<td>Memory and Amnesia</td>
</tr>
<tr>
<td>October 13</td>
<td><strong>Presentations on Memory and Amnesia</strong></td>
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<tr>
<td>October 17</td>
<td>Review</td>
</tr>
<tr>
<td>October 20</td>
<td><strong>Exam #1</strong></td>
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<tr>
<td>October 24</td>
<td>Traumatic brain injury and plasticity</td>
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<tr>
<td>October 27</td>
<td><strong>Presentations on TBI</strong></td>
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<tr>
<td>October 31</td>
<td>Stroke and cerebrovascular disease</td>
</tr>
<tr>
<td>November 3</td>
<td><strong>Presentations on stroke</strong></td>
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<td>November 7</td>
<td>Neurodegenerative disorders</td>
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<tr>
<td>November 10</td>
<td><strong>Presentations on neurodegenerative disorders</strong></td>
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<td>November 14</td>
<td><strong>Reading Break</strong></td>
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<tr>
<td>November 17</td>
<td>Movement disorders</td>
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<tr>
<td>November 21</td>
<td><strong>Presentations on movement disorders</strong></td>
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<tr>
<td>November 24</td>
<td>Epilepsy</td>
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<tr>
<td>November 28</td>
<td><strong>Presentations on Epilepsy</strong></td>
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<tr>
<td>December 1</td>
<td><strong>Review</strong></td>
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University policies

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
(http://www.web.uvic.ca/calendar2017-05/grad/registration/concessions.html)

What to do if you miss an exam?

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 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/calendar2017-09/undergrad/info/regulations/academic-integrity.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/calendar2017-09/undergrad/info/regulations/academic-integrity.html