PSYCHOLOGY 540 (A01) Spring 2019
History and Theory in Neuropsychology

Time:            Monday, Thursday 11:30 to 12:50pm
Room:           Clearihue Building C116
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 and discuss information related to the course or your interest in psychology! Please email (gawryluk@uvic.ca) or phone (721-7549) 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 understandings of neuropsychological conditions. 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 (January 23, 2019); 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 February 28, 2019.
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 21, 2019) = 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>(Exceptional work)</td>
<td>90-100%</td>
</tr>
<tr>
<td>A</td>
<td>(Outstanding work)</td>
<td>85-89%</td>
</tr>
<tr>
<td>A-</td>
<td>(Excellent work)</td>
<td>80-84%</td>
</tr>
<tr>
<td>B+</td>
<td>(Very good work)</td>
<td>77-79%</td>
</tr>
<tr>
<td>B</td>
<td>(Acceptable work)</td>
<td>73-76%</td>
</tr>
<tr>
<td>B-</td>
<td>(Unacceptable work)</td>
<td>70-72%</td>
</tr>
<tr>
<td>C+</td>
<td>(Unacceptable work)</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td>(Unacceptable work)</td>
<td>60-64%</td>
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<tr>
<td>D</td>
<td>(Unacceptable work)</td>
<td>50-59%</td>
</tr>
<tr>
<td>F</td>
<td>(Failing grade)</td>
<td>0-49%</td>
</tr>
</tbody>
</table>

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 further 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 by 7pm, the evening before each lecture based class (not needed for the presentation classes). This will allow me to integrate some of your questions into our class material.

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, religion 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.

Be Well!

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Discovering Victoria, UVic and your Community:
Grad school can involve a lot of time studying and researching on your own – but it does not have to be an isolating experience. There are a lot of other grad students out there like you who are looking to connect outside of academics. www.uvic.ca/mentalhealth/graduate/connect/index.php

Counselling Services:
Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students. www.uvic.ca/services/counselling/

Health Services:
University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. www.uvic.ca/services/health/

Centre for Accessible Learning:
The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations www.uvic.ca/services/cal/. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

Elders' Voices:
The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being. www.uvic.ca/services/indigenous/students/programming/elders/

Mental Health Supports and Services:
Mental health supports and services are available to students from all areas of the UVic community: www.uvic.ca/mentalhealth/graduate/
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

https://www.uvic.ca/graduatestudies/admissions/concessions/index.php

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.

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
https://web.uvic.ca/calendar2019-01/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