

**University of Victoria, Department of Psychology**  
**Psyc 451B – Fall 2016**  
**Advanced Neuropsychology**

**Lecture Hours and Location:** Monday/Wednesday 4:30-5:50pm, Clearihue D125  
**Instructor:** Dr. Colette Smart, Department of Psychology  
**Email:** [csmart@uvic.ca](mailto:csmart@uvic.ca)  
**Office Location & Hours:** Cornett A259, Wednesday 3:00-4:00pm or by appointment

**Required Materials:** M. R. Schoenberg & J. G. Scott (Eds.), *Little Black Book of Neuropsychology: A Syndrome Based Approach*. New York: Springer (available for download from UVic's library). Additional supplemental readings will be provided on CourseSpaces.

**Course Prerequisites:** Requirements for this class include 300A and two of 351A, 351B, or 351C, or all of 100A, 100B, and 313 or 351A. 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.

**Add/Drop Date Information:** Students are responsible for checking their registration status before the end of the course-add period (9/23/16); 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 10/31/16.

**Course Description:** This course will build on your existing knowledge of human neuropsychology (e.g., basic cognitive processes, functional neuroanatomy, etc.) as gained in Psyc 351B (formerly Psyc 315). The specific learning goals are: (1) to identify the patterns of neuroanatomical disruption associated with different clinical-neurologic disorders, (2) to understand how these disorders affect cognitive and emotional function, (3) to appreciate how these symptoms might affect persons in the real world, and (4) to be introduced to the various methods by which clinical neuropsychologists provide diagnoses and treatment recommendations. Case examples will be used to illustrate each topic and a problem-based learning approach will be used, rather than simply 'downloading' of facts and figures by the instructor.

**About Me:** I am a clinical neuropsychologist, and my training is consistent with the Houston conference guidelines for training in clinical neuropsychology. This includes a PhD in clinical psychology with specialty practica and courses in clinical neuropsychology, as well as an accredited two-year post-doctoral fellowship. I completed my training in the U.S. and worked in full-time clinical practice before coming to UVic. I work with adults across the lifespan and my main areas of clinical and research interest are older adults/aging, acquired brain injury, and neurorehabilitation. But really I find everything in clinical neuropsychology absolutely fascinating – and I hope you will too once this class is complete. If you are interested in graduate training in clinical psychology broadly – or clinical neuropsychology in particular – I would be happy to meet with you to discuss your inspiration.

### **Class Assignments at a Glance**

<u>Grade Weight</u>	<u>Activity</u>	<u>Due Date</u>
5%	Take-Home Points	Continuing throughout the course
5%	Warm-Up Exercises	Sundays by midnight; dates below
25% each	Midterm Exams #1 and #2	10/3/16 and 11/14/15
25%	Collaborative Assignment	Ongoing; dates in syllabus
15%	Patient Education Booklet	12/15/16

## **Class Assignments in Detail:**

### **Attendance and Participation – 5%**

In this type of advanced undergraduate seminar, the success of this course (and your learning) depends entirely on how actively engaged you are with your peers and me. Your grade for this portion of the course will be based on a combination of class attendance, active discussion, and responses to “take-home points” administered randomly throughout the semester. I will provide additional documentation on exactly how your participation grade will be assessed.

### **Warm-Up Exercises – 5%**

By midnight each Sunday, the day before the first class of each week, I will ask you to complete what I refer to as a “warm-up exercise”. Each warm-up (10 in total) is worth 0.5% (scored pass/fail). These exercises will require you to do the assigned reading and answer some critical thinking questions that will prime you for class discussion (as well as help you prepare for the exams). The exception to this is that the week of Thanksgiving, the warm-up will be due on the Tuesday rather than the Sunday.

### **Midterm Examination – two exams, 25% each**

Each exam will consist of a combination of multiple choice and short answer questions. The exams will require some recall (particularly in terms of functional neuroanatomy or diagnostic symptoms) but will not focus on recall exclusively. In particular, the short answer questions will test your ability to synthesize and integrate concepts using a problem-based learning approach with clinical case material.

### **Collaborative Assignment: Class Presentation and Report – 25%**

The actions of clinical neuropsychologists are guided not only by their academic knowledge of brain-behavior relationships, but also ethical principles that guide their application of that knowledge to serve and protect the public. The purpose of this assignment is to explore ethical issues related to various ‘hot topics’ in clinical neuropsychology. Assignment topics will be provided in week 2 and students asked to sign up in groups of 3 to present. This will involve reviewing the CPA Ethics Codes and at least one article per student pertaining to the ethical issue at hand. In part one of the assignment, you will give a ~20m group presentation in class, followed by part two, in which you will turn in a group report on your findings one week following the presentation.

### **Patient Education Booklet – 15%**

One of the challenges of being a clinical neuropsychologist is to take the complex information of neuroanatomy and neuropsychological assessment and present it in everyday terms that patients can understand. Psychoeducation is an important intervention tool used by psychologists for this purpose. In this assignment, you will be asked to pick a diagnosis/syndrome and create a patient education booklet, where you translate the didactic information from class and the readings into psychoeducational material for patients. The highest quality booklets may be made available to clients in our Psychology clinic, as well as provided to local physicians who have patients with neurologic diagnoses.

### **Extra Credit Assignment – 3%**

For the keeners who want to earn an enjoyable extra 3% extra credit, you may participate in the assignment I refer to as “Neuropsych Movie Night” (popcorn optional ☺). When I was a graduate student, I would get together with other clinical neuropsychology graduate students and we would watch a movie about some neuropsychological diagnosis or syndrome and then discuss it afterwards. Not only was this a fun way to learn about different disorders, but it allowed us to see how the media shapes our understanding of these conditions. I will provide you with a list of movies/TV shows that pertain to various neuropsychological topics, as well as questions to answer about that movie/TV show. This can be handed in any time before the last day of class.

## Grades

The final letter grade obtained in the course will be based on the total percent score rounded to the third decimal point, using the following criteria excerpted from the 2016-17 University Calendar:

Passing Grades	Grade Point Value	Percentage *	Description
A+	9	90 – 100	An A+, A, or A- is earned by work which is technically superior, shows mastery of the subject matter, and in the case of an A+ offers original insight and/or goes beyond course expectations. Normally achieved by a minority of students.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	A B+, B, or B- is earned by work that indicates a good comprehension of the course material, a good command of the skills needed to work with the course material, and the student's full engagement with the course requirements and activities. A B+ represents a more complex understanding and/or application of the course material. Normally achieved by the largest number of students.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	A C+ or C is earned by work that indicates an adequate comprehension of the course material and the skills needed to work with the course material and that indicates the student has met the basic requirements for completing assigned work and/or participating in class activities.
C	2	60 – 64	
D	1	50 – 59	A D is earned by work that indicates minimal command of the course materials and/or minimal participation in class activities that is worthy of course credit toward the degree.
E	0	0 – 49	Conditional supplemental. Supplemental examinations are not offered by all departments and the allowable percentage may vary by program (e.g. 35-49). Students will be advised whether supplemental will be offered and if the percentage range varies when assessment techniques are announced at the beginning of the course.
F	0	0 – 49	F is earned by work, which after the completion of course requirements, is inadequate and unworthy of course credit towards the degree.
N	0	0 – 49	Did not write examination or complete course requirements by the end of term or session; no supplemental.

### Additional “Fine Print”:

- (i) **Assignments:** For every 12 hours that an assignment is late, 10% of that assignment’s grade will be deducted. No exceptions will be made to this except under the most extreme circumstances (e.g., serious medical illness or accident), and only if you provide appropriate documentation within 10 working days of the missed assignment. After 3 full days (i.e., 72 hours) have elapsed after the due date, I will no longer accept late work and you will score 0 (zero) for that assignment.
- (ii) **Exams:** If you miss the final exam due to illness, accident, or serious family circumstances, you must apply at Records Services for a “Request for Academic Concession” within 10 working days of the exam date. You should also notify me immediately by email if you know that you will not be able to complete the final exam on time. Any student who misses the final exam without appropriate documentation will be assigned an ‘N’ grade.
- (iii) **Power-Point Slides:** It is my policy *not* to give out complete slides. Some of the material I will present is my own intellectual property (i.e., personal data) and cannot be released outside of this class. Also, as 3<sup>rd</sup> and 4<sup>th</sup> year students, I expect you to be able to determine the relevant information from each lecture without having to record the information verbatim.
- (iv) **Office Hours:** Come see me! This is a small class, so I have a rare opportunity get to know as many of you personally as possible. Coming to office hours is **the** best way to have your questions or concern addressed. Please note that special allowances will not be made for someone who had an ongoing difficult situation affecting their performance in the course, but did not make this known until after substantial coursework had been missed and/or failed.
- (v) **Email:** If you must email me, know that I can receive easily 50 emails *per day*, thus you can anticipate a minimum 48-hour response time. Please be sure to address your email appropriately, which includes an appropriate email title, an appropriate salutation (e.g., Hello/Dear Dr. Smart) and an appropriate conclusion (e.g., Thank You, Regards, etc.), otherwise I will delete the message.
- (vi) **Maintaining a Safe and Comfortable Learning Environment:** Please be aware that I hold a zero tolerance policy for any threats or intimidation, verbal or physical, actual or perceived, directed toward other students or to me. This also includes disruptive behavior such as using cellphones/PDAs and ‘side conversations’ with your classmates. Out of courtesy, I also ask that you make every effort to come promptly to class and plan to remain for the duration of the lecture. Use of a laptop in class for the purposes of note taking is permitted unless it becomes unduly disruptive to the learning environment, at which point I may ask you to discontinue using it.

### Class Schedule (*Tentative*)

Date	Topic	Assignments Due
<b>Part 1: Foundations of Clinical Neuropsychology</b>		
Weds. 9/7	Introduction to Clinical Neuropsychology?	
Mon. 9/12	Clinical Methods I: Interviewing and Neuropsychometric Assessment	• Warm-Up #1 Sun. 11 <sup>th</sup>
Weds. 9/14	Clinical Methods II: Functional Neuroanatomy and Neuroimaging	
<b>Part 2: Neuropsychological Syndromes and Disorders</b>		
Mon. 9/19	Psychological Functioning as a Context for Neurologic Disorders	• Warm-Up #2 Sun. 18 <sup>th</sup>
Weds. 9/21 Mon. 9/26	Moderate to Severe Traumatic Brain Injury	• Warm-Up #3 Sun. 25 <sup>th</sup>
Weds. 9/28	Mild Traumatic Brain Injury and Post-Concussive Syndrome	
Mon. 10/3 Weds. 10/5	<b>Monday – MIDTERM EXAM #1</b> Wednesday – Stroke and Cerebrovascular Disorders	
Mon. 10/10 Weds. 10/12	<b>Monday – THANKSGIVING BREAK (no classes)</b> Wednesday – Stroke (cont'd.)	• Warm-Up #4 on Tues. 11 <sup>th</sup>
Mon. 10/17 Weds. 10/19	Epilepsy and Seizure Disorders	• Warm-Up #5 Sun. 16 <sup>th</sup> • <b>Class Presentations #1 and 2</b>
Mon. 10/24 Weds. 10/26	Dementia and Late-Life Cognitive Decline	• Warm-Up #6 Sun. 23 <sup>rd</sup> • <b>Class Presentations #3 and 4</b>
Mon. 10/31 Weds. 11/2	Monday – Dementia (cont'd.) Wednesday – Parkinson's Disease Part I	• Warm-Up #7 Sun. 30 <sup>th</sup> • <b>Class Presentation #5 and 6</b>
Mon. 11/7 Weds. 11/9	Monday – Parkinson's Disease Part II <b>Wednesday – READING BREAK (no classes)</b>	• Warm-Up #8 Sun. 6 <sup>th</sup>
Mon. 11/14 Weds. 11/16	<b>Monday – MIDTERM EXAM #2</b> Wednesday – Inpatient Assessment Part I: Neurobehavioral Status	
Mon. 11/21 Weds. 11/23	Monday – Inpatient Assessment Part II: Disorders of Consciousness Wednesday – HBO "Coma"	• Warm-Up #9 Sun. 20 <sup>th</sup>
<b>Part 3: Interventions for Neuropsychological Patient Populations</b>		
Mon. 11/28 Weds. 11/30	Cognitive Training/Rehabilitation Neuropsychotherapy <b>FINAL ASSIGNMENT DUE Mon. 12/5/16</b>	• Warm-Up #10 Sun. 27 <sup>th</sup>

**\*\*Please Note:** the exact timing of the class presentations may vary slightly, depending on how many students stay in the class. The final schedule for these will be completed once the class roster has been settled, most likely by the beginning of week 3 (9/19).

## List of Required Readings Week-to-Week

**\*\*NOTE:** Most of the readings for this course are taken from Schoenberg & Scott's (2011) *Little Black Book of Neuropsychology*, available as an e-book through UVic's library. Readings from this text will be indicated as "From Schoenberg & Scott (2011)". Readings from other sources will be provided on CourseSpaces.

### **Topic: Introduction to Clinical Neuropsychology (Week 1)**

Schoenberg & Scott (2011) Chapter 4: Components of the neuropsychological evaluation (pp. 127-137).

### **Topic: Interviewing and Neuropsychometric Assessment (Week 2)**

Schoenberg & Scott (2011) Chapter 30: Reliability and validity in neuropsychology (pp. 873-891) and Chapter 31: Psychometric considerations for the interpretation of neuropsychological test results (pp. 893-899).

### **Topic: Functional Neuroanatomy and Neuroimaging (Week 2)**

Banich, M. T., & Compton, R. (2010). *Cognitive Neuroscience, 3<sup>rd</sup> Edition* (pp. 59-70 only). Belmont, CA: Cengage.

**\*\*We will cover neuroanatomy throughout the course; for reference, however, you can review the following:**

Schoenberg & Scott (2011) Chapter 3: Neuroanatomy primer: Structure and function of the human nervous system (pp. 112-119 only).

### **Topic: Psychological Functioning as a Context for Neurologic Disorders (Week 3)**

Schoenberg & Scott (2011) Chapter 11: Affect, emotions, and mood (pp. 249-258).

### **Topic: Moderate to Severe Traumatic Brain Injury (Week 3)**

Schoenberg & Scott (2011) Chapter 21: Moderate and severe traumatic brain injury (pp. 663-688)

### **Topic: Mild Traumatic Brain Injury and Post-Concussive Syndrome (Week 4)**

Schoenberg & Scott (2011) Chapter 22: Mild traumatic brain injury (pp. 697-712).

**\*\*For reference on other topics in mTBI, you can review the following:**

Schoenberg & Scott (2011) Chapter 23: Sports-related concussion and Chapter 24: Post-concussive syndrome

**Topic: Stroke and Cerebrovascular Disorders (Week 5/6)**

Schoenberg & Scott (2011) Chapter 13: Cerebrovascular disease and stroke (pp. 295-304; 340-350)

**Topic: Epilepsy and Seizure Disorders (Week 7)**

Schoenberg & Scott (2011) Chapter 13: Epilepsy and seizure disorders (pp. 423-27; 431-33; 444-455; 486-87)

**Topic: Dementia and Late-Life Cognitive Decline (Week 8/9)**

Schoenberg & Scott (2011) Chapter 13: Dementias and mild cognitive impairment in adults (pp. 357-361, 364-374, 388-391, and 395-399)

**Topic: Parkinson's Disease (Week 9/10)**

Schoenberg & Scott (2011) Chapter 19: Parkinson's disease and other movement disorders (pp. 567-570; 574-579)

**Topic: Inpatient Syndromes Part I – Neurobehavioral Status (Week 11)**

Schneider, A. (2008). Neuropsychological testing: Bedside approaches. In G. Goldenberg & B. L. Miller (Eds.), *Handbook of Clinical Neurology (vol. 88) – Neuropsychology and Behavioral Neurology* (pp. 137 – 154). Elsevier.

**Topic: Inpatient Syndromes Part II – Disorders of Consciousness (Week 12)**

Giacino, J. T., Fins, J. J., Laureys, S., & Schiff, N. D. (2014). Disorders of consciousness after acquired brain injury: The state of the science. *Nature Reviews Neurology*, [doi:10.1038/nrneurol.2013.279](https://doi.org/10.1038/nrneurol.2013.279). (**Only read pp. 1-8** if you have limited time.)

**Topic: Cognitive Training/Rehabilitation and Neuropsychotherapy (Week 13)**

Block, C. K., & West, S. E. (2014). Psychotherapeutic treatment of survivors of traumatic brain injury: Review of the literature and special considerations. *Brain Injury*, *27*, 775-788.

Mateer, C. A., Smart, C. M. (2013). Cognitive rehabilitation: Innovation, application and evidence. In S. Koffler, J. Morgan, I. S. Baron, & M. F. Griffenstein (Eds.), *Neuropsychology: Science & Practice (vol. 1)* (read **p. 222-241 only**). New York, NY: Oxford.

**UNIVERSITY OF VICTORIA  
Department of Psychology**

**Important Course Policy Information  
Winter 2016-2017**

**Prerequisites**

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

**Program Requirements**

For more information see pages 383-386 of the UVic Calendar 2016-17.

**Registration Status**

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the deadlines set out in the current UVic Calendar.

**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, 2016-17, p. 59-60)

**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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

**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.

OR, you can download the Request for Academic Concession form here:

<http://www.uvic.ca/registrar/assets/docs/record-forms/rac.pdf>

### **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/calendar2016-09/undergrad/info/regulations/academic-integrity.html> , p. 55-58, UVic Calendar 2016-17). 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. 55-58 in 2016-17).

**The definitive source** for information on Academic Integrity is the University Calendar (p. 55-58 in 2016-17) (<http://web.uvic.ca/calendar2016-09/undergrad/info/regulations/academic-integrity.html>)

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

1. 1. The Learning Skills program: <http://www.coun.uvic.ca/learning/index.html>
2. 2. The Ombudsperson's office:  
<http://www.uvss.uvic.ca/ombudsperson/pubsguides/plagiarism.pdf>