SYLLABUS
PSYC 491 (A01) Advanced Special Topics in Psychology:
Brain Injury and Rehabilitation
January 7 – April 4, 2019 CRN 22659
Lectures Mondays and Thursdays from 11:30-12:50 in Clearihue D125

Contents
Contact Details ................................................................................................................................. 1
Required Texts ................................................................................................................................ 1
Trigger Warning .............................................................................................................................. 2
Course Objectives ........................................................................................................................... 2
Keys to Success .............................................................................................................................. 2
CourseSpace Features .................................................................................................................... 2
  Course Announcements ............................................................................................................. 2
  Student-to-Student Forum ....................................................................................................... 2
Requirements/Assessment Techniques .......................................................................................... 2
  Tests and Assignments ............................................................................................................ 2
  Grading .................................................................................................................................... 3
Course Experience Survey ............................................................................................................ 4
Extra Credit for Volunteer Participation ....................................................................................... 4
Other Matters ............................................................................................................................... 4
  Disruptive Behaviours in Class ............................................................................................... 4
  Students with Disabilities ........................................................................................................ 4
  Questions/Problems ................................................................................................................ 5
Important Course Policy Information .......................................................................................... 5
  Prerequisites .......................................................................................................................... 5
  Program Requirements ........................................................................................................ 5
  Registration Status ................................................................................................................ 5
  Commitment to Inclusivity and Diversity .............................................................................. 5
  In the Event of Illness, Accident or Family Affliction (See UVic Calendar, September 2018, p. 48-50) ................................................................................................................ 5
  Policy on Academic Integrity including Plagiarism and Cheating ........................................ 6
Health and Well-being Promotion ............................................................................................... 6
Contact Details
  * Instructor: Dr. Catherine Mateer, cmateer@uvic.ca ; office hours Mondays 1:30-2:30 or by appt. in Cornett A 266.

  * Website: https://coursespaces.uvic.ca/course/view.php?id=55905

Required Electronic Texts

There are two required texts for the course. With grateful acknowledgement of the authors and publishers, both books are available free in electronic format from the University of Victoria Library. The books are listed below along with links to access them:


Please contact the library for any concerns or questions regarding access to or downloading of these texts.
Trigger Warning
Lectures, readings, videos, and guest presentations throughout the semester have to do with neurological injuries and their consequences for individuals and families. They may include some intense material about motor vehicle accidents, falls, near drowning, gunshot wounds or other injuries. If you are sensitive to that sort of material, please let me know by the first week of classes.

Course Objectives
Acquired brain injuries (ABI) are a very common form of neurological injury. They vary in severity and in their impact and can affect people across the lifespan. This course aims to help you develop comprehensive background information about ABI and its consequences and to better understand and appreciate the strategies that have been developed to help individuals and families deal with and adjust to common problems with thinking, memory, communication, behavior and emotional adjustment. We will address a wide range of challenges, from impairment of consciousness to community integration and discuss what the research and people with ABI and their families tell us about how best to maximize participation in all aspects of community life. The course will also provide opportunities to understand the challenges inherent in rehabilitation practice and research, to evaluate research in this field, to think critically about and communicate the evidence with respect to rehabilitation outcomes. This course fosters analytical and communication skills that are valuable in a wide range of everyday applications and will provide an appreciation for individuals with brain injury that could change or challenge the way you think about the concepts and issues presented.

Keys to Success
This course will challenge you to master a large number of new ideas. Comprehension of concepts early in the course will be important for appreciating concepts presented later in the course. Keep up with the work as we go along. Do the readings in an actively engaged way BEFORE lectures. Participate in lectures. Review your notes after each lecture. Seek help from me if you have trouble understanding the material.

Regular class sessions will include lectures on topics covered in the text, but (a) text material will not simply be repeated but rather presented in different ways intended to enhance understanding of the concepts, (b) many lectures will include material not mentioned in the text or that differs from the text and that will appear on tests and/or the final, and (c) some lectures will include information provided by guest speakers. Thus attending all lectures and class sessions is important for success. Reading the text is also important. Tests in this course cover some material that is only in the lecture and some material that is only in the text.

Don't just sit there – participate! University-level learning isn't about passively receiving information, it's about actively creating new ways of thinking. The more you engage with and contribute to the course, the more you’ll get out of it.

CourseSpace Features

Course Announcements: I’ll use the coursespace site for important course-related announcements. Checking the site regularly is your responsibility.

Student-to-Student Forum: A place for students to talk with one another about the course. Maybe you’re having trouble getting a particular concept, or maybe you made a connection between something in this course and some other course, or maybe you want to complain about some aspect of the course. See https://elearning.uvic.ca/moodle/students for information about using forums. Please be civil and respectful in all communications.

Requirements/Assessment Techniques

Tests (3)
There will be three short in-class tests, on January 24, Feb 14 and Apr 4. The tests will include multiple-choice questions mixed with short answer questions and thought questions. One hour of each class period will be allotted for each test. There is no exam in the final exam period.
Research Paper Reviews (1)

Advancement in any field of study, including rehabilitation, depends on the development and adaptation of scientifically valid experimental research findings. As part of this course, students will be required to prepare two short reviews of experimental research papers that examine the efficacy of a particular intervention for an individual or individuals who have sustained an acquired brain injury. Students will select from a list of research papers provided by the instructor.

Identify title, author(s), source, and year of the article you have chosen to review.

Clearly summarize the nature of the study participants, and describe the problem or difficulty that is being addressed in the study.

Clearly describe the nature of the intervention, and the outcomes.

Pay particular attention critiquing the strengths and weaknesses of the study, including participant selection, study design, clarity/fidelity of the intervention, and the potential implications and/or limitations of the findings.

Keep a copy of your review in the unlikely event that the original is misplaced.

The review should be no more than 5 pages in length and must be submitted to me in hard copy by midnight on Friday, February 29.

Thought Papers (2)

Throughout the course, members of the greater community have graciously agreed to come to the class to speak with students about their experiences, whether as an ABI survivor, a caretaker/family member, or professional involved in providing services to people and families affected by brain injury. Please show your support and gratitude to these individuals who are willing to spend their time to share their stories with you. I know their presentations will be invaluable in your understanding of the consequences of ABI.

Students will be asked to provide two thought papers, in response to two different guest speakers. The assignment is to think about how the presentation affected you personally, and how it may have changed your perceptions or thinking about ABI and its impact.

Thought papers should be approximately 2 pages in length and can be submitted any time during the course. A rubric for thought papers will be provided. One Thought Paper is due before February 14, and based on a presentation prior to that date. The second Thought Paper should be based on a presentation after the Reading Break and is due by March 29.

Group Case Analysis and Presentations (1)

The class will be divided into 5 working groups. Each group will be provided a case synopsis. The group will be responsible for undertaking an analysis of potential consequences and implications of the injury, developing an assessment and intervention plan for the individual and the family, as well as a long term plan for community integration. A more detailed description of the assignment will be provided when the cases are distributed. Groups will develop a written summary and will also present a 20 minute presentation to the class. The grade will be a group grade on the combined oral and written presentations.
Grading

<table>
<thead>
<tr>
<th>Source</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Test 1</td>
<td>15</td>
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<tr>
<td>Test 2</td>
<td>15</td>
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<tr>
<td>Test 3</td>
<td>15</td>
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<tr>
<td>Research Review</td>
<td>15</td>
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<tr>
<td>Thought Paper 1</td>
<td>10</td>
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<tr>
<td>Thought Paper 2</td>
<td>10</td>
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<tr>
<td>Group Case Analysis</td>
<td>15</td>
</tr>
<tr>
<td>Course participation</td>
<td>5</td>
</tr>
<tr>
<td>Extra Credit for Volunteering</td>
<td>(5) (see details below)</td>
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Each of the dimensions above will be marked as per UVic guidelines for undergraduate grades ([https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/grading.html](https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/grading.html)). Each student will receive a score for each component listed above; these will be weighted as per the percentages indicated above and then summed to determine your total points, which will be converted into a letter grade as follows: 90 and up = A+; 85 to 89 = A; 80 to 84 = A-; 77 to 79 = B+; 73 to 76 = B; 70 to 72 = B-; 65 to 69 = C+; 60 to 64 = C; 50 to 59 = D; 0 to 49 = F. Marks will be rounded up from .5 (e.g., 89.499 = A, 89.50 = A+).

Any student who does not (a) attend and participate in at least most of the lectures and, (b) submit the Research Reviews, and (c) take or make up for) the three tests will receive a grade of N (a failing grade that factors into the grade point average as a 0). It is also possible to do all of those things but do them so poorly as to earn a grade of F (a failing grade that factors into the GPA as 0).

Extra Credit for Volunteer or Other Community Engagement

Students would gain valuable insights and experience with respect to brain injury, as well as make a potential contribution to community, by engaging in volunteer work in the community. Students may gain 5 percentage points of extra credit by volunteering at least 15 hours with a formalized community program that provides services to individuals with brain injury. Students interested in this option should speak in advance with the instructor to approve the volunteer service proposed. Volunteer hours will need to be formally documented by the community agency where the student has volunteered by the end of the course. Students taking this option would also need to hand in a two page summary of their experiences with the volunteer setting and what they learned from it.

Course Experience Survey

I value your feedback on this course. Near the end of term, you will have an opportunity to complete an anonymous survey regarding your learning experience in this class. Students’ responses are important in improving future courses. The survey will also be used by the Department of Psychology to evaluate my performance as an instructor. I will not receive the results until after I have submitted marks for this course. Responses are anonymous. The more students complete the survey, the more meaningful and informative the results. Please ensure that your current email address is listed on MyPage ([http://uvic.ca/mypage](http://uvic.ca/mypage)). When the class is 5/6 over, an email will be sent inviting you to complete the CES online. But please wait and complete the CES in class before the penultimate lecture.
Other Matters

**Disruptive Behaviours in Class**
Please respect your classmates’ right to engage with class activities. If you want to chat about other topics during class time, that’s fine as long as you do it elsewhere. Except for during tests, you may use electronic devices during class in ways that support your comprehension and retention of the material (e.g., to take notes, record the lecture, look things up), but not in ways that are likely to distract you and those around you. I will ask any student engaging in disruptive behaviours in class to leave.

**Students with Disabilities**
If a disability makes it difficult for you to write exams or perform other course tasks, please consult with the helpful staff at the Centre for Accessible Learning, [https://www.uvic.ca/services/cal/](https://www.uvic.ca/services/cal/)

**Questions/Problems**
Please come see me during office hours if you need help or just to chat about the course. Bright, motivated students come to instructors’ office hours.

If you have a concern about the marking of a test, please first review your notes and the text to try to understand the marking on your own. If you are still not satisfied, then please contact me via email.

If you need help understanding the material presented in the text or lecture, you can contact me during our office hours or via email. For general help on study skills, [www.coun.uvic.ca/learning/](http://www.coun.uvic.ca/learning/)

If English is not your first language and you are having trouble because of that, please contact the English Language Centre (www.uvcs.uvic.ca/elc/) for advice.

If you have problems with email or NetLink, please contact the Computer Help Desk at [helpdesk@uvic.ca](mailto:helpdesk@uvic.ca) or call (250) 721-7687 or go to Clearihue A004.

**Important Course Policy Information**

**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 313-317 of the UVic Calendar September 2018.

**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. I strive to make my classroom a safe and welcoming place for students of diverse backgrounds, genders, and abilities.

**In the Event of Illness, Accident or Family Affliction** (See UVic Calendar, September 2018, p. 48-50)

- **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 course. 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 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 https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#, p. 45-47, UVic Calendar September 2018). 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. **Unauthorized Use of an Editor.** The use of an editor is prohibited unless the instructor grants explicit written authorization.

3. **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.

4. **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.

5. **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.

6. **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 Policy on Academic Integrity in the University calendar (on p. 46 in September 2018).

The definitive source for information on Academic Integrity is the University Calendar (p. 45-47 in September 2018) (https://web.uvic.ca/calendar2018-09/undergrad/info/regulations/academic-integrity.html#)

Other useful resources on Plagiarism and Cheating include:
1. The Study Solutions Office: https://www.uvic.ca/services/counselling/success/study/index.php
2. The Ombudsperson’s office: https://uvicombudsperson.ca/tips/plagiarism/
3. UVic Library Resources: http://www.uvic.ca/library/research/citation/plagiarism/

Health and Well-being Promotion

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.

Social Life, Friends, & Community at UVic:
Having a social network is an extremely important foundation for positive mental health. There are lots of benefits to joining clubs, course unions, intramurals and teams on campus. https://www.uvic.ca/mentalhealth/undergraduate/connecting/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/undergraduate/