

PSYCHOLOGY 351B (A01) – WINTER 2021
Human Neuropsychology
Mondays & Thursdays (11:30AM-12:50PM)

Instructor: Ryan Wong
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Course Overview:

An introduction to neuropsychology, including a review of neuroanatomy and neurophysiology as related to human brain function and behaviour. Contributions of experimental and clinical neuropsychology to the understanding of normal cognitive and affective functioning and of disturbances resulting from brain damage in selected areas will be discussed.

Respect for Diversity:

It is my intent that students from all kinds of diverse backgrounds and perspectives will be well-served by this course, that students' learning needs will be addressed both in and out of class, and that the diversity that students bring to this class will 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, body size, 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 or cultural events, please let me know so that we can make arrangements for you.

Textbook: Kolb, B. & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*. 7th Edition. NY: Worth.

Course Objectives:

1. To demonstrate understanding of the historical pillars, models, and methods in human neuropsychology.
2. To demonstrate understanding of the neurological correlates underlying a diversity of cognitive functions.
3. To demonstrate competency in discussing & differentiating neuropsychological disorders across the lifespan.

Course Expectations / Requirements:

1. **Participation & Preparation:** Although lectures are a significant component of this class, I am designing a dynamic course and I highly recommend you attend all classes. I strongly believe that learning is an active process, so I personally expect you to come prepared and to actively participate in class discussions. To come prepared means: (a) reading the material prior to class and writing down questions or thoughts that the readings instigated, and (b) bringing experiences acquired outside the class, for instance while doing your own research or attending to other classes, to enhance your peers' learning process. As this is a survey-type course, we will move at a quick pace from one topic to the next. The goal is to offer you a broad perspective into the field of Human Neuropsychology. You will have the opportunity to gain a deeper understanding of some of these topics in the advanced special topics seminars.
2. **Online Learning:** The course will be offered synchronously, via Zoom, requiring that everyone can interact through a web camera and audio. Regular and reliable internet access is thus essential for completing the course. UVIC has established minimum technical requirements for students to participate in online learning environments (<https://www.uvic.ca/systems/status/features/min-tech-requirements.php>).
3. **Recording Lectures:** Lectures will be recorded and be made available online for students who may be unable to attend that particular class or for those whose learning preferences involve re-watching lectures. If you are uncomfortable with having your face being recorded in lectures for any reason, please do not feel obligated to turn on your camera for during lectures. For those who are more neutral or comfortable with the possibility of having your face recorded during the lecture, I would encourage keeping the camera on as I would personally like to see who I am speaking to and it makes communication a bit easier overall.

4. Prerequisites: The pre-requisites for this course are PSYC 201, 210, and 251 or PSYC 100A, 100B, and 215A. 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.
5. Course Add/Drop Deadline: Students are responsible for checking their registration status before the end of the course-add period; students will not be added after this deadline. It is each student's responsibility to check and ensure that they are registered appropriately. The last day for withdrawing from second-term courses without penalty of failure is Sunday, February 28, 2021.

Contacting the Instructor:

Please come to my virtual office hours or contact me at my Uvic email account. For important matters, please do not contact me through BrightSpace. You must include "PSYC 351B" in the subject line of your email for me to respond in a timely manner. Without the course name in the subject line, it might get filtered to spam, so beware! Make sure you put your name and student number at the end of your message. If you are contacting the TA, please use the same formatting.

Evaluation and Grading Policy:

Grading in this class is based on a point system than is then converted into the University standard grading system. Every student has the opportunity to earn up to 100 points. These points are distributed as follows:

First Exam (February 11, 2021) =	25 points (25%)
Second Exam (March 15, 2021) =	25 points (25%)
Third Exam (April 12, 2021) =	15 points (15%)
Online Assignments (3) =	20 points (20%)
In-class quizzes (3) =	<u>15 points (15%)</u>
Total	100 points (100%)

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

A+	9	(Outstanding scholarship) =	90 - 100 points	90-100%
A	8	(Excellent scholarship) =	85 - 89 points	85-89%
A-	7	(Very good scholarship) =	80 - 84 points	80-84%
B+	6	(Good scholarship) =	77 – 79 points	77-79%
B	5	(Steady performance) =	73 – 76 points	73-76%
B-	4	(Good knowledge) =	70 – 72 points	70-72%
C+	3	(Satisfactory) =	65– 69 points	65-69%
C	2	(Minimally satisfactory) =	60 – 64 points	60-64%
D	1	(Marginal performance) =	50 – 59 points	50-59%
F/N	0	(Failing grade) =	0 -49 points	≤ 49%

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 may include multiple choice questions or True/False statements aimed at making you think and not just to exercise your memory. I like questions that stimulate critical thinking, while evaluating basic knowledge. There are three exams, and you can earn a maximum of 65 points towards your course mark. More information about these examinations will be forthcoming throughout the term.

Quizzes and Online Assignments

I expect you to read the materials prior to each class meeting. Reading in advance facilitates discussion and being able to follow the lecture during class. I use a combination of in-class quizzes and online assignments that would also be used to facilitate in-class discussions. There will be a total of 3 unannounced in-class quizzes throughout the term and you can earn a maximum of 15 points on quizzes. The quizzes may consist of one or two parts; sometimes you will be asked a question related to the reading, or to reflect upon the topic for the class. These quizzes are not to be treated as memory tests, I aim to designing interesting questions for these quizzes.

The online assignments (in BrightSpace and with a limit of around 500 words) aim to make you think for a moment about your readings and beyond, some may be based on literature search, others may be completed by identifying evidence-based research. There will be 3 of them during the term, for a maximum of 20 points total. A detailed rubric for each one of them will be posted through the term in BrightSpaces. Assignments will be due at 11:59PM on the specified due date. Any assignments not yet submitted will receive a mark of zero. There will be no exceptions to this policy, except for students who provide written, verifiable evidence of illness or personal difficulty, and who inform me of these issues in advance. Emergencies do happen of course and we will handle them as they occur on a case-by-case basis.

Some important housekeeping rules:

Students are expected to familiarize themselves with the Important Course Policy Information (attached) and are responsible for checking and correcting their registration status before the Add/Drop deadlines. The University of Victoria and this course instructor are committed to promoting, providing and protecting a positive, supportive and safe learning environment for all its members, including the students enrolled in this class. If at any time you have questions or concerns or comments, please bring these to the attention of the course instructor in class, by email, or in an individual meeting. Please consult the University of Victoria Calendar for confirmation of other important dates and deadlines.

It is the student's responsibility to attend exams as scheduled. Missed exams with a valid reason will be made up during the Friday make-up sessions immediately following the exam date if possible, or the next. Alternatively, they can be made up with a written 20-page (double-spaced) paper on an assigned topic. Missed exams without a valid reason will result in a score of zero for that test. You should notify the instructor immediately by e-mail if you anticipate missing an exam, not after the fact.

Tentative Class Schedule¹

Date	Topic	Reading - Chapter
January 11	Introduction to the Course – What is Neuropsychology?	
January 14 (pre-recorded)	History and Development of Neuropsychology	1
January 18, 21 (pre-recorded), 25	Organization of the Nervous System: Review of Neuroanatomy	3 5 (sections 5.5 - 5.7) 10 (section 10.3) 8 (section 8.2)
January 28 & February 1	Cortical Organization: Sensory & Motor Systems	9
February 4	Research Methods in Neuropsychology: Imaging the Brain	7
February 8	Review Session	Assignment #1 Due
February 11	Exam 1 (chapters 1, 3, 5 [5.5-5.7], 7, 8 [8.2], 9 & 10 [10.3])	
February 15 – 19	READING BREAK	
February 22	Occipital, Parietal, and Temporal Lobes Agnosias & Apraxias	13-14 15 (sections 15.1-15.2)
February 25	Language & Aphasia	19

March 1	Emotion and the Social Brain	20
March 4	Attention, Learning & Memory	18 22 (sections 22.1-22.3)
March 8	Frontal Lobes, Prefrontal Cortex, and Executive Functioning	16 & Article: Jurado & Rosselli (2007) ²
March 11	Review Session	Assignment #2 Due
March 15	Exam 2 (chapters 13, 14, & 15, 16, 18, 19, 20, & 22; Jurado & Roselli [2007] article)	
March 18 & 22	Neurodevelopmental Disorders, Aging and Dementias	23 (sections 23.1-23.5) 24 (section 24.3) 27 (section 27.8)
March 25	Neurological Disorders	26
March 29	Special Topic: TBD	TBD
April 1	Neuropsychological Assessment and Diagnosis	28
April 5	No Class – Easter Monday	
April 8	Review Session	Assignment #3 Due
April 12	Exam 3 (chapters 23 [23.1-23.5], 24 [24.3], 26, 27 [27.8], & 28)	

¹Note: This is a tentative schedule only: the instructor reserves the right to change the topics and exam dates.

²Jurado, M. B., & Rosselli, M. (2007). The elusive nature of executive functions: A review of our current understanding. *Neuropsychology review*, 17(3), 213-233. Available for full text download online at UVic's library website [library.uvic.ca]

UNIVERSITY OF VICTORIA
Department of Psychology

Important Course Policy Information
Spring 2021

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 the UVic Calendar January 2021.

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

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

Apply at Records Services for a "Request for Academic Concession", normally within 10 working days of the date of the exam. 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 miss an exam other than one scheduled during the formal exam 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 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, 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

https://www.uvic.ca/calendar/future/undergrad/#/policy/Sk_0xsM_V?bc=true&bcCurrent=08%20-%20Policy%20on%20Academic%20Integrity&bcGroup=Undergraduate%20Academic%20Regulations&bcItemType=policies. 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. **Aiding Others to Cheat.** It is a violation to help others or attempt to help others to engage in any of the conduct described above.

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 January 2021.

The definitive source for information on Academic Integrity is the University Calendar

Other useful resources on Plagiarism and Cheating include:

1. The Ombudsperson's office: <https://uvicombudsperson.ca/tips/plagiarism/>
The [Office of the Ombudsperson](#) is an independent and impartial resource to assist with the fair resolution of student issues. A confidential consultation can help you understand your rights and responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: ombuddy@uvic.ca; Web: uvicombudsperson.ca.
2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. https://www.uvic.ca/library/research/citation/documents/avoiding%20plagiarism%20guideUpdate_Sept_2013.pdf

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.

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/

Sexualized Violence Prevention and Response at UVic

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting www.uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR, Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: www.uvic.ca/svp