

Psychology 3227A (Summer 2021)
Neuropsychology: Brain Injury Diagnosis, Treatment and Recovery

1.0 COURSE INFORMATION

Instructor: Dr. Jennifer Hoshoooley

Virtual Office Hours: Mondays 10am – 11am (or by appointment)

Time and Location of Lectures: Course delivery will be asynchronous online

Bi-weekly Synchronous Zoom Meets: Mondays 11am and Wednesdays at 10am – no new course material will be delivered during these meetings, rather they will represent an opportunity to connect, review asynchronously available course materials, and to clarify issues related to assignments

E-mail address: jmckay6@uwo.ca

Antirequisite(s): [Psychology 3224A/B](#).

Prerequisite(s): [Psychology 2220A/B](#) or [2221A/B](#) and registration in third or fourth year of the Honors Specialization or Major in Psychology modules, or permission of the department.
3 lecture hours, 0.5 course.

2.0 COURSE DESCRIPTION

This course will discuss: 1) Common forms of brain injury, 2) basic neuroanatomy, 3) various methods of diagnosing brain injuries, including neurocognitive assessments and neuroimaging techniques, 4) historical and current treatments of the more common forms of brain injury, and 5) treatment outcomes.

3.0 COURSE LEARNING OBJECTIVES

By the end of the course students should:

- Be familiar with some of the symptoms that follow acquired brain damage in human beings and the assessment of these symptoms
- Have an understanding of what these symptoms can tell us about the normal functional organization of the human brain
- Have an appreciation for the neuroplastic capacities of the developing human and adult brain
- Have further evolved critical thinking and communication skills

4.0 DESCRIPTION OF CLASS METHODS

The neuropsychology course content will be delivered through video recorded lessons and accompanying lesson slides, divided into three course modules. This material will be assessed through three customizable assessment packages. Additionally, students will read a case study book and complete 3 reports related to this larger case study. Finally, students will have the option to participate in synchronous meetings with fellow students to discuss course material and the case study book.

5.0 TEXTBOOKS

Cahalan, S. (2012). *Brain on fire: My month of madness*. New York: Free Press. ~Required

6.0 METHODS OF EVALUATION

Upon entry into the course students should already be familiar with central nervous system structure/organization and electrical/chemical communication in the brain, however the major points relating to these topics will be reviewed in the video lessons.

There will be three assessment packages for students to complete. These assessment packages will examine your understanding of the neuropsychology course material as delivered through recorded video lessons and accompanying lesson PowerPoint slides over three learning modules.

In addition to the assessment packages, students will be graded on three case study reports (these reflection/connection papers will each be worth 10 - 20% of your final course grade) examining our case study book, *Brain or Fire: My Month of Madness*. The details of this set of writing assignments and a marking rubric for them will be provided early in the course.

<u>Test</u>	<u>Date</u>	<u>% of Final Mark</u>
Assessment Pack 1	Fri July 16	10%
Case Study Report 1	Mon July 12	10%
Assessment Pack 2	Fri July 30	20%
Case Study Report 2	Mon July 26	20%
Assessment Pack 3	Mon Aug 16	20%
Case Study Report 3	Mon Aug 9	20%

7.0 Statement Regarding Grades in Psychology at Huron University College

Students at Huron University College should consider a grade in the range from 75-79 to be evidence of satisfactory performance in a 3000-level Psychology course. Grades in the A (80-90%) range will only be awarded for performance that is demonstrably superior to the third or fourth-year standard associated with the Major or Minor modules. A grade of A+ (90-100%) will only be awarded rarely and only for work that is exceptional.

8.0 Lesson Schedule

Module	Video Lessons
#1: July 5 – July 16	<ol style="list-style-type: none">1. Introduction & Neuroanatomy2. Brain Imaging3. Principles of Neocortical Function4. Disconnection Syndromes
#2: July 19 – July 30	<ol style="list-style-type: none">1. Neuropsychological Assessment & Spatial Behaviour2. Learning & Memory3. Language4. Emotion
#3: August 3 – August 13	<ol style="list-style-type: none">1. Early Neuroplasticity2. Adult Neuroplasticity3. Neuroplasticity Scholarship Part 14. Neuroplasticity Scholarship Part 2

9.0 Assessment Options

For each module students must complete an Assessment Pack. An Assessment Pack requires that students complete 4 Demonstrate Your Learning Tasks (DYLTs) from a listing of 5 DYLT choices. Students must complete 1 DYLT for each video posted in each module. A different DYLT must be selected for each video lesson. To summarize, your assessment pack submission will include 4 different DYLTs, one for each video in the module. Below, the 5 different DYLTs that students can choose from are described.

The Demonstrate Your Learning Tasks (DYLTs) that students can select from to produce an Assessment Pack (4 different DYLTs). Full assignment sheets for these DYLTs and their associated marking schemes will be available on our OWL site at the beginning of our class.

DYLT #1: Infographic Creation

- To demonstrate your comprehension of the video content you will create a one page (8x10) infographic that showcases what you determine are the five most important take home points from the video in question
- You can use a computer to create your infographic or you can create one by hand
- If you create your infographic by hand just take a picture of it that you can include in the final word document assessment package that you submit on OWL

DYLT #2: Video Summary

- Create a written summary for the video under examination
- Your summary for the video should be no more than 3 double spaced pages long
- Given this page limit it is not possible to summarize all of the material covered in the video
- The idea is to highlight and describe what you feel are the most important/interesting aspects of each video in an impactful way

- Feel free to exert some creativity – your summary need not be entirely text
 - o For example - you could use graphics or vary the colour and type of font to make very important information stand out
- You are aiming to showcase your thoughtful consideration of the material, clearly demonstrate your understanding of the material and showcase your ability to creatively present this information

DYLT #3: Spinoff Vlog

- Create a 10 minute science vlog that will examine one topic from the video lesson in a deeper way
- In your video, begin by identifying the concept that piqued your interest or that you want to learn more about
- Summarize the material in question, adding your own touches that personalize your explanation of the material
- Then, explore the academic literature and find one recent (2010+) interesting scholarly (peer reviewed) article that will allow you to push your learning further
- Summarize and present the new information you've learned about the topic in an interest capturing, impactful way
- You are aiming to showcase your thoughtful consideration of the material, clearly demonstrate your understanding of the material and showcase your ability to creatively present this information in a memorable manner

DYLT #4: Question Corner

- In this DYLT you will take on the role of professor
- You will develop 8 short answer questions that you think would adequately assess a student's comprehension of the video material
- The questions you develop should elicit answers in the 3 – 5 point range
- The aim in this task is to showcase your discerning of the most important information to take away from the video in question
- In addition to developing the questions, you will also need to develop potential answers and show how you would allot points
- Finally, at least three of the questions that you develop need to be critical thought questions in which a student would need to apply the material learned rather than simply re-state information from the video

DYLT #5: Spinoff Blog

- Create an approximately 750 word science vlog that will examine one topic from the video lesson in a deeper way
- In your blog, begin by identifying the concept that piqued your interest or that you wanted to learn more about
- Summarize the material in question, adding your own touches that personalize your explanation of the material
- Then, explore the academic literature and find one recent (2010+) interesting scholarly (peer reviewed) article that will allow you to push your learning further
- Summarize and present the new information you've learned about the topic in an interest capturing, impactful way
- You are aiming to showcase your thoughtful consideration of the material, clearly demonstrate your understanding of the material and showcase your ability to creatively present this information in a memorable manner

Appendix to Course Outlines: Academic Policies & Regulations 2021 - 2022

Prerequisite and Antirequisite Information

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Student Code of Conduct

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

Attendance Regulations for Examinations

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here:

https://www.uwo.ca/univsec/pdf/academic_policies/exam/attendance.pdf.

Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf. The appeals process is also outlined in this policy as well as more generally at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf.

Turnitin.com

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Statement on Use of Electronic Devices

It is not appropriate to use electronic devices (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

Statement on Use of Personal Response Systems (“Clickers”)

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

Academic Consideration for Missed Work

Students who are seeking academic consideration for missed work during the semester may submit a self-reported absence form online provided that the absence is **48 hours or less** and the other conditions specified in the Senate policy at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf are met.

Students whose absences are expected to last **longer than 48 hours**, or where the other conditions detailed in the policy are not met (e.g., work is worth more than 30% of the final grade, the student has already used 2 self-reported absences, the absence is during the final exam period), may receive academic consideration by submitting a Student Medical Certificate (for illness) or other appropriate documentation (for compassionate grounds). The Student Medical Certificate is available online at

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf .

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at:

<http://academicsupport.uwo.ca/>.

Policy on Academic Consideration for a Medical/ Non-Medical Absence

- (a) **Consideration on Medical Grounds for assignments worth *less than 10%* of final grade: Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, and if the student has exceeded the maximum number of permissible Self-Reported absences, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the

student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

(b) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email huronsss@uwo.ca.

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation where the conditions for a Self-Reported Absence have not been met, including where the student has exceeded the maximum number of permissible Self-Reported. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf. Consult [Huron Academic Advising](#) at huronsss@uwo.ca for any further questions or information.

Support Services

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron's Student Support Services at huronsss@uwo.ca. An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>

Office of the Registrar: <https://registrar.uwo.ca/>

Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>

Learning Development and Success: <https://www.uwo.ca/sdc/learning/>

Accessible Education: <http://academicssupport.uwo.ca/>

Western USC: <http://westernusc.ca/your-services/#studentservices>

Mental Health & Wellness Support at Huron and Western

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: huronwellness@huron.uwo.ca
Community Safety Office: safety@huron.uwo.ca
Chaplaincy: gthorne@huron.uwo.ca

Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.