

HURON UNIVERSITY COLLEGE  
LONDON, CANADA

**Psychology 3227A (Fall 2017)**  
**Neuropsychology: Brain Injury Diagnosis, Treatment and Recovery**

## 1.0 COURSE INFORMATION

**Instructor:** Dr. Jennifer Hoshoooley

**Office:** O'Neil-Ridley 150

**Office Hours:** Mondays 5:00 – 6:00pm

**Time and Location of Lectures:** Mondays 6:00 – 9:00pm; Classroom HC-V207.

**E-mail address:** [jmckay6@uwo.ca](mailto:jmckay6@uwo.ca); [jhoshoooley@gmail.com](mailto:jhoshoooley@gmail.com)

**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

Our class will be a combination of both traditional lecture format and hands-on engaged learning. In both formats class participation and discussion are strongly encouraged and valued. I will do my best to create a classroom environment where all students can feel empowered to contribute and have the opportunity to respectfully consider the various viewpoints of others in our class.

## 5.0 TEXTBOOKS

Kolb, B., & Whishaw, I. Q. (2015). *Fundamentals of Human Neuropsychology*. (Seventh Edition). New York: Worth Publishers. ~Required

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 lectures and readings.

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.

There will be tests on October 16<sup>th</sup> and November 13<sup>th</sup>, both worth 20% of your final grade. The tests will both be 2 hours long and occur in class. The final exam, also worth 20% of the final grade, will occur in the exam period as scheduled by the registrar. The final exam will be 2 hours in length. Test #2 and the final exam will not be cumulative. Both the tests and exam will cover material from lecture and assigned readings (textbook, papers, and our case study book, *Brain on Fire: My Month of Madness*). The format of the tests and the final exam will be multiple choice and short answer.

In addition to the tests and final exam, students will be graded on two case study reports (these reflection/connection papers will each be worth 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>
Test #1	Mon Oct 16	20%
Test #2	Mon Nov 13	20%
1 <sup>st</sup> Case Study Report	Mon Oct 2	20%
2 <sup>nd</sup> Case Study Report	Mon Nov 6	20%
Final Exam	TBA	20%

## 7.0 LECTURE SCHEDULE

Below is a listing of the tentative readings and topics to be covered in class each week. Although we will aim to follow the schedule as closely as possible, it is important to attend class and to consult our Sakai website frequently to be made aware of any updates or slight modifications to the schedule and especially to view refinements in the readings (specific pages that will be considered testable in each chapter).

- Mon Sept 11: Course organization and evaluation scheme  
Neuropsychology history - *Reading: Chapter 1*
- Mon Sept 18: Neuroanatomy Review & Brain Imaging  
*Reading: Chapter 3 & Chapter 7*
- Mon Sept 25: Brain Imaging & Principles of Neocortical  
Function  
*Chapter 7 & Chapter 10*
- Mon Oct 2: Disconnection Syndromes  
1<sup>st</sup> Case Study Reflection (Based on Chapter 1-14) &  
Connections Writing DUE  
*Reading: Chapter 17*
- Mon Oct 9: Thanksgiving Holiday/Fall Reading Week
- Mon Oct 16: Test #1 (Textbook Chapters 1, 3, 7, 10, 17. Case Study  
Book Chapters 1 – 14) 2 hrs in class – no lecture to follow
- Mon Oct 23: Neuropsychological Assessment  
Learning & Memory  
*Reading: Chapters 28 & 18*
- Mon Oct 30: Language & Spatial Behaviour  
*Reading: Chapters 19 and 21*
- Mon Nov 6: Emotion - *Reading: Chapters 20*  
2<sup>nd</sup> Case Study Reflection & Connections Writing DUE
- Mon Nov 13: Test #2 (Textbook Chapters 18, 19, 20, 21, 28. Case Study  
Book Chapters 15 – 34) 2 hrs in class – no lecture to follow
- Mon Nov 20: Brain Development, Plasticity - *Reading: Chapter 23 +*  
Kleim, J. A. (2011). Neural plasticity and neurorehabilitation: Teaching the new brain old tricks.  
*Journal of Communication Disorders, 44, 521 – 528.*  
Mateer, C. A. (2013). Reconceptualizing brain injury rehabilitation in the future: A peek over the  
horizon. *Journal of head trauma rehabilitation, 28, 232 – 236.*
- Mon Nov 27: Plasticity, Recovery and Rehabilitation of the Adult Brain  
*Reading: Chapter 25 +*  
Kolb, B., & Muhammad, A. (2014). Harnessing the power of neuroplasticity for intervention.  
*Frontiers in Human Neuroscience, 8, 377 – 385.*  
Silverberg, N. D., & Iverson, G. L. (2013). Is rest after concussion “the best medicine?”:  
Recommendations for activity resumption following concussion in athletes, civilians, and military  
service members. *Journal of head trauma rehabilitation, 28, 250-259.*
- Mon Dec 4: Neuroplasticity Review & Bonus Assignment!

## Appendix to Course Outlines

### **Prerequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites. Unless you have either the requisites for this course or written special permission from your Provost and Dean to enrol 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.

### **Conduct of Students in Classes, Lectures, and Seminars**

Membership in the community of Huron University College and the University of Western Ontario 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. The academic and social privileges granted to each student are conditional upon the fulfillment of these responsibilities.

In the classroom, students are expected to behave in a manner that supports the learning environment of others. Students can avoid any unnecessary disruption of the class by arriving in sufficient time to be seated and ready for the start of the class, by remaining silent while the professor is speaking or another student has the floor, and by taking care of personal needs prior to the start of class. If a student is late, or knows that he/she will have to leave class early, be courteous: sit in an aisle seat and enter and leave quietly.

Please see the *Code of Student Rights and Responsibilities* at:

<http://www.huronuc.ca/CurrentStudents/StudentLifeandSupportServices/StudentDiscipline>

### **Technology**

It is not appropriate to use technology (such as, but not limited to, laptops, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and is 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.

### **Academic Accommodation for Medical/Non-Medical Grounds**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

- (a) **Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf),

requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform\\_15JUN.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform_15JUN.pdf).

The documentation is submitted in confidence and will not be shown to instructors. 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. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(b) Accommodation on Medical Grounds for assignments worth less than 10% of final grade: Consult Instructor Directly**

When seeking accommodation on medical grounds for assignments worth less than 10% of the final course grade, 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. 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. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**(c) Non-medical Grounds: Consult Instructor Directly**

Where the grounds for seeking accommodation are not medical, the student should contact the instructor directly. Late penalties may apply at the discretion of the instructor. Apart from the exception noted below, academic advisors will not be involved in the process of accommodation for non-medical reasons.

Where a student seeks accommodation on non-medical grounds where confidentiality is a concern, the student should approach an academic advisor with any documentation available. The advisors will contact the instructor after the student's request is received, and will outline the severity and duration of the challenge without breaching confidence. The student will be informed that the instructor has been notified that significant circumstances are affecting or have affected the student's ability to complete work, and the student will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. Before denying a request for accommodation where documentation has been submitted to an academic advisor, the instructor will consult with the Provost and Dean. The instructor's decision is appealable to the Provost and Dean.

**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 Web site:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

**Statement on Academic Integrity**

The International Centre for Academic Integrity defines academic integrity as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behaviour that enable academic communities to translate ideals to action." (CAI Fundamental Values Project, 1999).

A lack of academic integrity is indicated by such behaviours as the following:

- Cheating on tests;
- Fraudulent submissions online;
- Plagiarism in papers submitted (including failure to cite and piecing together unattributed sources);
- Unauthorized resubmission of course work to a different course;
- Helping someone else cheat;
- Unauthorized collaboration;
- Fabrication of results or sources;
- Purchasing work and representing it as one's own.

### **Academic Integrity: Importance and Impact**

Being at university means engaging with a variety of communities in the pursuit and sharing of knowledge and understanding in ways that are clear, respectful, efficient, and productive. University communities have established norms of academic integrity to ensure responsible, honest, and ethical behavior in the academic work of the university, which is best done when sources of ideas are properly and fully acknowledged and when responsibility for ideas is fully and accurately represented.

In the academic sphere, unacknowledged use of another's work or ideas is not only an offence against the community of scholars and an obstacle to academic productivity. It may also be understood as fraud and may constitute an infringement of legal copyright.

A university is a place for fulfilling one's potential and challenging oneself, and this means rising to challenges rather than finding ways around them. The achievements in an individual's university studies can only be fairly evaluated quantitatively through true and honest representation of the actual learning done by the student. Equity in assessment for all students is ensured through fair representation of the efforts by each.

Acting with integrity at university constitutes a good set of practices for maintaining integrity in later life. Offences against academic integrity are therefore taken very seriously as part of the university's work in preparing students to serve, lead, and innovate in the world at large.

A university degree is a significant investment of an individual's, and the public's, time, energies, and resources in the future, and habits of academic integrity protect that investment by preserving the university's reputation and ensuring public confidence in higher education.

**Students found guilty of plagiarism will suffer consequences ranging from a grade reduction to failure in the course to expulsion from the university. In addition, a formal letter documenting the offence will be filed in the Provost and Dean's Office, and this record of the offence will be retained in the Provost and Dean's Office for the duration of the student's academic career at Huron University College.**

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.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

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.

### **Policy on Special Needs**

Students who require special accommodation for tests and/or other course components must make the appropriate arrangements with the Student Development Centre (SDC). Further details concerning policies and procedures may be found at:

[http://www.sdc.uwo.ca/ssd/?requesting\\_acc](http://www.sdc.uwo.ca/ssd/?requesting_acc)

### **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 Provost and 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 Provost and Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Provost and Dean of the Faculty offering the course will communicate that decision to the Provost and Dean of the Faculty of registration.

### **Class Cancellations**

In the event of a cancellation of class, every effort will be made to post that information on the Huron website, <http://www.huronuc.ca/AccessibilityInfo> ("Class Cancellations").

### **Mental Health @ Western**

Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

### **Academic Advising**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation [see above], students should contact an Academic Advisor in Huron's Student Support Services ([huronsss@uwo.ca](mailto:huronsss@uwo.ca)). An outline of the range of services offered is found on the Huron website at: <http://www.huronuc.ca/CurrentStudents/AcademicAdvisorsandServices>

Department Chairs and Program Directors and Coordinators are also able to answer questions about their individual programs. Their contact information can be found on the Huron website at:

<http://www.huronuc.ca/Academics/FacultyofArtsandSocialScience>