1.0 COURSE INFORMATION

   Instructor:  Dr. Jennifer Hoshooley
   Office:  W13
   Office Hours:  Mondays 4 – 5pm
   Time and Location of Lectures:  Mondays & Wednesdays 1:00 – 4:00pm; Classroom W6.
   E-mail address:  jmckay6@uwo.ca; jhoshooley@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 TEXTBOOK


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.

There will be tests on July 15th and July 29th, 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, fill-in-the-blank, definitions, label the diagram, 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.

<table>
<thead>
<tr>
<th>Test</th>
<th>Date</th>
<th>% of Final Mark</th>
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<tbody>
<tr>
<td>Test #1</td>
<td>July 15</td>
<td>20%</td>
</tr>
<tr>
<td>Test #2</td>
<td>July 29</td>
<td>20%</td>
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<tr>
<td>1st Case Study Report</td>
<td>July 15</td>
<td>20%</td>
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<tr>
<td>2nd Case Study Report</td>
<td>July 27</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>TBA (Aug 17 or 18)</td>
<td>20%</td>
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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 July 6: Course organization and evaluation scheme
Neuropsychology history
Neuroanatomy Review
*Reading: Chapter 1 & Chapter 3*
Imaging the Brain’s Activity & Principles of Neocortical Function  
*Chapter 6 & Chapter 10*

Disconnection Syndromes  
1st Case Study Reflection (Based on Chapter 1-14) & Connections Writing DUE  
*Reading: Chapter 17*

Test #1 (Textbook Chapters 1, 3, 6, 10, 17. Case Study Book Chapters 1 – 14) 2 hrs in class – no lecture to follow

Neuropsychological Assessment  
Learning & Memory  
*Reading: Chapters 28 & 18*

Language & Spatial Behaviour  
*Reading: Chapters 19 and 21*

Emotion  
*Reading: Chapters 20*

2nd Case Study Reflection & Connections Writing DUE

Test #2 (Textbook Chapters 18, 19, 20, 21, 28. Case Study Book Chapters 15 – 34) 2 hrs in class – no lecture to follow

Civic Holiday

Brain Development, Plasticity - *Reading: Chapter 23*

Plasticity, Recovery and Rehabilitation of the Adult Brain  
*Reading: Chapter 25*

Assigned Readings (available through the UWO library system)


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 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, PDAs, 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
For UWO Policy on Accommodation for Medical Illness see:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf
Downloadable Student Medical Certificate (SMC):
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf
Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will be determined by the Dean’s Office in consultation with the instructor.

For non-medical grounds or for medical grounds when work represents less than 10% of the overall grade for the course, students seeking academic accommodation must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation will
be determined by the Dean’s Office in consultation with the instructor.

**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 Dean’s Office, and this record of the offence will be retained in the 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 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.

**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”)](http://www.huronuc.ca/AccessibilityInfo)
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.

Program and Academic Counselling
Psychology students registered at Huron who require advice about modules and courses in Psychology should contact Dr. Christine Tsang, Chair, Department of Psychology, ctsang33@huron.uwo.ca, 519-438-7224 ext. 260. Students should contact Academic Counselling on other academic matters. See the Academic Counselling website for information on services offered. http://huronuc.ca/CurrentStudents/CounselorsCounsellingServices