

Course Syllabus
PSYC 387-01 Neuropsychology (CRN #22143) - Spring, 2019
Thomas P. Ross, Ph.D., Professor

Meeting Location:	Maybank (MYBK) Room 107
Meeting Times:	TR 12:15-1:30 pm
My Office Hours	M & F (12-12:50pm); R (10:30am-12pm) & by appointment
Office Location & Phone	59 Coming St. Rm. 100B (ph) 843-953-3339
E-mail & Web page	Rosstp@cofc.edu or http://blogs.cofc.edu/rosstp/
Psychology Dept. Main Office	57 Coming St. (ph) 843-953-5590 (fax) 843-953-7151

Note: The information outlined in this syllabus is subject to change. Extenuating circumstances (poor weather, emergencies, instructor's illness, etc.) may necessitate cancellation of class that may in turn affect class assignment dates and the lecture/reading schedule. Students will be advised of such changes should these occur.

Course Description & Objectives:

This course will address the investigation of brain-behavior relationships in humans. Students will become familiar with the history of neuropsychology, current training and practices, as well as neuroanatomy, neurophysiology and research methods for examining brain-behavior relationships. Theories of neuropsychological functions will be examined as well as the clinical procedures for measuring neuropsychological abilities. Students will also gain an understanding of the neuropsychological comprise that accompanies several neurological disorders (e.g., Stroke, Dementia & TBI). Students' progress in the course will be assessed through a variety of means using multi-formatted examinations that include objective (i.e., multi-choice) and written requirements (e.g., essay examinations), as well as research paper assignments. Credits for passing this course may be applied to one's undergraduate degree requirements in the following ways: (1) as a course requirement in the social sciences; (2) as a requirement towards a major or minor in psychology; (3) as a general elective requirement; and (4) other program requirements (e.g., interdisciplinary minors such as neuroscience).

Prerequisite course(s): PSYC 103, PSYC 211, PSYC 220 (or PSYC 250); or BIOL 211; PSYC 214 or PSYC 351 or BIOL 351 and MATH 250.



Required Reading Materials:

Kolb, B., & Whishaw, I.Q. (2015). Fundamentals of Human Neuropsychology (7th ed.). New York: Worth. ISBN-13:978-1-4292-8295-6

Additional required readings are provided/posted in OAKs

Course Requirements:

Participation: Students are expected to participate actively in this course. They are responsible for being prepared to discuss course subject matter during lecture and assignments.

Exams: The format of the exams will be multi-faceted and include the following types of questions: Multiple-choice, matching, short answer, fill in the blank, diagram labeling, and essay items. The questions will come from assigned readings and class lectures. Students are responsible for all material presented in class and in the reading assignments. There are five major exams required for this course, including the final examination (see section on final exam). **There are no make-ups for missed exams** (see Missed Exam Policy stated below).

Final Exam:

Our last exam (Exam # 5) will occur during the College of Charleston's final exam period. The examination will be administered at the time scheduled by the college. Dr. Ross's policy on missed exams also applies to the final exam (i.e., Exam # 5). **A student may NOT elect to skip, opt-out or otherwise miss the final** with the expectation of receiving a grade representing his or her mean performance on previous exams. Mean substitutions for a missed final exam (like exams 1-4) will occur only in cases when students have a legitimate reason (e.g., illness or emergency) AND the student has followed the proper procedures (see Missed Exam Policy stated below).

Career Exploration Paper: Assignment # 1 will require students to research graduate programs (or other training programs) of interest. Students are responsible for gathering information on a variety of topics including, but not limited to: Job/career descriptions, degree offerings, training orientation, application deadlines, necessary requirements/credentials (e.g., GRE Scores, GPA, research experience), tuition fees and financial aid availability. The information that students gather must be organized into a table using a word processing or spreadsheet program. In addition, students must submit a typed summary statement (1-2 pages) that relates each program to their personal and profession goals/objectives and their rationale for rank ordering them from most to least desirable. Students' grade on this assignment will be based on the extent to which all the required information was reported in sufficient detail and organization, and the extent to which summary statements address the requirements outlined above. This assignment is intended to (1) provide students with hands on experience in researching graduate school and/or other training programs and the relevant application processes. Also, this exercise intended to (2) assist students in exploring professional avenues and in beginning the necessary steps for attaining their professional goals.

Current Events/Media Paper: Assignment # 2 will require students to write a brief reaction paper or report about a "neuropsychology-relevant" news article, story or feature. More specifically, students will relate these media reports to the information presented in class (e.g., theories of brain-behavior relationships). Examples of topics might include (but are not limited to) media coverage of new drug advances or psychotherapy techniques, new uses of (or improvements to) diagnostic methods and procedures and/or forms of treatment for neurological disorders. The paper should be approximately 1-2 typed pages in length. More details about this paper assignment will be presented in class and instructional handouts will be provided on OAKS. This assignment is intended to (1) to provide another means or modality with which to assess student growth and performance beyond that provided by traditional exams; (2) to apply concepts presented in class through hands-on experience; (3) relate theoretical concepts to real world issues and applications; (4) to foster critical and analytically thinking through independent intellectual pursuits; and (5) to provide additional opportunities to develop written communication skills.

Research Proposal: Assignment # 3 will require students to review a very specific area of the literature concerning treatment outcomes for patients with neurological disorders. Students will choose a neurological disorder of interest (e.g., Alzheimer’s or Parkinson’s disease) and select a treatment modality of interest, then examine empirical evidence for the efficacy of this intervention. The treatment approach may be biological (e.g., pharmacological, surgical, or brain stimulation) or psychological (psychotherapeutic, educational, or cognition rehabilitation). Students will first review at least two recent studies examining the same research question and identify the methodological limitations of these studies in the form of an APA-style Introduction section. In addition, students will propose methods and procedures for conducting a future study to improve upon the existing research (in the form of an APA-style Method section). More details about this paper assignment will be presented in class and instructional handouts will be provided on OAKS. This assignment is intended to (1) to provide another means or modality with which to assess student growth and performance beyond that provided by traditional exams; (2) to apply concepts (e.g., research methods and statistics) through hands-on experience; (3) to develop further expertise with APA-style; and (4) to provide additional opportunities to develop written communication skills and technical writing in particular.

Class Policies & Procedures:

Attendance: Attending class regularly is crucial for satisfactory performance in this course. Students who cannot attend a class meeting(s) for any reason are responsible for the material covered those days. Students with 8 or more undocumented (i.e., unexcused) absences may be dropped from the course or receive a failing grade to due “excessive absenteeism.”

Handing in Paper Assignments Students must complete and hand in their paper assignments at the beginning of the class period they are due. Students may **not** hand in late assignments via email or fax, during office hours, or to the psychology department main office at 57 Coming Street. Late assignments **must** be handed in during the next scheduled class period and will be marked down by 20% for each class period they are overdue. Assignments that are more than two class periods late will not be accepted and will receive a zero.

Grading: Your grade will be based on the number of points you have earned at the end of the course. The number of points for each assignment and exam is listed below along with the percent of your total grade these points constitute in the tables below.

<u>Source</u>	<u>Points</u>	<u>Approx. % of Grade</u>
Exam 1	100	16.66 %
Exam 2	100	16.66 %
Exam 3	100	16.66 %
Exam 4	100	16.66 %
Exam 5	100	16.66 %
Assignment # 1 (Career exploration paper)	25	4.17 %
Assignment # 2 (Current events/media paper)	25	4.17 %
Assignment # 3 (Research Proposal)	50	8.33 %
Total Points	600	100 %

Grade Assignments: (Number of Points Required for Letter Grades)

Number of Points	Approx, % of Total Points	Grade Earned
558 and higher	93% and higher	A
540 – 557	90 – 91.9 %	A -
522 – 539	87 - 89.9 %	B+
498 – 521	83 - 86.9 %	B
480 – 497	80 - 82.9 %	B -
462 – 479	77 - 79.9 %	C+
438 – 461	73 - 76.9 %	C
420 – 437	70 - 72.9 %	C -
402 – 419	67 - 69.9 %	D +
378 – 401	63 - 66.9 %	D
360 – 377	60 - 62.9 %	D -
359 and below	59.9 % and lower	F

Other grades such as W, WA, I, XXF, etc., are given under special circumstances; please consult the College of Charleston Undergraduate Course Catalog for more information

Grades for assignments and exams are provided to students (in person) during class periods, during office hours, or via a password protected function of Desire2Learn in OAKS. Final course grades are posted electronically on Cougar Trail. In no instance will grades be provided to students over the phone or posted by name. Your grades are considered privileged information to which that no one outside the institution should have access. Although there are certain exceptions (e.g., a judicial order), this institution will not disclose information from a student's records without the written consent of students. More information about this policy and others can be found in the College of Charleston Student Handbook (see <http://studentaffairs.cofc.edu/honor-system/studenthandbook/>).

Missed Exam Policy (i.e., No Make-up Exams):

Make-up exams are not allowed under any circumstances. If/when a student fails to attend class and complete an examination on the scheduled day and time for any reason, s/he may not reschedule, “make-up” or otherwise complete a missed exam. IF students notify Dr. Ross 24 hours or more in advance of the scheduled exam, AND they document a legitimate illness or emergency using the college's Absence Memo Office procedure, THEN, Dr. Ross will substitute the student's mean exam score (calculated at the end of the semester) for the missed exam. The determination of a legitimate extenuating circumstance is made by Dr. Thomas Ross. Students should be aware that different instructors may reach different conclusions about what is or is not a legitimate extenuating circumstance. For example, family vacations, family celebrations, job interviews and problems with travel plans are not considered legitimate extenuating circumstances by Dr. Ross.

Any student who misses an exam will receive a zero when (a) the student does not contact and notify Dr. Ross of his/her legitimate illness or emergency \geq 24 hours in advance; OR (b) the student does not document the legitimate reasoning for missing a scheduled exam through the college's Absence Memo Office; OR (c) Dr. Ross does not consider the student's reason for missing the exam to be a legitimate, extenuating circumstance. Students are advised that even should they contact Dr Ross 24 hours in advance and document their reason for missing an exam using the Absence Memo Office, Dr Ross may

still determine their reasons for missing the exam does not constitute a legitimate extenuating circumstance (e.g., illness or emergency) and therefore the student would receive a zero on the exam.

Students can apply the missed exam policy's mean substitution rule to one exam only; students will receive a zero for any additional missed exams. Students with life circumstances (e.g., health, family, work or legal problems) that may result in two or more missed exams should closely monitor their standing in the course and consider available options (e.g., college course withdrawal mechanisms) when appropriate to avoid receiving a failing grade for the course.

A student may **not elect to skip, opt-out or otherwise miss an exam** with the expectation of receiving a grade representing his or her mean performance on other class exams. Mean substitutions for a missed exam (including the final exam) will occur only in cases when students have a legitimate reason (e.g., illness or emergency) AND the student has followed the proper procedures for notifying Dr. Ross and obtaining documentation from the Absence Memo Office (see below).

Procedures for Obtaining an Absence Memo: In the event that a student misses a class with a legitimate, documentable reason, the student should bring documentation to the Absence Memo Office located within the Lightsey Center, Suite 101 (behind the bookstore). Students must complete a form with a schedule of missed class(es), dates missed, etc. A representative from the Absence Memo Office will notify Dr. Ross by E-mail. It is important to note that the only individual who can authorize an excused absence is the professor of the missed class. If your absence is due to illness, the Absence Memo Office Staff will require you to provide them with a document from your doctor or staff at the Center for Student Wellness indicating that you were indeed sick that day. If you do not provide the Absence Memo Office with a doctor's or Wellness Center's note, they cannot in turn provide Dr. Ross with the proper authorization for a missed exam due to illness. For more information, call 843-953-3390 or see <http://victimservices.cofc.edu/absence-memo/index.php>.

Additional Information/Available Support Services

The College of Charleston's Center for Student Learning. Students are encouraged to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops or college skills seminars. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu/index.php> or call (843) 953-5635.

The CSL's Writing Lab. I encourage you to take advantage of the Writing Lab in the Center for Student Learning (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, please call 843.953.5635 or visit <http://csl.cofc.edu/labs/writing-lab/>.

The Center for Disability Services (CDS)/SNAP. Any student eligible for (and requiring) accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying Dr. Ross as soon as possible and for contacting me one week before

accommodation is needed. This college abides by section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodations, please see an administrator at the Center of Disability Services/SNAP, (843) 953-1431) so that such accommodation may be arranged.

Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

Policy on laptop/notebook/pad computers, cellphones, other electronic equipment:

Please be aware that use of electronic equipment for any purpose other than note-taking (e.g. surfing the web, Facebook, e-mail, gaming, texting is strictly prohibited). This behavior is also disrespectful to the instructor and other students in class. Any infraction of this policy will result in dismissal from class for that day and being prohibited from using this type of equipment in class for the remainder of the semester. As courtesy to everyone, please **TURN CELL PHONES OFF** – not just on vibrate or silent- in class. No electronic devices on any kind will be allowed for use during class examinations or in-class assignments.