

# **PSYC\*6810, Course Outline: Winter 2020**

## **General Information**

**Course Title: Neuropsychology**

### **Course Description:**

The graduate calendar provides the following description:

This course focuses on current developments in neuropsychology. Particular emphasis is placed on the aphasias, apraxias, memory disorders, and disorders of movement.

In addition to this content, this course will also introduce students to the biological approach of understanding human behaviour. As such, this course will include content related to traditional neuropsychology (i.e., how behaviour changes as a result of stroke, head injury, aging, dementia, etc.) as well as how biological differences can result in behavioural differences. Information related to the assessment, diagnosis and study of such differences will be covered.

Please note that no prior knowledge of biological basis of behaviour or neuropsychological practice is required for this course. This course is not intended to teach students how to conduct neuropsychological assessment, but rather is intended to broaden the students awareness of the different behavioural presentations they may see in whatever practice they pursue, whether clinical or research-oriented in nature, and to be able to apply their knowledge to the betterment of their interactions with such individuals.

**Credit Weight: 0.5**

**Academic Department (or campus): Psychology**

**Semester Offering: Winter 2020**

**Class Schedule and Location: Crop Sciences, Room 403, Friday mornings 8:30am - 11:20am**

## **Instructor Information**

Instructor Name: Dr. Kristen Kaploun  
Instructor Email: kkaploun@uoguelph.ca  
Office location and office hours: TBD

## **GTA Information**

GTA Name: TBD  
GTA Email: TBD  
GTA office location and office hours: TBD

## **Course Content**

### **Specific Learning Outcomes:**

As mentioned above, the purpose of this course is not to teach students how to conduct a neuropsychological assessment, as such knowledge and skill cannot be taught in one short semester. Rather, the intent is to increase the students' awareness of the biological bases of behaviour and various neurocognitive profiles with which an individual may present so that such knowledge may help guide their thinking and actions when interacting with individuals in the community and in their professional lives post-coursework. For those who go on to become practicing clinicians, this course will help aid in determining future diagnoses, treatment and/or referral options to consider, and will help guide their search for relevant information within the literature.

### **Lecture Content:**

Given that this course is not intended to create future neuropsychologists (but will hopefully inspire some to pursue this area of interest), it seems that the best model to apply is a learner-centered approach so that students can learn about and study that which is most relevant or interesting to them and their course of studies. As such, we will decide as a class what topics we will cover during the course of the semester, and students will have a say in how that material is studied.

**Labs:** There are no labs associated with this course.

**Seminars:** There are no seminars associated with this course. The course is presented in student-led seminar-style.

### **Course Assignments and Tests:**

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
<b>Seminar 1</b>	<b>TBD</b>	<b>30</b>	<b>To learn about a topic relevant to neuropsychology and present this new learning to the class in an interactive way</b>
<b>Seminar 2</b>	<b>TBD</b>	<b>30</b>	<b>To learn about a topic relevant to neuropsychology and present this new learning to the class in an interactive way</b>
<b>Participation</b>	<b>weekly</b>	<b>5</b>	<b>Engagement in learning process</b>

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Paper 1	April 3, 2020	10	To demonstrate new learning acquired during student-led seminars
Paper 2	April 3, 2020	25	To demonstrate new learning acquired as a result of the self-chosen non-fiction book related to the course material

### Additional Notes (if required):

#### Student-led Seminars

At the start of the course, each student will pick two topics to present to the class over the course of the semester. Presentations will start on the third week of class (January 24th), and there will be two presentations each week, each roughly one hour long (including discussion), with a break in between. Students will select topics in consultation with the instructor, and together the student and instructor will decide how to present the subject material in an interactive and engaging manner so as to stimulate discussion and group participation.

Each seminar should include:

1. Readings to be read in advance of the class. The student running the seminar will be responsible for providing the reading, in pdf format, via email to the rest of the class with enough time for readings to be completed prior to class.
2. A personal account of why that subject matter was of interest to you
3. Opportunities for group discussion

#### Paper #1

The first paper that students will write is to be styled more like a "letter from camp" or a "coffee date with mom". It is an informal paper (single-spaced, minimum 1 page in length, maximum 2 pages in length) that shares what the student has learned from a seminar of their choosing during the course of the semester. Students may pick to write about any of the seminars provided they were not the ones leading it (i.e., you cannot pick your own topic). The goal of this paper is for students to share something of interest to them that they learned and why it was of interest to them. Importantly, it is to be written in layman's terms, as though you are writing to or speaking to someone who has no idea about this field of study.

These papers can be turned in, by email, whenever they are completed but must be turned in no later than April 3rd.

## **Paper #2**

In consultation with the instructor, students are to select a work of non-fiction that is related to the biological bases of behaviour. This book can be written by an expert in the field or by a layperson (i.e., a non-expert such as a journalist, a doctor, someone who has directly or indirectly experienced disordered behaviour), so long as it is intended for a broad audience and not aimed at experts.

This paper is to be written as a "letter to Grandma", meaning that it must be written in layman's terms and in a manner that your grandmother, who perhaps has never heard the term "neuropsychology" or know what "the biological bases of behaviour" means, can understand without further clarification. Since this is a "letter", the reader would not be able to ask follow-up questions so you want to make sure that the reader understands that the book is about and maybe even becomes inspired to read it themselves. The "letter" should cover and explain the following points:

1. What is this book about, generally speaking? Who wrote it, and why?
2. Why did you choose this book? How does it related to you, if at all?
3. Explain three new concepts or pieces of information you learned. Why did you choose to share these particular parts?
4. How has reading this book changed or further informed your thinking on this or a related subject? How has it broadened your understanding and what might you do/think differently in future as a consequence?

This paper is due, via email, to the instructor by the last day of classes (April 3).

**Final examination date and time:** There is no final exam for this course

**Final exam weighting:** N/A

## **Course Resources**

**Required Texts:** There is no required text for this course. Course reading will be decided on by the student and with approval of the instructor.

**Recommended Texts:** There are no recommended texts for this course. Course readings will be decided on by the students and with approval of the instructor.

**Lab Manual:** N/A

**Other Resources:**

It is highly recommended that students bring a laptop or device with internet capability to class so that we can research information as needed during classes. If this is not possible, we can share so students need not purchase anything specifically for this class.

## **Course Policies**

### **Grading Policies**

All written assignments are due, via email, to the instructor no later than the last day of class (April 3). There will be a penalty of 10% per day that each written assignment is late.

[Graduate Grade interpretation](#)

**Course Policy on Group Work:** N/A

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Grounds for Academic Consideration](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Graduate Calendar](#).

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 03, 2020 . For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#)