

# PSYC\*6810, Course Outline: Winter 2017

## General Information

Course Title: Neuropsychology

Course Description:

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

Credit Weight: 0.5

Academic Department (or campus): Psychology

Semester Offering: Winter 2017

Class Schedule and Location: Mondays 2:30-5:20 in ROZH 108

## Instructor Information

Instructor Name: Dan Meegan

Instructor Email: [dmeegan@uoguelph.ca](mailto:dmeegan@uoguelph.ca)

Office location and office hours: MCKN EXT 3018, Thursdays 12:00-2:00

## Course Content

**Specific Learning Outcomes:**

***Given that many of the students who register for this course know little about neuropsychology, and that the instructor possesses such knowledge, the course could adopt an instructor-centred approach in which as much knowledge as possible is passed from instructor to student. There are several limitations of this approach, however. First, a comprehensive knowledge of neuropsychology requires more than a semester to learn. Second, knowledge gained in such a fashion is often the victim of memory decay once the semester ends. Third, the instructor-centred approach assumes that the instructor knows what is best for the students even though students at the graduate level are positioned to know what is best for them, and that this may vary among students.***

***The goal of this course is to teach you permanent skills rather than temporary knowledge. For those of you who go on to become practicing clinicians, and encounter a future client whose diagnosis and/or treatment could benefit from the biological perspective, my hope is that having participated in this course will better position you to know how and where to look for relevant findings from the research literature.***

***To this end, the course adopts a learner-centred approach, in which the students will play a central role in their personal learning as well as in the learning of their classmates. In***

***practice, this means that the students will be involved in choosing which topics we cover, as well as in choosing how we cover those topics.***

***It is strongly recommended that you bring a computer (or other device with internet connectivity) to our meetings so that we can search for information as its relevance becomes apparent to us during discussions. Don't worry if you don't have such a device – we can share.***

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

Student-guided seminars:

Beginning at our third meeting (Jan 23), and for the remainder of the semester, each meeting will consist of two student-guided seminars, each roughly an hour in length (including discussion) with a break in-between. Each student will guide two seminars, and the schedule will be agreed upon at our first meeting.

For each seminar, one student, in consultation with the instructor, will choose a topic in advance, and also choose how we will undergo a group-learning experience about that topic during the scheduled meeting hour.

If possible, each seminar will include the following:

1. Readings to be read in advance by the entire class. The seminar leader is responsible for providing such readings (in pdf format via email) to the rest of us with sufficient time to read before the meeting.
2. A personal account of why the topic interests you
3. Opportunities for group discussion
4. Opportunities for critical thinking

Paper:

During the course of the semester, you are to read a non-fiction book related to the biological basis of behaviour. The book is of your choosing, but requires approval by the instructor. The book should be a book intended for a broad audience of laypeople rather than a narrow audience of experts. It can be written by a brain & behaviour expert, or by a non-expert (e.g., journalist, non-fiction writer, person affected directly or indirectly by disordered brain and behaviour).

The paper assignment is a means for you to demonstrate to the instructor that you have read the book and gained something from doing so. It should be written as a book review intended for members of the target audience who have not yet read it. If you have issues with the book, then your review can be a critical one. However, criticism for the sake of criticism is neither required nor desired.

Assignment or Test	Due Date	Contribution to Final Mark (%)
Seminar 1	Jan 23-Feb 13	35%
Seminar 2	Mar 6-Mar 27	35%
Participation	Jan 23-Mar 27	5%
Paper	Apr 7	25%

## **Course Policies**

### **Grading Policies**

[Grading Interpretations](#) *can be found under General Regulations in the Graduate calendar.*  
[Graduate Grade interpretation](#)

### **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 the [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [csdexams@uoguelph.ca](mailto:csdexams@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 **March 10th** . For regulations and procedures for Dropping Courses, see the [Current Graduate Calendar](#)

### **Additional Course Information**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. 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.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.