

Psychology 361: Neuropsychology, Spring Semester 2011

Professor: Paul Gilbert, Ph.D.
Email: pgilbert@sciences.sdsu.edu
Office: 6475 Alvarado Road, Suite 104 (See Blackboard site for map)
Phone: (619) 594-7409
Office Hours: Tu and Th 3:15-3:45 in classroom and by appointment in my office
Class Times: T and Th 2:00p-3:15p, AL 201

Graduate Teaching Assistants:

Genevive Brusati (genevivebrusati@gmail.com)
Enrique Gracian (e.i.gracian@gmail.com)

Undergraduate Teaching Assistants/Tutors:

Sarah Bernstein (sab5890@yahoo.com)
Daniela Braga (taforpsy351@gmail.com)
Jessica Lenihan (lenihanjp@hotmail.com)

Required Textbook: Zillmer, E.A., Spiers, M.V., & Culbertson, W. (2008). *Principles of Neuropsychology* (2nd Ed). Wadsworth Publishing. A copy of the textbook will be placed on two-hour reserve in the reserve book room of the library. Electronic versions of the textbook are available and copies also are available to rent. A representative from the publisher will be in class the first day with information.

Course Objectives: The purpose of this course is to introduce students to the field of neuropsychology and explore how brain damage can affect various cognitive, behavioral, and affective processes. We will spend a majority of the course discussing a variety of diseases studied by neuropsychologists. However, before we can discuss diseases and brain-behavior relationships, we must first review the basic elements of neuroanatomy and brain function. We then will begin to examine the effects of brain damage in humans on specific cognitive, perceptual, affective, and motor functions. We will cover in depth a number of different clinical conditions such as Alzheimer's disease, amnesia, Parkinson's disease, stroke, schizophrenia, agnosia, aphasia, and Huntington's disease just to name a few. This course will give students a strong foundation in neuropsychology to prepare them for professional or graduate work in the field of psychology. By the end of the course, students will have a conceptual understanding of the standardized neuropsychological tests used to assess cognitive dysfunction in a variety of clinical populations. Students also will have an understanding of the neurological underpinnings of the diseases discussed in the course.

Course Policy

Office Hours: Office hours will be held on Tuesday and Thursday from 3:15-3:45 immediately following class. Also, students are welcome to schedule office hours in my Alvarado office by appointment. Please send me an email to schedule an office hour. I am generally free each day of the week with the exception of Friday. My office is located at the address listed on the front of this syllabus (a link to a map can be found on the Blackboard site for the class). My office is in Alvarado Medical Center, which is just East of SDSU on Alvarado Road. I am usually available and willing to meet with students any time during the day. If you want to see me, please give me a call and set up an appointment. Also please feel free to ask questions via email or telephone. I check my email and voice mail regularly during the day and will try to respond as quickly as possible to your questions. My email address and phone number are listed on the top of this syllabus. **If you are having problems in the class please take advantage of office hours. I am very committed to helping students who are committed to their education.** Your teaching assistants also will be available to answer questions after class, via email, or during office hours. Please take advantage of your teaching assistants. They are very knowledgeable and willing to help.

Attendance: Regular attendance is strongly recommended. Students should note that **exam material will come primarily from lecture material not covered in the textbook**. If you cannot attend class, it is highly recommended that you borrow notes from another student in the class.

Class Format: The class format will consist primarily of daily lecture, patient videos, and CD-ROM lab demonstrations. **Students are encouraged to ask questions during lecture**. If any material from the lecture or the reading is unclear, please do not hesitate to ask for clarification. It is also recommended that students read the assigned readings prior to the associated lecture. Doing so will create a foundation for lecture material and will allow you to follow the lectures more easily. I also would recommend bringing your lecture outlines and Powerpoint slide printouts to class (see below for details on downloading these items).

Blackboard: A Blackboard site has been created for this course at the following address: <https://blackboard.sdsu.edu/webapps/login>. Student can log onto the site using their Red ID and pin. Students can use Blackboard for downloading all lecture outlines and select PowerPoint slides for each lecture. **It is recommended that students download the items for each lecture and bring them to class**. The outlines and handouts will make it easier for students to follow the lecture and take notes. **Before each quiz, a review sheet will be posted on Blackboard and a discussion board will be posted to help students prepare for the quiz (see below)**. Grades also will be available on Blackboard. If you have any problems with the blackboard site, please feel free to call the TA or me. A Blackboard demonstration will be given the first day of class.

Prior to each quiz, a discussion board will be posted on Blackboard. I will post a review sheet consisting of a series of questions and topics to help you review for each quiz. Students can log into Blackboard to post and respond to questions from the review sheet. I will monitor the discussion board daily to make sure all information is accurate. Given the large size of this class, it would be impossible for me to respond to each student via email with questions related to the quiz. Therefore, the discussion board will allow students to post and respond to other students' questions while I double check to make sure the answers are correct and facilitate the discussion. The discussion boards have been highly successful the past few years and I highly encourage you to use them to prepare for the quizzes.

Quizzes: You will need to bring a ParScore form to each quiz. Please purchase the **red (skinny) ParScore form # F 289** from the bookstore (\$0.25 per sheet). Instead of having two major midterm exams that cover ridiculous amounts of information (each worth 1/4 of your final grade) and a massive comprehensive final exam (worth the other half of your grade), you will have five quizzes and a final quiz. Each quiz will be worth 50 points. The multiple quiz format will benefit you in three ways: 1) the quizzes will help you keep caught up in the class, 2) the quizzes will not cover as much material as a midterm exam would, and 3) the larger number of quizzes will help to average out a low score on a quiz.

Each quiz will consist of 50 questions. The quiz questions will consist of multiple choice, true/false, and matching questions. The Final Quiz will consist of questions from the last four lectures in the class (similar to Quiz 5) and cumulative questions from class. The cumulative questions will not cover small details from the course but rather large conceptual issues and integrative questions. **You will be allowed to drop your lowest quiz score of Quizzes 1-4. Then you will have a decision for the final exam. You can choose one of two options: 1) you can take Quiz 5 and skip the Final Quiz or 2) you can skip Quiz 5 and take the Final Quiz. However, YOU MUST TAKE EITHER QUIZ 5 OR THE FINAL QUIZ. Hopefully this option will help ease the pressure on those of you who have multiple exams either the last day of classes for the semester or during finals week.**

Your three highest quiz scores from Quizzes 1-4 will be worth 50 points each (150 total) and Quiz 5 or the Final Quiz will be worth 50 points for a total of 200 points. **A make-up quiz will be given only under extenuating circumstances with proper documentation**. If you are unable to attend a quiz for whatever reason, then you are able to drop that quiz. **The following do not qualify as an extenuating circumstance: two exams on the same day, a family vacation, needing to work, sleeping too late, etc.** If you do miss a quiz due to a documented extenuating circumstance, you must contact me before the quiz or the day of the quiz to arrange a make-up (assuming of course the circumstances allow you to contact me). Please do not wait a day or two to contact me if you miss a quiz.

Disputes on Quiz Questions/Grades: Following each quiz, you will have two weeks to review your quiz. Quizzes may be reviewed during the office hours of your graduate teaching assistants or by

appointment. All disputes regarding quiz questions must be given to me in writing or via email within two weeks of the quiz. Please explicitly state your dispute and then after I have read your statement I will either make the necessary adjustment or we can schedule a time to discuss the matter. Simple mistakes in arithmetic etc. may be handled during office hours.

Religious Observances: The University Policy File includes the following statement on Absence for Religious Observances: By the **end of the second week of classes**, students should notify the instructors of affected courses of planned absences for religious observances. Therefore, if you foresee that the date of a religious observance coincides with a quiz date, please see me before the end of the second week of the semester. However, do not wait until the day of the quiz or the day after the quiz to ask for a make-up quiz.

Withdrawals and Incompletes: The University policy on withdrawals and incompletes is printed in the SDSU General Catalog.

Grade Evaluation: The following distribution will be used to determine your final letter grade:

<u>Final Score</u>	<u>Letter Grade</u>
94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 and below	F

Academic Dishonesty: Academic dishonesty in any form will not be tolerated. **Faculty are required to report any incident involving academic dishonesty to the University.** See the Student Code section of your Student Handbook for definitions and regulations concerning cheating and plagiarism.

Campus Safety: To be prepared for emergencies, each student is responsible for becoming familiar with the evacuation plan specific to each classroom. The evacuation plan is posted within each classroom and should be examined on the first day of class.

Course Outline

Week	Date	Chapter	Topic
Th	1/20		Syllabus and Blackboard Introduction
Tu	1/25	5	Functional Neuroanatomy
Th	1/27	5	Functional Neuroanatomy
Tu	2/1	4	BASIC review of brain cells and chemicals
Th	2/3	2	Methods in Neuroimaging
Tu	2/8	3	Methods in Neuropsychological Testing
Th	2/10		<u>QUIZ 1</u>
Tu	2/15	BB*	Multiple Sclerosis and ALS
Th	2/17	12, BB*	Stroke
Tu	2/22	12, BB*	Brain Tumors
Th	2/24	13, BB*	Head Injury
Tu	3/1	8	Language, Split Brain, and Aphasia
Th	3/3		<u>QUIZ 2</u>
Tu	3/8	8	Object Recognition and Agnosias
Th	3/10	8	Spatial Processing and Neglect
Tu	3/15	BB*	Schizophrenia
Th	3/17	16 (pg. 451-461)	Sleep Disorders
Tu	3/22		<u>QUIZ 3</u>
Th	3/24	9	Memory and Amnesia
Tu	3/29		SPRING BREAK: NO CLASS
Th	3/31		SPRING BREAK: NO CLASS
Tu	4/5		NO CLASS
Th	4/7	14, BB*	Alzheimer's Disease and Aging
Tu	4/12	14	Other Cortical Dementias
Th	4/14	11, BB*	Pediatric Neuropsychology (ADHD & Autism)
Tu	4/19		<u>QUIZ 4</u>
Th	4/21	7 (pg. 189-197)	Motor Control and Apraxia
Tu	4/26	15, BB*	Parkinson's Disease
Th	4/28	15, BB*	Huntington's Disease
Tu	5/3	16 (pg. 463-474), BB*	Seizures and Epilepsy
Th	5/5		Careers in Neuropsychology and Graduate School Seminar (Helpful for all graduate programs)
Tu	5/10		<u>Quiz 5 (must take either Quiz 5 or Final Quiz)</u>
Th	5/19		<u>Final Quiz (must take either Quiz 5 or Final Quiz)</u>

*BB= Click "External Links" button on Blackboard for additional, optional readings.

NOTE: This is only a tentative outline of the topics, readings, and quizzes for the semester. This schedule may be modified as the class progresses.