



Course number 625	Course Name: Clinical Neuropsychology	Fall 2018
Instructor:	Keith Yeates	Lecture Location: AD247
Phone:	403-220-2928	Lecture Days/Time: Tues 14:00-16:45
Email:	kyeates@ucalgary.ca	
Office:	AD 254	
Office Hours:	By appointment	

Course Description and Goals

The course will provide an overview of normal brain development and neuroanatomy, as well as brain-behavior relationships, but will focus on brain disorders of both childhood and adulthood. Disorders will be discussed in terms of epidemiology, etiology and pathogenesis, phenotypic expression and outcome, and assessment and treatment. The interplay between neurological and psychological levels of analysis will be stressed. The goal is for students to become familiar with common brain disorders and their neuropsychological manifestations.

Required Text

This course does not have a required textbook (although I'm happy to provide recommendations if you want to build your library). The course material consists of selected book chapters or journal articles that students will be provided with in class or expected to download from the UofC online journals website (<http://library.ucalgary.ca/journals>).

Evaluation

Student evaluations will be based on one or two (depending on enrolment) classroom presentations (30% of final grade) and associated guided discussion (10% of final grade), prepared questions for class discussions (10% of final grade), and a final paper that will take the form of a scoping review (40% of final grade). Class participation in discussion throughout the course will account for the final 10% of the final grade. Missed or late assignments will receive 0% unless documented by an official University medical excuse.

A. Presentations (30% of final grade) and guided discussion (10% of final grade). During the first week, students will be asked to select a date or dates (and accordingly a topic according to the course schedule) for delivering their presentation(s). Students will present individually. If students are asked to present twice, the first presentation will count for 10% of the final grade and the second for 20%. The presentations should be in the format of PowerPoint slides and examine in detail a specific brain disorder, covering the following aspects: epidemiology, etiology and pathogenesis, phenotypic expression and outcome, neuropsychological assessment, treatment, research challenges, and future research directions. The length of each presentation will be approximately 45 minutes, followed by a question-and-answer period. Evaluation is based on creativity, clarity, accuracy, and completeness of the presentation.

In preparing for their presentations, students are encouraged to seek out both primary (e.g., original research articles) and secondary source material (e.g., systematic reviews, book chapters) as needed. They should provide a 1-page bibliography to their classmates and assign 1-2 journal articles or chapters for their classmates to read prior to their presentations. The articles should be made available by the Friday preceding the presentation. One of the articles will serve as the focus of a guided discussion. The student discussion should begin with a summary of the article: (1) a brief overview of the subject of the article, (2) the main question that the article aims to address, the relevance of it in the context of the disorder of interest, and the authors' hypothesis, (3) the results of the study, (4) the authors' general conclusion, and (5) the student's observations about the study (including merits and/or limits of the experimental approach used). No Powerpoint slides are required for the discussion. To actively participate in the discussion, the student's classmates are expected to read the articles that are assigned in advance of the class. Evaluation is based on the succinctness of the article summary and on success in engaging classmates' participation in class discussion. Discussions should last about 30 -45 minutes, depending in part on whether a guest speaker is scheduled that day.

C. Questions (10% of final grade). Twenty-four hours prior to each class (i.e., by late Monday afternoon), students are expected to post on the D2L discussion forum two questions related to the materials that will be presented/discussed during class on the next day. The questions will be made available to everyone for discussion during the class.

D. Term paper (40% of final grade). Students will work in pairs (i.e., dyads) to prepare a scoping review pertaining to one of the disorders discussed in the class. Scoping reviews are meant to map the literature on a particular topic or research area and help to identify key concepts; gaps in the research; and types and sources of evidence to inform practice, policymaking, and research. More information about the steps involved in a scoping review will be provided in class. The formulation of the scoping review will be completed in consultation with the instructor; students will be expected to submit a protocol for their scoping review prior to completing it. The content of the scoping review should be organized according to examples provided by the instructor, and must be written in APA format. Evaluation is based on documentation of submission of an approved protocol and successful completion of the five stages of scoping reviews, as documented in the paper. Maximum length is 20 pages, excluding references and Tables.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades. To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Important dates

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
T Sep 6	University Lectures begin.
T Sep 11	Course overview, intro to neuroanatomy
R Sep 13	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.
F Sep 14	Last day to add classes
T Sep 18	CNS development
F Sep 21	Fee payment deadline for Fall Term full and half courses.
T Sep 25	Brain-behavior relationships <i>(Class will end early: approximately 3:30 pm)</i>
T Oct 2	Alzheimer's disease and aging (guest lecture, Dr. Brandy Callahan, Dept of Psychology)
M Oct 8	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Oct 9	Stroke (guest lecture, Dr. Adam Kirton, Alberta Children's Hospital)
T Oct 16	Traumatic brain injury (Keith Yeates)
T Oct 23	Brain tumours (guest lecture, Dr. Taryn Fay, Alberta Children's Hospital)
T Oct 30	NO CLASS—Work on scoping reviews!
T Nov 6	Parkinson's disease (guest lecture, Dr. Oury Monchi, Hotchkiss Brain Institute)
Nov 11-17	Reading Days. No lectures.
M Nov 12	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
T Nov 20	Epilepsy (guest lecture, Dr. Jong Rho, Alberta Children's Hospital)
T Nov 27	Vascular dementia (guest lecture, Dr. Eric Smith, Hotchkiss Brain Institute)
T Dec 4	Huntington's disease (guest lecture, Dr. Davide Martino, Hotchkiss Brain Institute)
F Dec 7	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.
Dec 10-20	Fall Term Exam Period.
T Dec 11	Final paper (scoping review) due

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>. Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 13, 2018**. Last day for registration/change of registration is **September 14, 2018**. The last day to withdraw from this course is **December 7, 2018**.