
Course number 625	Course Name: Clinical Neuropsychology	Fall 2020
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Instructor:	Keith Yeates	Lecture Location:	Remote
Phone:	403-220-2928	Lecture Days/Time:	Tues 13:00-15:45
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Office:	AD 255		
Office Hours:	By appointment		

Course Description and Objectives

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.

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.

Course Format

Lectures and other class activities will be held live via Zoom during each scheduled class as per the class schedule below, and will be recorded and posted to D2L after class.

Prerequisites

Admission to the Graduate Program in Psychology or by permission of the Instructor.

Required Texts and Readings

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>).

Assessment Methods

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 15% of the final grade and the second for 15%. 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 minutes.

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.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Faculty of Graduate Studies Grading System

A+ = Outstanding performance, A = Excellent performance, A- = Very good performance

B+ = Good performance, B = Satisfactory performance, B- = Minimum pass

C+ All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.

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-).

Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date (revise and add columns & rows as necessary)
T Sep 8	Course overview, intro to neuroanatomy
T Sep 15	Brain-behavior relationships
R Sep 17	<i>Last day to drop a class without financial penalty</i>
F Sep 18	<i>Last day to add or swap a course</i>
T Sep 22	Development of the central nervous system
F Sep 25	<i>Fee payment deadline for Fall Term full and half courses.</i>
T Sep 29	Fetal alcohol spectrum disorders (guest speaker: Dr. Catherine Lebel)
T Oct 6	Multiple sclerosis (guest speaker: Dr. Luanne Metz)
M Oct 12	<i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
T Oct 13	Traumatic brain injury (speaker: Dr. Keith Yeates)
T Oct 20	Vascular dementia (guest speaker: Dr. Eric Smith)
T Oct 27	Stroke (guest speaker: Dr. Adam Kirton)

T Nov 3	Alzheimer's disease and aging (guest speaker: Dr. Brandy Callahan)
Nov 8-14	<i>Term Break No Classes</i>
W Nov 11	<i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i>
T Nov 17	Parkinson's disease (guest speaker: Dr. Oury Monchi)
T Nov 24	Epilepsy (guest speaker: Dr. Julia Jacobs)
T Dec 1	Brain tumours (guest speaker: Dr. Taryn Fay)
T Dec 8	Huntington disease (guest speakers, Dr. Davide Martino & Dr. Justyna Sarna)
W Dec 9	<i>Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.</i>
Dec 12-23	<i>Fall Final Exam Period</i>

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. **Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam on a day/time scheduled by the instructor. 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** <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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** <https://www.ucalgary.ca/registrar/exams/deferred-exams>. **Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).**

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework

based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 17, 2020.** Last day add/swap a course is **Friday, September 18, 2020.** The last day to withdraw from this course is **Wednesday, December 9, 2020.**
<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>