

## **SYLLABUS: PSY446 Human Neuropsychology**

Semester: Spring 2022

Credits: 3 credit hours

Prerequisite: PSY 303

This syllabus contains important information you will need to know in order to be successful in the course. Read it carefully and let me know if you have any questions.

### **Instructor Information**

Instructor: XXXX XXXX, Ph.D.

E-mail: Use WebCampus e-mail

Office hours: Given the current state and federal regulations regarding COVID 19 and because this is an online course, there will be no in-person office hours for this course.

However, online office hours are available by individual appointment. Just send me an

HPDLO ZLWK VRPH WLP HV \RX FDQ PHHW DQG 24 hours. In addition, I will respond to email inquiries M-F within 24 hours.

### **Webcampus / Canvas Information**

This course uses [Webcampus / Canvas](#) for email, discussions, quizzes, exams, assignments, and to post course materials. If you ever need assistance, please use [Webcampus Help](#).

### **Overview and Learning Objectives**

This course will cover brain mechanisms underlying healthy neural functioning, brain damage, loss of function, and clinical assessment. It consists of three major sections: Overview of Neuroanatomy, Neurological Function, and Plasticity, Assessment, and Disorders associated with different structures of the brain. These sections are delivered in the form of lectures and clinical cases of patients with neurological disorders. The course material is interrelated throughout these aspects of teaching, giving students multiple ways of learning the material.

The primary objectives or aims of this course are for students to demonstrate their knowledge of human neuropsychology in the following ways:

1. Demonstrate a full understanding of the basic concepts associated with the organization, structure, and function of the human central nervous system.
2. Apply these fundamental principles toward understanding nervous system function and dysfunction and toward clinical problem-solving in relation to neurological and neuropsychological disorders.
3. Explain the necessary background for correlation with related courses, for advanced study of the nervous system, and for monitoring new developments in the basic and clinical neuropsychological sciences.

## Course Materials

Textbook: Kolb, B. & Whishaw, I. Q. (2021). *Fundamentals of human neuropsychology, Eighth Edition*. NY, NY: Worth Publishers. E-book ISBN:9781319364274; Paperback ISBN:9781319247164

Online content: E-book, power point, discussions, quizzes, exams, individual writing assignment

## Course Requirements and General Information

This course involves text reading, viewing videos, lectures and other material, participating in online discussions, completing a group project, and taking quizzes and tests. You will be expected to:

Have ready access to the Internet with a reliable connection of sufficient bandwidth to view online videos (public WiFi systems are not reliable or recommended, i.e., do not take your tests at a coffee shop because you may get logged off)

Read and view all content provided by the instructor

Participate fully in discussions

Complete quizzes and tests

Login to complete course activities at least 5 times/week

To access videos and lectures, make sure that you have an updated version of RealPlayer. Canvas is compatible with all browsers so if you have trouble accessing the course, the IT Help Desk can help. You can call the Help Desk at (702) 895-0777, 7 AM ±11 PM daily (including weekends and holidays) or send them an email at [ithelp@unlv.edu](mailto:ithelp@unlv.edu).

## Evaluation

Your grade will be based upon your performance on **Discussions, Exams, Quizzes**, and an **Individual Writing Assignment**. The following sections provide detailed descriptions of these activities. Please read these sections carefully and let me know if you have any questions.

### *Discussions (25% of final grade)*

There are 8 discussions during this course. Each discussion is based on a research article. On weeks when a discussion is assigned, the research article and questions about the article will be posted at the beginning of the week. You are expected read the article, listen to the online lecture for the week, and then participate in these on-line discussions by contributing a **thoughtful, analytical response of 200-300 words** for any of the weekly questions.

Additionally, you are required to contribute two **substantial interaction posts of 50-100 words** for each discussion. You may respond to the initial question, add a follow-up question, or reply to a post added by another student. Some of the questions allow for your "opinion" but should also be based on the facts presented in the article and lecture.

In order to receive a high grade, you must fully, actively, and frequently participate in the discussions throughout the time period when discussions are available. Contributions to discussions will be graded based on frequency of postings and according to the following guidelines. High-quality contributions to discussions are necessary and expected. Contributions that are limited in scope, subject matter, quantity, or quality will not be considered and/or not be

graded highly. Contributions that are limited to a small time frame (e.g., one evening or morning or day) will not be graded highly. Your discussion posts should help move the discussion forward and so will not receive a high grade. Indicating in your post that you agree and then including some of your own unique thoughts and perspectives on the topic will move the discussion forward and so will receive a higher grade. Contributions to discussions will be graded according to these criteria as well as the quality of the posts, including grammar and spelling.

A list of articles that will be used for the discussions is included after the Course Schedule later in this Syllabus.

**The Discussions will contribute 25% to your final grade (25 points each).**

***Examinations (50% of final grade)***

There will be four examinations during this class. Each examination will consist of 50 multiple choice questions and you will have 75 minutes to complete each examination. Exams are **NOT** group projects, complete them on your own. Exams are **NOT** cumulative. **ALL** material on each examination is taken directly from our slide shows. There are study guides posted in each Module to help you prepare for the exams.

Each examination will be available the day it is due, beginning at 1:00 AM, and must be completed by 11:30 PM. Exams will be released immediately after the exam is due.

Late examinations will not be accepted. You can only access the examination once so be sure to pick a time to take the examination during which you will not be interrupted. If you are inadvertently logged off during the examination, you will not be able to re-enter the examination to complete it, so make sure you have reliable internet access (ethernet connection preferred). Public WiFi is **NOT** reliable, so **DO NOT** take examinations using a public WiFi connection, like at a coffee shop.

Your lowest examination score will be dropped from your course grade in order to allow for a missed examination due to computer/internet difficulties or ANY other reason (e.g., illness, family commitments, work obligations, vacations, etc.). No make-up examinations will be given (except in the case of excused absences) so it is critical that you are familiar with using WebCampus before you take the first examination. The course instructor reserves the right to insist that any student take proctored examinations or retake any examination if cheating is suspected.

Do not ask a question or make a comment about the examinations using the discussion page before the exam is due. Send any questions to me via WebCampus email.

**Examinations will contribute 50% to your final grade (100 points each).**

***Quizzes (5% of final grade)***

There are 8 quizzes for this course. The quizzes are the same to the exams in all respects, with the exception that they consist of 5 - 10 multiple choice or fill-in/short answer questions and cover the materials presented the week of the Quiz. As with the Exams, your lowest quiz score will be dropped from your course grade in order to allow for a missed quiz due to computer / internet difficulties or ANY other reason (e.g., illness, family commitments, work obligations, vacations, etc.). No make-up quizzes will be given (except in the case of excused absences).

Do not ask a question or make a comment about the quizzes using the discussion page before the quiz is due. Send any questions to me via WebCampus email.

**Quizzes are worth 5 points each and will contribute 5% to your final grade.**

***Individual Writing Assignment (20% of final grade)***

An individual writing assignment is required for this course. This is a **4-page paper** (double-spaced, 1-inch margins, Times New Roman, 12-point font, APA style) on a research article published in 2019-2021 in one of the following journals: (1) *Neuropsychology*, (2) *Cerebral Cortex*, or (3) *Neuropsychologia*. *You must select an article from one of these three journals. Papers that are not based on articles from one of these three journals will be penalized one letter grade prior to grading.*

Also, the article you select must be a research article, i.e., it must report the results of a research study. One way to identify research articles is by the sections they include. There will be Introduction, Method, Results, and Discussion sections, along with a Reference section at the end of the article. Please contact me if you have any questions about whether the article you select is a research article. **Papers based on articles that are not research articles (e.g., reviews of the literature, position papers, commentaries) will be penalized one letter grade.**

All of these journals are available in electronic format at the UNLV library. As a student enrolled in this class you have access to the online library resources at UNLV. If you have not accessed the online resources before and would like to do so, you may need to contact the library to find out how you can obtain online access. You can contact the UNLV library at (702) 895-2111. Please do this ***immediately*** so that you can begin to complete your paper for the course.

**Papers must be 4 pages.** The first two pages need to contain a summary (**in your own words ± watch out for plagiarism**) of the following components of the article:

- Purpose
- Methodology
- Results
- Main conclusions

The second two pages must represent your critique of the article that includes the following:

- Your general opinion of the quality of the article



***Module 2: Sensory, Motor, and Neocortex***

- Week 5: Organization of the Sensory and Motor Systems
  - Chapters 8, 9, Discussion 3, and Quiz 3
- Week 6: Principles of Neocortical Function
  - Chapter 10, Discussion 4, and Quiz 4
- Week 7: Cerebral Asymmetry & Variations in Cerebral Asymmetry
  - Chapters 11, 12, Discussion 5, and Quiz 5
- Week 8: Exam 2
  - Exam 2

***Module 3: Lobes, Networks, and Higher Neural Functions***

- Week 9: Neural Function of the Lobes
  - Chapters 13, 14, 15, 16 and Quiz 6
- Week 10: Neural Networks & Disconnection Syndromes
  - Chapter 17 and Discussion 6
- Week 11: Higher Neural Functions
  - Chapters 18, 19, 20, 21, 22, Discussion 7, and Quiz 7
- Week 12: Exam 3
  - Exam 3

***Module 4: Brain Development, Plasticity, & Disorders***

- Week 13: Brain Development & Neurodevelopmental Disorders
  - Chapters 23, 24 and Quiz 8
- Week 14: Plasticity, Recovery, and Rehabilitation of the Adult Brain
  - Chapter 25 and Discussion 7
- Week 15: Neurological and Psychiatric Disorders
  - Chapters 26, 27 and Discussion 8
- Week 16: Exam 4 & Individual Writing Assignment
  - Individual Writing Assignment and Exam 4

**Example Articles (for Discussions)**

This section contains example articles for the discussions:

Vieira, Á, Melo, C., Machado, J., et al. (2016). Virtual reality exercise on a home-based phase III cardiac rehabilitation program, effect on executive function, quality of life and depression, anxiety and stress: A randomized controlled trial. *Disability and Rehabilitation: Assistive Technology*, 13(2), 112-123.

Unschuld, P. G., Buchholz, A. S., Varvaris, M., et al. (2014). Prefrontal brain network connectivity indicates degree of both schizophrenia risk and cognitive dysfunction. *Schizophrenia Bulletin*, 40(3), 653-664.

Kearns, N. T., Villarreal, D., Cloutier, R. M., et al. (2018). Perceived control of anxiety as a moderator in the relationship between sensitivity and problematic alcohol use among adolescents. *Journal of Adolescence*, *63*, 41-50.

Haggard, P., Iannetti, G. D., & Longo, M. R. (2013). Spatial sensory organization and body representation in pain perception. *Current Biology*, *23*, R164-R176.

Fogassi, L. (2011). The mirror neuron system: How cognitive functions emerge from motor organization. *Journal of Economic Behavior & Organization*, *77*, 66-75.

Brown, S. P. & Hestrin, S. (2009). Cell-type identity: A key to unlocking the function of neocortical circuits. *Current Opinion in Neurobiology*, *19*, 415-421.

Oertel-Knöchel, V. & Linden, D. E. J. (2011). Cerebral asymmetry in schizophrenia. *The Neuroscientist*, *17*(5), 456-467.

Uddin, L. Q. (2011). Brain connectivity and the self: The case of cerebral disconnection. *Consciousness and Cognition*, *20*, 94-98.

Delgado-Garcia, J. M. (2015). Cajal and the conceptual weakness of neural sciences.

[The American Academy of Clinical Neuropsychology](#)  
[Association of Neuropsychological Students and Trainees](#)  
[The Society for Clinical Neuropsychology](#)  
[International Neuropsychological Society](#)

### **Course Policies**

#### ***Late Assignments and Quizzes***

Students will be penalized one letter grade per day for late writing assignments, including papers submitted after the noon PT deadline on the due date. Writing assignments that are not

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 No extra credit assignments will be given. Quizzes must be

taken on the dates assigned; no alternative quizzes will be provided. If no discussion posts are

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*Auditing a Course*

request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

### ***Final Examinations***

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#).

### ***Identity Verification in Online Courses***

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#) Z K L F K V W D W H V W K D W <sup>3</sup> D F W L Q J R U D W

***Missed Classwork***

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the

For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

***UNLV Writing Center***

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](#), located in the Central Desert Complex, Building 3, Room 301 (CDC 3 ± 301). Walk-