
Course number 625	Course Name: Clinical Neuropsychology	Fall 2023
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Instructor:	Keith Yeates	Lecture Location:	AD 247
Phone:	403-220-2928	Lecture Days/Time:	Tues 13:00-15:45
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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 throughout the course will account for the final 10% of the final grade. Late and missed assignments will not be accepted without instructor approval, and will otherwise receive 0%.

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 early 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. Scoping reviews are due Tuesday, December 12, and can be submitted by email to me.

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/legal-services/sites/default/files/teams/1/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 5	Introductions, Course overview, Intro to neuroanatomy
T Sep 12	Brain-behavior relationships
R Sep 14	<i>Last day to drop a class without financial penalty</i>
F Sep 15	<i>Last day to add or swap a course</i>
T Sep 19	Development of the central nervous system
F Sep 22	<i>Fee payment deadline for Fall Term full and half courses.</i>
T Sep 26	Fetal alcohol spectrum disorders (Catherine Lebel)
S Sep 30	<i>UNIVERSITY CLOSED National Day for Truth and Reconciliation</i>
T Oct 3	Traumatic brain injury (Keith Yeates)
M Oct 9	<i>UNIVERSITY CLOSED Thanksgiving Day</i>
T Oct 10	Parkinson's disease (Sara Becker)

T Oct 17	(No class, Keith out of town)
T Oct 24	Epilepsy (Julia Jacobs)
T Oct 31	Vascular dementia (Eric Smith)
T Nov 7	Brain tumours and CNS cancers (Fiona Schulte)
S Nov 11	<i>UNIVERSITY CLOSED Remembrance Day (Observed Monday Nov 13)</i>
Nov 12-18	Term Break No Classes
T Nov 21	Stroke (Adam Kirton)
T Nov 28	Parkinson's disease (Davide Martino)
T Dec 5	Alzheimer's disease (Zahinoor Ismail)
W Dec 6	<i>Last day to withdraw with permission from Fall Term half courses</i>
T Dec 12	Scoping Reviews Due
Dec 9-20	<i>Fall Final Exam Period</i>

Absence From Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor

<https://www.ucalgary.ca/pubs/calendar/current/g-1-1.html> 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** [Deferred Final Exams | University of Calgary \(ucalgary.ca\)](#) 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 <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/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

(https://library.ucalgary.ca/services/copyright?_gl=1*bcjlpn*_ga*OTY1ODc0Njg0LjE2NjkxNTA1NTM.*_ga_X4GN9Y4W7D*MTY3Nzc5MjM3Ni4xNy4xLjE2Nzc3OTI4MDYuMC4wLjA) 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 14th, 2023**. Last day add/swap a course is **Friday, September 15th, 2023**. The last day to withdraw from this course is **Wednesday, December 6th, 2023**.