This course will be delivered both synchronously and asynchronously. Lectures, group discussions and quiz will be delivered by zoom (unless otherwise indicated by the instructor). Attendance and participation in class are mandatory.

Instructor and T.A. Information
Instructor: Cheryl Chow, MSc, PhD
Office Hours: Online via Zoom (by appointment only)
Email: chtchow@yorku.ca (best way to contact me)

Course Prerequisite(s): Course prerequisites are strictly enforced
- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
- HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
- HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
- HH/PSYC 2240 3.00 (Biological Basis of Behaviour)
- HH/PSYC 3140 3.00 (Abnormal Psychology)
- Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions
Please refer to York Courses Website for a listing of any course credit exclusions.

Course website: eClass
All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials [i.e., announcements, reading materials, materials for asynchronously learning and quiz etc.].

Course Description
This is a seminar-style course that provides an advanced introduction to the study of brain-behaviour relationships. The overarching objective of this course is to provide students with a survey of major clinical neuropsychological disorders. Readings for this course will be drawn from various sources and combine classical neuropsychological theories with cutting-edge research in clinical neuroscience.

Program Learning Outcomes
Upon completion of this course, students should be able to:
  1. Demonstrate in-depth knowledge in the neuropsychology of abnormal behaviour.
2. Critically evaluate, synthesize and resolve conflicting results in neuropsychology of abnormal behaviour.
3. Articulate trends in neuropsychology of abnormal behaviour.
4. Locate research articles and show critical thinking about research findings in neuropsychology of abnormal behaviour.
5. Express knowledge of neuropsychology of abnormal behaviour in written form.
7. Demonstrate an ability to work with others.

Specific Learning Objectives
Students can expect to learn:

i. development, neuroanatomy, and neurophysiology relate to specific patterns of cognitive, emotional, and other behavioural outcomes;
ii. various approaches to the evaluation and treatment of various neuropsychological disorders;
iii. current issues and trends in the broader field of clinical neuropsychology

Required Text

Recommended

Course Requirements and Assessment:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Date of Evaluation (if known)</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>September 15th, 2022 – April 6th, 2023</td>
<td>10%</td>
</tr>
<tr>
<td>Neuroanatomy and methodology quiz</td>
<td>October 6th, 2022</td>
<td>15%</td>
</tr>
<tr>
<td>Critical reflections</td>
<td>October 6th, 2022 – February 9th, 2023</td>
<td>20%</td>
</tr>
<tr>
<td>Learning and Discussion session</td>
<td>October 6th, 2022 – February 9th, 2023</td>
<td>10%</td>
</tr>
<tr>
<td>Grant proposal 5-minute pitch</td>
<td>February 16th, 2023</td>
<td>5%</td>
</tr>
<tr>
<td>Grant proposal presentation</td>
<td>March 9th – 23rd, 2023</td>
<td>15%</td>
</tr>
<tr>
<td>Written grant proposal</td>
<td>April 6th, 2023</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Description of Assignments
Assignment descriptions (i.e., critical reflections, learning and discussion session, grant proposal etc.) will be posted in detail on eClass.
Class Format and Attendance Policy

Attendance to class through zoom is mandatory unless otherwise indicated by the instructor. Absences will only be excused in the case of extenuating circumstances with appropriate documentation.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – Grading Scheme for 2022-23

For any missed quiz/presentation or late assignment, students MUST do the following:

1. Promptly notify the course instructor if you plan on being absent on a day that you are presenting to the class or on a quiz day. Arrange for an alternative date to complete the work. The date will be mutually agreed upon by the course instructor and student. Please discuss your planned absence 48 hours before the class or earlier! Students are strongly encouraged to contact the instructor in advance if they foresee any barriers to or have concerns about completing the required course components.

2. Failure to notify the instructor of your absence 48 hours before the class will require appropriate supporting written documentation with any request to write a make-up quiz or present on an alternate date. Please use the Faculty of Health Missed Tests/Exams Form: HH PSYC: Missed Tests/Exams Form

Examples of legitimate reasons for missing a quiz or assignment deadline may include physical or mental illness that emerged suddenly or unexpectedly and is severe and enough to prevent a student from attending the Zoom lecture online, or a family emergency that prevents attendance. This does not cover all possible legitimate scenarios; reasons for missed quizzes or deadlines will be evaluated on a case-by-case basis. In the absence of a legitimate documented reason for missing a quiz or presentation, student requests for an alternate date may be denied and a grade of zero will be given for the missed class.

Missed Lecture

If a student misses attendance at a scheduled lecture, they are not required to submit any forms or provide a reason for their absence. However, lack of attendance (or regular participation in class) will be reflected by a low participation grade. If a student has a legitimate reason for which they must miss more than one class, they are encourage to speak with the instructor (before the missed class).
Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2022-23 Important Dates

<table>
<thead>
<tr>
<th>Add and Drop Deadline Information</th>
<th>Fall (Term F)</th>
<th>Year (Term Y)</th>
<th>Winter (Term W)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last date to add a course without permission of instructor (also see Financial Deadlines)</td>
<td>Sept. 20</td>
<td>Sept. 20</td>
<td>Jan. 22</td>
</tr>
<tr>
<td>Last date to add a course with permission of instructor (also see Financial Deadlines)</td>
<td>Oct. 4</td>
<td>Oct. 25</td>
<td>Feb. 6</td>
</tr>
<tr>
<td>Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)</td>
<td>Nov. 11</td>
<td>Feb. 10</td>
<td>Mar. 17</td>
</tr>
<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>Nov. 12 - Dec. 7</td>
<td>Feb. 11 - April 11</td>
<td>March 18 - April 11</td>
</tr>
<tr>
<td>Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)</td>
<td>Nov. 13 - Dec. 7</td>
<td>Feb. 12 - April 10</td>
<td>March 19 - April 10</td>
</tr>
</tbody>
</table>

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are different, be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Electronic Device Policy

This course will be delivered in an online format and therefore electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected that you would complete tests/exams in a manner that does not require consulting an unauthorised source during an examination unless the tests/exams are open-book.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty.
It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz.

**Test Banks**

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

**Academic Accommodation for Students with Disabilities**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

https://accessibility.students.yorku.ca/

**Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities**

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities. All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

**Course Materials Copyright Information**

These course materials are designed for use as part of the PSYC 4080 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.
COURSE SCHEDULE
This schedule is a tentative guideline and is subject to change by the instructor. Students are expected to complete assigned readings BEFORE the material is covered in class.

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic(s)</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| Week 1/Sept 8th | • Course overview  
• Introduction to clinical neuropsychology | None.                                                      |
| Week 2/Sept 15th | • Neuroanatomy Tutorial Part I  
• Neuroimaging | Assigned readings (eclass)  
OPTIONAL: Ch. 3 Little Black Book |
| Week 3/Sept 22nd| • Neuroanatomy Tutorial Part II  
• Basic clinical assessment approaches | Assigned readings (eclass)  
OPTIONAL: Ch. 4 Little Black Book |
| Week 4/Sept 29th| • Neuroanatomy review  
• Class activity | Assigned readings (eclass) |
| Week 5/Oct 6th  | *Neuroanatomy and methodology quiz*  
*Critical reflection #1 due*  
• Psychiatric and related Disorders: Anxiety Disorder  
• Learning and discussion session | Assigned readings (eclass)  
OPTIONAL: Ch. 27 Fundamentals of Human Neuropsychology  
Seminar leader 1:  
Seminar leader 2:  
Seminar leader 3: |
| Week 6/Oct 13th | **Reading Week – No Class** | |
| Week 7/Oct 20th | *Critical reflection #2 due*  
• Psychiatric and related Disorders: Mood disorders  
• Learning and discussion session | Assigned readings (eclass)  
OPTIONAL: Ch. 27 Fundamentals of Human Neuropsychology  
OPTIONAL: Ch. 20 Little Black Book  
Seminar leader 1:  
Seminar leader 2:  
Seminar leader 3: |
| Week 8/Oct 27th | *Critical reflection #3 due*  
• Psychiatric and related Disorders: Schizophrenia  
• Learning and discussion session | Assigned readings (eclass)  
OPTIONAL: Ch. 27 Fundamentals of Human Neuropsychology  
Seminar leader 1:  
Seminar leader 2:  
Seminar leader 3: |
| Week 9/Nov 3rd | *Critical reflection #4 due*  
  - Dementia  
  - Learning and discussion session | Assigned readings (eclass)  
  OPTIONAL: Ch. 27 Fundamentals of Human Neuropsychology  
 Seminar leader 1:  
 Seminar leader 2:  
 Seminar leader 3: |
|----------------|----------------------------------|-----------------------------------------------------------------|
| Week 10/Nov 10th | *Critical reflection #5 due*  
  - Neurological disorders: Epilepsy  
  - Learning and discussion session | Assigned readings (eclass)  
  OPTIONAL: Ch. 16 Little Black Book  
 OPTIONAL: Ch. 26 Fundamentals of Human Neuropsychology  
 Seminar leader 1:  
 Seminar leader 2:  
 Seminar leader 3: |
| Week 11/Nov 17th | *Critical reflection #6 due*  
  - Neurological disorders: Traumatic Brain Injury  
  - Learning and discussion session | Assigned readings (eclass)  
  OPTIONAL: Ch. 21, 22 Little Black Book  
 OPTIONAL: Ch. 26 Fundamentals of Human Neuropsychology  
 Seminar leader 1:  
 Seminar leader 2:  
 Seminar leader 3: |
| Week 12/Nov 24th | *Critical reflection #7 due*  
  - Neurological disorders: Multiple sclerosis  
  - Learning and discussion session | Assigned readings (eclass)  
  OPTIONAL: Ch. 20 Little Black Book  
 OPTIONAL: Ch. 26 Fundamentals of Human Neuropsychology  
 Seminar leader 1:  
 Seminar leader 2:  
 Seminar leader 3: |
| Week 13/Dec 1st | *Critical reflection #8 due*  
  - Neurological disorders: Parkinson’s disease Learning and discussion session | Assigned readings (eclass)  
  OPTIONAL: Ch. 19 Little Black Book  
 OPTIONAL: Ch. 26 Fundamentals of Human Neuropsychology  
 Seminar leader 1:  
 Seminar leader 2:  
 Seminar leader 3: |
<table>
<thead>
<tr>
<th>Week</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1/Jan 12th</td>
<td>• Re-orientation to course&lt;br&gt;• Developing a research question and proposal&lt;br&gt;Assigned readings (eclass)</td>
</tr>
<tr>
<td>Week 2/Jan 19th</td>
<td><em>Critical reflection #9 due</em>&lt;br&gt;• Neurodevelopmental disorders and neurodiversity&lt;br&gt;• Learning and discussion session&lt;br&gt;Assigned readings (eclass)&lt;br&gt;OPTIONAL: Ch. 24 Fundamentals of Human Neuropsychology&lt;br&gt;Seminar leader 1: Seminar leader 2: Seminar leader 3:</td>
</tr>
<tr>
<td>Week 3/Jan 26th</td>
<td><em>Critical reflection #10 due</em>&lt;br&gt;• NeuroPlasticity, Recovery, and Rehabilitation&lt;br&gt;• Learning and discussion session&lt;br&gt;Assigned readings (eclass)&lt;br&gt;OPTIONAL: Ch. 25 Fundamentals of Human Neuropsychology&lt;br&gt;Seminar leader 1: Seminar leader 2: Seminar leader 3:</td>
</tr>
<tr>
<td>Week 4/Feb 2nd</td>
<td><em>Critical reflection #11 due</em>&lt;br&gt;• Interventions in neuropsychology&lt;br&gt;• Learning and discussion session&lt;br&gt;Assigned readings (eclass)&lt;br&gt;OPTIONAL: Ch. 30 Little Black Book&lt;br&gt;Seminar leader 1: Seminar leader 2: Seminar leader 3:</td>
</tr>
<tr>
<td>Week 5/Feb 9th</td>
<td><em>Critical reflection #12 due</em>&lt;br&gt;• Neuropsychology of COVID-19&lt;br&gt;• Learning and discussion session&lt;br&gt;Assigned readings (eclass)&lt;br&gt;Seminar leader 1: Seminar leader 2: Seminar leader 3:</td>
</tr>
<tr>
<td>Week 6/Feb 16th</td>
<td>• Grant Proposal feedback session (5-minute pitch)</td>
</tr>
<tr>
<td>Week 7/Feb 23rd</td>
<td><strong>Reading Week – No Class</strong></td>
</tr>
<tr>
<td>Week 8/Mar 2nd</td>
<td>• Intro to grant writing&lt;br&gt;Assigned readings (eclass)</td>
</tr>
<tr>
<td>Week 9/Mar 9th</td>
<td><em>Presentations</em>&lt;br&gt;1. 4.&lt;br&gt;2. 5.&lt;br&gt;3. None.</td>
</tr>
<tr>
<td>Week 10/Mar 16th</td>
<td><em>Presentations</em>&lt;br&gt;1. 4.&lt;br&gt;2. 5.&lt;br&gt;None.</td>
</tr>
<tr>
<td>Week 11/Mar 23rd</td>
<td><em>Presentations</em></td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td>Week 12/Mar 30th</td>
<td>• Class time reserved for grant writing</td>
</tr>
<tr>
<td></td>
<td>• Open question/discussion period</td>
</tr>
<tr>
<td>Week 13/Apr 6th</td>
<td><em>Grant proposal due</em></td>
</tr>
<tr>
<td></td>
<td>• Course wrap-up</td>
</tr>
<tr>
<td></td>
<td>• Current trends in neuropsychology</td>
</tr>
</tbody>
</table>