

Faculty of Health  
Department of Psychology  
PSYC 4080 6.0 Section: A  
**NEUROPSYCHOLOGY OF ABNORMAL BEHAVIOUR**  
WEDNESDAY 8:30-11:30 / DB0013  
2023/2024

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This course will be delivered in-person during the scheduled course hours. Please note, classes may be moved online if required. It is students' responsibility to ensure that they can participate in both in-person and in the online course. Having fast and reliable internet connection is a prerequisite. The class attendance is mandatory.

### **Instructor Information**

**Instructor:** Dr. Agnieszka Kopinska

**Office Hours:** by appointment

**Email:** [kopinska@yorku.ca](mailto:kopinska@yorku.ca)

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:** <https://eclass.yorku.ca>

### **Course Description**

This seminar-style course offers an exploration into the intricate relationship between brain functioning and atypical psychological behaviors, uncovering how disruptions in brain structure and function can lead to a diverse array of psychological disorders. Through a blend of theoretical insights, case studies, and empirical research, students will develop a profound understanding of the intricate connections between the brain and abnormal behavior, along with the implications for assessment and treatment.

### **Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in the psychology 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.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

## Course Materials

Materials for this course will be available online on eClass. The weekly assignment of readings will be supplemented with videos and podcasts. It is recommended that you download an electronic version of the following textbook, available from the YU library.

M. R. Schoenberg & J. G. Scott. (2011). *The Little Black Book of Neuropsychology: A Syndrome-Based Approach*, Springer.

## Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Attendance & Engagement	Term	15%
Neuro-Quiz	October 18	16%
Weekly Assignments	Term	18%
Topic Presentation	October 25 – February 14	16%
Research Proposal Presentation	March 6 – March 27	14%
Research Proposal	March 28	15%
Peer Review	Term	6%
<b>Total</b>		<b>100%</b>

## Description of Assignments

**Attendance & Engagement (15%):** Given the interactive nature of this course, it is mandatory to attend all scheduled classes. Exemptions from attendance will be granted only for extenuating circumstances supported by valid documentation. Students are expected to arrive at class ready to present insightful inquiries, and to actively involve themselves in weekly discussions. The evaluation will consider both class presence and the overall value of contributions. Objective: To collaboratively generate novel insights by actively participating in evidence-driven conversations with fellow students and the instructor.

**Neuro-Quiz (16%):** A test will be administered to assess students' understanding of neuroanatomy and methodologies within neuropsychology. To adequately prepare for the quiz, students are advised to draw upon information covered in class, assigned readings, videos, and class discussions. The quiz will be conducted during the allocated class period and will be completed without reference to any materials. It will include a combination of multiple-choice and brief response questions. Objective: To demonstrate foundational proficiency in (1) structural neuroanatomy and (2) the clinical and research techniques used to evaluate neuroanatomical structure and functionality

**Weekly Assignments (18%):** Students will be required to critically assess and reflect upon the assigned readings for each week, either by generating questions based on the readings or by writing concise critical reflections. These responses should be submitted on the eClass discussion forum no later than 7 pm the day before the class. Evaluation criteria will encompass thoroughness, thoughtfulness, and the extent of critical analysis. It is strongly recommended that students submit their responses early, allowing time to review peer responses prior to class, thus preparing for class discussions. Objective: To nurture critical thinking skills through the evaluation of scientific literature and to invigorate class discussions

**Topic Presentation (16%):** Students will be grouped randomly into small teams for the purpose of presenting their assigned topics. The presentation will be structured into two segments. Initially, as a cohesive group, students will engage in a comprehensive exploration of the topic, culminating in a well-prepared 60-minute presentation. Following this collective effort, each student will individually present a recent study that pertains to the topic of the presentation. Evaluation criteria will consider the content of

the presentation, clarity of verbal delivery and organization of slides. Students will also be assessed on their teamwork efforts based on reflections provided by team members. The presentation needs to be completed one week in advance of the scheduled presentation day for the meeting with the instructor. Objective: To demonstrate competence in effectively communicating neuropsychological concepts to a broad general audience through oral presentation. Additionally, it provides students with an opportunity to enhance their teamwork skills.

**Research Proposal (15%):** Working with a randomly assigned partner, students will write a research proposal to explore the relationship between the brain and behavior, specifically targeting one of the neurocognitive disorders covered during the course. The research proposal will include a literature review section to support the research question, clearly stated hypotheses, a comprehensive methods section, and projected research outcomes. Students are required to ensure that their chosen topics receive instructor approval by February 7th at the latest. Note: As students within each pair will be awarded the same grade for this assignment, it is imperative that they collaborate closely and contribute equitably to the final submission. As part of the research proposal, students will submit a brief reflection on their experience of working together as a team. Objective: This assignment helps students learn how to formulate research questions and develop methodologies to study them. It also provides students with the opportunity to effectively communicate in written form and to practice working together as a team.

**Research Proposal Presentation (14%):** Students collaborating on the grant proposal will jointly develop a PowerPoint presentation aimed at effectively conveying their overall proposal concept and study design. Evaluation criteria will consider the content of the presentation, clarity of verbal delivery and organization of slides. Objective: To demonstrate competence in effectively communicating neuropsychological research proposals to a broad general audience through oral presentation.

**Peer Review (6%):** Grading Criteria: Throughout the term, students will be required to assess their peers. Objective: To develop the ability to impartially evaluate the contributions of others.

### **Class Format and Attendance Policy**

Weekly attendance is mandatory. All students are expected to attend lectures and actively participate in course activities and group discussions during specified course hours (Wednesdays 8:30am-11:20am EST). Attendance will be documented at each class. Absences will be excused based on extenuating circumstances with appropriate documentation. Classes will not be recorded,

### **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 2023-24](#)

### **Missed Tests/Midterm Exams/Late Assignment:**

For any missed quiz or late assignment, students MUST do the following two tasks within 48 hours of the original deadline, or it will result in a grade of zero for the missed quiz or late assignment.

1. Complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is

not required, however, a reason for missing an evaluated component in the course must be provided. HH PSYC: Missed Tests/Exams Form

2. Promptly notify the course instructor of a missed quiz or late assignment and arrange for an alternative date to complete the work if they wish to receive marks for those course components. The date will be mutually agreed upon by the course instructor and student. Make-up quizzes will be in the same format as the original quiz with entirely alternate content. Late assignments without a legitimate reason for missing the deadline will be subject to a late penalty of 10% per day from the original deadline (or from an agreed upon alternative deadline, if applicable).

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 enough to prevent a student from attending the seminar, 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.

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.

### Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sep 20	Sep 20	Jan 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Sep 28	Sep 28	Jan 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov 8	Feb 8	Mar 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov 9 – Dec 5	Feb 9-Apr 8	Mar 12-Apr 8

### 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 enroll 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.

### Information on Plagiarism Detection

Turnitin software may be used to detect plagiarism.

## Electronic Device Policy

Electronic devices are permitted during class time for course-related purposes only. Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

## 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 PSYC4080A 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

	DATE	TOPIC
Sep	6	Orientation and Introduction
	13	Methods for Assessing the Brain
	20	Functional Neuroanatomy
	27	Library Skills (Scott Library room 531)
Oct	4	Neuropsychological Assessment
	11	<i>Reading Week</i>
	18	<b>Review Exam</b>
	25	Neurodevelopmental Disorders
Nov	1	Cerebrovascular Disease and Stroke
	8	Traumatic Brain Injury
	15	Epilepsy and Seizure Disorders
	22	Parkinson's disease and Lewy body disease
	29	Dementia
Jan	10	Mood Disorders and Brain Function
	17	Anxiety and Brain Circuits
	24	Psychotic Disorders
	31	Addictive Behaviors and Reward Pathways
Feb	7	Selected Topics
	14	Selected Topics
	21	<i>Reading Week – no class</i>
	28	Writing Research Proposal
Mar	6	Research Proposal Presentations
	13	Research Proposal Presentations
	20	Research Proposal Presentations
	27	Research Proposal Presentations / <b>Research Proposal is Due on Mar 28</b>
Apr	3	Course Culmination: Synthesis and Application