

**Fall 2019**

<b>Meeting days:</b> Mondays/Wednesdays	<b>Instructor title and name:</b> Dr. Natasha (Tasha) Wade
<b>Meeting times:</b> 6:00-7:50	<b>Phone:</b> 619-857-1492
<b>Meeting location:</b> Taylor 314	<b>E-mail:</b> <a href="mailto:twade@pointloma.edu">twade@pointloma.edu</a> ; <a href="mailto:natashaewade@gmail.com">natashaewade@gmail.com</a>
<b>Final Exam:</b> Monday, 12/16	<b>Office location and hours:</b> By appointment

**PLNU Mission**

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

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This course is a study of the anatomical and physiological bases of mental events and behavior. Since psychology is the result of biology, and behavior and cognition are the results of biological processes, by studying biological processes we are able to have a better understanding of the psychological phenomena produced. We begin with an introduction to the biological system most relevant to psychology, the nervous system. We will cover detailed anatomy and neurodevelopment of the human brain and how that anatomy relates to cognitive and motor functioning. This course will familiarize the student with some of the newest trends in neuroscience and current thinking about how disease processes impact neurodevelopment.

**COURSE LEARNING OUTCOMES**

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This course is designed to meet the following objectives:

1. You will be able to describe brain development throughout the lifespan, from infancy to older adulthood.
2. You will learn basic neuroanatomy and brain-behavior relationships during these developmental stages.
3. You will be able to describe the impact of common neurologic disorders and environmental toxins on the brain during distinct neurodevelopmental stages (prenatal, childhood, adolescence, young adulthood, and older adult periods).

## REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

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### Required:

- Kolb, B. & Whishaw, I.Q. (2015). Fundamentals of Human Neuropsychology, Seventh Edition. Worth Publishers.
  - Note: the 6<sup>th</sup> edition *might* be usable; however, course materials will be based on the newest, 7<sup>th</sup> edition and therefore the 7<sup>th</sup> edition is *strongly* recommended
- Sacks, O. (1998). The Man who Mistook His Wife for a Hat. Touchstone.

### Selected Readings (Posted Online):

- Spear, L. (2010). The Behavioral Neuroscience of Adolescence. W. W. Norton & Co.
- Noddle, C.A. & Dean, R.S. (eds.) (2013). Neuropsychological Rehabilitation. Springer Publishing Company.
- MacKay, D.G. (2019). Remembering: What 50 years of research with famous amnesia patient H.M. can teach us about memory and how it works. Prometheus.

## ASSESSMENT AND GRADING

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### Attendance:

Attendance of lectures is imperative to adequately learning the material and performing well on examinations. Therefore students are expected to be present and active participants during lecture. Further, students are expected to show respect for the instructor and their fellow classmates. Failure to live up to this standard will result in appropriate sanctions that may affect your grade. If students do miss class, they do not need to contact the instructor but should get notes from another student.

**On all presentation days, students are required to attend** and to actively and appropriately participate in the Q&A portion.

Attendance and participation will be graded on a 10-point scale.

### Class Assignments:

During each block of the course, there will be one brief (paragraph-long) written assignment. Paragraphs associated with a reading are due the day that reading will be covered in class; paragraphs associated with videos from class will be due the next class meeting. These do *not* need to be comprehensive or elaborate, but should summarize and show understanding of the material read/viewed, as well as connect the material to the overall course content.

### Course Readings:

Course readings are assigned *for your benefit* to supplement lecture and give you more exposure to the material you are learning. As such, there is no formal assessment of your reading; however, portions of exams may be drawn directly from the assigned texts without being covered in lecture, and portions of the readings

may not be highlighted in lecture or the exams but may be good for your general edification. The suggested pace of reading is also for your benefit. Additional readings, which you may find interesting but are not core to the class, may be added online; you will not be tested on those readings. The difference between extra and required readings will be made clear.

### Exams:

There will be four exams over the course of the semester. Each exam will cover the material covered in readings and lecture, and each will be worth 35 points. *The lowest exam grade will be dropped.* If you miss an exam, that will be counted as your lowest grade. Beyond this, **there will be no make-up exams** unless there is a documented emergency.

### Group Project:

During the second class (9/9/19), students will pick a disorder to research from a provided list. Depending on the size of the class, most topics will be covered by groups of 2 people.

On each presentation day (see **Course Outline** below), students will present a PowerPoint containing:

1. The prevalence of the disorder
2. The disorder's clinical signs and symptoms (i.e., diagnostic symptoms and typical age of onset)
3. The underlying pathology of the disorder (specifying what underlying neurologic issue is causing the disorder and how that fits into the developmental period)
4. Describe the typical neuropsychological (cognitive) deficit(s) associated with the disorder
5. Potential treatments

The presentation should take 10 minutes and include a maximum of 8-10 slides. Each student will then need to answer questions from the class about the disorder for approximately 5 minutes (total=15 minutes each topic).

Each student, even if they are part of a presentation pair, will need to turn in an independent 4-page paper outlining the disorder (prevalence, diagnostic information, age of onset/stage of development disorder is most common, underlying pathology, neuropsychological profile, potential treatments). Each member of the student will turn in *their own* paper on the day of the presentation. The paper must include:

- A minimum of FOUR references in APA format
  - TWO must be ORIGINAL papers from PubMed or PsychInfo (reviews OK, *not just the abstracts!*)
  - Appropriate sources may also include PsychInfo or PubMed (preferred!), government websites (.gov), or documents published by universities.
    - Newspaper articles, Wikipedia, about.com, or other websites that are *not* primary sources are *not* appropriate for this paper. Ask me if you are unsure.
  - You may use your textbook, but it does NOT count as one of the four references
  - References should be used in a *meaningful way*, not just used to meet the minimum requirements of the assignment

For the paper, if you are working in a pair, you may share references. However, group members should **NOT** copy any of each other's work nor even look at each other's papers. You should be careful to avoid anything that may be construed as plagiarism, as plagiarized content is grounds for a 0 on the project at *minimum* and reporting of academic misconduct (see below).

**Research Project Grading:**

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|---|------------------|
| <b>Presentation</b>   | <b>20 points</b> |
| (8 pts) Accuracy of Information   |                  |
| (6 pts) Creativity/Originality of Presentation                          |                  |
| (6 pts) Clarity, organization, and communication skills of presentation |                  |
| <b>Paper (including quality of sources)</b>                             | <b>25 points</b> |

**Final Paper:**

For the final assignment, you will be required to write a critical analysis of the book *The Man Who Mistook His Wife for a Hat* (Oliver Sacks). Choose one section (Losses, Excesses, Transports, or The World of the Simple) and pick a single disorder or condition that is covered within one of the chapters in a way that was NOT discussed in class (i.e., DO NOT just repeat course discussion). Write a **two-page paper (double-spaced) describing the disorder in the chapter you picked**. Include:

1. The diagnosis and primary symptoms
2. Underlying pathology (which brain area is affected? What causes the brain deterioration?)
3. For the final paragraph *only*, write your personal reaction to these disorders (how would this affect your life? Your loved ones? How has the information you learned in this course and in this book changed your perspective on the brain and neuropsychological disorders? What do you want to remember beyond this course?).

The paper is worth 20 points. It will be graded based on:

- grammar, spelling, lack of typos (5 pts.)
- organization, flow, and clarity (5 pts.)
- accuracy of information/summary, integration of course material (5 pts.)
- creativity, honesty, critical thinking (5 pts.)

Remember that this is an *academic* paper and should be written as such.

**Final Grades:**

Final grades will be determined by the sum total of each assignment and any completed extra credit:

<p>Assignment distribution by percentage:</p> <ul style="list-style-type: none"> <li>• Class Assignments = 10%/20 pts</li> <li>• Exam scores (35x3 from top 3) = 52.5%/105 pts</li> <li>• Group Project = 22.5%/45 pts             <ul style="list-style-type: none"> <li>○ Paper = 25 pts</li> <li>○ Presentation = 20pts</li> </ul> </li> <li>• Final Paper = 10%/20 pts</li> <li>• Attendance and Participation = 5%/10 pts</li> </ul>	<p>PLNU Psychology Department Normal Curve Guides:</p> <table border="0"> <tr> <td>A=93-100%; z=1.33</td> <td>C=70-76%; z=-1</td> </tr> <tr> <td>A-=90-92%; z=1</td> <td>C-=65-69%; z=-1.33</td> </tr> <tr> <td>B+=88-89%; z=-.67</td> <td>D+=62-64%; z=-1.67</td> </tr> <tr> <td>B=84-87%; z=0.33</td> <td>D=55-61%; z=-2</td> </tr> <tr> <td>B-=80-83%; z=0</td> <td>D-=50-54; z=-2.33</td> </tr> <tr> <td>C+=77-79%; z=-0.33</td> <td>F=49% or below; z&lt;-2.33</td> </tr> </table>	A=93-100%; z=1.33	C=70-76%; z=-1	A-=90-92%; z=1	C-=65-69%; z=-1.33	B+=88-89%; z=-.67	D+=62-64%; z=-1.67	B=84-87%; z=0.33	D=55-61%; z=-2	B-=80-83%; z=0	D-=50-54; z=-2.33	C+=77-79%; z=-0.33	F=49% or below; z<-2.33
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Note: Any issues concerning grades should be dealt with *as soon as* an assignment is handed back, rather than at the end of the semester.

### **Extra Credit**

Extra Credit may be made available throughout the semester. Students may earn up to 5 points (2.5%) extra credit.

### **INCOMPLETES AND LATE ASSIGNMENTS**

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In general, late assignments will not be accepted. **Documentation of personal and/or family emergencies must be provided if you are absent/miss a deadline.** You must be in touch within 24 hours of the missed assignment/exam/paper. Each case will be treated individually and I reserve the right to not accept a late assignment. If the situation is deemed eligible of make-up work, the assignment must be completed within three business days (unless otherwise arranged by me). At times, it is better to withdraw from the course than miss a significant amount of class material.

### **FINAL EXAMINATION POLICY**

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### **PLNU COPYRIGHT POLICY**

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.