

PSYD66: Topics in Human Brain and Behavior

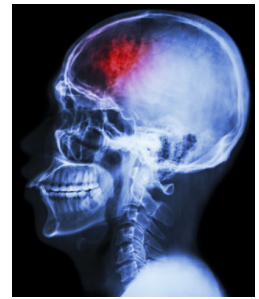
0.5 credits

University of Toronto, Scarborough

Summer Term, 2018

Wednesdays 1900–2100

LEC30 (SW 316)



Instructor: Prof. Michael Souza (“sues-uh”)

Email: michael.souza@utoronto.ca

Office: PO103, Room 121 (enter through the side furthest from SW)

Office Hours: Mondays 1230-1400, and by appointment

I. Your instructor



Dr. Souza is an Associate Professor (Teaching Stream) in the Department of Psychology. He received his Ph.D. in Psychology from the University of California, Berkeley. His teaching interests revolve around higher-order cognitive functions, cognitive impairments and neurorehabilitation. He is also interested in fostering opportunities that promote student growth and development.

II. Course description, pre-requisites and learning goals

The general topic of this seminar is “Brain Dysfunction and Recovery.” Acquired brain injury (ABI), which is most commonly caused by stroke or traumatic brain injury (TBI), may result in significant changes to cognition, affect, and/or behavior. Given the enormity of this topic, we simply be focusing in on two topics in detail (this term: attention and movement) to better understand their foundations (i.e., behavioral/cognitive impairments and biological foundations) and at least one promising form of rehabilitation. Content flexibility will be provided with a term project where students identify and conduct research on a topic related to brain dysfunction and recovery that suits their particular interests. From a process standpoint, considerable attention will be given to help you fortify your ability to consume primary research, collaborate with colleagues, respond thoughtfully to feedback, develop your public speaking, and reflect on your intellectual development.

Prerequisites:

[PSYB07 or STAB22 or STAB23] and [PSYB55 or PSYB65] and one C-level half-credit in PSY

After successful completion of this course, you will have:

1. developed a deeper understanding of how hemispatial neglect and upper-extremity motor impairment are conceptualized and identified, how damage to particular brain region(s) can result in such impairments, and how we may theorize and evaluate possible treatments in a scientifically rigorous manner;
2. strengthened your schema for understanding, critiquing and extending original research in psychological science;
3. developed and implemented a variety of verbal strategies to effectively present information to others;
4. strengthened your schema for planning and executing an effective group-based research project;
5. improved your ability to successfully collaborate with likeminded colleagues;
6. reflected on your progress in the course with the larger goal of promoting lifelong learning.

III. Course readings

This course will not use a textbook. Rather, we will be prioritizing your ability to extract information from original research articles, and to engage in critical discussions. The reading list is at the end of the syllabus.

IV. Course webpage

Blackboard Portal will house important course-related announcements, lecture slides (where appropriate; to be posted the day before each lecture), paper presentation and PowerPoint project information, discussion boards, course marks, and more. I expect that you will check it regularly throughout the term.

V. Course requirements and grading

Leading a discussion on an assigned journal article (30% of the course grade)

(Learning outcomes #1,2,3,5)

Together with one partner of your choosing, you will select one paper from the course schedule to lead a 10-minute article summary and immediately after, a 30-minute class discussion. In an effort to be fair with respect to topic selection, all pairs will be assigned a number and we will use a random number generator to determine the order of selection. Only one group may cover a given paper. As your order falls in luck's hands, it would be wise to rank order the papers so that you can choose the paper you are most interested in whenever you pick.

The article summary should last 10 minutes (+/- 15 seconds), and should review the core features of the article (i.e., rationale, hypotheses, key methods and results, and interpretations/conclusions). You must take care to review **all tables/figures** during your presentation to facilitate audience understanding.

You must use Microsoft PowerPoint or a comparable program and you should use very limited text on your slides (not including tables that might be presented). Images should be useful (i.e., not cutesy); they should help orient your audience to the ideas that you need to explain as you move along (i.e., how the experiment was run, value of figures/tables). To eliminate any technical difficulties, you will be required to use the laptop in the classroom, which is a PC. Please be mindful of this if you develop your presentation using a Mac, as occasional compatibility issues may occur with animation, spacing, etc.

The second part of your presentation should last 30 minutes, and will involve you and your partner leading a critical discussion of the study you just reviewed. In addition to your own thoughts and insights into the paper, you will also benefit from receiving discussion questions submitted by your peers (see the Participation section). You need not address all of these questions; rather, they are meant to serve as inspiration for how you might guide the discussion. Your challenge here is to facilitate an inclusive and thoughtful class discussion where your fellow students are empowered to engage the material along with you.

We will spend a portion of class time reviewing these expectations, as well as discussing various ways to promote successful presentations and discussions. Prof. Souza will use a detailed rubric to evaluate your performance on both components of the presentation detailed above.

Participation (23% of the course grade)

(Learning outcomes #1,2,3,5,6)

Small seminar courses provide an important opportunity to engage in group discussion and to develop your thinking alongside your peers. **Seminars don't work well without the collective buy-in and participation from ALL of the members**, and that is exactly the sort of environment that we will be working to cultivate.

Participation will be recognized in the following three ways:

Pre-course and post-course reflection (1%)

In the spirit of promoting lifelong learning, you will be asked to complete a reflection survey at the beginning of class and at the end of the class. The goal of the pre-course reflection is to help you critically consider your degree of skill and comfort with various elements of this course, and how you plan to have a successful time in this course. The post-course reflection will be your assessment of how things actually went and how you

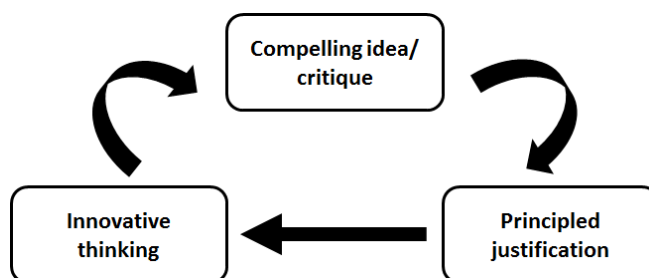
can continue to get better at these core skills beyond this course. You must complete both reflections to earn this credit.

Discussion questions submitted via e-mail (1% per paper presentation, totaling 11%)

For each paper presentation other than your own, you will be required to submit **two thoughtful discussion questions** directly to Prof. Souza (michael.souza@utoronto.ca). As most all weeks should have two readings (depending on final course enrolment), this means that you will be submitting a total of four (4) discussion questions per week. Your name and student ID number should be at the top of the email, and the questions should be in the body of the email (no attachments will be accepted). **These questions must be submitted by the Sunday before the presentation at 11AM sharp.** Professor Souza will then forward all of the questions to the group(s) that will be presenting to help them stimulate discussion.

You should be aware of a couple of things here. First, critically reading journal articles and generating thought-provoking discussion questions is a challenging and time-consuming process. Ideally, you should expect to be thinking about these articles over a couple of days at minimum. Second, you should expect a learning curve for developing these skills. Regular feedback is essential for continued improvement and as such, I will post your scores on a weekly basis so that you know exactly where you are so that you can seek out assistance and resources as appropriate.

The anatomy of an effective discussion question:



1. Compelling idea/critique. After a careful review of the paper, you should generate a compelling critique of the article, or an idea that would extend the knowledge of the article. It should be thoughtful, useful and demonstrate clear knowledge of the article's process and/or implications.
2. Principled justification. Your idea/critique should be grounded in scientific rationale, not just "I think it would be interesting." You can analyze information presented in the article to make this argument, and/or you can even reference other articles as appropriate...
3. Innovative thinking. Criticism of scientific literature can be cheap; if we just stopped at that, we wouldn't move science forward the way we need to be productive. This portion requires you to generate testable ideas that allow you to examine the validity of your critique/idea.

The following grading scheme will be used for each question, with your score for a given paper being the average of the two questions you submitted:

Score	Description
0	No discussion questions were submitted, too few were submitted, or they were late. <i>Note: Students with an unexcused absence on a given week will also receive a zero here regardless of whether they submitted questions.</i>
1.00 – 1.25	Idea/critique and justification provided but one or both is relatively weak/superficial.
1.50	A solid idea/critique and justification were provided but innovative thinking is weak/superficial.
1.75 – 2.00	A solid idea/critique and justification were provided and there is clear evidence of innovative thinking.

Your ability to regularly generate thoughtful written discourse is an integral learning component of this course. Failure to earn at least 50% for this portion of the grade will result in your receiving an overall course mark no higher than 45%.

Discussion generated during class (1% per paper presentation, totaling 11%)

For each paper presentation other than your own, you will be required to contribute to the class discussion. The goal here is to acclimate you to regularly contributing to class discussions and to help you feel more comfortable thinking critically on your feet.

The following grading scheme will be used for these questions:

0	No participation or an unexcused absence from class.
1.00	Student contributed once but the contribution was relatively weak/superficial.
1.25 - 1.50	Student contributed 2+ times and demonstrated partial evidence of higher-level thinking.
1.75 - 2.00	Student contributed 2+ times and demonstrated clear evidence of higher-level thinking.

Your ability to regularly generate thoughtful oral discourse is an integral learning component of this course. Failure to earn at least 50% for this portion of the grade will result in your receiving an overall course mark no higher than 45%.

Research project PowerPoint presentation (multiple parts, totaling of 47% of course grade)

(Learning outcomes #2,3,4,5)

Together with two partners of your choosing, you will be asked to conduct a research project to further explore an acquired neurological condition (i.e., caused by acquired brain injury [such as stroke or trauma], **not** something genetic or neurodevelopmental), including the fundamentals of the condition, basic research into the cognitive functioning in those with this condition, and viable and innovative treatment options. Your group will research a minimum of nine (9) references (averaging 3/group member) and detail what you've learned into a PowerPoint presentation that your group will co-present near the end of the course. A detailed handout will be posted to give more detail than is presented below.

Topic proposal (6% of course grade)

A one-page, single-spaced document that provides (1) the working project title, (2) motivation for the topic from an academic and real-world perspective, (3) how you plan to equitably divide the labor among your group members, and (4) the learning goals for the audience. The proposal will be graded with a rubric and detailed feedback will be provided to your group in a timely manner.

Revised proposal + annotated bibliography (9% of course grade)

This component has two parts. (1) You must first revisit your 'Topic Proposal' based on the feedback you received. You must thoughtfully address the feedback you have received, either making changes as appropriate or carefully defending an idea/proposal with more support. This must continue to be contained within the one-page, single-spaced limit described above. (2) You must create an annotated bibliography, which should include a list of APA-formatted references meeting the minimum threshold of nine, and a brief paragraph explaining the goals/value for each research article chosen (no page limit). When Prof. Souza reads your revised topic proposal and annotated bibliography, he should understand what you want to study, why it matters, how you're dividing the labor, what the audience will be learning, and how your articles contribute to your goals. **Note that you must submit your original topic proposal along with this submission.**

Instructor evaluation of your PowerPoint presentation (30% of course grade)

On your assigned presentation day, your group will equitably co-present a 12-13 minute PowerPoint presentation to the class. Your presentation will be evaluated using a detailed rubric by Prof. Souza, and your

classmates [who are not presenting that day] will peer evaluate you to provide you with additional detailed feedback on your work. Note that their evaluations will not count towards this part of the grade.

Peer-review of posters (2% of course grade)

On the day your group is not presenting, you will be asked to complete a peer evaluation form for each group presentation. The goal here is to provide positive and constructive feedback to each group to facilitate their recognition of elements where they excelled, and where they can continue to improve. Your mark will be determined based not only on completion, but also the detail of feedback you provided to the presenters (i.e., thoughtful critiques needed for full credit).

VI. Course policies

A respectful learning space

A sizeable amount of this course is designed to create opportunities for building skills that are critical for moving into the “real world” successfully: critical analysis of information, working with others successfully, and developing confidence in your voice. As these are common areas of concern for many individuals (not just students!), our classroom will be a vulnerable space. I welcome that vulnerability because it offers the opportunity for growth and improvement, and I hope that you do as well.

As such, I expect you to be respectful to your colleagues at all times. This includes submitting thoughtful discussion questions that the presenters can use to support their presentation, showing up to class on time every day, always using respectful language, and genuinely trying your best every day.

E-mail policy

In most cases, e-mails will be answered within 48 hours of receipt (not including weekends). The email subject should include our course name and nature of the inquiry (i.e., “PSYD66: Question about the prism goggles”). The start of your email should include your full name and student ID number so that I know who you are. Emails that you send should contain no more than one question and you should try to explain your current understanding of the concept in the email (which will be affirmed or corrected).

If you are not used to writing emails in an academic context, I encourage you to review this online resource so that you adopt proper email etiquette now and in the future: <<https://tinyurl.com/kysxwtx>>

Office hours

Office hours are a valuable resource for you to learn more about the class and/or important things related to (but outside of) the class. You should consider visiting Prof. Souza’s office hours if you would like to (1) discuss course content, (2) if you have an issue with course performance or progress, or (3) you would like to discuss the field of psychology/neuroscience and how to get more involved.

Class discussion board on Blackboard

For your convenience, discussion threads will be created to improve information flow in our course.

Thread 1: A space to share interesting and course-relevant articles or media.

Thread 2: A space to ask logistical or related questions to Dr. Souza that other students might benefit from knowing (i.e., not of a personal nature). Content questions will not be answered by Prof. Souza on this thread, but he will happily address any such questions before/after class or during office hours.

Thread 3: A space to direct questions to your fellow classmates to clarify a concept, form a study group, etc.

Please note that you are NOT allowed to post class notes on the discussion board.

Thread 4: A space to virtually connect with other classmates who are also in need of a group member for the paper presentation.

Thread 5: A space to virtually connect with other classmates who are also in need of a group member for the PowerPoint project.

Syllabus changes

There may be minor changes to the syllabus during the term. You will be notified of these changes ASAP and no changes will be instituted that dramatically affect your ability to reasonably prepare for a class.

Lecture slides

For your convenience, any lecture slides will usually be posted by 10PM the evening before a lecture. They will be posted in PDF format in two versions only (2 slides and 6 slides per page).

You should know that these lecture slides are not a suitable substitute for attending lecture. In addition to content, there will be several sessions focused on skill-building, and this is only useful if you are in class.

Instructional materials are only for the purpose of learning in this course and must not be distributed or used for any other reason whatsoever.

Issues with lateness

Paper presentations: as an audience member preparing for discussion

If you are not present for the start of a presentation, you will receive a zero for that portion of participation.

Paper presentations: as a presenter

Tardiness to your own presentation is beyond unacceptable. Starting your presentation late will have a powerfully negative impact on your ability to do well, and will be reflected in your mark. A failure to present on the day you are assigned to will result in a zero for both students.

PowerPoint project: Group Member form

Failure to submit this form by the stated deadline will result in a 2% deduction for all group members off of the total course grade.

PowerPoint project: Topic Proposals and Revised Topic Proposals and Annotated Bibliographies

All topic proposals will receive feedback regardless of how late they are. That said, the following penalty schedule will apply for failure to submit the work by the stated deadline.

20% deduction: 5 minutes – 24 hrs late

80% deduction: 72 hrs, 5 minutes late – 96 hrs late

40% deduction: 24 hrs, 5 minutes – 48 hrs late

100% deduction: 96 hrs, 5 minutes late or more

60% deduction: 48 hrs, 5 minutes – 72 hrs late

PowerPoint project: as a presenter

Tardiness to your own presentation is beyond unacceptable. Starting your presentation late will have a powerfully negative impact on your ability to do well, and will be reflected in your mark. A failure to present on the day you are assigned to will result in a zero for all students.

PowerPoint project: Peer Evaluations

If you are not in class when a presentation starts, you will not be allowed to peer evaluate it and will receive a zero for peer evaluating that presentation.

Social loafing on group work

This course assumes that you will have the maturity and the good faith to engage group work with a positive attitude, a respect for your colleagues, and a willingness to pull your weight. A failure to adopt one or more of those features can result in a compromised group situation, which may have deleterious effects on all group members. Consider some of the tips below to reduce the likelihood of social loafing.

1. Don't wait until the last minute to prepare. Quality, well-coordinated presentations take time and given that everyone has different demands on their time, you need to plan ahead and plan accordingly.
2. Everyone needs to have a say. When group members feel unheard or disrespected, they disengage and produce less than their potential. Ensure that everyone's voice is heard and is part of the process. This doesn't mean everyone gets their way, but rather that the process is fair and inclusive.
3. Discuss each other's interests and work to reasonably accommodate those interests (wherever possible). People tend to work harder and perform better when they are motivated to take something on, something incredibly useful and important to harness when relying on others for produce an elevated product.

However, despite very good intentions, there are cases where people refuse to reasonably pull their weight. **In the event that this is happening and you have already made clear and reasonable efforts to address it, you should contact Prof. Souza.** Be prepared to produce documentation showing your group's attempts to coordinate and work with the individual (i.e., multiple meetings scheduled but not attended, failure to produce promised work on a fair timeline). Such cases will be dealt with on a one-by-one basis and various outcomes are possible, including meeting with Prof. Souza, a mediation by Prof. Souza with the entire group, a complete reassessment of group work to more accurately reflect the effort given, a mark penalty commensurate to the infraction, and/or expulsion from the group and the assignment of a comparable assignment to make up that part of the grade.

Missed Term Work due to Medical Illness or Other Emergency:

All students citing a documented reason for missed term work must bring their documentation to the Psychology Course Coordinator in SW427C **within three (3) business days** of the assignment due date. You must bring the following:

- (1) A completed Request for Missed Term Work form (<http://uoft.me/PSY-MTW>), and
- (2) Appropriate documentation to verify your illness or emergency, as described below.

Appropriate Documentation:

For missed **TERM TESTS** due to ILLNESS:

Submit an **original** copy of the official UTSC Verification of Illness Form (<http://uoft.me/UTSC-Verification-Of-Illness-Form>) or an **original** copy of the record of visitation to a hospital emergency room. Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration number and business stamp are required.

For missed **ASSIGNMENTS** due to ILLNESS:

Submit **both** (1.) a **hardcopy** of the Self-Declaration of Student Illness Form (<http://uoft.me/PSY-self-declare-form>), and (2.) the **web-based** departmental declaration form (<http://uoft.me/PSY-self-declare-web>).

For missed term tests or assignments in OTHER CIRCUMSTANCES:

- In the case of a **death of a family member**, a copy of a death certificate should be provided.
- In the case of a **disability-related concern**, an email from your Disability Consultant at AccessAbility Services should be sent directly to both the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca) and your instructor, detailing the accommodations required.
- For U of T Varsity **athletic commitments**, an email from your coach or varsity administrator should be sent directly to the Course Coordinator (psychology-undergraduate@utsc.utoronto.ca), detailing the dates and nature of the commitment. The email should be sent **well in advance** of the missed work.

Documents covering the following situations are **NOT acceptable**: medical prescriptions, personal travel, weddings, or personal/work commitments.

Procedure:

Submit your (1) [request form](#) and (2) [medical/self-declaration](#)/other documents in person **WITHIN 3 BUSINESS DAYS** of the missed term test or assignment.

Submit to: Course Coordinator, Room SW427C, Monday – Friday, 9 AM – 4 PM

If you are unable to meet this deadline for some reason, you must contact the Course Coordinator via email (psychology-undergraduate@utsc.utoronto.ca) within the three business day window. Exceptions to the documentation deadline will only be made under exceptional circumstances.

Within approximately one week, you will receive an email response from the Course Instructor / Course Coordinator detailing the accommodations to be made (if any). You are responsible for checking your official U of T email and Blackboard/Quercus course announcements daily, as accommodations may be time-critical.

Completion of this form does NOT guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. **Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.**

Note that this policy applies only to missed assignments and term tests. Missed final exams are handled by the Registrar's Office (<http://www.utoronto.ca/registrar/missing-examination>).

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations [416-287-7560](tel:416-287-7560) or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Note that you may see advertisements for services offering grammar help, essay editing and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the *Code of Behaviour on Academic Matters*.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use these services in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request.

VII. Links you might find useful

UTSC Dates and Deadlines

<https://www.utsc.utoronto.ca/registrar/dates-and-deadlines>

Conducting research

UTSC Library

<https://utsc.library.utoronto.ca/>

Pubmed.org

<https://www.ncbi.nlm.nih.gov/pubmed/>

Google Scholar

<https://scholar.google.ca/>

Skill building, future planning

Academic Advising,

Career Centre

<http://www.utsc.utoronto.ca/aacc/>

Writing Services

<http://www.utsc.utoronto.ca/twc/>

Presentation Skills

<http://www.utsc.utoronto.ca/ctl/presentation-skills>

Co-op Program

<http://www.utsc.utoronto.ca/askcoop/>

Your well-being

AccessAbility

<http://www.utsc.utoronto.ca/~ability/>

Health and Wellness

<http://www.utsc.utoronto.ca/hwc/>

Test anxiety

https://www.anxietybc.com/sites/default/files/Test_Anxiety_Booklet.pdf

The Department of Psychology

UTSC Psychology

<http://www.utsc.utoronto.ca/psych/>

UTSC Psychology courses

<http://www.utsc.utoronto.ca/psych/courses>

UTSC Experiential Learning

<http://www.utsc.utoronto.ca/psych/experiential-learning>

Psychology lab opportunities

<http://tinyurl.com/jjq25t7>

Psi Chi @ UTSC

<https://www.utsc.utoronto.ca/projects/psichi/>

The PDNA

<http://www.thepnda.org/>

Assigned readings

- Fierro, B., Brighina, F., Oliveri, M., Piazza, A., La Bua, V., Buffa, D., *et al.* (2000). Contralateral neglect induced by right posterior parietal rTMS in healthy subjects. *NeuroReport*, 11(7), 1519-21.
- Hummel, F.C. & Cohen, L.G. (2006). Non-invasive brain stimulation: a new strategy to improve neurorehabilitation after stroke? *Lancet Neurol*, 5, 708-12.
- Koch, G., Bonni, S., Giacobbe, V., Bucchi, G., Basile, B., Lupo, F., *et al.* (2012). Theta-burst stimulation of the left hemisphere accelerates recovery of hemispatial neglect. *Neurology*, 78(1), 24-30.
- Lindenberg, R., Renga, V., Zhu, L.L., Nair, D. & Schlaug, G. (2010). Bihemispheric brain stimulation facilitates motor recovery in chronic stroke patients. *Neurology*, 75, 1-9.
- Pisella, L., Rode, G., Farne, A., Tilikete, C. & Rossetti, Y. (2006). Prism adaptation in the rehabilitation of patients with visuo-spatial cognitive disorders. *Current Opinion in Neurology*, 19, 534-42.
- Raghavan, P. (2015). Upper limb motor impairment after stroke. *Phys Med Rehabil Clin N Am*, 26, 599-610
- Ringman, J.M., Saver, J.L., Woolson, R.F., Clarke, W.R. & Adams, H.P. (2004). Frequency, risk factors, anatomy, and course of unilateral neglect in an acute stroke cohort. *Neurology*, 63, 468-474.
- Stone, S.P., Wilson, B., Wroot, A., Halligan, P.W., Lange, L.S., Marshall, J.C., *et al.* (1991). The assessment of visuo-spatial neglect after acute stroke. *J Neurol Neurosurg Psychiatry*, 54, 345-50.
- Taub, E., Crago, J.E., Burgio, L.D., Groomes, T.E., Cook, E.W., DeLuca, S.C., *et al.* (1994). An operant approach to rehabilitation medicine: overcoming learned nonuse by shaping. *J Exp Anal Beh*, 61, 281-93.
- Taub, E., Uswatte, G., King, D.K., Morris, D., Crago, J.E. & Chatterjee, A. (2005). A placebo-controlled trial of constraint-induced therapy for upper extremity after stroke. *Stroke*, 37, 1045-9.
- Zhu, L.L., Lindenberg, R., Alexander, M.P. & Schlaug, G., (2010). Lesion load of the corticospinal tract predicts motor impairment in chronic stroke. *Stroke*, 41, 910-15.

PSYD66: Couse meeting schedule

May be subject to minor revisions with advance notice from the instructor

<u>Meeting</u>	<u>Date</u>	<u>Agenda for the day</u>	<u>Tasks and deadlines</u>
1	09-May	Course introduction, expectations Primer: attention and movement	Quickly review assigned papers Pre-reflection assigned
2	16-May	Primer (con't) Skills: journal articles, discussion questions	PAPER groups formed by <u>today</u> Pre-reflection DUE (via Blackboard)
3	23-May	Skills: effective summaries, discussions	PAPER groups topic lottery <u>today</u> PROJECT groups formed by <u>today</u>
4	30-May	Hemispatial neglect: tests and laterality #1 (Stone, 1991) #2 (Ringman, 2004)	PROJECT group forms DUE! Disc Q's due 28-May by 11AM
5	06-Jun	Inducing neglect: #3 (Fierro, 2000) Skills: crafting a sharp topic proposal	Disc Q's due 04-Jun by 11AM
6	13-Jun	Recovery: prism goggles, brain stimulation? #4 (Pisella, 2006) #5 (Koch, 2012)	Topic proposal <u>due</u> this week Disc Q's due 11-Jun by 11AM
7	20-Jun	NO CLASS - Reading week	<i>nothing assigned</i>
8	27-Jun	Stroke and limb impairment: behavior/brain #6 (Raghavan, 2015) #7 (Zhu, 2010)	Disc Q's due 26-Jun by 11AM
9	04-Jul	Constraint-induced movement therapy (CIMT) #8 (Taub, 1994) #9 (Taub, 2006)	Revised proposal <u>due</u> this week Disc Q's due 02-Jul by 11AM
10	11-Jul	Recovery: a role for brain stimulation? #10 (Hummel, 2006) #11 (Lindenberg, 2010)	Disc Q's due 09-Jul by 11AM
11	18-Jul	Synthesizing what we've learned Skills: oral presentations	<i>nothing assigned</i>
12	25-Jul	Project presentations - Day 01 [All Day 2 presenters are peer-evaluators]	<i>nothing assigned</i>
13	01-Aug	Project presentations - Day 02 [All Day 1 presenters are peer-evaluators]	Post-reflection assigned, DUE (via Blackboard)

Please note:

There is no Final examination in this course.

Depending on our final class size, adjustments may be made (i.e., eliminating a paper if we have 22 students), which may also trigger a small change in how the participation is calculated. Such changes will be discussed with the class as we move forward.