

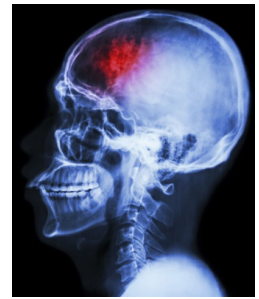
PSYD66: Topics in Human Brain and Behavior

0.5 credits

University of Toronto, Scarborough

Summer Term, 2020

LEC99 (WebOption)



Instructor: Prof. Michael Souza (“SUES-uh”)
Email: michael.souza@utoronto.ca (please note: I will not respond to Quercus messages)
Office Hours: Please see “Announcements” on Quercus for this information

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 one topic ([this term](#): attention) to better understand its foundations (i.e., behavioral/cognitive impairments and biological foundations) and a few promising forms 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 is conceptualized, identified, caused, and treated with a range of neurocognitive tools;
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, explain, and effectively utilize information from original research articles. The reading list is at the end of the syllabus.

IV. Course webpage

Quercus will house important course-related announcements, lecture slides, journal article summary 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

Journal article summary presentation (20% of the course grade)

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

Together with one (1) partner of your choosing, you will be assigned one (1) journal article from the course and you will be asked to deliver an article summary virtually to Prof. Souza. Depending on final class size, the best case scenario (with 24 students) is that two groups (pairs) are assigned to each paper. **Please use the Quercus discussion board to connect with your peers and to identify a partner.**

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 to prepare your presentation 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).

We will spend time reviewing these expectations, as well as discussing various ways to promote successful presentations. Prof. Souza will use a detailed rubric to evaluate your performance on this element.

Participation (12% of the course grade)

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

Weekly “homework”

For every week of this course, you will be assigned homework to complete **by each Saturday morning at 9AM**. The homework will vary from week to week in terms of its requirements but will include developing discussion questions for assigned articles, reflecting on your progress in the course, and the like.

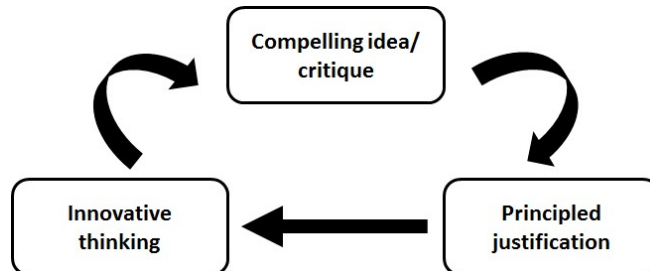
For homework that doesn't involve discussion questions, the expectation is that you will write approximately one (1) page in response to what you've been asked to address. Your writing should be thoughtful, logical, and grammatically correct. Each week's submission will be out of two (2) points.

| | |
|-------------|--|
| 0 - 0.99 | Poor; work is late or missing (automatic zero) or severe lack of effort/quality |
| 1.00 - 1.24 | Inadequate; work needs very significant attention to improve quality and coherence |
| 1.25 - 1.49 | Adequate; work is decent but significant room for improvement exists |
| 1.50 - 1.74 | Good; while work is pretty strong, there is clear room for improvement |
| 1.75 - 2.00 | Outstanding; work is very thoughtful, well-reasoned, and informative. |

For every paper presentation (with the only exception being your own presentation), you will be required to submit two thoughtful discussion questions for your homework. On a week that you are presenting, this means that you will only be submitting two (2) discussion questions *for the article you are not presenting*. On a week that you are not presenting, this means that you will be submitting four (4) discussion questions, two per assigned article. There is no particular length requirement for these questions; use the space you need to develop ideas.

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 for a couple of days (ideally), which requires good time/task management. Second, you should expect a bit of 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.

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. |
| 1.00 – 1.25 | Idea/critique and justification provided but one or both is relatively weak/superficial. |
| 1.38 – 1.50 | A solid idea/critique and justification were provided but innovative thinking is weak/superficial. |
| 1.63 – 1.88 | A solid idea/critique and justification were provided and there are clear signs of innovative thinking, albeit noticeable room for improvement remains for the latter. |
| 2.00 | Both questions are very strong on all elements |

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 55%.

Research project PowerPoint presentation (multiple parts totaling of 68% of course grade)

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

Together with two partners of your choosing (**note: your partner here cannot be the same as your paper presentation partner**), you will be asked to conduct a research project to further explore a neurological condition *caused by either stroke or traumatic brain injury* (i.e., **not** something genetic, neurodevelopmental, or neurodegenerative). This will require a treatment of the fundamentals of the condition, basic research into the condition (i.e., biological cause(s), cognitive and behavioral effects), and viable and innovative treatment options. Your group will research a minimum of nine (9) references 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.

Forming your group (PASS/PENALTY scoring)

You are responsible for forming groups prior to the deadline. Please use the Quercus discussion board to find group members. After forming a group, you will need to complete the “Group Member Form” (see Quercus for more information). A complete form submitted by the deadline will result in a PASS. Failure to complete this by the stated deadline will result in a substantial penalty (see “Issues with lateness” on the syllabus).

Approval of project focus (PASS/PENALTY scoring)

Prior to fleshing out your topic proposal, you should email Prof. Souza (email subject line: “PSYD66: Group ## topic pitch”) to ensure the condition you are considering is appropriate for the scope of this course. **You must ‘cc’ your other group members on this email.** Final approval of your topic by Prof. Souza will award you a PASS. Failure to complete this by the stated deadline will result in a substantial penalty (see “Issues with lateness” on the syllabus).

Official idea pitch (5% of course grade)

Your group will coordinate a time to present a **3-4 minute pitch** to Prof. Souza virtually. No slides are necessary; rather, you and your group will co-present a compelling “sell” to convince your audience that your topic is interesting, important, and certainly worth the need to learn more about it. Your work will be evaluated using a rubric.

Topic proposal (10% of course grade)

A one (1) page, single-spaced document that states the proposed title of your research project, the scope of your research and what motivated its selection from an academic and real-world perspective, how your team plans to tackle the topic collaboratively, and what your audience should expect to learn from it. Your work will be evaluated using a rubric and will be accompanied with detailed instructor feedback.

Revised proposal + annotated bibliography (15% of course grade)

This component has two major components: (1) You must first revisit your ‘Topic Proposal’ based on the feedback you received. You must thoughtfully address any feedback you have received using a peer-review model, either making changes as appropriate or carefully defending an idea/proposal with more support (where appropriate). (2) You must then create an annotated bibliography, which should include a list of APA-formatted references, and a brief paragraph summarizing the value for each article chosen. You must utilize all reference provided in your revised proposal, using numerical superscripts to cite references in text. An effective revised proposal and annotated bibliography should make it very clear understanding of what you want to study, why it is scientifically important, and how your chosen articles help in pursuit of your goal. Your work will be evaluated using a rubric and will be accompanied with detailed instructor feedback.

PowerPoint presentation: Scientific Audience (22% of course grade)

During the second to last week of the course, your group will virtually co-present a 12-13 minute PowerPoint presentation on your project with the assumption that your audience consists of peers from this course (i.e., intelligent individuals who do not necessarily have experience or knowledge with your topic). Your presentation will be evaluated using a detailed rubric by Prof. Souza.

PowerPoint presentation: Lay Audience (16% of course grade)

During the last week of the course, your group will virtually co-present a 13-15 minute PowerPoint presentation on your project with the assumption that your audience consists of adults members of your local community (i.e., assume they are interested in your topic but they have little to no knowledge on the topic). Your presentation will be evaluated using a detailed rubric by Prof. Souza.

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 virtual 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.

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.

Syllabus changes

There may be minor changes to the syllabus during the term due to changes in class size. 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

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 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.

PowerPoint project: Group Member form; Approval of Project focus

Failure to submit either of these requirements 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

Topic Pitch and PowerPoint project presentation

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.

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 submit their request for accommodations **within three (3) business days** of the deadline for the missed work.

Submit via email to: Keely Hicks, Departmental Assistant, keely.hicks@utoronto.ca

Students must submit **BOTH** of the following:

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

Appropriate documentation:

For missed **ASSIGNMENTS** or **TERM TESTS** due to **FLU-LIKE SYMPTOMS or SELF-ISOLATION REQUIREMENTS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and
- **Declare** your absence on **ACORN** (Profile & Settings > Absence Declaration)

For missed **ASSIGNMENTS** due to **OTHER ILLNESS:**

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with the Self-Declaration of Student Illness Form (uoft.me/PSY-self-declare-form).

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

- Email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), along with a scan/photo of the **original** copy of the official UTSC Verification of Illness Form (uoft.me/UTSC-Verification-Of-Illness-Form) or an **original** copy of the record of visitation to a hospital ER.
- Forms are to be completed in full, clearly indicating the start date, anticipated end date, and severity of illness. The physician's registration # and business stamp are required.
- *Note: If an end date of "ongoing" is specified, the medical note will be assumed to cover a period of **two weeks**. If no end date / an "unknown" end date is specified, the note will be assumed to cover a period of **three business days** (starting from illness start date.)*

For missed **TERM TESTS** due to **ACCESSABILITY REASONS**:

- Meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to **ACCESSABILITY REASONS**:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 1-7 more days), email the Request for Missed Term Work Accommodations form (uoft.me/PSY-MTW) to Keely (keely.hicks@utoronto.ca), and attach a **copy of your letter**. Specify how many days extension you are requesting in your email.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that) you will need to meet with your **AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing the accommodations required.

For missed **ASSIGNMENTS** or **TERM TESTS** in **OTHER CIRCUMSTANCES**:

Email the Request for Missed Term Work Accommodations form (<http://uoft.me/PSY-MTW>) form to Keely (keely.hicks@utoronto.ca), along with:

- For the **death of a family member/friend**, provide a copy of the death certificate.
- For U of T varsity-level or professional **athletic commitments**, an email from your coach or varsity administrator should be sent directly to Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work, detailing the dates and nature of the commitment.
- For **religious accommodations**, please email Keely (keely.hicks@utoronto.ca) **well in advance** of the missed work.
- For circumstances **outside of these guidelines**, please email Keely (keely.hicks@utoronto.ca) **on or before the date of the test / assignment deadline** to describe your circumstances and determine appropriate documentation.

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

As stated above, your documents must be submitted **within three (3) business days** of the deadline for the missed work.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

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.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form. If your original medical note / documentation included the date of the make-up midterm, then only the Request form is required. If the date of the make-up midterm fell outside of the dates indicated on your original medical note/other documentation, then a new medical note/other appropriate documentation must also be submitted.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under exceptional circumstances.

NOTE: Assignments due at end of term

Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office (<https://www.utoronto.ca/registrar/term-work>).

NOTE: Final Exams

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.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

Writing Services

Presentation Skills

Co-op Program

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

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

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

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

Your well-being

AccessAbility

Health and Wellness

Test anxiety

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

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

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

The Department of Psychology

UTSC Psychology

UTSC Psychology courses

UTSC Experiential Learning

Psychology lab opportunities

Psi Chi @ UTSC

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

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

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

<http://tinyurl.com/jjq25t7>

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

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.
- Fu, W., Cao, L., Zhang, Y., Huo, S., Du, J., Zhu, L., *et al.* (2017). Continuous theta-burst stimulation may improve visuospatial neglect via modulating the attention network: a randomized controlled study, *Topics in Stroke Rehabilitation*, 24(4), 236-241.
- Koch, G., Bonni, S., Giacobbe, V., Bucchi, G., Basile, B., Lupo, F., ... & Caltagirone, C. (2012). Theta-burst stimulation of the left hemisphere accelerates recovery of hemispatial neglect. *Neurology*, 78(1), 24-30.
- 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.
- 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.

PSYD66: Course schedule

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

| <u>Week</u> | <u>Date</u> | <u>Topics of the week</u> | <u>Readings and deadlines</u> |
|-------------|-----------------|--|---|
| 1 | 11-15 May | Course introduction, expectations Content primer | HW #01 by Sat at 9AM |
| 2 | 18-22 May | <u>Skills</u> : effective summaries, discussion questions | Paper groups DUE 20-May by 1159PM HW #02 by Sat at 9AM |
| 3 | 25-29 May | <u>Skills</u> : pitches and topic proposals | Project groups DUE 27-May by 1159PM HW #03 by Sat at 9AM |
| 4 | 1-5 Jun | Hemispatial neglect: tests and laterality #1 (Stone, 1991) #2 (Ringman, 2004) | Project approval DUE 03-Jun by 1159pm HW #04 by Sat at 9AM |
| 5 | 8-12 Jun | <u>Project idea pitch week!</u> | HW #05 by Sat at 9AM |
| 6 | 15-19 Jun | Inducing neglect: #3 (Fierro, 2000) Recovery: prism goggles? #4 (Pisella, 2006) | HW #06 by Sat at 9AM |
| 7 | 22-26 Jun | <u>Topic Proposals week!</u> | TP DUE 24-Jun by 1159PM HW #07 by Sat at 9AM |
| 8 | 29-Jun - 03-Jul | READING WEEK (NO CLASS) | - |
| 9 | 6-10 Jul | Recovery: brain stimulation? #5 (Koch, 2012) #6 (Fu, 2017) | HW #08 by Sat at 9AM |
| 10 | 13-17 Jul | <u>Revised Topic Proposals week!</u> | Revised TP DUE 15-Jul by 1159PM HW #09 by Sat at 9AM |
| 11 | 20-24 Jul | Preparing for the presentations | HW #10 by Sat at 9AM |
| 12 | 27-31 Jul | <u>PowerPoint presentations:</u> <u>scientific audience</u> | HW #11 by Sat at 9AM |
| 13 | 03-07 Aug | <u>PowerPoint presentations:</u> <u>lay audience</u> | HW #12 by Sat at 9AM |

Students will coordinate with Prof. Souza to schedule virtual presentation times for all of:

- (1) Your paper presentation during the week of 1-5 Jun, 15-19 Jun, or 6-10 Jul;
- (2) Your topic pitch during the week of 8-12 Jun;
- (3) Your PowerPoint scientific presentation during the week of 27-31 Jul;
- (4) Your PowerPoint lay presentation during the week of 3-7 Aug