



## Syllabus

**Neuropsychology  
PSYC 424**

**Units: 4  
Spring 2019, Tue-Thu, 10:00-11:50 AM**

**Location: KAP 144  
Course Instructor/ Director: Antoine Bechara  
HNB B26**

**Office Hours: By appointment  
Contact Info: [bechara@usc.edu](mailto:bechara@usc.edu)**

**Teaching Assistant: NA**

**IT Help: NA  
Hours of Service: NA  
Contact Info: NA**

## **Course Description**

The course consists of three major sections: Overview of Neuroanatomy, Neurological Illnesses, and Neuropsychological Syndromes. These sections are delivered in the form of lectures, and clinical cases on patients with neurological lesions or diseases. The course material is interrelated throughout these forms of teaching, giving students multiple ways of learning the material.

## **Learning Objectives**

The objectives of the course are: (1) to introduce basic concepts about the organization, structure, and function of the human central nervous system; (2) to enable students to apply these fundamental principles toward understanding nervous system function and dysfunction and toward clinical problem-solving in relation to neurological and neuropsychological disorders; (3) to provide the necessary background for correlation with related courses, for advanced study of the nervous system, and for monitoring new developments in the basic and clinical neurosciences.

**Prerequisite(s):** Undergraduates in junior or senior year are allowed to enroll (no specific pre-requisites).

**Co-Requisite (s):** none

**Concurrent Enrollment:** none

**Recommended Preparation:** PSYC 100

## **Course Notes**

Slides used in lectures, and in class presentations, will be posted on Blackboard and accessible to registered students.

## **Attendance and Student Responsibilities**

Students are held responsible for all material covered in class. Students are also responsible for all announcements or schedule changes that are made in class, whether or not they are in attendance. Attendance at examination is mandatory, except for illness. For other serious matters, students must receive permission in advance from the Instructor to be excused from attending an examination at the scheduled time.

## **Technological Proficiency and Hardware/Software Required**

NA

## **Required Readings and Supplementary Materials**

No specific textbook is required for the course. Course syllabus, lecture materials, and clinical cases will be posted on Blackboard as the course progresses. All materials for midterm tests and final exam come from class and Blackboard.

Recommended for Readings: However, for additional knowledge and enrichment of neuropsychology background, additional readings are recommended from the following textbook:

John Stirling and Rebecca Elliott: *Introducing Neuropsychology*, 2nd Edition, Psychology Focus, 2008.

## **Description and Assessment of Assignments**

The course will include (1) 3 midterm exams covering lectures and practical/ clinical cases, and (2) a final examination. All materials on these tests will be from the class slides and posted on Blackboard; (3) there are also assessments of participation in class discussions.

1. Mid-term tests: These will have short answers format. All test/exam questions will be based on materials presented and discussed in class and not on any outside materials.
2. A final exam: This will have short answers format. Questions will be based on materials presented and discussed in class and not on any outside materials.
3. Participation in class discussion: First, students must come first to class in order to participate in the discussion. The discussion will involve students asking any question related to the class materials, or engaging in answers or discussions brought up by the instructor. Evaluation is based on the frequency and quality of comments. High quality contributions will reflect both a depth and breadth of knowledge gained from readings of the clinical cases and lecture slides presented in class and on Blackboard. They should also be clearly stated and effectively communicated, and they also should be insightful and relevant to the issues under discussion.

## **Grading Breakdown**

Final grades will be calculated as follows:

Midterm 1	20%
Midterm 2	20%
Midterm 3	20%
Participation in class discussion	10%
Final Exam	30%
Final Grade	100%

## **Assignment Submission Policy**

NA

## **Additional Policies**

NA

## Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings	Deliverable/ Due Dates
<b>Overview of</b>	<b>Neuroanatomy:</b>		
<b>Week 1</b> Jan 8	1. Course Introduction	<b>Suggested from S and E:</b> Chapters 1, 2, and 5	Come prepared for all slides and handouts posted on Blackboard for this week.
Jan 10	2. CNS Blood Supply, Spinal Cord		
<b>Week 2</b> Jan 15	3. Brainstem, Cranial Nerves	Chapter 5	Come prepared for all slides and handouts posted on Blackboard for this week.
Jan 17	4. Cranial Nerves (cont'd); Cerebellum; Basal Ganglia		
<b>Week 3</b> Jan 22	5. Thalamus; hypothalamus	Chapter 5	Come prepared for all slides and handouts posted on Blackboard for this week.
Jan 24	6. Cerebral Cortex		
<b>Week 4</b> Jan 29	<b>7. Mid term test 1</b>		
<b>Neurological</b> Jan 31	<b>Illnesses:</b> 8. Clinical Cases: Case Based Learning	Handout posted on Blackboard	Come prepared to discuss clinical cases in class.
<b>Week 5</b> Feb 5	9. Neurological exam: motor and sensory, cerebellar, basal ganglia, and cranial nerves	Chapters 2, 4, and 5	Come prepared for all slides and handouts posted on Blackboard for this week.
Feb 7	10. Neurological exam: mental status and coma		
<b>Week 6</b> Feb 12	11. Stroke	Slides posted on Blackboard	Come prepared for all slides and handouts posted on Blackboard for this week.
Feb 14	12. Dementia		
<b>Week 7</b> <b>Feb 19</b>  <b>Feb 21</b>	<b>13. Mid term test 2</b>  14. Practical demo of some neuropsychology evaluation: (1) WASI- Wechsler Abbreviated Scale of Intelligence (2) WCST-Wisconsin Card Sorting Task (3) IGT- Iowa Gambling Task (4) Stroop		

<p><b>Week 8</b></p> <p>Feb 26</p> <p>Feb 28</p> <p><b>Neuropsych</b></p>	<p>15. Trauma, tumors, infections, epilepsy</p> <p>16. Parkinson's and basal ganglia disorders</p> <p><b>Syndromes:</b></p>	<p>Slides posted on Blackboard</p>	<p>Come prepared to discuss clinical cases in class.</p>
<p><b>Week 9</b></p> <p>March 5</p> <p><b>March 7</b></p> <p><b>Spring</b></p>	<p>17. Clinical Cases: Case Based Learning</p> <p>18. Memory 1</p> <p><b>Break March 11-15</b></p>	<p>Handout posted on Blackboard</p> <p>Chapter 7</p>	<p>Come prepared for all slides and handouts posted on Blackboard for this week.</p>
<p><b>Week 10</b></p> <p>March 19</p> <p><b>March 21</b></p>	<p>19. Memory 2</p> <p>20. Memory (cont'd)</p>	<p>Chapter 7</p>	<p>Come prepared for all slides and handouts posted on Blackboard for this week.</p>
<p><b>Week 11</b></p> <p>March 26</p> <p>March 28</p>	<p>21. Frontal lobe syndromes 1</p> <p>22. Frontal lobe syndromes 2</p>	<p>Chapter 11</p>	<p>Come prepared for all slides and handouts posted on Blackboard for this week.</p>
<p><b>Week 12</b></p> <p>April 2</p> <p>April 4</p>	<p>22. Emotion 1</p> <p><b>23. Mid term test 3</b></p>	<p>Chapter 10</p>	
<p><b>Week 13</b></p> <p>April 9</p> <p>April 11</p>	<p>24. Emotion 2</p> <p>25. Neglect</p>	<p>Chapter 10</p> <p>Chapter 9</p>	<p>Come prepared for all slides and handouts posted on Blackboard for this week.</p>

<b>Week 14</b>			
April 16	26. Aphasia	Chapter 6	Come prepared for all slides and handouts posted on Blackboard for this week.
April 18	27. Disconnection syndromes	Chapter 3	
<b>Week 15</b>			
April 23	28. Agnosia	Chapter 8	Come prepared for all slides and handouts posted on Blackboard for this week.
April 25	29. Apraxia		
<b>FINAL</b> Date			Date: For the date and time of the final for this class, consult the USC <i>Schedule of Classes</i> at <a href="http://www.usc.edu/soc">www.usc.edu/soc</a> .

## Statement on Academic Conduct and Support Systems

### Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

### Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* [http://sait.usc.edu/academicsupport/centerprograms/dsp/home\\_index.html](http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html) provides certification for students with disabilities and helps arrange the relevant

accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.