

PSYC 424: Neuropsychology
Spring 2023
Location: CPA 252
Time: Tues and Thurs 10-11:50 AM (PDT)

Instructor: Shirin Birjandi, Ph.D.
Office: SGM 611 or Online Zoom
Office Hours: Monday 11:00 AM - Noon
Contact Info: birjandi@usc.edu

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.

Goals of the course:

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

Textbooks:

No specific textbook is required for the course. **Course syllabus, lecture materials (full slide decks), 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) two **take-home** midterm tests covering lectures, (2) two group presentations covering clinical cases, and (3) a final examination. All materials for these tests and presentations will be from the class slides and posted on Blackboard.

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. The final exam *will* be cumulative.
3. Group presentations: Each group of students should prepare the assigned clinical case, prepare slides, and make a class presentation of the clinical case. Evaluation is based on content, and on engaging the rest of the class in a discussion, including 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. Presentations of the clinical cases should be clearly stated and effectively communicated.

Course assignments and evaluations:

Grading Breakdown

Final grades will be calculated as follows:

Group Presentation 1	20%
Midterm 1	20%
Group Presentation 2	20%
Midterm 2	20%
Final Exam	20%

Final Grade	100%

The final grade is calculated based on point totals, percentages are given for your reference.

Attendance will not be taken at class sessions; however, attendance is strongly encouraged. If you must miss one or more class sessions, it is your responsibility to keep up with the course work.

Grade scale:

A 100-90%	B+ 84-86.9%	C+ 75-77.9%	D 60-68.9%	F \leq 59.9%
A- 87-89.9%	B 81-83.9%	C 72-74.9%		
	B- 78-80.9%	C- 69-71.9%		

Exams:

Course exams will be administered via Blackboard. Exams are take-home, open-book, and open-note. Student's are required to do the exam **independently** with no outside assistance. Exams will be uploaded to Blackboard one week before the scheduled due date. Students are required to upload their exams via **Turnitin** by 11:50AM on the scheduled due date.

Missed Exams:

Students who are unable to take an exam at the scheduled time must give written notification as soon as possible, preferably in advance. Students who miss an *exam, assignment, presentation, etc.* for a legitimate reason, must provide documentation of said reason within seven days of the exam date or due date. Documentation must be sent to course Instructor. If documentation is not received within seven days, the score for the missed assignment/exam will be zero. Making up an exam will only be allowed if the student can demonstrate with written documentation a compelling reason (such as family or medical emergency) for not taking the exam at the scheduled time. A make-up exam may include an oral component and will generally be more difficult than the in-class exam.

Lecture and Discussion Absences. Attendance at student presentations is expected. If you must miss a student presentation due to illness or valid USC travel, please present Dr. Birjandi with evidence of the reason for absence and you will be allowed to make-up the discussion assignment within 1 week of the missed lecture period. Missed attendance is subject to point deductions.

Late Policy. For every 12-hour increment any assignment is handed in late, you will lose 10% of the total possible points [i.e., if the assignment is 5 days (120 hrs) late, you will receive a zero (0) for that assignment]. Saturdays, Sundays, and University holidays ARE counted. The Labster simulations adhere to the policy as stated in the Lab Syllabus.

Blackboard and Posting of Grades. Blackboard (<https://blackboard.usc.edu/>) will contain Zoom links, announcements, notes and assignments.

Blackboard is a convenient system to communicate scores and grades; however, those grades are not authoritative. It is the student's responsibility to notify the ASAP in the event of any mistakes in your posted score.

Please remember that (1) the course mean given on Blackboard is also NOT authoritative, and (2) that only the total number of points earned by the end of the semester determines your course grade. We will be glad to discuss your performance, and your possible grades, at any time throughout the course. Help provided in this way should be considered only provisional.

Cell phone and laptop and personal device usage. During lecture you will not be able to use your cell phone – please silence it and keep it either in your backpack/purse. Laptops, and similar devices can only be used for class note taking. Surfing the internet, group chats are not allowed during class time as this is distracting to others.

It may be necessary to adjust the syllabus during the semester; check BLACKBOARD for updates.

TENTATIVE COURSE SCHEDULE (subject to modification of specific topics and reading)

Wk	Day	Date	Topic	Chapter
1	Tuesday	Jan 10	1a. Course Introduction	Chapters 1, 2, and 5 Full slide-deck posted on Blackboard
	Thursday	Jan 12	1b. CNS Blood Supply, Spinal Cord	Chapters 1, 2, and 5 Full slide-deck posted on Blackboard
2	Tuesday	Jan 17	2a. Brainstem	Chapter 5 Full slide-deck posted on Blackboard
	Thursday	Jan 19	2b. Cranial Nerves	Chapter 5 Full slide-deck posted on Blackboard
3	Tuesday	Jan 24	3a. Cranial Nerves	Chapter 5 Full slide-deck posted on Blackboard
	Thursday	Jan 31	3b. Cerebellum; Basal Ganglia Assign Clinical Case for Group Presentation 1	Chapter 5 Full slide-deck posted on Blackboard Case posted on Blackboard (due Feb 9th)
4	Tuesday	Feb 2	4a. Thalamus; hypothalamus	Full slide-deck posted on Blackboard
	Thursday	Feb 7	4b. Cerebral Cortex	Chapter 5
5	Tuesday	Feb 9	5a. Group Presentation 1 Clinical Case: Case Based Learning Post Midterm 1	Each group will present and discuss the assigned clinical case in class. Midterm 1 posted on Blackboard

	Thursday	Feb 14	5b. Neurological exam: motor and sensory, cerebellar, basal ganglia, cranial nerves, mental status, and coma	Chapters 2, 4, and 5
6	Tuesday	Feb 16	6a. Mid-term test 1 due	Upload to Blackboard Turnitin by 11:50AM
	Thursday	Feb 17	6b. Stroke	Full slide-deck posted on Blackboard
7	Tuesday	Feb 21	7a. Dementia	Full slide-deck posted on Blackboard
	Thursday	Feb 23	7b. Trauma, tumors, infections, epilepsy	Full slide-deck posted on Blackboard
8	Tuesday	Feb 28	8a. Neuroimmune diseases I	Full slide-deck posted on Blackboard
	Thursday	Mar 2	8b. Neuroimmune diseases II	Full slide-deck posted on Blackboard
9	Tuesday	Mar 7	9a. Parkinson's and basal ganglia disorders	Full slide-deck posted on Blackboard
	Thursday	Mar 9	9b. Memory I Assign Clinical Case for Group Presentation 2	Chapter 7 Full slide-deck posted on Blackboard Case posted on Blackboard (due Mar 28th)
10		Mar 12-19	Spring Break	
11	Tuesday	Mar 21	11a. Memory II	Chapter 7 Full slide-deck posted on Blackboard
	Thursday	Mar 23	11b. Emotion I	Chapter 10 Full slide-deck posted on Blackboard
12	Tuesday	Mar 28	12a. Group Presentation 2 Clinical Case: Case Based Learning	Each group will present and discuss the assigned clinical case in class.

	Thursday	Mar 30	12b. Emotion II Post Midterm 2	Chapter 10 Full slide-deck posted on Blackboard Midterm 2 posted on Blackboard
13	Tuesday	Apr 4	13a. Neglect	Chapter 9 Full slide-deck posted on Blackboard
	Thursday	Apr 6	13b. Mid-term test 2 due	Upload to Blackboard via Turnitin by 11:50AM
14	Tuesday	Apr 11	14a. Aphasia	Chapter 6 Full slide-deck posted on Blackboard
	Thursday	Apr 13	14b. Disconnection syndromes	Chapter 3 Full slide-deck posted on Blackboard
15	Tuesday	Apr 18	15a. Frontal lobe syndromes I	Chapter 11 Full slide-deck posted on Blackboard
	Thursday	Apr 20	15b. Frontal lobe syndromes II	Chapter 11 Full slide-deck posted on Blackboard
16	Tuesday	Apr 25	16a. Agnosia	Chapter 8 Full slide-deck posted on Blackboard
	Thursday	Apr 27	16b. Apraxia Post final exam	Chapter 8 Full slide-deck posted on Blackboard Final Exam posted on Blackboard
	Tuesday	May 9	FINAL EXAM (8-10 AM) Upload to Blackboard Turnitin by 10AM	

Statement on Academic Conduct and Support Systems

Academic Integrity:

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

[Counseling and Mental Health](#) - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[988 Suicide and Crisis Lifeline](#) - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

[Reporting Incidents of Bias or Harassment](#) - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#) - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

[Diversity, Equity and Inclusion](#) - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

[USC Emergency](#) - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

[USC Department of Public Safety](#) - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#) - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

[Occupational Therapy Faculty Practice](#) - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.