INSTRUCTOR: Dr. Fred Rose  
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Office: McGill Hall 2109

Teaching Assistant: Tiffany Wang  
t8wang@ucsd.edu  
Office hours: Tuesdays 10am – 12pm  
Office: McGill 4330


Web Resources: All course materials are available on TED/Blackboard

**COURSE DESCRIPTION:** This course is designed to provide you with a broad understanding of brain-behavior relationships and the application of this knowledge to the clinical assessment and treatment of patients with brain disease or damage. We begin with an overview of functional neuroanatomy and how behavior and cognition are controlled by neural systems, progress through an understanding of the principles of neuropsychological assessment, and on to an increased understanding of the neuropsychological presentation of neurological disorders. In other words, this course will provide you with a description of the cognitive and behavioral changes observed in patients with damage to various regions/systems of the brain and how these changes are assessed and treated in the clinical setting.

**COURSE OBJECTIVES:** By the end of the course, you will have:

1. developed a broad knowledge of the history, terminology, and concepts essential to the field of clinical neuropsychology.
2. acquired a basic understanding of the major assumptions that underlie the study of brain-behavior relationships.
3. an understanding of various ways in which neuropsychological research is conducted.
4. greater appreciation for psychometric principles essential to the development and use of neuropsychological tests.
5. acquired a basic knowledge of the kinds of assessment instruments used by clinical neuropsychologists.
6. acquired a general understanding of how major neuropsychological disorders present to clinicians.
7. increased understanding of treatment and rehabilitation are used to improve the lives of persons with brain disease or damage.

**COURSE FORMAT:** The course will be conducted in a series of self-contained lectures. However, later lectures will depend on your mastery of earlier material, particularly those detailing functional neuroanatomy, research methods, and neuropsychological assessment.

**ASSIGNED READINGS:** All students are expected to have read the assigned readings before the class in which they are to be discussed. Supplemental readings (i.e., assigned readings that are not in your textbook) are available on the course website.

**GRADING**

**Exams:** There will be 2 midterm exams worth 100 points each and one comprehensive final examination worth 200 points. The questions will be taken from the text, supplementary readings, and lectures. Each exam will cover a fair bit of material and will be challenging. The best way to do well is to stay on top of the reading, attend class regularly, and be an active learner (i.e., quiz yourself, take notes, form study groups, visit the textbook companion website, come to our office hours, etc.).

Exams will take place on the days listed in this syllabus. **Make up exams will be given ONLY in unusual and unavoidable circumstances such as medical illness requiring bed rest or the death of an immediate family member. There will be no exceptions. It is your responsibility to contact your instructor in advance whenever possible if you are forced to miss an exam.** Written verification of these circumstances is required and is your responsibility. Dr. Rose reserves the right to determine what constitutes an acceptable excuse. As a general rule of thumb, transportation problems, childcare problems, ski trips, and hangovers are not acceptable excuses.

**Extra Credit:** You may earn extra credit through participation in research activities at UCSD. You will earn 3 points for each credit of research participation, to a maximum of 12 points (4 credits). Go to [http://ucsd.sona-systems.com](http://ucsd.sona-systems.com) to register for participation. **It is up to you to assign your credit hours to this class through the SONA website after you participate; you will not get the extra credit if you do not properly assign participation credit to this class.**

**ALSO – YOU MUST BE EARNING A C- OR BETTER IN THE COURSE TO BE ELIGIBLE FOR EXTRA CREDIT.** Be sure to pay attention to participation and credit assignment deadlines! If you are unable or do not wish to participate in experimental research, an alternative is to review a neuropsychological journal article and write a short 1-2 page summary that includes the question being asked, hypothesis (predicted outcome), independent and dependent variables, findings, and implications. You will receive 3 points for each paper you turn in (max of 12 points or 4 papers). The paper must be about an experiment from a peer-reviewed scientific journal that you read - NOT a topic you found online or in the popular press like *Newsweek* or *Time*. It should also be something related to the field of neuropsychology.
Thus, you would look at major neuropsychology journals like:

Archives of Clinical Neuropsychology
Dementia
Developmental Neuropsychology
Journal of Clinical and Experimental Neuropsychology
Journal of the International Neuropsychological Society
Neuropsychologia
Neuropsychology
The Clinical Neuropsychologist
etc.

So, there are a total of 400 points available, not including extra credit for research participation, and your course grade will be assigned according to the following criteria:

- 90% = 360-400 points = A
- 80% = 320-259 points = B
- 70% = 280-319 points = C
- 60% = 240-279 points = D
- Below 240 points = F

NOTE: I WILL grade with +/- . A minus grade is earned in the 0-2.5% range, and plus grades are from 7%-9%. For example, 90-92.5% is an A-, 92.6%-96.9% is an A, and 97% and above is an A+.

Which brings me to a second issue. I DO have to make cutoffs when assigning grades (duh!) and I am firm in those cutoffs. If you earned 259 points, your grade is a B+, not an A-, and I won’t bump you that 1 point to get the A-. That is what the extra credit is for. If I bump your grade by 1 point, then I ethically and morally have to bump everybody 1 point. Then the people who were 2 points away from a particular grade are now just 1 away, and can legitimately state, “But you gave everybody a point for so-and-so. Can’t you do it for me?” And on and on.
Please do not approach me for the extra point or two necessary to bump your grade. I will ALWAYS talk with you about your performance throughout the quarter, answer questions, clarify issues, and generally do what I can to help you maximize your performance in class, but once the points are in, the grades are what they are.

ATTENDANCE: Class attendance is expected and highly desirable. Please be prepared for class by reading all assigned material. Lectures are designed to clarify and expand on concepts covered in the reading and to accomplish this they include but will not be restricted to the readings. You are responsible for the content of all classes. If you must miss a class, you should make an effort to obtain notes from a classmate. Class notes will be posted on the course website but they are not designed to replace class participation.

COURSE POLICIES: 1. Be on time.
2. Turn off your cell phones, pagers, etc.
3. If you miss a class, which will likely come back to haunt you, call a classmate before you talk to me.

4. Cheating and plagiarizing are very serious ethical offenses in college, in psychology, and in society. If caught doing so in this class, at the very least you will receive a 0 (zero) on that component of the class and I will report your actions. It just isn’t worth it!

5. Assignment of extra credit experimental credits via the Sona website is YOUR RESPONSIBILITY. If you fail to assign your credits to this class after your participate, you will NOT receive the extra credit for participation.

**Important Dates**

- **Last day to add:** 01/20/2017
- **Last day drop without a “W”:** 02/03/2017
- **Last day to change grade option:** 02/03/2017
- **Last day to drop with W:** 03/10/2017
**COURSE SCHEDULE:** Topics will be covered approximately in the order listed below. I will make every attempt to cover them on the days listed, but I reserve the right to make changes to the schedule. You will always be provided with advanced notice on any such changes. **NOTE:** Readings in italics are supplemental to the text and can be found on TritonEd.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 10, 12</td>
<td>Course overview</td>
<td>Chapter 2</td>
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<td></td>
<td>Methods of Investigating the Brain</td>
<td><em>Bauer, Leritz, &amp; Bowers (2003)</em></td>
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<td>Jan 17, 19</td>
<td>Neuropsychological Assessment</td>
<td>Chapter 3</td>
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<td><em>Howieson &amp; Lezak (1992)</em></td>
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<td>Jan 24, 26</td>
<td>Functional Neuroanatomy</td>
<td>Chapter 5</td>
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<td>Sensation, perception, and motor behavior</td>
<td>Chapter 7</td>
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<td>Jan 31</td>
<td><strong>Midterm 1</strong> - Will cover all assigned/supplemental readings and lectures</td>
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<td>Feb 2, 7</td>
<td>Vision/Agnosias</td>
<td>Chapter 8</td>
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<td>Language/Aphasia</td>
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<td>Feb 9, 14</td>
<td>Memory and Executive functioning</td>
<td>Chapter 9</td>
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<td>Feb 16, 21</td>
<td>Vascular disorders and Tumors</td>
<td>Chapter 12</td>
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<td>Feb 23</td>
<td><strong>Midterm 2</strong> – Will cover all assigned readings and lectures since Midterm 1</td>
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<td>Feb 28, Mar 2</td>
<td>TBI and Rehabilitation</td>
<td>Chapter 13</td>
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<td>March 7, 9</td>
<td>Cortical Dementias</td>
<td>Chapter 14</td>
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<td>March 14, 16</td>
<td>Subcortical Dementias</td>
<td>Chapter 15</td>
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<td>March 21</td>
<td><strong>Final Exam 3:00 - 6pm; 50% will cover material since Midterm 2, 50% comprehensive</strong></td>
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**NOTE THE TIME CHANGE:** The final will be from 3:00 - 6pm