

**Neuroscience 4810/Psychology 4900**  
**Clinical Neuroscience**  
Spring 2013  
TR 10:30 – 11:45 AM  
SS 317

**Professor's Name:** Dr. Lauren Fowler

**Professor's e-mail:** LFOWLER@WEBER.EDU

**\*\***(This is BY FAR the best way to contact me)

**Professor's Office Phone:** 801-626-7620

**Office Hours:** M-F 9 – 9:30 AM; also by appointment

**Office Location:** SS 379b (in the south stairwell)

**Class Web Site:** <http://www.canvas.weber.edu/>

**Note:** As a seminar course, our class time is devoted to *informed* and *educated* discussion. A heavy emphasis is placed on reading and thinking about the material prior to each class session.

**I. Textbook:**

Blumenfeld H. Neuroanatomy through Clinical Cases, 2nd edition.

ISBN 978-0-87893-058-6.

Additional readings will be provided through Canvas.

Other Resources

Course Resources Website: <http://canvas.weber.edu>

Sinauer Associates website (online resources to supplement Blumenfeld book): <http://www.neuroexam.com/>

**II. Course Overview**

The Clinical Neuroscience course is designed to teach an appreciation of the structural and functional nature of the nervous system through the use of clinical cases. This course will integrate basic research into applied clinical approaches to explore neuroanatomy and neurophysiology related to disorders. While many classes teach the fundamentals of neuroscience, this course will use case studies to integrate knowledge of disparate functional systems and help elucidate the relationships between neuroanatomy, behavior, and cognition.

**Objectives:**

By the end of this course, students should be able to:

- Demonstrate a knowledge of the location and relationships of important brain structures, regions, and pathways. For each structure, region or pathway, the student will be able to name at least one clinically observable sign or symptom that results from a physiological or anatomical lesion.
- Be able to name the elements of a neurological exam and show how those elements are reflected in the written history.
- Relate the signs and symptoms of the patient to the likely neurological diagnosis.
- Develop the ability to present clinical cases in neurology to other students and answer relevant questions.

- Show how the clinical case history is reflected in the location of the lesion, and vice versa.
- Students' progress toward meeting the above objectives will be the basis for their grade in the course.

This course will help to prepare you for the rigorous critical problem-solving skills needed for graduate school, including graduate work in a clinical environment. Please note, however, that this course in no way qualifies the student to make diagnoses in a professional or any other setting, nor to treat patients.

### III. Course Grade

There will be three main forms of assessment: Exams, Class Presentations/Case Studies, Class Participation. More information on each of these will be distributed in class and on the course website.

#### A. Examinations (30% of final grade):

Three Exams will be given throughout the semester.

#### B. Class presentation/Case Study (40% of final grade):

Each student will complete two presentations/case studies.

#### C. Class Participation (30% of final grade):

Participation in class, including completion of class case studies, will count toward this grade.

#### D. Grading Scale

The course grade will be assigned according to the scale indicated below:

<u>Numeric Score</u>	<u>Letter Grade</u>
90-100	A
80-89	B
75-79	C
Below 75	E

### IV. Course Outline:

#### Unit 1 Material:

- Chapter 1: Introduction to Clinical Case Presentations (weeks 1-2)
- Chapter 2: Neuroanatomy Overview and Basic Definitions (weeks 2-3)
  - Exam 1 January 24-26
- Chapter 3: The Neurologic Exam as a Lesson in Neuroanatomy (weeks 4-5)
- Chapter 4: Introduction to Clinical Neuroradiology (weeks 5-6)
  - Exam 2 February 14-16

#### Unit 2 Material:

- Chapter 5: Brain and Environs: Cranium, Ventricles, and Meninges
  - I will cover this material in class and lead the class in several case studies. This will be the model from which students will prepare their presentations/case studies
  - Feb 19-28<sup>th</sup>

**Unit 3 Material:**

- Student Presentation of Material and Case Studies
- Student Presentation Topics
  - Chapter 6 (motor)
  - Chapter 7 (somatosensory)
  - Chapter 10 (hemispheres and vascular supply)
  - Chapter 12 (brainstem and cranial nerves)
  - Chapter 15 (Cerebellum)
  - Chapter 18 (Limbic System)
  - Chapter 19 (higher-order cerebral function)
  - Other material, if needed
  - March 12<sup>th</sup> – April 18<sup>th</sup>
  - Exam 3 April 23<sup>rd</sup>

**V. Additional Information**

**A. Attendance**

Attendance is required for this class and will be monitored. Students will not be penalized for missing 3-4 of the 29 class sessions. **\*\*IF** you miss class, there are two things you can do to get the material you missed. You may look on Canvas for the relevant articles, PPTs, etc, and/or you may get notes from a classmate. **DO NOT email me or come to my office to ask what you missed.** It is your responsibility to attend class or, if you cannot, contact a classmate to catch up. Please **DO** email me or come to my office for any other purpose if you think I can be of help. If you miss more than 3-4 of the scheduled classes, or if you consistently arrive late or leave early, or if you miss a class for which you are the discussion leader, your grade will be penalized.

**B. Class Courtesy**

Please be courteous of others when coming late to or leaving early from class. Do not make a habit of arriving late or leaving early as many (including me) find it very distracting. The following behaviors are rude when they take place during class time: a) holding private conversations, b) sleeping, c) reading other material, or d) doing other work. Eating and drinking in class may be permitted, so long as it is not disruptive to the learning environment. **\*\*POLICY FOR ELECTRONIC DEVICES: ALL ELECTRONIC DEVICES ARE TO BE OFF AND OUT OF SIGHT/REACH DURING CLASS AND TESTS.** Any disruptive behavior will be addressed immediately, and if the behavior does not cease, you will be asked to leave class.

**C. Grade Appeals**

If, after receiving an exam back during class, you think a mistake has been made in the grading of your work, please do not ask about this during class. In canvas, write (via email) what your questions are, provide reference to notes in class or specific pages from the book, and submit your rationale for your appeal. You will receive a response, and any grade adjustment necessary, within one week. **THIS IS THE ONLY WAY** that your concerns will be addressed. **ONLY** written questions and comments **THAT YOU SUPPORT** will be evaluated.

**D. Academic Dishonesty/Plagiarism/Cheating**

I encourage students to work and study together whenever possible. **However, students must hand in their own work.** Whenever you try to pass off someone's work that is not your own, that is cheating. If you cheat

on ANY assignment, you will receive a grade of **E (Failing) for the course**. Plagiarism is when you represent someone else's ideas or words as your own. For a very detailed description of plagiarism, please go to the class web site and review the PLAGIARISM description in the HOW TO AVOID PLAGIARISM document. You are responsible for knowing what constitutes plagiarism. ANY plagiarism (even unintentional) will result in a failing grade in the course. Please refer to the following web site for a complete listing of infringements that constitute cheating: <http://documents.weber.edu/ppm/6-22.htm>.

#### **E. Completing all Work**

All assignments must be completed in order for students to pass the course. **Students will receive a grade of UW (unofficial withdrawal) if any work is missing when the final grades are computed.**

#### **F. Students with Disabilities**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary.

#### **G. Students' Rights and Responsibilities**

Please refer to the following web site for a complete listing of all WSU student rights and responsibilities: <http://documents.weber.edu/ppm/6-22.htm>

**\*\*The course syllabus provides a general plan for the course; deviations may be necessary. By continuing in the course after reading the syllabus, you are indicating that you accept the terms of the syllabus.**