

**PSYCHOLOGY 409
COGNITIVE NEUROPSYCHOLOGY**

Section 001 Winter 2018-19, Term 2
Tu-Th 11:00-12:20

INSTRUCTOR

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ABOUT THIS COURSE

This course is not a traditional survey of topics and issues in cognitive neuropsychology as one might find in a textbook. The goal is to develop an understanding of human neurocognitive function not through a brain-centric lens of neural systems and networks that process information in support of basic behavioral tasks, but rather, through a body-centric perspective of a physically mobile organism adapted to navigate its way through a physical and socio-cultural environment. Throughout, emphasis will be placed not on describing and detailing neurocognitive function in mechanistic, impersonal, third-person terms, but rather, from appreciating neurocognitive function as a first-person, subjectively lived experience that unfolds in the flow of everyday life.

READINGS

There is no textbook for this course. Instead, we will be reading one assigned research article per week, beginning with Week 2 (or the week of Jan. 14). All of the assigned readings can be found in pdf format on the course CANVAS site, under the ASSIGNED READINGS module. There you will find one file per week, labeled both with the week # and author/year of the paper (e.g., *WEEK 2: Montero-Odasso (2012)*). On the ASSIGNED READINGS module you will also see a short document titled *Reading Strategies* that has a set of strategies for reading each paper that will hopefully help maximize what you learn while minimizing anguish and stress.

WEEKLY QUIZES

On each of the 9 **Tuesdays** we meet that has an assigned reading for that week, there will be a very short quiz at the start of class. The purpose is to incentivize (1) prompt attendance, (2) reading the assigned paper, and (3) thinking about how ideas/concepts/issues in the paper link back to what has been covered/discussed in previous weeks. As such, each quiz will ask 2 or 3 short questions concerning major themes/concepts/ideas from the assigned paper for that week (i.e., things that a student in a fourth-year class at UBC should be able to glean on her/his own upon initial reading of a research paper). **These will be worth 5 points each, for a total of 45 possible points.**

WEEKLY DISCUSSION ISSUES

On each of the 9 **Thursdays** we meet that has an assigned reading for that week, , you will need to come to class with something to share that expands on (or follows) from class discussion on Tuesday. Ideally this will be an observation or personal experience from everyday life, a news item, or some similar such thing, and will be discussed with classmates in small group discussions. You will also need to hand in a form/sheet giving basic details of what it is you brought to share in class. The purpose is to facilitate (1) attendance, (2) discussion and class participation, (3) linking the issues raised in class with your own, lived, everyday experience, and (4) preparing you for the two Photo Voice Assignments as described below. **These will be worth 5 points each, for a total of 45 possible points.**

DISCUSSION PARTICIPATION

The quality of the course is raised by active in-class discussion. To incentivize a greater breadth of engagement across those enrolled in class, each student will be given a lecture participation mark scaled to the magnitude/quality of her/his contributions over the term. **10 possible points.**

PHOTOVOICE ASSIGNMENTS

There will be two Photovoice assignments, as specified in the course schedule; one will be due March 12 and one will be due on the date/time we are given for a final exam, in lieu of taking an actual exam (i.e., there is NO final exam in this course). In brief, the assignments involve (1) taking a picture that captures how you experience an issue of neurocognitive function and/or physical mobility in your everyday life, and then (2) describing that experience and what you think about it while making informed references back to two assigned readings. More details will be given when the first Photovoice assignment is handed out the week of February 26. You will need to turn in a **hard copy** of each assignment (i.e., electronic versions sent by email or other means will not be accepted). In addition to a copy of the photo, the writing needs to be printed in 12-point Times New Roman font, single-spaced with margins of 1" on each side. To be clear, APA format will *not* be required, and you do not need to reference papers other than the two you chose from the assigned readings. Grading will be based on two dimensions: (1) the general comprehensibility and quality of the writing itself, and (2) the rigor/demonstrated ability of applying concepts and ideas from the class to experiences in your own, everyday life. **These will be worth 45 points each, for a total of 90 possible points.**

OVERALL COURSE MARKS

Course marks will be based on a sum total of quizzes (45 points), discussion issues/observations (45 points), participation points (10 points) and the Photovoice assignments (90 points), for a total of 190 possible points.

DEPARTMENT SCALING POLICY

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions for final course marks. Final course marks may be scaled up or down as necessary by the professor or department in order to comply with these norms. For official UBC policy on grade scaling, please see: <http://students.ubc.ca/calendar/index.cfm?tree=3,42,96,0>

CONTACTING THE INSTRUCTOR

After Class: On most days I am available for brief questions immediately following each meeting.

Office Visits: Because many students' schedules inevitably conflict with a set weekly office hour, all office meetings for this course will be by appointment only. Scheduling must be done in advance via email.

Email: To avoid having your emails automatically deleted as spam, the subject header must read "Psych 409." The answers to questions regarding lecture/reading content may often be useful for the entire class to hear. As a consequence, questions may be answered in class rather than via email. Please also note that while I try to be responsive to student emails, there are limits that must be put in place. Unfortunately, I can not respond to students who generate excessive/frequent emails or who generate long lists of questions, as in the name of fairness it would be impossible for me to provide this level of service to all students. **Finally, in order to promote good problem solving skills, I will deduct 1 point from a student's final course mark for each email question that can be answered by consulting this syllabus, the course CANVAS site, the Department of Psychology web page, and/or the UBC web page.**

COURSE SCHEDULE

Week 1: January 8 and 10: *Course introduction and rationale*

No assigned readings

Week 2: January 15 and 17

Montero-Odasso et al. (2012) -- *Cognition and physical mobility*

Week 3: January 22 and 24

Jekel et al. (2016) -- *Cognition and physical mobility in the home*

Week 4: January 29 and 31

Patla & Shumway-Cook (1999) -- *Cognition and physical mobility in the community*

Week 5: February 5 and 7

Adolph et al. (2018) -- *Physical mobility and development*

Week 6: February 12 and 14

Stravinos et al. (2018) -- *Physical mobility and technology*

Week 7: February 26 and 28

Lieberman (2015) -- *Physical mobility and health*

Handout: Photovoice Assignment #1

Week 8: March 5 and 7

NO CLASS THIS WEEK: WORK ON ASSIGNMENT #1

Week 9: March 12 and 13

Photovoice Assignment #1 due -- paper and in-class small group presentations

Week 10: March 19 and 21

Antoninetti & Garrett (2012) -- *Physical mobility and socio-cultural perceptions*

Week 11: March 26 and 28

Hägerstrand (1970) -- *Physical mobility and socio-cultural constraints*

Week 12: April 2 and 4

Gosden (2008) -- *Physical mobility and socio-cultural evolution*

Handout: Photovoice Assignment #2

Final Exam Period

Photovoice Assignment #2 due -- paper