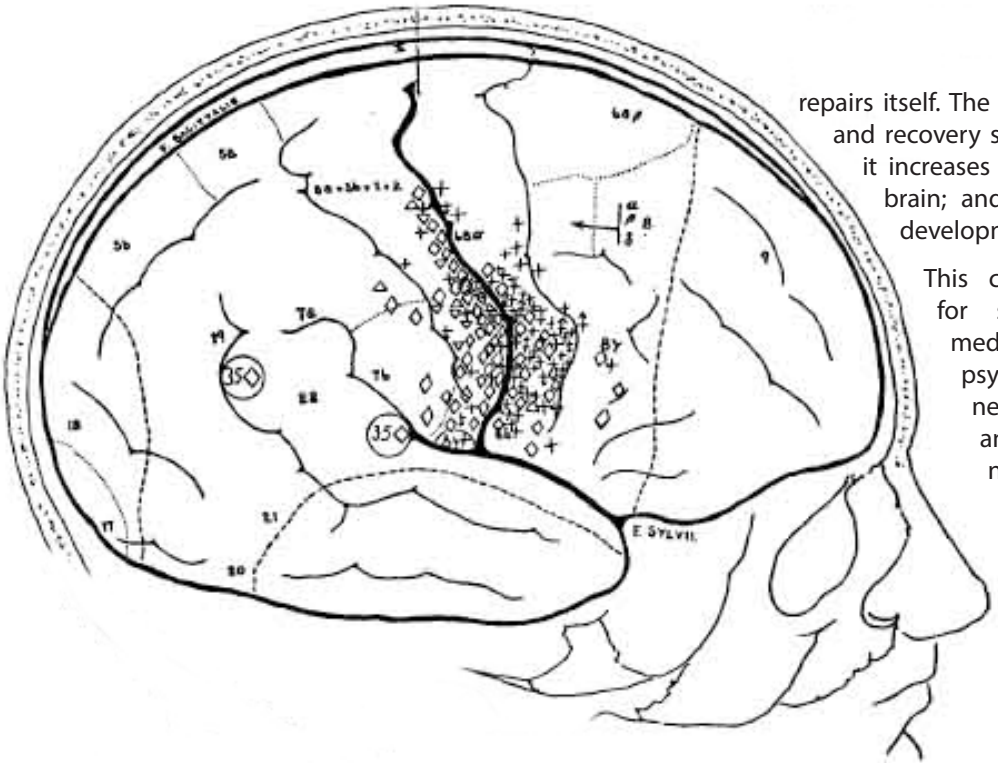
PSYCHOLOGY 301-901 (2023W1): BRAIN DYSFUNCTION & RECOVERY



ACKNOWLEDGMENT

The UBC Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

WELCOME TO PSYC 301

The human brain is an amazingly complex and intricate network of neurons and glia. Consider the complex array of approximately 90 billion neurons, the estimated 100 trillion connections among them, and the almost infinite number of paths that neural signals can follow through those connections. The complexity of the human brain is hardly surprising, considering what it can do. An organ capable of creating a Van Gogh, an artificial limb, and a space station; and of experiencing the wonders of a seaside sunrise and a newborn infant must be complex.

This course is about what happens when the complex network that is our brain becomes "dysfunctional"; the various forms that brain dysfunction can take; and how the brain repairs itself – if and when it does – after its networks and their functions have been compromised.

Though researchers have learned much about brain dysfunction, there is still much to discover about how the brain repairs itself. The study of human brain dysfunction and recovery serves two important purposes: (1) it increases our understanding of the healthy brain; and (2) it serves as a basis for the development of new treatments.

This course is designed to be ideal for students with an interest in medicine (particularly neurology and psychiatry), clinical neuropsychology, neuroscience, occupational therapy, and speech-language pathology, to name a few.

We would like to encourage you to join us in working toward a learning environment where everyone feels welcome and valued. Please refer to UBC Positive Space information here: equity.ubc.ca/resources. If at any time you feel there is a course issue that is presenting a barrier to your learning, please let one of us know.

Your mental health and wellbeing can impact your academic performance, and everyone needs support sometimes. UBC is committed to providing student mental health and wellbeing resources that meet your needs and help you achieve your goals. Please visit students.ubc.ca/health for resources, strategies, and services to support your mental and physical health.

COURSE OBJECTIVES

The primary objective of this course is to provide students with a deeper understanding of dysfunction of the nervous system. The course will emphasize: (1) the neurobiological mechanisms that are associated with neurological and psychiatric disorders; (2) interactive experiences with persons with lived experience with one or more of those disorders, and/or persons from associated healthcare professions; and (3) mechanisms of recovery from brain dysfunction, when possible. Secondary objectives of this course include: (1) the development of critical and creative thinking skills; (2) exposure to a range of careers related to brain dysfunction; and (3) enhanced written communication skills.

LEARNING OUTCOMES

This course places equal emphasis on (1) attaining the essential background knowledge necessary to effectively navigate and interpret the neuroscience literature, and (2) teaching you how to think critically and creatively about neuroscience-related issues. Yet, the content of PSYC 301 is not merely academic: Much of what you will learn in this class can be readily applied in your every day life.

By the end of this course you should be able to:

- Describe the underlying neurobiological mechanisms, symptoms, assessments, and treatments of several neurological and psychiatric disorders.
- Predict the functional deficits resulting from damage to components of the CNS (such as a specific brain or spinal cord region, or a neurotransmitter system).
- Identify gaps in the field's current understanding of underlying biological mechanisms and treatment strategies for nervous system disorders.
- Critically analyze and interpret a piece of primary literature on a specific types of nervous system dysfunction.
- Propose a series of experiments to address a gap in our understanding of a specific neurological or psychiatric disorder.

COURSE STRUCTURE

PSYC 301 is a 'blended' course that includes both in-person and asynchronous online activities. All asynchronous activities (e.g., prerecorded lectures) are completed outside of class time (typically requiring not more than 1 h of your time), and should normally be completed in preparation for the subsequent in-person class. Although some in-person activities will be recorded (e.g., lectures) for those who cannot join for whatever reason, others will not be (e.g., in-class group work). Accordingly, attendance is highly recommended. Moreover, if you fully engage with the course (e.g., read notes from the prerecorded lectures before in-person classes, participate in activities during class time, apply effective study strategies) you will understand the course content better and remember the course content for longer.

It is very important to stay on top of the readings, lectures, and homework in this class if you are going to get the grades you want. If you find you are feeling lost at any time with the course materials, you should definitely get in contact with me or one of the TAs.

WHO, WHEN, WHERE

Course Email: psyc301@psych.ubc.ca

- **Please use this email address for all non-confidential communication.**
- In most cases, email messages will be answered within 24-48 hours on weekdays during normal working hours.
- We encourage you to use the Piazza discussion forums for your questions, as that allows other students to benefit from your questions and your TAs and peer's responses.
- When you send us an email, the subject line should include the nature of the inquiry (e.g., "Question about the limbic system"); the body of your message should include your full name and student number.
- If you do send us an email that is content related, it should contain no more than three questions and you should try to explain your current understanding of the content in the email (which will be affirmed or corrected by your TA).

Instructor: **Steven Barnes** (he/him)
Office Hour: After Thursday's class, and by appointment.
sjb@psych.ubc.ca

About Steven

I was born in Montreal, Quebec, and spent my teenage years in Toronto, Ontario. About 25 years ago, I moved to Vancouver for my UBC degrees: BSc, MA, and PhD--all in Behavioural Neuroscience. Then , I completed two postdoctoral fellowships: One in neurophysiology (University of Bonn) and one in computer programming and interactive art (Simon Fraser University).

I am currently a Professor of Teaching in UBC's Department of Psychology, and am the Director of the Undergraduate Program in Neuroscience.

My current research interests include: novel online technologies for learning and wellbeing (e.g., tapestry-tool.com, mytyde.ca), bipolar disorders (e.g., crestbd.ca), science writing, student mental health and wellbeing, and neuroscience in general. Within the field of Behavioural Neuroscience, the three topics that excite me the most are: drugs & addiction, sleep & dreaming, and psychiatric & neurological disorders.

Teaching Assistants: **Grayson Mullen**
Office Hour: by appointment.
psyc301@psych.ubc.ca

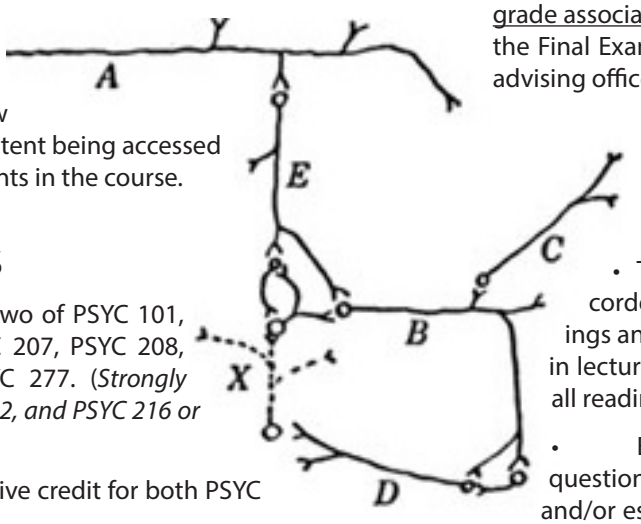
Schedule: **Thursdays, 17:00-19:30 in BUCH A201**

Websites: canvas.ubc.ca

We will be using Canvas for a wide range of course-related activities, including the posting of recordings of both asynchronous (e.g., prerecorded lectures) and synchronous activities (e.g., lectures, when possible), the in-class administration of Quizzes, and to access Piazza.

Notes:

- You should connect with your TA if you would like to discuss specific readings, prerecorded lecture content, and/or study strategies; or, to discuss psychology and neuroscience more generally.
- You should consider visiting my office hour if you would like to discuss synchronous lecture content (or psychology and neuroscience more generally) or if you have an issue with course performance or progress.
- In most cases, emails will be answered within 48 hours on weekdays (not on weekends) during normal working hours.
- When you send us an email, the subject line should include the nature of the inquiry (e.g., "PSYC 301: Question about Parkinson's Disease").
- If you have content-related question, please go to the Piazza discussion boards before writing an email. There might already be an answer there, or you can ask the question of other students in the class. Using Piazza will be of greater benefit both to your learning and the learning of others in the class.
- If you do send us an email that is content related, it should contain no more than one question and you should try to explain your current understanding of the content in the email (which will be affirmed or corrected by us).
- Canvas captures data that can provide information that can be used to improve the quality of teaching and learning; we plan to use analytics data to view overall class progress and review statistics on course content being accessed to support improvements in the course.



PREREQUISITES

Either (a) PSYC 100 or (b) two of PSYC 101, PSYC 102, PSYC 205, PSYC 207, PSYC 208, PSYC 216, PSYC 217, PSYC 277. (*Strongly recommended: PSYC 101, 102, and PSYC 216 or one of PSYC 217 or 277.*)

*Note that you cannot receive credit for both PSYC 301 and NSCI 302.

COURSE READINGS

All course readings will be made available to you on Canvas well in advance of the date you need to read them by. *There is no cost for the learning materials in this course.*

EVALUATION

There are three sorts of assessments in this course, as outlined below.

1. Exams (up to 70%):

There will be three exams:

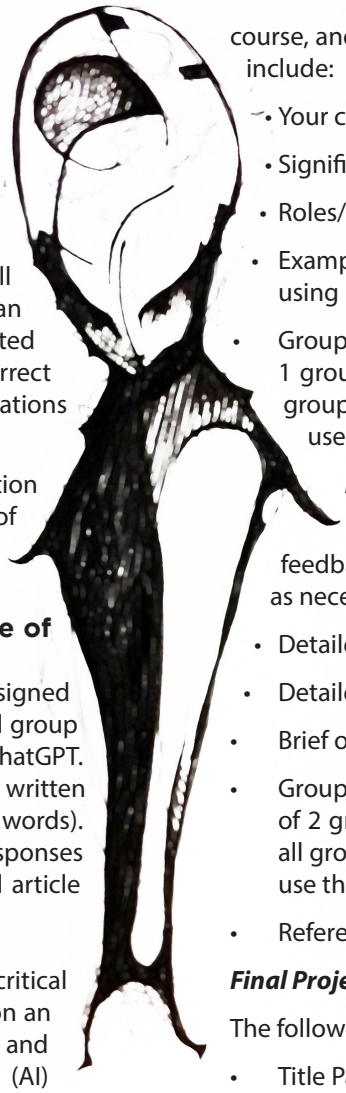
Midterm 1 (20%)	**Oct 5**
Midterm 2 (25%)	**Nov 9**
Final Exam (25%)	**December Exam Period**

Notes on the Quizzes:

- Exams are not cumulative. However, you should be aware that topics build off of each other across the course. Accordingly, it is unwise to omit any course materials from your studies.
- Midterm Exams will be given during class time.
- **Exams will be written online on Canvas**. Accordingly, you will need to have a laptop during class time to write quizzes.
- There will be no makeup exams or rewrites. If you receive a concession for missing a midterm exam, that portion of your course grade will be evenly split amongst the remaining exams in the course. If you receive a concession for missing two midterm exams, you will be assigned a significant research project to make up for the 50% of your grade associated with those missed midterms. If you miss the Final Exam, you will need to confer with your faculty advising office as to how this will be handled.
- You will not receive a concession for missing a midterm exam unless you complete this survey within 48 hours of missing the exam.
- There will be topics covered in lectures (recorded and synchronous) that are not in the readings and topics in the readings that are not covered in lectures. You will be responsible for both. That is, all readings and all lecture materials are examinable.
- Exams will definitely include multiple-choice questions, but may also include and short-answer and/or essay questions. Details of the format of each exam will be posted to Canvas prior to the exam date.
- Note that the instruction on all multiple-choice questions will be to "select the single best response."
- If you encounter what you believe to be a faulty question on an exam, answer it to the best of your ability under

the circumstances. Following each exam, I will review the results of each question to identify any poor questions (e.g., based on the number of people who answered the question correctly)--those questions will not be included in the calculation of your exam grade.

- Once exams have been marked, grades will be posted on Canvas. You will receive an email notification when grades are posted (please ensure the University has your correct email address, and that you have notifications turned on in Canvas).
- Any grading disputes (other than calculation errors) must be handled within 2 weeks of exam grades being released.



2. Journal Article Responses (best one of two; up to 10%)

Two times during the term, after reading an assigned article prior to class, you will engage in a small group discussion in class with your peers and with ChatGPT. After class, you will compose and then submit a written response to the assigned reading (500-750 words). Only the best of your two journal article responses will be counted. If you only hand one journal article response in, it will be considered your best.

The goal of this assignment is to promote critical and dynamic thinking about a prompt based on an assigned reading, in communication with peers and (optionally) a generative artificial intelligence (AI) tool. *Note that you are expected to have completed the reading prior to this in-class activity*.

Please note that there are no makeups for this assignment, and that late submissions will result in -10% per day.

3. "Unsolved Mystery" Research Proposal (group project; up to 20%):

During this course, you will encounter many instances where a particular type of nervous system dysfunction is discussed for which researchers know very little about the neurobiological mechanisms.

For this assignment, you will work in a group of 3-4 students to compose a research proposal about how we can better understand those mysterious mechanisms. This assignment should be 7-8 pages single-spaced, not including your title page, reference section, and citations. You may use visuals to support your proposal, but note that they will contribute towards the page limit. The audience for this proposal is an individual who has a strong neuroscience background.

Project Proposal (1%): Due Sep 21 at 11:59pm

Your proposal should be 150 words. The major purpose of this proposal is to ensure that your chosen topic aligns with the course, and to keep you on track with this assignment. Please include:

- Your chosen nervous system dysfunction
- Significance of your proposal
- Roles/responsibilities of each group member
- Example of 2-3 peer-reviewed sources that you will be using
- Group check-in. You must have completed a minimum of 1 group check-in, to report your progress and ensure all group members are contributing to the proposal. Please use the group check-in form on Qualtrics.

Project Draft (3%): Due Oct 28 at 11:59pm

Your project draft is an opportunity to get early feedback on your proposal so that you can adjust things as necessary. The draft must include:

- Detailed outline of Background Information section
- Detailed outline of Literature Review section
- Brief outline of hypothesis and experiments section
- Group check-ins. You must have completed a minimum of 2 group check-ins, to report your progress and ensure all group members are contributing to the project. Please use the group check-in form on Qualtrics.
- Reference section for anything cited

Final Project (16%): Due Nov 30 at 11:59pm

The following sections must be included in your final project:

- Title Page: Please include the title of your proposal, group members' names, and student numbers.
- Background Information: This section should broadly outline the particular nervous system dysfunction you have chosen. You may discuss the history of the dysfunction, outline any key terms, and explain the significance of this proposal.
- Literature Review: This section should outline what theories currently exist in the literature. You must identify what mechanisms are currently theorized to contribute to your chosen dysfunction, or outline if the theories are uncertain. In addition, you should include a critical analysis of these theories.
- Hypothesis/Hypotheses: This section should outline what your group believes the mysterious mechanism behind your chosen nervous system dysfunction is. If you have multiple ideas, you may include more than one hypothesis. Ensure you can support your ideas with current scientific literature, and clearly state what you predict will occur in your experiments.
- Experiments: This section should describe 2 – 4 experiments that address your hypothesis. Be detailed in your description of the experiments. Will you study animal models? Computer simulations? What kinds of techniques

will you use? MRI? Behavioural tasks? Chemogenetics? You may use a combination of techniques, but be prepared to clearly explain why you have chosen that specific methodology. Consider including other details like control groups, potential limitations of your data collection or ethical considerations.

- Conclusion: This section should be short, and should briefly summarize what you have described above. Include 1-2 sentences describing future implications of your research proposal.
- References: At the end of your proposal, you must include a list of all citations, following APA format. This list will not contribute to the page limit. All sections must have appropriate in-text citations, following APA format. Your sources should come from peer-reviewed scientific journals.
- Spelling and Grammar
- Group Check-Ins: You must have completed a minimum of 2 additional group check-ins since your draft was handed in. Please use the group check-in form on Qualtrics.

Please note that late submissions will result in -10% per day.

BRIEF COURSE SCHEDULE

Sep 7	Course Introduction, Clinical Case Studies
Sep 14	Neuroanatomy Review, Clinical Case Studies, and Brain Dysfunction Considerations
Sep 21	Common Causes of Brain Dysfunction
Sep 28	Neurological Disorders: Epilepsy
Oct 5	Brain Dysfunction Affecting Perception
Oct 19	Brain Dysfunction Affecting Sensorimotor Abilities
Oct 26	Brain Dysfunction Affecting Attention and Memory
Nov 2	Neurological Disorders: Alzheimer's Disease
Nov 9	Brain Dysfunction Affecting Language
Nov 16	Brain Dysfunction Affecting Executive Functions
Nov 23	Neurodiversity, Autism Spectrum Disorders, & ADHD
Nov 30	Neuropsychiatric Disorders: Schizophrenia and Other Psychoses
Dec 7	Student-Chosen Topics

Notes on the Schedule:

- A detailed schedule can be found on Canvas and on the last page of this syllabus.

WITHDRAWAL DATES

If you wish to withdraw from this course without any record of the course on your transcript, you must do so on or before **Sep 18**. If you wish to withdraw with a "W" on your transcript, you must do so on or before **Oct 27**.

LEARNING & WELLNESS RESOURCES

Wellness resources are available on the Canvas page for the course (click the header image for the course to be taken to a list of wellness resources). There are also wellness resources available here: https://students.ubc.ca/health.

If you or someone you know is in crisis: https://students.ubc.ca/health/crisis-support.
Learning resources are available on this UBC page: https://students.ubc.ca/enrolment/academic-learning-resources.

GRADING AND ATTENDANCE

Grading. In order to reduce grade inflation and maintain equity across multiple-section courses (like this one), all psychology classes are required to comply with departmental norms regarding grade distributions. According to this policy, the average grade in 300- and 400-level Psychology classes will be 75 for an exceptionally strong class, 73 for an average class, and 71 for a weak class, with a standard deviation of 13. Scaling may be used in order to comply with these norms; grades may be scaled up or down as necessary by myself or the department. Grades are not official until they appear on your academic record.

Your grade for each assessment will be posted on Canvas. If you wish to inspect one of your quizzes, you may do so by meeting with your TA.

Grades are not official until they appear on your transcript. You will receive both a percent and a letter grade for this course. At UBC, your course percentage is converted to a letter grade according to the following key:

A+	90-100%	A	85-89%
A-	80-84%	B+	76-79%
B	72-75%	B-	68-71%
C+	64-67%	C	60-63%
C-	55-59%	D	50-54%
F	0-49%		

Because you are earning a degree at a highly reputable post-secondary institution, the criteria for success are high. The Faculty of Arts offers the following guidelines that broadly characterize the kind of work that is generally associated with the particular grade ranges. Please note that adequate performance is in the C range.

A Range: Exceptional Performance. Strong evidence of original thinking; good organization in written work; capacity to analyze (i.e., break ideas down) and to synthesize (i.e., bring different ideas together in a coherent way); superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

B Range: Competent Performance. Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.

C-D Range: Adequate Performance. Understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work; not seriously faulty but lacking style and vigor.

F Range: Inadequate Performance. Little or no evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.

Credit/D/Fail Grading. This course eligible for Credit/D/Fail grading. The last day to switch to that form of grading is **Sep 18**.

Attendance. In this course, material that is taught in lectures may be different from or supplement the readings. Moreover, lecture slides are designed to provide a framework for the lecture and any discussions--thus, not everything in the lecture is in the slides.

During your time in this course, if you encounter medical, emotional, or other personal problems that affect your attendance or academic performance, please notify us as soon as possible, as well as your Faculty Academic Advising Office. Please refer to the UBC Calendar for a discussion of academic concession.

The University accommodates students with disabilities who have registered with the Centre for Accessibility (see below). The University also accommodates students whose religious obligations conflict with attendance or scheduled exams. Please let me know in advance, preferably in the first few weeks of class, if you will require any accommodation on these grounds. Other absences (e.g., varsity athletics, family obligations or similar) are not part of University policy and you should not assume they will be accommodated. Please discuss this with me before the withdrawal dates (see above).

Centre for Accessibility. UBC is committed to equal opportunity in education for all students including those with documented physical and/or learning disabilities. If you believe you fall in this category, please visit the website for the Centre for Accessibility (https://students.ubc.ca/about-student-services/centre-for-accessibility) to take the necessary steps to ensure that you have every opportunity that you deserve to excel in your studies.

Early Alert Program. I participate in the Early Alert program, which helps me support students who are facing difficulties that are interfering with their education, their wellness or both. For answers to frequently asked questions regarding the early alert program, please visit blog.students.ubc.ca/earlyalert/information-for-students/students-frequently-asked-questions/.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website.

OTHER COURSE POLICIES

Office Hours. You should connect with one or your TAs if you would like to discuss specific readings, prerecorded lecture content, and/or study strategies; or, to discuss psychology and neuroscience more generally.

You should consider visiting my office hour if you would like to discuss synchronous lecture content (or psychology and neuroscience more generally) or if you have an issue with course performance or progress.

Classroom Conduct. Our classroom (both online and in-person) is a place where you should feel safe and respected. It should also be a place that is conducive to learning and intellectual inquiry. Any behaviour on your part that compromises that environment will not be tolerated and you will be asked to leave.

Copyright. All course materials (e.g., handouts, lecture slides, assessments, readings, etc.) are the intellectual property of the course instructor or licensed to be used in this course from the copyright owner. Redistribution of these materials by any means without my permission will constitute a breach of copyright and may lead to academic discipline. Please note that you are **not permitted** to record classes on your own devices, without explicit permission from myself and/or class facilitators and/or other students.

POINTS TO REMEMBER

- Productive classroom discussion and debate are encouraged.
- Lectures will typically focus on particularly important and/or interesting ideas. You are responsible for all readings and lecture materials.

ACADEMIC INTEGRITY & GENERATIVE AI

The use of generative AI (e.g., ChatGPT) for the completion of the journal article assignments and the group project is allowed in this course. However, if you choose to use generative AI, you need to include the output from the AI in a separate document and demonstrate how you fact-checked the information and how you used that information to build your knowledge. A simple copy-paste from an AI chatbot is not acceptable and will be considered academic misconduct (see below). **Use generative AI as a tool for your learning, and be transparent regarding its use**.

ACADEMIC MISCONDUCT

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University and the Department of Psychology. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to the student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. If you have any questions as to whether what you are doing is even a borderline case of academic misconduct, please consult with me. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (students.ubc.ca/calendar) and read the University's Policy 69 (available at universitycounsel.ubc.ca/policies/policy69.html)

DETAILED SCHEDULE

Dates	Topic(s)	Assigned Readings (can be found on Canvas under the respective week)	Assessment Due Dates & Important Dates
Week 1 In-Person (Sep 7)	Introductions. Class expectations. Syllabus Q&A Course Topics Requests	Course Syllabus	
Week 2 Prerecorded (released Sep 10)	Neuroanatomy Basics	Nature Neuroscience Editorial (2004) Streese & Tranel (2021) Pinel & Barnes (2021): Chapter 3	
Week 2 In-Person (Sep 14)	Neuroanatomy Review Understanding and Interpreting Clinical Literatures and Case Studies Considerations for People with Brain Dysfunction		
Week 3 Prerecorded (released Sep 17)	Diagnosing Neurological Disorders: The Neurological Exam	Pinel & Barnes (2021): Chapter 10	• **Sep 18: Last day to withdraw without a 'W' on transcript**
Week 3 In-Person (Sep 21)	Common Causes of Brain Dysfunction		• **Sep 21: Group Project: Proposal Due (by 11:59 pm; 1%)**
Week 4 Prerecorded (released Sep 24)	Neurological Disorders: Introduction to Epilepsy	Taylor et al. (2015) Couzin & Frankel (2019) Article for Journal Article discussion 1 on Sep 28: Hustvedt (2013)	
Week 4 In-Person (Sep 28)	Neurological Disorders: Epilepsy		• **Journal Article Response 1 (10%): Epilepsy. Submission is due Sep 30 (by 11:59 pm).**
Week 5 Prerecorded (released Oct 1)	Introduction to the Study of Perception	Readings TBD	
Week 5 In-Person (Oct 5)	Brain Dysfunction Affecting Perception		• **Midterm 1 (first half of class; covers Weeks 1-4; 20%)**
Week 6 Prerecorded (released Oct 15)	Overview of the Sensorimotor System	Readings TBD	
Oct 12	**'Deemed Monday'; Thursday classes are canceled**		
Week 6 In-Person (Oct 19)	Brain Dysfunction Affecting Sensorimotor Abilities; Focus on Parkinsons and Huntingtons		
Week 7 Prerecorded (released Oct 22)	Overview of Attention, Memory and Associated Brain Systems	Readings TBD	
Week 7 In-Person (Oct 26)	Brain Dysfunction Affecting Attention and Memory		• **Oct 28: Group Project Draft Due (by 11:59 pm; 3%)**
Week 8 Prerecorded (released Oct 29)	Basics of Alzheimer's Disease	Readings TBD	
Week 8 In-Person (Nov 2)	Neurological Disorders: Alzheimer's Disease		
Week 9 Prerecorded (released Nov 5)	Introduction to Language Functions	Readings TBD	• **Oct 27: Last day to withdraw with a 'W' on transcript**
Week 9 In-Person (Nov 9)	Brain Dysfunction Affecting Language		• **Midterm 2 (first half of class; covers Weeks 5-8; 25%)**
Week 10 Prerecorded (released Nov 12)	The Frontal Lobes & Executive Functions	Readings TBD	
Nov 13-15	**MIDTERM BREAK**		
Week 10 In-Person (Nov 16)	Brain Dysfunction Affecting Executive Functions		

Dates	Topic(s)	Assigned Readings (can be found on Canvas under the respective week)	Assessment Due Dates & Important Dates
Week 11 Prerecorded (released Nov 19)	Introduction to Neurodiversity	Readings TBD Article for Journal Article discussion 2 on Nov 23: TBD	
Week 11 In-Person (Nov 23)	Neurodiversity, Autism Spectrum Disorders, & ADHD		• **Journal Article Response 2 (10%): Neurodiversity. Submission is due Nov 26 (by11:59 pm).**
Week 12 Prerecorded (released Nov 26)	Introduction to Psychiatric Disorders	Readings TBD	
Week 12 In-Person (Nov 30)	Neuropsychiatric Disorders: Schizophrenia and Other Psychoses		• **Group Project: Final Version Due (by 11:59 pm; 16%)**
Week 13 Prerecorded (released Dec 3)	Introduction to the Student-Chosen Topics (2-3 topics determined via poll/vote)	Readings TBD	
Week 13 In-Person (Dec 7)	Student-Chosen Topics (2-3 topics determined via poll/vote)		
Exam Period (Dec 11-22)	• **Final Exam (covers Weeks 9-13; 25%)**		

Last Modified: September 7, 2023