

University of Florida
College of Public Health & Health Professions Syllabus

CLP 7934: CLASSICS IN NEUROPSYCHOLOGY (1 hr)
Fall Semester 2017

Meeting Time/Place: Friday, 3:30 PM – 4:30 PM, Room 3170 HPNP

Delivery Format: On campus, Regular
Course Share Drive: P:\Classics in NP

Coordinator: Dawn Bowers, Ph.D., ABBP-CN
Professor, CHP & Neurology
Office: HPNP 3172
Email: dawnbowers@phhp.ufl.edu
Office Hours: By Appointment
Preferred Course Communication: email

Faculty Leaders: Russell M. Bauer, Ph.D., Professor, CHP rbauer@phhp.ufl.edu
Dawn Bowers, Ph.D., Professor, CHP dawnbowers@phhp.ufl.edu
Margaret Bradley, Ph.D., Professor, Psychology bradley@ufl.edu
Kenneth M Heilman, M.D., Professor (Neurology/VA) heilman@neurology.ufl.edu
Peter Lang, Ph.D. Professor, CHP langp@phhp.ufl.edu
Michael Marsiske, Ph.D. Assoc Professor, CHP marsiske@phhp.ufl.edu
William Perlstein, Ph.D. Assoc Professor, CHP wmp@ufl.edu
Catherine Price, Ph.D., Assoc. Professor, CHP cep23@phhp.ufl.edu
Glenn E Smith, Ph.D., Professor, CHP glennsmith@phhp.ufl.edu

Prerequisites Must be a graduate student in good standing in Clinical and Health Psychology. All others must petition.

Course Overview and Objectives

This graduate seminar will provide exposure to some (among many) of the classic papers and concepts in neuropsychology and psychology. An emphasis will be placed on reading ‘primary sources’ and thinking about the influence of these works on contemporary conceptualization. By no means is this exhaustive or representative of all the seminal papers in the field that have influenced the landscape of neuropsychology. The goals are to foster recognition of importance on historical antecedents of contemporary knowledge and to promote active discussion among class participants.

Course Materials

Readings are from articles (see below) that will be placed in a designated class folder on the class share-drive (P:\Classics in NP). Make sure you have access to this drive. If not, it is your responsibility to let me know so that you can be given access by the folks in IT.

Required Readings

Specific references are listed for each class date and these are available as PDF’s on the class projects drive, unless otherwise indicated.

Course Format

This course will be conducted in the form of a graduate seminar. This is not a 'lecture' course, and instead involves active discussion among graduate students in the class. Each class will have a faculty leader/discussant who will serve as a guide, but will not 'lecture' per se and will help provide a historical and contemporary context. Additionally, there will be two student leaders per class whose role is to construct thought questions to help lead the discussion.

Location and Times

Class will meet Fridays in Room 3170 of the HPNP building from 3:30 to 4:430. There are 2 exceptions, however. **On Nov 17 and Dec 1, class will meet from 2:30-3:30.** Please be on time.

Course Requirements, Evaluation, and Grading

Enrolled students are expected to attend weekly classes, complete weekly assigned readings and reaction papers **prior to class** and participate in integrative discussions during each class. The exception is class 1. Students will be pre-assigned in pairs to help co-lead integrative discussions. Each student will co-lead a discussion on 3 separate occasions.

Grades will be based on a weekly reaction paper (there are 12), a final reaction paper, and participation in the class discussion. Grades will be weighted according to the number of points available for each component, as described below. Final grades will be calculated as a percentage of the highest score. Evaluation in the course will be based on the following components

Reaction Papers	77%
Class Participation	8%
Final Paper	15%

- 1. Reaction Papers.** For each class, you are required to write a reaction paper based on the readings assigned that week. The body of the paper will be your intellectual reaction to the content of the articles that you have read. There is no right/wrong with this exercise. It could include for example, your views on whether you think important, points of disagreement, what was confusing, etc. This should be your reaction and not that of others. There are a total of 12 reaction papers for the class. All are required and maximum credit for each is 7 points (i.e., 11 X 7 = 77 points)

 - The reaction paper should range in length from 1-2 pages max, single spaced, with double spaces between each paragraph. The header should include Date, Topic and your name. **All reaction papers are due Thursday by 9:00 PM.** They are to be emailed to Dr. Bowers at dawnbowers@php.ufl.edu.
 - Each paper is assigned 7 points. Make sure you proofread for spelling, grammar, etc. There is no makeup. If you miss the Thursday 9 PM deadline, but you get the paper in by noon on Friday, the maximum number of points you can receive is 3.5.
- 2. Final Exam Reaction Paper** will comprise up to 15% of your grade. It will be a second level reaction paper, in which you are to consider all the topics covered in this class and identify 1 or perhaps 2 that you found most intellectually interesting and relevant to your interests at this point in time. You will justify and explain why. This 'reaction paper' should be single space typed, with double spacing between each paragraph. It should range in length from 2 -4 pages MAX. Remember that more is not necessarily better. You can incorporate some recent literature (no more than 3 references) to justify points you want to make, but truly this is not a review paper, and should focus moreso on your thinking of issues and concepts. If you do cite literature (and again not required), include references using APA style.
- 3. Class Participation** involves 2 components and will comprise 8% of the grade. **First**, students are assigned to **co-lead** integrative discussions. An individual student will co-lead class on 3 different occasions, with different pairings of co-leaders over the course of the classes. What does this entail? The goal of the co-leaders is to help foster discussion. With that in mind, you could identify key points or questions from the readings that you think important as an aide to facilitate discussion. The role of the Faculty leader is to provide an historical context and help moderate the discussion. The faculty will not be lecturing. **Second**, students who are not assigned co-leaders are expected to be active participants in the day's discussion.

Grading

Scores will be rounded to the nearest percent (rounded up or down, whichever is closest) for grade determination in accordance with the grading table below:

% of points earned	93%- 100%	90%- 92%	87%- 89%	83%- 86%	80%- 82%	77%- 79%	73%- 76%	70%- 72%	67%- 69%	63%- 66%	60%- 62%	Below 60%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Below is table linking letter grades to grade points.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Policy Related to Class Attendance

Attendance and class participation is required. Students needing to miss class for personal or professional reasons should consult with Dr. Bowers **prior to the date** on which they will be unable to attend. Students will still be required to complete the weekly assignment by the deadline.

Statement of University's Honesty Policy (cheating and use of copyrighted materials)

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code, the Graduate Student Handbook or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Policy Related to Make-up Papers

Students are expected to complete assigned readings and reaction papers by Thursday 8:00 PM. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis. Students must make *prior* arrangements with Dr. Bowers if they must miss any class. Reaction papers will still be required by the deadline, except for an emergency situation (i.e., death in family, serious illness, etc.) If a student misses the Thursday PM deadline, but gets the paper in by noon on Friday, the maximum number of points that can be received is 3.5.

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://oss.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counsel.ufl.edu/> or <http://www.health.ufl.edu/shcc/smhs/index.htm#urgent>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc.

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789.
 BUT – *Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance*

Class Syllabus

Classics in Neuropsychology/Psychology

August 25 Dawn Bowers, Ph.D.

Introduction to Course and Requirements
 History of Clinical Neuropsychology at UF

Sep 1 **HM and Memory**



Readings:

- Scoville, W., & Milner, B. (1957). Loss of recent memory after bilateral hippocampal lesions, *J. Neurol. Neurosurg, & Psychiatry*, 20, 11-21.
- Squire, L., & Zola-Morgan, S. (1991). The medial temporal lobe memory system. *Science*, 253, #5026, 1380-86.
- Squire, L. (2009). The legacy of patient HM for neuroscience. *Neuron*, 61(1), 6-9.

Faculty leader: Russell M. Bauer, Ph.D.

Student leaders: Defeis & Dion

Sept. 9 **Multiple Memory Systems**



Readings:

- Mishkin, M., Malamut, B., Bachevalier, J. (1984). Memories and habits: two neural systems. In: *Neurobiology of Learning and Memory*, (Lynch G, McGaugh JL, Weinberger NM, (eds), pp 65-77. New York: Guilford.
- Squire, L. (2009). Declarative and nondeclarative memory: Multiple brain systems supporting learning and memory. *J. of Cognitive Neuroscience*, 4, 233-243.
- Squire, L. (2011). Memory systems of the brain: A brief history and current perspective. *Neurobiology of Learning & Memory*, 82, 171-177.



Faculty leader: Glenn E. Smith, Ph.D.

Student leaders: Lopez & Meija

Sept. 18 **Disconnection Syndromes**

Readings:

- Geschwind, N. (1965) Disconnection syndromes in animals and man, Part 1 and II. 88: 237-274 and 585-644.



Faculty Leader: Kenneth M. Heilman, M.D.

Student leaders: Hardcastle & Hromas

Sept 25 **Brain Reserve and Threshold**

Readings:

- Satz, P. (1993). Brain reserve capacity on symptom onset after brain injury: A formulation and review of evidence for threshold theory. *Neuropsychology*, 7, 273-295.

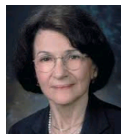
Faculty Leader: Catherine Price, Ph.D., ABPP/CN.

Student leaders; Rohl & Taylor

Sept 29 **Working Memory**

Readings:

- Baddeley, A. & Hitch, G. (1974). Working memory. In G.H. Bower (Ed.), *The Psychology of Learning and Motivation: Advances in Research and Theory*, p47-86, Academic Press: NY.
- Fuster, J., & Alexander, G. (1971). Neuron activity related to short term memory. *Science*, 173, 652-654.
- Kojima, S., & Goldman-Rakic (1982). Delay related activity of prefrontal neurons in rhesus monkeys performing delayed response, *Brain Research*, 248, 43-49.



The following are small

- Goldman-Rakic, P. (1997). Space and time in the mental universe. *Nature*, 386, 559-560.
- Cohen, J., Perlstein, WM., Braver, T., et al. (1997). Temporal dynamics of brain activation during a working memory task. *Nature*, 386, 604-608.
- Courtney, S., Ungerleider, L., Kell, K., Haxby, J. (1997). Transient and sustained activity in a distributed neural system for human working memory. *Nature*, 386, 608-611.

Not for class, but this is an excellent review article

Baddeley, A. (1996). The fractionation of working memory. *Proc. Nat. Acad. Sciences*, 93, 13468-13472.

Faculty Leader: William Perlstein, Ph.D

Student leaders; Defeis & Meija

Oct 6 **No Class - UF Homecoming**



HOMECOMING &
GATOR GROWL
UNIVERSITY OF FLORIDA



Oct 13 **Baltes-Horn Debate: Inevitability of cognitive decline?**

Readings:

- Baltes, P. B., & Schaie, K. W. (1974). Aging and IQ: Myth of twilight years. *Psychology Today*, 7(10), 35.
- Horn, J. L., & Donaldson, G. (1976). On the myth of intellectual decline in adulthood. *American Psychologist*, 31(10), 701.
- Baltes, P. B., & Schaie, K. W. (1976). On the plasticity of intelligence in adulthood and old age: Where Horn and Donaldson Fail. *American Psychologist*, 31(10), 720-725.



- Horn, J. L., & Donaldson, G. (1977). Faith is not enough: A response to the Baltes-Schaie claim that intelligence does not wane. *American Psychologist*, 32(5), 369-373.
- Schaie, K. W., & Baltes, P. B. (1977). Some faith helps to see the forest: A final comment on the Horn and Donaldson myth of the Baltes-Schaie position on adult intelligence. *American Psychologist*, 32(12), 1118-1120.



Faculty Leader: Michael Marsiske, Ph.D

Student leaders; Dion & Taylo

October 20 **Emotional Memory**

Readings:

- McGaugh, J., & Petrinovich (1959). The effect of strychnine sulphate on maze learning. *American J. Psychology*, 72, 99-102.
- McGaugh, J., Cahill, L., & Roozendaal (1996). Involvement of the amygdala in memory storage: Interaction with other brain systems. *Proc. Natl Acad Sciences*, 93, 13508-13514.
- McGaugh, J.L. (2015). Consolidating memories: Annual Rev Psychology, 66,1-24.



Faculty Leader: Dawn Bowers, Ph.D.

Student leaders; Hardcastle & Rohl

Oct 27 **Handedness**

Readings: The Left Hemisphere and action

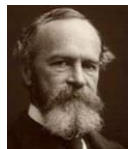
Faculty Leader: Kenneth M. Heilman, M.D.

Student leaders; Hromas & Lopez

Nov 3 **Emotion I** *Note today's class meets from 2:30-3:30*

Readings:

- James, W. (1894). The physical basis of emotion, *Mind*, 9, 188-205. (republished in *Psychological Review*, 1994, 101(2), pg 205-210)
- Lang, P.J. (1994). The varieties of emotional experience: A meditation on James-Lange theory. *Psychological Review*, 101, 211-221.



Faculty Leader: Peter J. Lang, Ph.D.

Student leaders; Defeis, Meija, & Rohl

Nov 10 **No Class Veterans Day**



Nov 17 **No Class - First Year Symposium**

Nov 24 **No Class - Thanksgiving**



Dec 1 **Learning and neuroplasticity** Note today's class meets from 2:30-3:30

Readings:

- Hebb, D . (1956).

Faculty Leader: Margaret Bradley, Ph.D.

Student leaders; Hardcastle & Lopez



Dec 8 **Emotion II - Startling Facts about Emotion**

Readings:

- Kluver, H., Bucy, P.C. (1938). An analysis of certain effects of bilateral temporal lobectomy in the rhesus monkey, with special reference to psychic blindness. *J. of Psychology*, 5, 33-54.
- Vrana, S., Spence, E., Lang, P (1981). The startle probe response: a new measure of emotion? *J. Abnormal Psychology*, 97, 487-91..
- Lang, P (1995). The emotion probe: Studies of motivation and attention. *American Psychologist*, 50, 372-385

Faculty Leader: Dawn Bowers, Ph.D.

Student leaders; Dion, Hromas, & Taylor

Dec. 12 **Final Exam Reaction Paper due today (Dec 12) at 8:00 PM**

