
SHATTERED BRAINS, FRACTURED MINDS in Fall 2018 (PY2009)

Course Code	PY2009	Professor(s)	Seta Kazandjian
Prerequisites	None	Office Number	PV 205
Class Schedule	W: 10:35-13:30 in PV-1	Office Hours	Wednesdays 14:00 - 15:00
Credits	4	Email	skazandjian@aup.edu
Semester	Fall 2018	Office Tel. Ext.	

Course Description

In the first part of this course will examine what happens when the human brain is “shattered” – whether due to a stroke, a traumatic injury, disease, or a neurodevelopmental issue. How does a shattered brain manifest into a fractured mind? A survey of clinical neuropsychology, this course will use case studies to introduce students to the brain and behavior relationship behind common neurological and neuropsychiatric conditions. This understanding of the causes and symptoms of brain-based disorders will be complemented with current views toward treatment and rehabilitation.

The second part of this course, we will review current research and theories of the influence of environmental factors on the brain. This includes stress, trauma, drugs, and socioeconomic conditions. We will look at how negative circumstances and abuse can shatter the brain and fracture the mind as well.

A systemic approach will be presented, such that students leave the course with an understanding of how the brain works, how it can go wrong, and how these deficits can affect the individual, the family, community and, in some cases, society.

Course Learning Outcomes

Describe the main ideas about mind-brain relationship and give critiques to these ideas
Describe how brain damage in different parts of the brains leads to abnormalities in behavior.
Understand neurological disorders, such as Alzheimer’s Dementia, Epilepsy, and Autism
Discuss the progression and evolution of the understanding of neurological disorders – from the first case to current cases and how they are treated
Describe what brain plasticity is and how the field has evolved to accept that rehabilitation is possible
Understand the effects of the environment, stress and drugs on the brain-mind relationship.
Develop critical thinking skills, discussion and self-expression skills, presentation skills, and

writing skills.

General Education

Course Outline

CLASS SCHEDULE (The schedule is subject to change)

Session 1

<u>TOPICS</u>	Neuroanatomy Primer
	History of Clinical neuropsychology

Wednesday Session 2

<u>TOPICS</u>	Epilepsy
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Wednesday - Session3

<u>TOPICS</u>	Attention and Executive Functions – The Frontal Lobes
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Wednesday Session 4

<u>TOPICS</u>	Memory Disorders
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Session 5

<u>TOPICS</u>	Memory Disorders - Alzheimer's Dementia
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Wednesday Session 6

<u>TOPICS</u>	Memory Disorders - Alzheimer's Dementia
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Wednesday Session 7

<u>TOPICS</u>	Explosions in the Mind – Strokes
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Wednesday Session 8

TOPICS	Explosions in the Mind – Strokes
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Wednesday Session 9

TOPICS	Agnosia, Prosopagnosia, Capgras'
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Wednesday Session 10

TOPICS	Autism
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Wednesday Session 11

TOPICS	Environmental Factors. : Toxins, Lead, Stress, and Noise
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Wednesday Session 12

TOPICS	Drugs and the Brain. : Cannabis (the good and the bad), Alcohol, and Club drugs
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Wednesday Session 13

TOPICS	Rehabilitation for the Brain / Repairing the Injured Brain
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Textbooks

Title	Author	Publisher	ISBN	Required
Fractured Minds: A case-study approach to clinical neuropsychology	Ogden, J.	Oxford University Press	0195171357	Yes

Attendance Policy

Students studying at The American University of Paris are expected to attend ALL scheduled classes, and in case of absence, should contact their professors to explain the situation. It is the student's responsibility to be aware of any specific attendance policy that a faculty member might have set in the course syllabus. The French Department, for example, has its own attendance policy, and students are responsible for compliance. Academic Affairs will excuse an

absence for students' participation in study trips related to their courses.

Attendance at all exams is mandatory.

IN ALL CASES OF MISSED COURSE MEETINGS, THE RESPONSIBILITY FOR COMMUNICATION WITH THE PROFESSOR, AND FOR ARRANGING TO MAKE UP MISSED WORK, RESTS SOLELY WITH THE STUDENT.

Whether an absence is excused or not is ALWAYS up to the discretion of the professor or the department. Unexcused absences can result in a low or failing participation grade. In the case of excessive absences, it is up to the professor or the department to decide if the student will receive an "F" for the course. An instructor may recommend that a student withdraw, if absences have made it impossible to continue in the course at a satisfactory level.

Students must be mindful of this policy when making their travel arrangements, and especially during the Drop/Add and Exam Periods.

Grading Policy

Your grade will be made up of the following three components:

1. **Class participation** –this is a discussion class so you MUST participate. We will be for almost 3 hours per session. It will be boring for everyone involved if it was just me talking at you.

Be prepared to discuss:

- Readings required up to the lecture day (chapters, articles)
- Videos or podcasts posted on lecture list (TED, BBC etc)
- Recent blog postings/research updates from blogs above (you are welcome to follow or discuss any other blogs related to neuroscience but should run the site by me first)

After the first two weeks of lectures, in the effort to encourage class discussion and participation, students will be asked to present topics read from the professional blogs or journals listed above on a neuropsychological topic. Please limit your selections to topics that will be covered in the course (see the syllabus). Every session I will ask 3 students to tell us about a post or article, so you must be prepared. I will choose students at random. You can also volunteer.

DURING WEEKS 3-6, you will be graded on your **effort**.

STARTING FROM WEEK 7, you will be graded on **your effort AND the quality** of your participation.

TOTAL TOWARD YOUR FINAL GRADE: 30 %

2. **Discussion Lead/Presentation:** Each student will lead one class discussion with a presentation of the topic assigned. The presentations will be of three kinds:
- a. The first will consist of presenting a case study of a disorder, and recent research relevant to the disorder being presented.
 - b. The second presentation will explore treatment and rehabilitation methods.
 - c. The third presentation will explore effects of environmental influences on the brain-behavior relationship.

For example, based on the date assigned, the student may be asked to present on a neurological disorder (such as epilepsy), rehabilitation or treatment method (such as deep brain stimulation), or an environmental influence (such as lead).

This is a 10-minute presentation that aims to engage your audience. More details will be provided during Week 2. Presentations will be spread out from Week 4 to Week 12.

TOTAL TOWARD YOUR FINAL GRADE: 30 %

3. **Final Exam:** Essay exam that covers topics from throughout the course. Several essay questions will be provided, and the student must choose two of the questions and write a well-thought out essay in response (3 pages each). All questions will have been from discussions in class.

TOTAL TOWARD YOUR FINAL GRADE: 40 %

To the best of my ability, I will try to provide notices of your grade every three weeks.

I strongly advise visiting me during office hours several times during the semester to check in on how you are doing and how you might improve.

Other
