University of Florida  
College of Public Health & Health Professions Syllabus 
OTH 6008: Neuroscience for Human Occupation (5 credits) 
Delivery Format: On Campus and Online 
Fall 2022 
Lecture: Tuesdays; 9:00 am – 12:15 pm; HPNP room G-301 
Lab: Wednesdays; Lab1: 10:40–12:35, Lab2: 12:50–2:45; HSC room CG-24 

Lead Instructor:  
Stefanie Bodison, OTD, OTR/L  
Office: HPNP 2121  
Email: stefaniebodison@phhp.ufl.edu  
Phone Number: 352-273-9883  
Office Hours: Tuesdays 12:30 – 1:30 or by appointment 

Lecture Instructor:  
Breanna Howell, OTD, OTR/L  
Email: bhowell@phhp.ufl.edu  
Office: HPNP 2169  
Office Hours: Tuesdays 1:30-2:30 or by appointment 

Lab Instructor:  
Jennifer Lotz, MOT, OTR/L  
Email: jenniferlotz@ufl.edu  
Office: CG-24  
Office hours: Wednesdays 3:00 PM – 5:00 PM or by appointment 

OTD Resident:  
Sabrina Glover, BS, OTS  
Email: sabrinaglover@phhp.ufl.edu 

Preferred Communication for Instruction Team: Email 

PREREQUISITES  
Admission to the OTD program; anatomy and physiology courses with lab. 

COURSE OVERVIEW  
This course is designed to provide theoretical explanation of occupation in human functioning through neuroscience. It includes detailed study of human neuroanatomy, neurophysiology, and disorders of the human nervous system, with an emphasis on sensory, motor, and cognitive development. 

RELATIONSHIP TO PROGRAM OUTCOMES  
This course is one of the basic science courses taught during the first year of the UF Occupational Therapy Doctoral (OTD) program. This course emphasizes the relationship between neurological structures and functions in the context of the Occupational Therapy Practice Framework (OTPF) to provide students with a strong foundation on which to build their occupational therapy clinical skills in subsequent courses.
COURSE OBJECTIVES

Course Objectives and/or Goals
As outlined in the objectives below, the course material covers the following Education Standards for the American Council for the Accreditation of OT Education (ACOTE):

B.1.1. Demonstrate knowledge of the structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. *(Theme: Human Occupation and Health)*

B.3.5 Analyze and evaluate the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. *(Theme: Human Occupation and Health)*

More specifically, based on study materials, readings, lectures, labs, and handouts, students will be able to:

**Lecture** (neuroanatomy, neuroanatomy, and integrating structure & function)

1. Define basic concepts, terminology and divisions of the nervous system.
2. Describe the organization, structure and function of the cerebrum, diencephalon, limbic system, basal ganglia, cerebellum, brainstem, cranial nerves, spinal cord, and peripheral nerves.
3. Articulate the processes of nerve conduction, transmission of nerve impulses, excitation, and inhibition.
4. Describe the processes of neurodevelopment and define related terminology.
5. Describe the structure and function of the enteric nervous system.
6. Articulate the various functions of the autonomic nervous system.
7. Relate between the structures, organization, and function of the various sensory systems including the tactile, proprioceptive, vestibular, visual, auditory, gustatory, and olfactory systems.
8. Combine knowledge of the structure, organization, and function of the motor systems to appraise control of posture and movement.

**Lab:**

9. Identify the basic structure and function of various brain structures using various specimen views.
10. Identify the following structures on specimens and models and describe their functions: cerebrum, diencephalon, cerebellum, brain stem & cranial nerves, and spinal cord & spinal nerves.
11. Identify vascular and ventricular structures, trace blood and CSF flow in the brain and spinal cord.
12. Integrate the knowledge of normal anatomy and physiology to understand the nature of various injuries, conditions, and disorders of the nervous system.
13. Differentiate between various disorders based on their known signs and symptoms.
14. Compare and contrast between different lesions based on their location in the brain and their resultant dysfunction.

INSTRUCTIONAL METHODS

Students will attend one lecture and one lab each week. Course instructional methods include lectures, course notes, audiovisual materials, labs consisting of specimens & models, course texts, case studies of neurological disorders, and blended learning methods as described below.

Blended learning methods use a mixture of online and face-to-face instruction to maximize your learning. For some course sessions, content is provided online before the live class takes place. This lets instructors focus face-to-face teaching on course activities designed to help students strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s healthcare professional. Students are expected to actively engage in the course throughout the semester. Students must come to class having completed all out-of-class assignments as detailed for each week in Canvas. This preparation gives them the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If students are not prepared for the face-to-face sessions, they may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that they will reach the higher learning goals of the course. Similarly, students are expected to actively participate in the live class. Active participation fosters a rich course experience for all students that facilitates overall mastery of the course objectives.
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Lecture Topics (Tuesdays)</th>
<th>Lab Topics (Wednesdays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23-8/24</td>
<td>Lecture 1: Fundamental Concepts</td>
<td>Lab 1: No lab</td>
</tr>
<tr>
<td>2</td>
<td>8/30-8/31</td>
<td>Lecture 2: Cerebrum Organization</td>
<td>Lab 2: Cerebrum Identification</td>
</tr>
<tr>
<td>3</td>
<td>9/6-9/7</td>
<td>Lecture 3A: Blood Supply and CSF Lecture 3B: Neurodevelopment</td>
<td>Lab 3: Blood Supply, Ventricles, Meninges, and Sinuses</td>
</tr>
<tr>
<td>4</td>
<td>9/13-9/14</td>
<td>Lecture 4: Spinal Cord</td>
<td>Lab 4: Coronal Brain Views</td>
</tr>
<tr>
<td>5</td>
<td>9/20-9/21</td>
<td>Lecture 5: Brainstem</td>
<td>Lab 5: Brainstem and Cranial Nerves</td>
</tr>
<tr>
<td>6</td>
<td>9/27-9/28</td>
<td>Lecture 6: Lecture Exam 1</td>
<td>Lab 6: Lab Competency 1</td>
</tr>
<tr>
<td>7</td>
<td>10/4-10/5</td>
<td>Lecture 7A: Autonomic Nervous System Lecture 7B: Cerebellum</td>
<td>Lab 7: Basal Ganglia and Cerebellar Disorders</td>
</tr>
<tr>
<td>8</td>
<td>10/11-10/12</td>
<td>Lecture 8A: Motor System Lecture 8B: Spinal Reflexes</td>
<td>Lab 8: Autoimmune and Inflammatory Conditions</td>
</tr>
<tr>
<td>9</td>
<td>10/18-10/19</td>
<td>Lecture 9: Tactile System</td>
<td>Lab 9: Pain</td>
</tr>
<tr>
<td>10</td>
<td>10/25-10/26</td>
<td>Lecture 10: Proprioceptive System</td>
<td>Lab 10: Spinal Cord Injury (SCI)</td>
</tr>
<tr>
<td>11</td>
<td>11/1-11/2</td>
<td>Lecture 11: Vestibular System</td>
<td>Lab 11: Lab Competency 2</td>
</tr>
<tr>
<td>12</td>
<td>11/8-11/9</td>
<td>Lecture 12: Lecture Exam 2</td>
<td>Lab 12: Traumatic Brain Injury (TBI) and Brain Tumors</td>
</tr>
<tr>
<td>16</td>
<td>12/6-12/7</td>
<td>Lecture 16: Executive Functions, Memory, and Emotions</td>
<td>Lab 16: Lab Competency 3</td>
</tr>
<tr>
<td>17</td>
<td>12/13</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

*For detailed schedule including readings and assignments, see page 9*
**Required Course Materials**


2. This course requires a one-year subscription ($49.99) to Visible Body, an online platform to support student learning with 3D visualizations and interactive models of the human body. Instructions for purchasing a subscription and accessing course assignments through Canvas can be found here: [https://support.visiblebody.com/hc/en-us/articles/360008890734-Getting-Started-with-Student-Courseware](https://support.visiblebody.com/hc/en-us/articles/360008890734-Getting-Started-with-Student-Courseware)

**Texts 3-5 are all available as free e-books through the UF library! Direct links to access these texts are provided below but for additional directions, see instruction handout titled "Instructions to Access Course e-Textbooks" on the course home page in Canvas.**


**Academic Resources**

For technical support for this class, please contact the UF Help Desk at:

helpdesk@ufl.edu  
(352) 392-HELP - select option 2  
[https://helpdesk.ufl.edu/](https://helpdesk.ufl.edu/)

Additional academic resources are available here:  
**Career Connections Center**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.  
**Library Support**: Various ways to receive assistance with respect to using the libraries or finding resources.  
**Teaching Center**: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.  
**Writing Studio**: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

**ACADEMIC REQUIREMENTS AND GRADING**

**Course Assignments**

The learning activities in this course center on four categories of assignments: knowledge prep, knowledge check, lab competencies, and open note lecture & final exams. Each type of activity is described below. **Students are expected to complete each assignment independently and submit them on time.**

- **Knowledge Prep**: These are graded activities to help students prepare themselves for lecture and lab. They should be completed by the due date as noted in Canvas each week. They are graded pass/no pass (P/NP). Students must complete all lecture and lab Knowledge Prep activities to pass the course.

- **Knowledge Check**: These are graded activities to provide students with insight about whether they are grasping concepts as they are being learned. Knowledge Checks are graded pass/no pass (P/NP). Each student must complete 10/11 Knowledge Checks for lecture and 10/11 Knowledge Checks for lab to pass the course.

- **Lab Competencies**: There are three performance-based lab competencies. Students will identify and/or describe neurological structures, functions, and related dysfunction. The criteria will vary for each competency and a scoring rubric will be available to students in advance. Lab Competencies are graded pass/no pass (P/NP), with a score of 80% or better required to pass. Students will have the opportunity to retake each Lab Competency until they earn a passing score.

- **Lecture & Final Exams**: There are two open note lecture exams and one open note final exam. Exams include multiple choice questions, case studies, and matching questions to identify structures in diagrams. The exams will be administered on Canvas and proctored on site in the same classroom where lecture occurs. You must arrive on time for all exams. The final exam will be cumulative.
Grading of Course Assignments
The grade for this course is based on 1000 possible points as described in the table below. All assignments must be completed independently and submitted on time to pass the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Available</th>
<th>Percent of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Exam 1</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Lecture Exam 2</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Competency 1 (P/NP)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Competency 2 (P/NP)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Competency 3 (P/NP)</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>10%</td>
</tr>
<tr>
<td>Knowledge Preps (P/NP)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Knowledge Checks (P/NP)</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Total Points Available</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Conversion of Course Assignment Points to Course Letter Grade and UF Grade Points

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>900-1000</th>
<th>870-899</th>
<th>800-869</th>
<th>770-799</th>
<th>700-769</th>
<th>670-699</th>
<th>630-669</th>
<th>600-629</th>
<th>0-599</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Scale</td>
<td>90-100</td>
<td>87-89</td>
<td>80-86</td>
<td>77-79</td>
<td>70-76</td>
<td>67-69</td>
<td>63-66</td>
<td>60-62</td>
<td>0-59</td>
</tr>
<tr>
<td>Course Letter Grade</td>
<td>A</td>
<td>B+</td>
<td>B</td>
<td>C+</td>
<td>C</td>
<td>D+</td>
<td>D</td>
<td>D-</td>
<td>E</td>
</tr>
<tr>
<td>UF Grade Points Earned</td>
<td>4.0</td>
<td>3.33</td>
<td>3.0</td>
<td>2.33</td>
<td>2.0</td>
<td>1.33</td>
<td>1.0</td>
<td>0.67</td>
<td>0.0</td>
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</tbody>
</table>

More information about the OTD program grading policies can be found in the OTD Student Manual. More information about the general UF grading policy can be found here.

Policy Related to Required Class Attendance
OTD students are required to attend all class activities. See the OTD Student Manual for additional policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

All students will be held responsible for all material presented and discussed during class activities. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to understand the possibility of makeup activities. Some experiences cannot be made up. Students should arrive on time for class and stay for the entire class period. If you must arrive late or leave early, we ask that you make every effort to let the instructor know ahead of time. Late arrivals and early departures are treated as absences and students must let the instructor know how they intend to make up missed work.

Please note all faculty are bound by the UF policy for excused absences See the OTD Student Manual for policies related to attendance. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
Course Exam Policy
You will be taking all lecture exams on your own computer in class. You must pre-install the Respondus Lockdown Browser before taking the exam. Students who need accommodations for in-class exams must notify Dr. Bodison at the start of the course so that arrangements can be made in advance.

Policy Related to Make-up Exams or Other Work
Any requests for make-ups due to an excused absence must be submitted to Dr. Bodison via email within 48 hours of missing an exam or competency. The student will then coordinate with the necessary instructor to schedule a date, time, and place to make up the exam or competency. Any work that is submitted late due to technical issues MUST be accompanied by the email received from the Help Desk when the problem was reported to them. The email will document the time and date of the problem. You MUST email Dr. Bodison within 24 hours of the technical difficulty to inform her of your problem/late or missed assignment.

INCLUSIVE LEARNING ENVIRONMENT
Public health and health professions are based on the belief in human dignity and respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious, and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for an inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

To create as inclusive a learning environment as possible, we, your instructor team, will work to ensure that the classroom environment is conducive to the sharing of ideas, allowing students to explore relationships between course material, personal experiences, and social experiences. We strive to teach content objectively and create space for a respectful dialogue of ideas related to the impact of race, gender identity, sexual orientation, disability status, age, etc. on the topics taught in class. We seek to nurture a supportive peer culture both inside and outside of the classroom, and expect that students will treat each other in caring, empathic, and respectful ways.

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended that you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to Dr. Bodison to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Support Services for Counseling and Student Health
Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: http://www.counseling.ufl.edu. Online and in person assistance is available.
- U Matter We Care website: http://www.umatter.ufl.edu/. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
• 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. 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: https://shcc.ufl.edu/

• Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789 http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

• **University Police Department:** Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

• **UF Health Shands Emergency Room / Trauma Center:** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

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.

**STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT**

**Expectations Regarding Course Behavior**
For detailed information about the content summarized below see the relevant sections of the **OTD Student Manual**.

**Communication Guidelines**
The course instruction team will contact students through Canvas or through ufl.edu email addresses. Please sign up to receive notifications from Canvas so that you are aware of new messages and announcements. Students should check their ufl.edu email daily. Please allow 24 hours for the instruction team to respond to any email inquiries you initiate. Instructors will not answer inquiries from Friday 5:00 pm through Monday 8:00 am.

**Student Expectations**
1. Students are expected to regularly check Canvas for announcements and to access lecture and lab material **prior** to each class.
2. It is the student's responsibility to arrive promptly to class and actively participate and attend to all course activities.
3. Students are responsible for keeping the classroom in order and properly handling and storing all lab materials including models and specimens.
4. Students are expected to be prepared for class by reading, studying, and completing assignments as indicated in Canvas prior to coming to class. Students should bring all necessary materials to effectively participate in lecture and lab.
5. Phones, laptops, tablets, and electronic devices may be used in class for note taking, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. You must inform and obtain the instructor’s permission to audio record in either lecture or lab.
6. Professional work habits include being on time for class and staying until class is dismissed; refraining from chatter or other distracting behaviors; silencing all electronic ringers, notifications, and alarms; not reading other material during class; meeting assignment deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to complete tests and assignments as scheduled.
7. The following are required for lab:
   a) Clean scrubs and/or a lab coat.
   b) Gloves. Each student must bring several pairs of gloves to each lab. Nitrile gloves are highly recommended.
   c) Surgical masks should be worn at all times while in the lab environment to protect from high exposure to formaldehyde.
   d) Clean, closed toe shoes with adequate base of support should be worn at all times in lab. No sandals or flip flops.
8. Please keep jewelry to a minimum to protect specimens and for sanitary reasons. No hats.
9. **Taking of pictures in lab is prohibited.**
10. **No visitors are allowed in the lab! Entrance is limited to students enrolled in the class.**
11. Neural specimens are very fragile and must be handled with care. **Specimens must not be allowed to dry out.** Do not use water! Only use the Biostat fluid. Wet a paper towel to cover parts of the specimen when they are out of the buckets for an extended period of time.

12. **Do not poke the specimen with a pencil or pen! Gently** touch the specimen with a wooden probe.

13. Students are expected to clean up after themselves in lab and return all lab materials to their proper place. **Students are not to remove atlases, models, specimens, or other lab materials from the lab.**

**Academic Integrity**
Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

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

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://www.dso.ufl.edu/sscr/process/student-conduct-honor-code/
http://graduateschool.ufl.edu/

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

**Online Faculty Course Evaluation Process**
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

**Policy Related to Guests Attending Class**
Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety.
DETAILED SCHEDULE & ASSIGNMENTS
Course readings, preparatory activities, and assignments can be found below. This is a tentative schedule that is subject to change! Visit Canvas each week for the most up to date schedule of readings and assignments.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Lecture Topics and Assignments</th>
<th>Lab Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture 1: Fundamental Concepts</td>
<td>No Lab</td>
</tr>
<tr>
<td></td>
<td>Pre-Lecture Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kahle: pp. 18-37</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lecture 2: Cerebrum Organization</td>
<td></td>
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<tr>
<td></td>
<td>Pre-Lecture Preparation</td>
<td></td>
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<tr>
<td></td>
<td>• Rohkamm: pp. 30-33</td>
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<tr>
<td></td>
<td>• Kahle: chapters 6 &amp; 7</td>
<td></td>
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<tr>
<td></td>
<td>• Lecture 2 Knowledge Prep</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-lecture, complete by 11:59 pm on Friday</td>
<td>Lecture 2 Knowledge Check</td>
</tr>
<tr>
<td>3</td>
<td>Lecture 3A: Blood Supply &amp; CSF</td>
<td>Lab 2: Cerebrum Identification</td>
</tr>
<tr>
<td></td>
<td>Pre-Lecture Preparation</td>
<td></td>
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<tr>
<td></td>
<td>• Rohkamm: pp. 4-9; 14-27</td>
<td></td>
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<td></td>
<td>• Lecture 3A Knowledge Prep</td>
<td></td>
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<td></td>
<td>Post-lecture, complete by 11:59 pm on Friday</td>
<td>Lecture 3 Knowledge Check</td>
</tr>
<tr>
<td>4</td>
<td>Lecture 3B: Neurodevelopment</td>
<td>Lab 3: Blood Supply, Ventricles, Meninges, and Sinuses</td>
</tr>
<tr>
<td></td>
<td>Pre-Lecture Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Kahle: chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>• Lecture 3B Knowledge Prep</td>
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<tr>
<td></td>
<td>Post-lecture, complete by 11:59 pm on Friday</td>
<td>Lecture 3 Knowledge Check</td>
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<td>Lecture 4: Spinal Cord</td>
<td>Lab 4: Coronal Brain Views</td>
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<td>Pre-Lecture Preparation</td>
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<td></td>
<td>• Rohkamm: pp. 34-37; 46-55</td>
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<td>• Kahle: chapter 3</td>
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<td>• Lecture 4 Knowledge Prep</td>
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<td>Post-lecture, complete by 11:59 pm on Friday</td>
<td>Lecture 4 Knowledge Check</td>
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<td>Week</td>
<td>Lecture Topics and Assignments</td>
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<td><strong>WEEK 5</strong>&lt;br&gt;9/20-9/21</td>
<td><strong>Lecture 5: Brainstem</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Kahle: chapter 4&lt;br&gt;• Rohkamm: pp. 10-13; 62-63, 88-89&lt;br&gt;• Lecture 5 Knowledge Prep</td>
<td><strong>Lab 5: Brainstem and Cranial Nerves</strong>&lt;br&gt;Pre-lab preparation&lt;br&gt;• Haines: pp. 20, 22, 24, 30, 32, table 44 – 45, 50 – 52&lt;br&gt;• Gutman: pp. 68 – 93&lt;br&gt;• Lab 5 Knowledge Prep&lt;br&gt;<strong>In-Lab</strong>&lt;br&gt;• In-lab Activity&lt;br&gt;• Lab 5 Knowledge Check</td>
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<td><strong>WEEK 6</strong>&lt;br&gt;9/27-9/28</td>
<td><strong>Lecture Exam 1</strong></td>
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<td><strong>WEEK 7</strong>&lt;br&gt;10/4-10/5</td>
<td><strong>Lecture 7A: Autonomic Nervous System</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Kahle: chapter 9&lt;br&gt;• Rohkamm: 58-61; 108-117&lt;br&gt;• Lecture 7A Knowledge Prep</td>
<td><strong>Lab 7: Basal Ganglia and Cerebellar Disorders</strong>&lt;br&gt;Pre-lab Preparation&lt;br&gt;• Haines: pp. 28, 34 – 35&lt;br&gt;• Gutman: pp. 262 – 272, 388 – 391&lt;br&gt;• Lab 7 Knowledge Prep&lt;br&gt;<strong>In-Lab</strong>&lt;br&gt;• In-lab Activity&lt;br&gt;• Lab 7 Knowledge Check</td>
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<td><strong>Lecture 7B: Cerebellum</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Rohkamm: pp. 40-41&lt;br&gt;• Kahle: chapter 5&lt;br&gt;• Lecture 7B Knowledge Prep</td>
<td>Post-lecture, complete by 11:59 pm on Friday&lt;br&gt;• Lecture 7 Knowledge Check</td>
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<td><strong>WEEK 8</strong>&lt;br&gt;10/11-10/12</td>
<td><strong>Lecture 8A: Motor System</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Rohkamm: pp. 56-57; 72-77&lt;br&gt;• Kahle: chapter 10&lt;br&gt;• Lecture 8A Knowledge Prep</td>
<td><strong>Lab 8: Autoimmune and Inflammatory Conditions</strong>&lt;br&gt;Pre-lab Preparation&lt;br&gt;• Gutman: pp. 106 – 112, 175&lt;br&gt;• Lab 8 Knowledge Prep&lt;br&gt;<strong>In-Lab</strong>&lt;br&gt;• In-lab Activity&lt;br&gt;• Lab 8 Knowledge Check</td>
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<td><strong>Lecture 8B: Spinal Reflexes</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Rohkamm: pp. 72-74&lt;br&gt;• Lecture 8B Knowledge Prep</td>
<td>Post-lecture, complete by 11:59 pm on Friday&lt;br&gt;• Lecture 8 Knowledge Check</td>
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| WEEK 9 10/18-10/19 | Lecture 9: Tactile System  
Pre-Lecture Preparation  
- Rohkamm: pp. 42-45; 94-95  
- Kahle: chapter 10  
- Lecture 9 Knowledge Prep  
Post-lecture, complete by 11:59 pm on Friday  
- Lecture 9 Knowledge Check  | Lab 9: Pain  
Pre-lab Preparation  
- Gutman: pp. 156 – 169  
In-Lab  
- Lab 9 Knowledge Prep  
- In-lab Activity  
- Lab 9 Knowledge Check |
|-------------------|-------------------------------------------------|-------------------------------------------------|
| WEEK 10 10/25-10/26 | Lecture 10: Proprioceptive System  
Pre-Lecture Preparation  
- Kahle: chapter 10  
- Lecture 10 Knowledge Prep  
Post-lecture, complete by 11:59 pm on Friday  
- Lecture 10 Knowledge Check  | Lab 10: Spinal Cord Injury (SCI)  
Pre-lab Preparation  
- Haines: pp. 8 – 10, 98 – 107  
- Gutman: pp. 220 – 231  
In-Lab  
- Lab 10 Knowledge Prep  
- In-lab Activity  
- Lab 10 Knowledge Check |
| WEEK 11 11/1-11/2 | Lecture 11: Vestibular System  
Pre-Lecture Preparation  
- Rohkamm: pp. 90-91  
- Kahle: chapter 12  
- Lecture 11 Knowledge Prep  | Lab Competency 2 |
| WEEK 12 11/8-11/9 | Lecture Exam 2 | Lab 12: Traumatic Brain Injury (TBI)  
Pre-lab Preparation  
- Lab 12 Knowledge Prep  
In-Lab  
- Lab 12 Activity  
- Lab 12 Knowledge Check |
| WEEK 13 11/15-11/16 | Lecture 13A: Auditory System  
Pre-Lecture Preparation  
- Rohkamm: pp. 92-93  
- Kahle: chapter 12  
- Lecture 13A Knowledge Prep  | Lab 13: Cerebrovascular Accident (CVA)  
Pre-lab Preparation  
- Gutman: pp. 304 – 325  
In-Lab  
- Lab 13 Knowledge Prep  
- Lab 13 Activity  
- Lab 13 Knowledge Check |
| Lecture 13B: Visual System  
Pre-Lecture Preparation  
- Rohkamm: pp. 78-87  
- Kahle: chapter 11  
- Lecture 13B Knowledge Prep  
Post-lecture, complete by 11:59 pm on Friday  
- Lecture 13B Knowledge Check |
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<th>Lab Topics and Assignments</th>
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<td><strong>Lecture 14A: Olfactory System</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Kahle: pp. 332-334&lt;br&gt;• Readings TBA&lt;br&gt;• Lecture 14A Knowledge Prep</td>
<td><strong>Lab 14: No Lab</strong></td>
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<td><strong>Lecture 14B: Gustatory System</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Kahle: pp. 328-331&lt;br&gt;• Readings TBA&lt;br&gt;• Lecture 14B Knowledge Prep</td>
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<td><strong>Lecture 14C: Enteric Nervous System</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Rohkamm: pp. 114-115&lt;br&gt;• Readings TBA&lt;br&gt;• Lecture 14C Knowledge Prep&lt;br&gt;Post-lecture, complete by 11:59 pm on Friday&lt;br&gt;• Lecture 14 Knowledge Check</td>
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<td><strong>WEEK 14&lt;br&gt;11/22-11/23</strong></td>
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<td><strong>Lecture 15: Conscious Mind</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Rohkamm: pp. 98-99&lt;br&gt;• Readings TBA&lt;br&gt;• Lecture 15 Knowledge Prep&lt;br&gt;Post-lecture, complete by 11:59 pm on Friday&lt;br&gt;• Lecture 15 Knowledge Check</td>
<td><strong>Lab 15: Topic: Auditory Conditions, Vestibular Conditions, and Visual Disorders</strong>&lt;br&gt;Pre-lab Preparation&lt;br&gt;• Gutman: pp. 282 – 295&lt;br&gt;• Lab 15 Knowledge Prep&lt;br&gt;In-Lab&lt;br&gt;• In-lab Activity&lt;br&gt;• Lab 15 Knowledge Check</td>
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<td><strong>WEEK 15&lt;br&gt;11/29-11/30</strong></td>
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<td><strong>Lecture 16: Executive Functions</strong>&lt;br&gt;Pre-Lecture Preparation&lt;br&gt;• Rohkamm: pp. 100-105&lt;br&gt;• Readings TBA&lt;br&gt;• Lecture 16 Knowledge Prep&lt;br&gt;Post-lecture, complete by 11:59 pm on Friday&lt;br&gt;• Lecture 16 Knowledge Check</td>
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