University of Florida
College of Public Health & Health Professions Syllabus
Department of Occupational Therapy
OTH 6008 Neuroscience (5 credit hours)
Fall 2018
Delivery Format: On-Campus and Blended
Lecture in HPNP G-312 and G-101; Lab in CG-22 / E-learning on CANVAS

Instructor Name:
Orit Shechtman, Ph.D., OTR/L
Office: HPNP room 2115
Phone Number: 273-6021
Email Address: oshechtm@phhp.ufl.edu
Office Hours: Tuesdays 3:30 – 5:00 PM, or by appointment

Lab Instructor:
Lauren McKenna, MOT, OTR\L; Email: mckela@shansds.ufl.edu
Office: HPNP room 2171
Office hours: Wednesdays 1:55 – 2:55 PM or by appointment

Preferred Course Communications: email

Prerequisites: anatomy and physiology

Lecture: Monday 10:40 – 12:45 (HPNP room G-312) and Tuesday 1:55-2:45 (HPNP room G-101)
Lab: Wednesdays: Lab1: 9:35–11:30, Lab2: 11:45–1:40 (HSC room CG-22)

PURPOSE AND OUTCOME

Course Overview:

The purpose of this course is to provide the student with lecture and laboratory study of human nervous system. The course is designed for students in the occupational therapy doctoral (OTD) program and is focused on pertinent neuroscience materials including neuroanatomy, neurophysiology, and disorders of the human nervous system. Emphasis is put on the relationship between structure and function of the nervous system. Understanding the normal nervous system functioning is a starting point for identifying and characterizing various disorders of the nervous system. A key goal of this course is to provide students with sufficient knowledge for engaging in clinical problem solving by applying neuroscience principles to case studies of neurological disorders.

Relation to Program Outcomes:

This course is one of the basic science courses taught in the first year of the OTD program. The knowledge gained in this course is necessary for subsequent courses addressing clinical assessment and treatment across the lifespan.

Course Objectives and/or Goals

This course partially meets one of the Education Standards for the American Council for the Accreditation of OT Education (ACOTE). The student will:

B.1.4 Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, biology, anatomy, physiology, neuroscience, and kinesiology or biomechanics.

More specifically, based on study materials, readings, lectures, and handouts the student will:

A. 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. Compare and contrast the cytology of the nervous system versus other body systems.
4. Articulate the processes of nerve conduction, transmission of nerve impulse, excitation, and inhibition.
5. Trace and describe the flow of blood and cerebrospinal fluid of the brain and spinal cord.
6. Describe the processes of neurodevelopment and define related terminology.
7. Relate between the structures, organization, and function of the various sensory systems including the visual, somatosensory, vestibular, and auditory systems.
8. Combine your knowledge of the structure, organization, and function of the motor systems to appraise control of posture and movement.
9. Integrate the information of structure and function as well as dysfunction of the nervous system by applying knowledge of brain anatomy and Brodmann's areas to cortical functions in the various areas and lobes and infer the disorders related to the various neurological structures.

B. Brain (neuroanatomy) lab: Identify basic structure and function of the brain and spinal cord:
   10. Identify the following structures and describe their function: cerebrum, diencephalon, cerebellum, brain stem & cranial nerves, and spinal cord & spinal nerves.
   11. Identity vascular and ventricular structures, trace blood and CSF flow in the brain and spinal cord.

C. Disorders lab objectives: integrate the knowledge of normal anatomy and physiology to understand the nature of various injuries, conditions, and disorders of the nervous system.
   12. Articulate the components of physician's examination and laboratory procedures commonly used in neurodiagnosis.
   13. Discern the etiology, symptoms, signs and treatment of major neurological diseases, disorders, and dysfunctions.
   14. Relate specific disorders to the neurological structures studied in brain lab.
   15. Differentiate between various disorders based on their known signs and symptoms.
   16. Compare and contrast between different lesions based on their location in the brain and their resultant dysfunction.

Instructional Methods

The students will participate in lecture and in laboratory study of specimen & models as well as case studies of neurological disorders. All lab materials and some lecture materials are delivered using blended learning, for which students watch pre-recorded lectures **prior** to lab and/or lecture and must come prepared for class.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructor, I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

What is expected of you?

You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule: see detailed schedule information at the end of this document!

Week	Date(s)	Lecture Topics	Lab
1	8/22	Basic concepts, Terms, Levels of CNS	None
2	8/27-8/29	Cerebrum, cytology, nerve conduction	Lab1: Cerebrum
3	9/3-9/5	**Labor Day;** Nerve conduction	Lab2: Coronals
4	9/10-9/12	Segments of the Neuron	Lab3: Blood Supply, meninges, ventricles
5	9/17-9/19	Blood Supply and CSF	Lab4: Brainstem and Cranial Nerves
6	9/24-9/26	Basal ganglia; **Lecture Exam (1)**	Lab5: Cerebellum and Spinal Cord
7	10/1-10/3	Neurodevelopment and Cerebellum	**Brain Lab Exam (2)**
8	10/8-10/10	Brainstem, CN & spinal cord function	Lab1: Congenital Disorders
9	10/15-10/17	Functional components, Spinal reflexes	Lab2: Tumors & Infections
10	10/22-10/24	Spinal reflexes	Lab3: Cerebellar & Degenerative Disorders
11	10/29-10/31	Somatosensory system	Lab4: Peripheral & Cranial Nerve Disorders
12	11/5-11/7	Motor system; **Lecture Exam (3)**	Lab5: Spinal Cord Injury (SCI)
13	11/12-11/14	**Veteran's Day**; Motor system;	Lab6: CVA & TBI
14	11/19-11/21	Vestibular system; Visual system	**Thanksgiving**
15	11/26-11/28	Visual system	Lab7: Integration of Structure and Function
16	12/3-12/5	Autonomic system, Cortical Functions	**Disorders Lab Exam (Exam 4)**
17	12/10	**Final Exam (5)**	

Course Materials and Technology

A. Required:

1. Class notes will be posted weekly on-line (E-learning at https://lss.at.ufl.edu/).
2. Gutman, S.A. Quick Reference Neuroscience for Rehabilitation Professionals (latest edition). Slack Inc., Thorofare, NJ.
3. Haines D.E. Neuroanatomy: An atlas of structures, sections and systems (Latest Edition). Williams and Wilkins, Baltimore, MD.
4. TopHat classroom response system will be used in class. You must have access to it. Direct URL: http://app.tophat.com/e/036108; The 6-digit course code is: 036108.

B. Recommended (optional):

1. Lundy-Ekman, L. Neuroscience: Fundamentals for Rehabilitation. (Newest Edition). Philadelphia: W.B. Saunders Co.

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

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

ACADEMIC REQUIREMENTS AND GRADING

Assignments

- Quizzes: there is a quiz before each lab as well as online quizzes.
- Exams: there are 2 lecture exams, two lab exams, and a cumulative final exam.
- Written assignment: TBA

Grading

The grade for lecture and lab is combined!

Item	Number of questions	Points per Question	Points per Test	% Grade
Exam 1: Lecture	60	2	120	12.0
Exam 2: Lab	50	1	70	7.0
Exam 3: Lecture	60	2	120	12.0
Exam 4: Disorders	70	1	70	7.0
Exam 5: Final (cumulative)	90	2	180	18.0
Online (Lecture) quizzes	Variable	Variable	190	19.0
Brain Lab quizzes	Variable	Variable	50	5.0
Disorder Lab quizzes	Variable	Variable	80	8.0
Written assignment (TBA)			100	10.0
Professional Behavior			20	2.0
Total Points			**1000**	100.0

* Professional points are based on attendance:

- Unexcused absences from lab result in subtracting 5 points per missed lab. In addition, lab quizzes are given at the beginning of lab, so if you are late for lab you will NOT be able to make up the quiz.
- Unexcused absences from lecture result in subtracting 2 points per missed lecture. Attendance will be randomly taken based on Top Hat participation.

Point system used (i.e., how do course points translate into letter grades).

Points earned	930-1000	900-929	870-899	830-869	800-869	770-799	700-769	670-699	630-669	600-629	0-599
Letter Grade	A	A-	B+	B	B-	C+	C	D+	D	D-	E

According to the College policy, a grade of "C" (700 points or more) is necessary to pass the course for students who take this as a required course or College elective!

Letter grade to grade point conversions are fixed by UF and cannot be changed.

Letter Grade	**A**	**A-**	**B+**	**B**	**B-**	**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	1.33	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://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy

Lecture exams and disorders lab exam may be administered in the Computer Testing Center in the Communicore Building room CG-27/28. Brain Lab exam will be administered in the lab (Communicore Building room CG-22). You must arrive on time for all exams.

Policy Related to Make up Exams or Other Work

Makeup exams will not be given without prior arrangements with the Course Instructor. "Prior" means at least one day in advance. Failure to do this will result in a zero grade for that test or assignment. Emergencies have to be documented (such as a medical exemption). Undocumented absence from an exam or an assignment will result in a score of "0" on that assignment. Makeup exams that are given due to authorized absence may be oral exams.

Policy Related to Required Class Attendance

- Students are expected to attend lecture. A sign-up sheet will be passed around on randomly selected dates. Missing lecture will result in subtracting 2 points per lecture.
- Students must attend lab! Attendance will be taken in each and every lab. Missing a lab will result in subtracting 5 points per missed lab. In addition, the student will lose lab quiz points.
- Missing class or lab without **prior** arrangements (for definition of "prior" see above) will result in point subtraction as mentioned above. Personal issues regarding attendance or fulfillment of course requirements will be handled on an individual basis.
- All faculty members are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

1. **Preparation for class:** To maximize the use of class time, you are expected to:
   - Look at E-learning for announcements and get the notes prior to **each** class.
   - Read and study assigned readings prior to class.

2. **Class behavior:** You are also expected to:
   - Be on time for class
   - Stay until class is dismissed
   - Silence your cellular phone
   - Be courteous by refraining from chatter and other distracting behaviors
   - Do not look at external material during class (newspaper, Facebook, twitter, etc.)
   - Arrange with the instructor in advance if you cannot attend class so you can get pertinent handouts and announcements

3. **Specific Behavior in Lab:**
   a. **Brain Lab:**
      1) Preparation for Lab: blended learning: students are expected to come prepared to lab by watching a pre-recorded lecture on specific structures (which will be posted on E-learning) before coming to lab. There will be a 10 question quiz at the beginning of each lab.
      2) Lab attire: Students must wear scrubs or a lab coat and close toed shoes (no sandals). Students must bring gloves to lab (nitrile, vinyl or latex). Wooden probes will be provided.
      3) Use of laboratory materials: Neural specimens are very fragile and must be handled with care. Specimen must not be allowed to dry out. Do not use water!! Only use the Biostat fluid. Wet a paper towel to cover parts of specimen when out of the buckets for an extended period of time. *Do not poke the specimen with a pencil or pen! Gently* touch with a wooden probe.
      4) Lab clean-up: 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, specimen or other lab materials from the classroom.*

b. Disorders Lab:

1) Preparation for Disorders Lab: blended learning: students are expected to independently study the material and come prepared to participate in lab, including discussion and solution of case studies ("identify the lesion" lab exercises). Specific materials for lab are posted on E-learning. Preparation includes both reading the posted material and watching a pre-recorded lecture. There will be a 5 -10 question quiz at the beginning of each lab.

Communication Guidelines

Please email the instructors and TAs directly (email addresses are above) rather than using the E-learning. For digital communication expectations see: *Netiquette Guidelines:* http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

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/sccr/process/student-conduct-honor-code/
http://gradschool.ufl.edu/students/introduction.html

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 feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on 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 inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Disability Resource Center within the first week of class or as soon as you believe you might be eligible for accommodations. The Disability Resource Center will provide documentation of accommodations to you, which you must then give to me as the instructor of the course 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.

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. On line and in person assistance is available.
- You 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

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.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575.
The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

The detailed class schedule is on the next page

DETAILED CLASS SCHEDULE

Note: this is a tentative schedule; content may be subject to change!

DATE	TOPIC	READING
WEEK 1		
Wednesday, 8/22/2018 **HSC Room C1-9**	1. Introduction to the course 2. Basic concepts 3. Levels of CNS function	Notes: Ch 1 Notes: Ch 2 Gutman (G): 1-3 Haines: Ch. 1-4
WEEK 2		
Monday, 8/27/2018	1. Cerebrum 2. Cytology and nerve conduction	Notes: Ch 1, Ch 3-1 Gutman: 10
Tuesday, 8/28/2018	1. Cytology and nerve conduction 2. Diencephalon and limbic (online lect.)	Notes: Ch 3-2 Notes: Ch 6 Gutman: 3, 10
Wednesday, 8/29/2018 **Brain Lab 1**	Cerebrum: ventral, medial, & lateral aspects (online lab prep)	Notes: Ch 2 Haines: Ch. 2
WEEK 3		
Monday, 9/3/2018	**Labor Day**	
Tuesday, 9/4/2018	1. Nerve conduction	Notes: Ch 3-3 Gutman: 10
Wednesday, 9/5/2018 **Brain Lab 2**	1. Coronal sections (online lab prep)	Notes: Ch 4 Haines: pp 76-84
WEEK 4		
Monday, 9/10/2018	1. Neurotransmitters (online lecture) 2. Segments of the neuron	Notes: Ch 3-6; Gutman 10, 29 Notes: Ch 3-4
Tuesday, 9/11/2018	1. Segments of the neuron	Notes Ch 3-4
Wednesday, 9/12/2018 **Brain Lab 3**	1. Ventricular system (online lab prep) 2. Blood supply (online lab prep) 3. Meninges & Sinuses (online lab prep)	Notes: Ch 5 Haines: pp 17-27 Gutman 4, 6, 27
WEEK 5		
Monday, 9/17/2018	1. Inhibition and Excitation 2. Cerebral blood supply 3. Meninges, ventricles and CSF	Notes: Ch 3-5 Notes: Ch 5 Gutman: 6, 27
Tuesday, 9/18/2018	1. Meninges, ventricles and CSF	Notes: Ch 5 Gutman 4, 6, 27
Wednesday, 9/19/2018 **Brain Lab 4**	1. Brainstem anatomy (online lab prep) 2. Cranial Nerves (online lab prep) 3. Intro to disorders lab	Notes: Ch. 5 Gutman: 3, 8, 24 Haines:20,22,30

DATE	TOPIC	READING
WEEK 6		
Monday, 9/24/2018	1. Basal Ganglia	Notes: Ch 7 Gutman: 3, 22
Tuesday, 9/25/2018 **Exam 1: Lecture Exam**	**EXAM 1: Lecture Exam**	
Wednesday, 9/26/2018 **Brain Lab 5**	1. Cerebellum anatomy (online lab prep) 2. Spinal Cord anatomy (online lab prep)	Notes: Ch. 9 & 10 Haines:8-10; 34-35
WEEK 7		
Monday, 10/1/2018	1. Basal Ganglia (cont.) 2. Cerebellum - Function	Notes: Ch. 7, G = 22 Notes: Ch. 10, G = 7,22
Tuesday, 10/2/2018	1. Cerebellum - Functions 2. Neurodevelopment (online lecture)	Notes: Ch. 10, G = 22 Notes: Ch. 12
Wednesday,10/3/2018 **Exam 2: Lab Exam**	**EXAM 2: Brain Lab Exam (In CG-22)**	Notes: Ch. 9 & 10
WEEK 8		
Monday, 10/8/2018	1. Brainstem and Cranial Nerves 2. Spinal cord – Function	Notes: Ch. 8 Gutman: 3, 8, 24 Notes: Ch.10
Tuesday, 10/9/2018	1. Functional Components	Notes: Ch9B&10B
Wednesday, 10/10/2018 **Disorders Lab 1**	1. Congenital disorders (online lab prep) 2. Neurodiagnosis (online lab prep)	Notes: Ch. 1a+b Gutman: 28
WEEK 9		
Monday, 10/15/2018	1. Functional Components	Notes:Ch9B&10B
Tuesday, 10/16/2018	1. Spinal reflexes	Notes: Ch11A Gutman: 20, 21
Wednesday, 10/17/2018 **Disorders Lab 2**	Tumors & Infections of CNS (online lab prep)	Notes: Ch. 2a+b
WEEK 10		
Monday, 10/22/2018	1. Spinal reflexes	Notes: Ch.11A; G = 20
Tuesday, 10/23/2018	1. Spinal reflexes	Notes:Ch.11B; G = 20
Wednesday, 10/24/2018 **Disorders Lab 3**	Peripheral & Cranial Nerve Injuries (online lab prep)	Notes: Ch. 3a+b
WEEK 11		
Monday, 10/29/2018	1. Spinal reflexes	Notes: Ch.11B; G = 20
Tuesday, 10/30/2018	1. Somatosensory system	Notes: Ch13 Gutman: 9, 20, 23
Wednesday, 10/31/2018 **Disorders Lab 4**	Cerebellar & Degenerative disorders (online lab prep)	Notes: Ch. 4a+b

DATE	TOPIC	READING
WEEK 12		
Monday, 11/5/2018	1. Somatosensory System 2. Motor system	Notes: Ch. 13 Notes: Ch. 14 Gutman: 22
Tuesday, 11/6/2018 **Exam 3: Lecture Exam**	**EXAM 3: Lecture (No Lab Materials)**	Notes: Ch.14
Wednesday, 11/7/2018 **Disorders Lab 5**	Spinal cord injury (online lab prep)	Notes: Ch. 5 Gutman: 19
WEEK 13		
Monday, 11/12/2018	**Veteran's Day**	Notes: Ch. 15
Tuesday, 11/13/2018	1. Motor System 2. Vestibular system	Notes: Ch 14, 16 Gutman: 11, 22
Wednesday, 11/14/2018 **Disorders Lab 6**	CVA and TBI (online lab prep)	Notes: Ch. 6a+b Gutman: 25, 26, 27
WEEK 14		
Monday, 11/19/2018	1. Vestibular system 2. Auditory system	Notes:Ch.16 Notes:Ch.17 Gutman: 11, 12
Tuesday, 11/20/2018	1. Visual system	Notes:Ch.17
Wednesday, 11/21/2018	**Thanksgiving**	
WEEK 15		
Monday, 11/26/2018	1. Visual system	Notes:Ch17 Gutman: 11
Tuesday, 11/27/2018	1. Visual system 2. Limbic system	Notes:Ch17 Notes:Ch.18
Wednesday, 11/28/2018 **Structure & function lab**	Integration lab: Structure & function	
WEEK 16		
Monday, 12/3/2018	1. Autonomic system 2. Cortical Functions	Notes:Ch.19 Notes:Ch.20 Gutman: 25, 26
Tuesday, 12/4/2018	1. Cortical Functions	Notes:Ch.20
Wednesday, 12/5/2018 **Exam 4: Disorders Lab**	**EXAM 4: Disorders Lab**	**** Lecture Quiz is due. Hand it in before the Disorders Exam!**
WEEK 17		
Monday 12/10/18: Exam 5: Final Exam	**EXAM 5: FINAL**	

Note: this is a tentative schedule; content may be subject to change!

OTH 6008 Neuroscience

Lab schedule – Fall, 2018

DETAILED LAB SCHEDULE

NEUROANATOMY LABS: Room CG-22

8/29: Lab 1: Cerebrum: (Quiz – 10 points)
1. Lateral aspect
2. Medial aspect
3. Ventral aspect

9/5: Lab 2: Coronals: (Quiz – 10 points)
1. Coronal sections

9/12: Lab 3: Ventricular system & cerebral blood flow: (Quiz – 10 points)
1. Ventricular system: models, medial aspect, coronal sections
2. Meninges: dura mater, arachnoid, Pia mater, falx cerebri, falx cerebelli, tentorium cerebelli
3. Arteries and Sinuses

9/19: Lab 4: Brainstem and Cranial nerves: (Quiz – 10 points)
1. Brainstem and Cranial nerves: model, ventral aspect, medial aspect

9/26: Lab 5: Cerebellum and Spinal Cord: (Quiz – 10 points)
1. Cerebellum: model, whole cerebellum, coronal sections, lateral, medial & ventral aspects.
2. Spinal Cord
3. Review for Lab exam and Practice Test

10/3: **Lab Exam**	Group	Time	Room
	Lab 1	10:30 - 11:45	CG-22
	Lab 2	12:00 - 1:15	CG-22

DISORDERS LABS: (**Room CG-22**)

10/10: Lab 1 - Congenital Disorders (Quiz – 5 questions) and Neurodiagnosis (Online Quiz)

10/17: Lab 2 - Tumors and Infections (Quiz – 10 questions)

10/24: Lab 3 - Cerebellar and Degenerative Disorders (Quiz – 10 questions)

10/31: Lab 4 - Peripheral Nerve Injuries and Cranial Nerve Injuries (Quiz – 10 questions)

11/07: Lab 5 - Spinal Cord Injuries (Quiz – 5 questions)

11/14: Lab 6 - CVA and TBI (Quiz – 10 questions)

11/21: Thanksgiving Break

11/28: Lab 7 - Integration lab for structure and function

12/05: Disorders Lab Exam (Exam 4)