



FACULTY OF MEDICINE & FACULTY OF SCIENCE
SCHOOL OF MEDICAL SCIENCES & SCHOOL OF PSYCHOLOGY

NEUROSCIENCE FUNDAMENTALS

NEUR2201

SESSION 2, 2010

*An introductory multi-disciplinary course in neuroscience delivered by
Anatomy, Health & Exercise Science, Physiology, Pharmacology, Psychology*

COURSE OUTLINE



WELCOME

Neuroscience Fundamentals is a multi-disciplinary course launched in 2008. We are very excited about this course which brings together neuroscientists from across UNSW to deliver a course that is broad-reaching, up-to-date, and on a subject that is one of the last great frontiers of knowledge.

The course is structured into six fortnight long modules, each taught by members of at least two different neuroscientific disciplines. Each module includes a hands-on lab, and concludes with a tutorial and short quiz. This format allows us to tackle some “big questions” in neuroscience. We will do our best to ensure you find the course as exciting and fulfilling as we find the study of neuroscience.

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COURSE STAFF

Course Co-ordinator

Course Co-ordinator Dr Richard Vickery
 room 308D, third floor Wallace Wurth building
 phone 9385 1676
 e-mail Richard.Vickery@unsw.edu.au

Course Examiner Dr Paul Bertrand
 room 302, third floor Wallace Wurth building
 phone 9385 3947
 e-mail P.Bertrand@unsw.edu.au

Consultations

Dr Vickery is responsible for all academic and administrative matters regarding the course. Students should feel free to approach him for any questions or problem concerning the course. It is best to arrange an appointment in advance by email. Dr Vickery is usually in on Monday, Wednesday and Friday. In Dr Vickery's absence, urgent enquiries can be directed to Dr Bertrand.

Other information of an administrative nature may also be obtained from the Combined Schools Science Office, Ground Floor, BioSciences building.

Other Teaching Staff

| | | |
|------------------------|-------------------------|-------------------|
| Dr Ehsan Arabzadeh | ehsan@psy.unsw.edu.au | Psychology |
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| Dr Pascal Carrive | p.carrive@unsw.edu.au | Anatomy |
| Dr Cathie Gorrie | c.gorrie@unsw.edu.au | Anatomy |
| Dr Ross Grant | r.grant@unsw.edu.au | Pharmacology |
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| Prof. Margaret Morris | m.morris@unsw.edu.au | Pharmacology |
| Prof. Peter Schofield | | Biotechnology |
| Prof. Ernie Somerville | | Neurology |
| Dr Branka Spehar | b.spehar@unsw.edu.au | Psychology |
| Dr Liz Tancred | e.tancred@unsw.edu.au | Anatomy |
| Dr Steve Vucic | | Neurology |

COURSE INFORMATION

Course Structure and Teaching Strategies

Units of credit: This course is worth 6 units of credit.

Contact hours: This course structure is

- two lectures per week
- one 3 hour practical class per fortnight
- one 1-2 hour tutorial class per fortnight

Class Times and Locations:

The course runs on Monday, Wednesday and Thursday.

Lectures are 2 - 3 pm on Tuesday and 11 am - 12 noon on Wednesday in the Wallace Wurth Basement Lecture Theatre (LG02). The tutorials which run every second week are held in Morven Brown G5. Practical classes run from 9 am - 12 noon on Thursdays. Their location varies week by week as they are hosted by the different Departments involved in this course. Check your timetable for details of each class' location.

Tutorial Class assignment:

The tutorial runs for approximately 90 minutes. Some tutorial classes may be run as two successive classes with half the student group at each time to facilitate a better small group experience. For other tutorials the whole group will stay together for the session. When the group is broken in two, it will be done alphabetically and you will be advised at the start of the fortnight block whether you have the early (10am) or later (12.30pm) tutorial slot.

Course schedule

The complete course timetable is included at the end of this course outline. Any updates to the timetable will be announced in lectures and on the NEUR2201 Blackboard website.

Blackboard (UNSW TELT)

This course will rely extensively on Blackboard for communication and resources. To access the course site, point your browser to: <http://lms-blackboard.telt.unsw.edu.au/>

"Log on" to Blackboard using your z-pass, and then look for the course NEUR2201. You should have access to it if you are properly enrolled.

Via Blackboard you will be able to access lecture notes; these will be posted for all lectures, either before, or shortly after, each lecture. Students are strongly encouraged to attend the lectures in person, as these notes and the Lectopia recordings are provided primarily to assist students with disabilities and do not represent an appropriate way to take the course.

Notes for the practical classes will be posted on Blackboard at least 2 days prior to the class. You should read these notes, print them, and bring them to the class.

Blackboard forums are also available for students to discuss the course with each other and with the lecturers and tutors. In particular, specific forums allow lecturers to answer questions about the lecture material. There is also a forum in which students can provide completely anonymous feedback while the course is being conducted: this allows us to respond to any problems in a timely manner, please use it wisely.

Requirements for Practical Classes

Practicals involving the use of animal or human specimens are a privilege, and must be treated with respect and professionalism. Students are expected to adhere to NH&MRC guidelines for ethics in animal and human studies (available at the course Blackboard site, or via <http://nhmrc.gov.au/publications/synopses/ea16syn.htm> & http://nhmrc.gov.au/publications/ethics/2007_humans/contents.htm).

Students must take due care with biological and hazardous material and make sure all equipment is left clean and functional. Those unwilling to follow these basic laboratory rules will be marked absent. Enclosed shoes are compulsory in all practical classes. Punctual arrival is expected, and mobile phones must be switched off before entering the class. Practical classes that involve student participation may require the subject to sign a witnessed, informed consent form.

Attendance Requirements

Attendance at practical classes is compulsory, and must be recorded in the class roll on the day of the class. It is your responsibility to ensure that the demonstrator records your attendance. Satisfactory completion of the work set for each class is essential. Failure to attend practical classes and tutorials for other than documented medical or other serious reasons, or unsatisfactory performance, may result in an additional assessment or ineligibility to pass the course.

Medical Certificates

Students who miss practical classes due to illness or for other reasons must submit a copy of medical certificates or other acceptable documentation to the course co-ordinator. Certificates should be lodged no more than 7 days after an absence. The following details must be attached: Name, Course code, Date of the class, Name of class missed.

Official Communication by Email

All students in the course NEUR2201 are advised that e-mail is now the official means by which UNSW will communicate with you. All e-mail messages will be sent to your official UNSW e-mail address (e.g. z1234567@student.unsw.edu.au) and, if you do not wish to use the University e-mail system, you MUST arrange for your official mail to be forwarded to your chosen address. The University recommends that you check your mail at least every other day. Facilities for checking e-mail are available in the School of Medical Sciences and in the University library. Further information and assistance is available from the Service Desk on 9385 1777. Free e-mail courses are run by the UNSW Library.

Approach to Learning and Teaching

The philosophy underpinning this course and its Teaching and Learning Strategies is based on "Guidelines on Learning that Inform Teaching at UNSW". These guidelines may be viewed at: www.guidelinesonlearning.unsw.edu.au. The teaching of Neuroscience Fundamentals is based on the conception of neuroscience as a core field of knowledge to which many different disciplines contribute. The course is structured in 2-week modules covering topics that are both fundamental, but still active frontiers of investigation. Each topic will be taught by several members of faculty drawn from different disciplines. In this way the scope and range of approaches in tackling major issues in neuroscience will be made clear. Neuroscience is primarily an experimental discipline and so a proper appreciation of neuroscience requires an understanding of both what is known, and of the limitations

imposed by our study tools.

Lectures will provide you with the concepts and theory essential for understanding neuroscience. The practical classes will assist you in the development of research and analytical skills. The practical classes are relatively small and will allow you to engage in more interactive learning than is possible in lectures. The tutorials will be a mix of case presentations, video material and informal discussion to help you explore the material in more depth.

Although the primary source of information for this course is the material delivered in lectures and practical classes, effective learning can be enhanced through self-directed use of other resources such as textbooks. Your practical classes will be directly related to the lectures and it is essential to prepare for practical classes before attendance. It is up to you to ensure you perform well in each part of the course; preparing for classes; completing assignments; studying for exams and seeking assistance to clarify your understanding.

Aims of the Course

To gain an understanding of the modern neuroscience.

Specifically...

- Students will develop an understanding of the cross-disciplinary field of neuroscience by study of major neuroscience topics at a scale ranging from molecular through synaptic and cellular processes up to the level of whole animal including human behaviour.
- Students will develop an insight into the methods by which problems in neuroscience are investigated as well as the technical limitations behind many of the currently unresolved issues.

Student Learning Outcomes

UNSW Learning outcomes:

UNSW aims to foster students to achieve the following generic graduate attributes:

1. the skills involved in scholarly enquiry
2. an in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context
3. the capacity for analytical and critical thinking and for creative problem-solving
4. the ability to engage in independent and reflective learning
5. information literacy - the skills to appropriately locate, evaluate and use relevant information
6. the capacity for enterprise, initiative and creativity
7. an appreciation of, and respect for, diversity
8. a capacity to contribute to, and work within, the international community
9. the skills required for collaborative and multidisciplinary work
10. an appreciation of, and a responsiveness to, change
11. a respect for ethical practice and social responsibility
12. the skills of effective communication.

Not every course addresses all these attributes evenly. Neuroscience Fundamentals is weighted most heavily towards attributes 1-4; attributes 5, 6, 9 and 12 are also specifically addressed.

Specific Learning outcomes:

By the end of this course students are expected to have gained:

- a demonstrable knowledge of the scope of neuroscience, and detailed knowledge in some areas relating cellular properties to the response of whole organs and animals
- experience in applying basic biological and psychological principles to resolve questions related to brain and behaviour.
- experience and expertise in locating and appraising information related to neuroscience and succinctly presenting conclusions related to these enquiries..
- experience and expertise in critical enquiry by contributing to scientific discussion.

- by practical experience and critical review, an appreciation of the relationship between the experimental techniques that provide neuroscientific data, and the constraints on interpretation that the techniques impose.

ASSESSMENT

Assessment tasks

- | | |
|---------------------------------------|------------|
| • End of fortnightly module quizzes | 15% |
| • On-line multiple choice assessments | 5% |
| • Essay | 15% |
| • Group project | 15% |
| • Final exam | 50% |

Each fortnight-long module has a short quiz at the end, run in the tutorial slot. These quizzes are usually ~10 minutes duration. Online assessment is conducted through three sets of multiple choice questions (one per two modules). The essay and group project are explained in more detail on pages 11-14 of this course outline.

Missed In-Course Assessment

If you unavoidably miss an assessment task you must inform the Course Co-ordinator immediately. You must supply adequate documentation (such as a medical certificate) to be considered for any supplementary assessment.

Missed Exams

If in any circumstances you unavoidably miss an examination, you must inform the Registrar and also contact the Course Co-ordinator immediately. Normally, if you miss an exam (without medical reasons) you will be given an absent fail. If you arrive late for an exam no time extension will be granted. It is your responsibility to check timetables and ensure that you arrive with sufficient time.

PLEASE NOTE that if you miss any examinations for medical reasons you must lodge a medical certificate with New South Q within **3 DAYS** (refer to UNSW Student Gateway @ www.student.unsw.edu.au for further details). Your request for consideration will be assessed and a deferred exam may be granted. You cannot assume you will be granted supplementary assessment. The deferred exam may include a significant oral element.

Special Consideration

If you believe that your performance in a course, either during session or in an examination, has been adversely affected by sickness or for any other reason, you should notify NewSouth Q and ask for special consideration in the determination of your results. Such requests should be made as soon as practicable after the problem occurs. **Applications made more than three days after an examination in a course will only be considered in exceptional circumstances.** Please refer to myUNSW for further details regarding special consideration.

ACADEMIC HONESTY AND PLAGIARISM

Students should be aware of UNSW's policy on academic and student misconduct: <https://my.unsw.edu.au/student/academiclife/assessment/AcademicMisconductStudentMisconduct.html>

Student assignments may be submitted to the Turnitin plagiarism detection engine. In addition students should be familiar with the following:

Plagiarism is the presentation of the thoughts or work of another as one's own. Examples include:*

- *direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;*
- *paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;*
- *piecing together sections of the work of others into a new whole;*
- *presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,*
- *claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†*

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- *correct referencing practices;*
- *paraphrasing, summarising, essay writing, and time management;*
- *appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.*

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

Student Support Services

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course co-ordinator prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the EADU 9385 4734.

Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Student Rights and Responsibilities & Appeal Procedures

Refer to UNSW Student Gateway at myUNSW: www.student.unsw.edu.au

Grievance Resolution Officer

In case you have any problems or grievance about the course, you should try to resolve it with the Course Organizer. If the grievance cannot be resolved in this way, you should contact the School of Medical Sciences Grievance Officer, Dr P.Pandey (9385 2483, P.Pandey@unsw.edu.au).

RESOURCES FOR STUDENTS

Textbook and Reading List

Textbook:

Neuroscience: Exploring the Brain 3rd edition
Mark F. Bear, Barry W. Connors, Michael A. Paradiso
Lippincott Williams & Wilkins
ISBN:0781760038
(recommended for students continuing in neuroscience)

or

Neuroscience at a Glance 3rd edition
Roger A. Barker, Stephen Barasi, Michael J. Neal
Blackwell
ISBN:1405111240

Recommended reading:

Principles of Neural Science
Kandel, Schwartz & Jessell
McGraw-Hill

Medical Physiology, a cellular and molecular approach.
Boron & Boulpaep
Saunders

Neuroscience.
Purves, Augustine, Fitzpatrick et al.
Sinaur

The books are available from the UNSW Bookshop, and are held by the UNSW library.

CONTINUAL COURSE IMPROVEMENT

Feedback from students is one of the main ways of ensuring the continual development and improvement of this course. You are invited to provide online anonymous course feedback via Blackboard throughout the session to enable immediate response. The end-of-session Course and Teaching Evaluation and Improvement [CATEI] process of UNSW is another way in which student feedback is evaluated, and we ask your assistance in completing this survey at the appropriate time.

Part of the CATEI process is to communicate significant changes to the course to subsequent cohorts of students. Feedback from the 2009 CATEI process was generally very positive. Some specific suggestions were made and these have been implemented as follows.

1. The essay and project deadline should more spaced. Last year the deadlines were one week apart. This year the deadlines are a fortnight apart, though you may of course submit either assessment task earlier. Essay topics will be given to you in the first week of the course.

2. The online group project was a popular task, but there was a request that we try to assess the input of individual students to stop some members being carried by the rest of the team. Last year the web pages were built at free hosting sites, this year we have moved the project into the UNSW wiki spaces. The benefit of the wiki format is that we can see the history of who has edited each page and what that contribution is. Although we are not going to assign individual marks, we can certainly discourage or punish laggards who make little contribution to the team efforts. More details on the assignment are available on pages 11-12 of this course outline.

ADMINISTRATIVE INFORMATION

General Information

This course is a cross-Faculty course taught 2/3 by the School of Medical Sciences and 1/3 by the School of Psychology. Administration is based in the Department of Physiology which is part of the School of Medical Sciences and is within the Faculty of Medicine. General inquiries can be made at the Combined Schools Office, located on the Ground Floor of the BioSciences building (office hours are 9.00 am - 5:00pm).

Professor Nick Hawkins is Head of the School of Medical Sciences and appointments may be made through his Administrative Assistant on 9385 8195.

Further Study

There is a broad range of level II and III subjects in the field of neuroscience offered by the disciplines contributing to this course that would be appropriate if you wish to undertake further study in neuroscience.

For guidance on suitable courses you may consult the Neuroscience study plan in Science or Advanced Science <http://www.handbook.unsw.edu.au/undergraduate/plans/2010/NEURA13972.html>. Further advice is available from any staff member teaching on this course, or by contacting the Course Co-ordinator who will be happy to speak with you.

GROUP ONLINE PROJECT ASSESSMENT TASK

| | |
|------------------------------------|---|
| Requirement: | You will work in a group of three or four students to identify an online media item (such as a YouTube video) in the area of neuroscience. As a group you will prepare a web page detailing the neuroscientific context, and evaluating the quality of information in the media item. |
| Contribution to assessment: | The group project will contribute 15% to your final mark for the course. |
| Due date: | You must form your group and submit your topic to Dr Vickery for approval by Monday, August 9 at midnight . The final project must be submitted by Wednesday, September 15 at midnight . Projects submitted after this time will lose 5% per day or part thereof. Projects can be submitted any time before the deadline. |
| How to submit: | Project Approval: Post your group members' names and student numbers together with a link to the online media item you propose to use to the <i>Project Proposal</i> discussion in the wiki at http://neur2201.unsw.wikispaces.net/ . Dr Vickery will consider & approve the topic within the week. Final Project: You must create your project with the UNSW wikispaces site for NEUR2201. You must finish editing by the due date. Within the constraints of the site, you have freedom over how to lay out your project. Contact Richard.Vickery@unsw.edu.au if you have any problems. |
| Word limit: | 2500 words, excluding tables, figures and legends, references, and appendix. |
| Format: | You must create a wiki entry that: <ol style="list-style-type: none"> 1. introduces the online media item that you have chosen; 2. explains the neuroscientific context of the item; 3. analyses the quality of information in the media item; 4. includes an appendix that details the search strategy by which you identified your resource. <p>The web page/s will be built inside UNSW wiki spaces at http://neur2201.unsw.wikispaces.net/</p> <p>The Introduction should briefly explain the nature of the media item that you have chosen (clinical case, research data, documentary excerpt etc) and why it is of interest. The neuroscientific context is where you provide the neuroscientific background to appreciate the media item by summarizing the state of current knowledge relevant to the item. In the analysis section you should identify the target audience of the media item, determine whether the information is pitched appropriately and in an unbiased manner, and then finally assess the quality of information in the item, especially as to whether it is in accord with accepted current understanding in neuroscience. The appendix should explain your search and selection strategy.</p> |

| | |
|------------------------------------|--|
| <p>Marking:</p> | <p>Introduction: 15%; Neuroscientific Context: 40%; Analysis: 40%; Search Strategy: 5%.</p> <p>The mark for the Introduction is based on the interest and appropriateness of the selected media item, and the rationale you provide for studying that item.</p> <p>The mark for Neuroscientific Context is based on you demonstrating your ability to identify the key aspects of the media item to explore, and your ability to provide a concise and up-to-date summary of the relevant areas of neuroscience. It is acceptable to limit the scope to only one or two areas of those addressed in your media item. This section should show evidence of independent research.</p> <p>The mark for Analysis is based on you demonstrating an understanding of the intention of the media item and identifying its likely target audience. You must then demonstrate an ability to critically analyse the media item for the extent to which the simplifications required to deliver the message compromise the veracity of the message.</p> <p>The mark for the Appendix is based on a demonstration of your ability to use search engines, and a clear outline of the basis for selecting your media item.</p> <p>In all aspects we are looking for clarity of thinking (logical consistency, thoroughness) and clarity of expression (clear sequencing and presentation of information).</p> |
| <p>Group contributions:</p> | <p>All members of the group are required to demonstrate a minimum level of contribution to the project. The minimum level of participation is</p> <ul style="list-style-type: none"> • editing the wiki on at least two occasions • editing the wiki over more than a one week period (i.e not just on the last day) • commenting on your editing activities in the history page of the wiki • contributing to the discussion of the topic on the wiki discussion pages <p>Subject to demonstrating the minimum level of contribution, each group member will receive the same mark for the project. Students failing to meet the minimum contribution level will have their mark set as a fraction of the group mark, the fraction to be determined by the convener and the other group members.</p> |

INDIVIDUAL ESSAY ASSESSMENT TASK

| | |
|------------------------------------|---|
| Requirement: | Each student must submit an essay based on one of the three suggested topics that will be made available in week one of session. |
| Contribution to assessment: | The essay will contribute 15% to your final mark for the course. |
| Due date: | The essay must be submitted by Wednesday September 29, midnight . Essays submitted after this time will lose 5% per day or part thereof. Essays can be submitted any time before the deadline. |
| How to submit: | Submit your essay electronically using the Turnitin submission box in the NEUR2201 Blackboard module. Name the file as “(Your Surname)_topic(#)” and save the file in Adobe Acrobat format as a .pdf. Ensure that your name and student number, number of words, and essay topic, are clearly visible on the first page of your essay. Contact Dr Vickery (Richard.Vickery@unsw.edu.au) if you have any problems submitting your essay. |
| Word limit: | 2500 words, excluding tables, figures and legends, references. |
| Format: | <p>Introduction, Body, Discussion.</p> <p>The Introduction should provide the context and rationale for the topic you are writing about: what is the background to the question and why is it interesting?</p> <p>The Body should provide a summary of the key data related to your topic. The ideas in each paragraph should link in a logical manner through this section. Make sure that you correctly cite your sources and provide proper attribution to any quotations.</p> <p>The Discussion should include an assessment of the state of knowledge in the field: is the current explanation likely to prove correct in the long run? It should also briefly consider possible directions for future research.</p> |
| Marking: | <p>Introduction: 25%; Body: 50%; Discussion: 25%.</p> <p>We are looking for:</p> <ul style="list-style-type: none"> • clarity of thinking, as evidenced by logical consistency and thoroughness • clarity of expression, as evidenced by clear sequencing and presentation of information • evidence of independent research, as evidenced by citing some research papers beyond the starter reference. |

| Week | Lecture: Mon 2 - 3 pm | Lecture: Wed 10 - 11am | Lab / Tute: Thu 9 - 12 noon |
|-----------------------------------|---|--|--|
| Brain Maps | | | |
| week 2 26 / 7 | Neural coding <i>Ehsan Arabzadeh</i> Wallace Wurth LG02 | Sensory transduction <i>Richard Vickery</i> Wallace Wurth LG02 | Lab: Brain maps and cortical plasticity <i>Ehsan Arabzadeh & Richard Vickery</i> Mathews 209 |
| week 3 2 / 8 | Cortical maps <i>Richard Vickery</i> Wallace Wurth LG02 | Modifying maps <i>Ehsan Arabzadeh</i> Wallace Wurth LG02 | Tute: Malleable maps and amputees <i>Ehsan Arabzadeh & Richard Vickery</i> Morven Brown G5 |
| Stress | | | |
| week 4 9 / 8 | Psychology of Stress <i>Gavan McNally</i> Wallace Wurth LG02 | Central nervous system and stress <i>Pascal Carrive</i> Wallace Wurth LG02 | Lab: Stress in measured in humans, rats and organs <i>Pascal Carrive, Paul Bertrand & Lu Liu</i> Wallace Wurth M210 |
| week 5 16 / 8 | Peripheral nervous system and stress <i>Paul Bertrand</i> Wallace Wurth LG02 | How to treat stress <i>Lu Liu</i> Wallace Wurth LG02 | Tute: <i>Paul Bertrand & Lu Liu</i> Morven Brown G5 |
| Epilepsy | | | |
| week 6 23 / 8 | Introduction to brain electricity <i>Andrew Moorhouse</i> Wallace Wurth LG02 | Overview and clinical perspectives <i>Ernie Somerville</i> Wallace Wurth LG02 | Lab: EEG recording and seizure activity <i>Andrew Moorhouse & Richard Vickery</i> Wallace Wurth M210 |
| week 7 30 / 8 | Genetics of epilepsy <i>Peter Schofield</i> Wallace Wurth LG02 | Current and novel drug treatments <i>Margaret Morris</i> Wallace Wurth LG02 | Tute: Cellular and molecular basis of dysfunction of brain disorders <i>Andrew Moorhouse</i> Morven Brown G5 |
| break 6 / 9 | mid = | session | break |
| Neurotrauma | | | |
| week 8 project 13 / 9 | CNS anatomy <i>Liz Tancred</i> Wallace Wurth LG02 | Neurotrauma types <i>Cathie Gorrie</i> Wallace Wurth LG02 | Lab: Gross anatomy, museum specimens, histology. <i>Cathie Gorrie & Nicole Jones</i> Wallace Wurth 106/108 & 101W |
| week 9 20 / 9 | Vascular & hypoxic neurotrauma <i>Nicole Jones</i> Wallace Wurth LG02 | Mechanical neurotrauma <i>Cathie Gorrie</i> Wallace Wurth LG02 | Tute: <i>Cathie Gorrie & Nicole Jones</i> Morven Brown G5 |
| Degenerative motor disease | | | |
| week 10 essay 27 / 9 | Motoneurons <i>Ben Barry</i> Wallace Wurth LG02 | Neurodegeneration & pharmacology <i>Ross Grant</i> Wallace Wurth LG02 | Demonstration: recording single human motor units and diagnostic techniques <i>Cindy Lin & Ben Barry</i> Lab location to be advised |
| week 11 4 / 10 | Clinical signs <i>Cindy Lin</i> Wallace Wurth LG02 | Treating motor neuron disease <i>Steve Vucic</i> Wallace Wurth LG02 | Tute: Discussion with a MND patient <i>Cindy Lin</i> Morven Brown G5 |
| Consciousness | | | |
| week 12 11 / 10 | Modularity in vision <i>Richard Vickery</i> Wallace Wurth LG02 | Binding problem <i>Branka Spehar</i> Wallace Wurth LG02 | Lab: Visual searches and change blindness <i>Branka Spehar</i> Mathews 209 |
| week 13 18 / 10 | What do we actually see? <i>Branka Spehar</i> Wallace Wurth LG02 | Neuropsychology of visual awareness <i>Branka Spehar</i> Wallace Wurth LG02 | Tute: <i>Branka Spehar</i> Morven Brown G5 |