Dear Erika,

Below you'll find the answers to the questions you posed for the closing report. Let me know if you need anything else from me. Thank you.

1. Description of grant-supported activity

I proposed and received approval for a new Human Behavior and Social Institutions common core course titled "Brain Injury and Mental Health," PSY-B 399. I am currently offering this course for the first time this Spring 2015 semester.

2. Were you able to complete the project? Describe any difficulty you had.

For this grant, I proposed to hold conversations with mental health care establishments in the community and select movies and books appropriate for the course. I successfully secured one site (Southern Care, Inc.) that will allow students to go to its facilities and am in discussions with two other sites. Students will be able to go to these sites to interview a nurse about how our society takes care of people with a brain injury and associated challenges with the system. I reviewed a number of movies and TV shows and selected 50 First Dates, Amour, 9000 Needles, and two episodes of the TV show House. Students will watch these movies and hold discussions about the fact and fiction associated with the portrayal of the brain injury. Lastly, I selected two reference books that focus on traumatic brain injuries and brain disorders.

3. Did, or will, the project result in a specific product -- a manuscript, composition, syllabus, etc? If so, please describe and indicate state of development.

This project resulted in a PSY-B 399 VT: Brain Injury and Mental Health being approved as satisfying the Human Behavior and Social Institutions Common Core Gen Ed requirement. Sample syllabus is attached.

Dennis Rodriguez, Ph.D.
Associate Professor and Chair
Department of Psychology
Indiana University South Bend
South Bend, IN 46634
574-520-4396
pdrodrig@iusb.edu

-----Original Message-----
From: Zynda, Erika L
Sent: Monday, October 27, 2014 1:47 PM
To: Rodriguez, Dennis
Cc: Zynda, Erika L
Subject: RE: Closing Report Required
It is up to you. It is fine to report on what you got done while you were funded by this grant (which would close out the file and allow you to submit another proposal for this program) or you can ask for an extension so you can fully report on the project when it is complete (this would keep the file open and you would not be allowed to apply for another Curriculum Development grant).

The award came as an old-fashion hard copy letter (see attached).

EZ

******************************
Erika Zynda
Office of Research Administration
574-520-4181
574-520-5549 fax
ezynda@iusb.edu

-----Original Message-----
From: Rodriguez, Dennis
Sent: Friday, October 24, 2014 4:19 PM
To: Zynda, Erika L
Subject: RE: Closing Report Required

Thanks for the prompt. I'm happy to announce that this project led to a Gen Ed approval for my new course! But I haven't finished doing everything I said I would do in my proposal (i.e., I've only watched 2 movies of the several I proposed watching and only contacted 2 sites). My question to you is, do I request an extension just so I can get these two things done? Or do I submit my report stating what I actually accomplished - which is a lot considering my main goal was to do enough preparation for this course to where it'd get approved as a course, and it did.

Also, can you send me the email where you announced that I received the award? I must have deleted it. Thanks!

Dennis Rodriguez, Ph.D.
Associate Professor and Chair
Department of Psychology
Indiana University South Bend
South Bend, IN 46634
(574) 520-4396

From: Zynda, Erika L
Sent: Friday, October 24, 2014 9:44 AM
To: Rodriguez, Dennis
Cc: Zynda, Erika L
Subject: Closing Report Required

In November 2013 you received a Curriculum Development Grant for your project, “PSY-B399 VT: Brain Injury and Mental Health.” According to the initial guidelines, this award is not to exceed one year and a final report is due to this office when work is completed.

Please send your final report addressing the following items to Erika Zynda in the Office of Research (ezynda@iusb.edu), with copies to your chair and/or dean by November 15, 2014. If you wish to request an extension please email me at
Brain Injury and Mental Health

Class Schedule  MW 1:00 pm – 2:15 pm, EA 1025

Instructor  Dennis Rodríguez, Ph.D.  Office Hours  M 11:30 – 12:45
Office:  DW 2127  W 11:30 – 12:45
Phone:  520-4396  By appointment
Email:  use Canvas Message Center; emails sent to my iusb.edu address may get overlooked and not get a response

Required Readings

Course Description
This course will explore the symptoms, diagnoses, brain imaging techniques, and treatments associated with various types of brain injuries caused by strokes, external traumas to the head, bacterial and viral infections, prenatal and perinatal conditions, aging, and genetics. Special attention given to the role society plays in rehabilitating these individuals and long-term care provided to them. The fact and fiction behind these brain injuries as portrayed in popular media will also be explored.

Prerequisites  P103 or P106, SPCH-S 121, and ENG-W 131.

Experiential Learning Components of the Course
Film: You will select a movie or a television show that depicts a brain injury. Brain injury here is broadly defined to include, in addition to traumatic brain injuries (TBI), Alzheimer’s disease, Parkinson’s disease, amnesias, strokes, and infections. As you watch the film, you need to pay special attention to factual information provided by the actors, how the behavior of the patient is portrayed, the symptoms, diagnosis process, brain imaging, and treatment provided, who provides care for the patient, and how that care is provided.

Field Interview: I will provide you with a list of healthcare providers where you can interview nurses, supervisors, interns, specialists, and other caregivers. These establishments have already agreed to these interviews. You will then conduct an interview that revolves around one patient in their care with a brain injury. You should discuss the symptoms, diagnosis process, brain imaging, and treatment provided to the patient without obtaining identifying information about the patient. The interview should also focus on the current state of our healthcare system, who cares for the patient, and how that care is provided. These interviews will have to be conducted in groups.
Performance Evaluation:

Exam: There will be one exam at the beginning of the semester. This exam will cover the terms and definitions you will need to use as you discuss the brain and brain disorders. You must pass this exam with a C- or better to continue in the course. If you make below a C- and wish to remain in the course, you must continue to take different versions of the exam until you make a C- or better. You are responsible for all the material in the readings and presented in class. Documentation is needed for any make-ups.

Papers: You will write two papers. One paper will be based on the film(s) you watched. This paper must provide an in-depth analysis of the information provided in the clip, an internet search, and your assigned readings. The goal is to identify fact and fiction about the brain injury portrayed in the video. The second paper will be based on your interview. Your goal here is to depict the viewpoint of someone directly in the field and make a commentary on this position by relating their viewpoint to internet searches and your assigned readings. Specific instructions to follow in a separate document.

Peer Review: You will review each other’s papers throughout the semester prior to official submission. Yours posts must be meaningful, appropriate, thoughtful, and respectful. This should be an exchange of ideas. The person who wrote the paper you’re reviewing will provide half of your grade based on your comments. This will take place through Canvas. Specific instructions to follow in a separate document.

Group Presentation: You will convey the contents of your paper(s) to the class in a 20-minute oral presentation. I will assign groups of two based on the brain injury you select. You will have to compare notes about the brain injury selected so that your presentation flows smoothly. You should then incorporate portions of your films and of your interviews into this presentation as you relay the fact and fiction of your films and the state of our healthcare system (as viewed by the caregivers you interviewed) to the class. You should also bring discussion points for the class participation portion of your presentation. Specific instructions to follow in a separate document.

Discussion: Of the total number of presentations (approximately 17), you have to participate in the discussion of at least two presentations on two separate days. You can ask a thought-provoking question or make a meaningful contribution to the discussion points provided by the presenters. Specific instructions to follow in a separate document.

Attendance:

Attendance will not be taken, but you are responsible for all material presented in class and in the readings. You must be present for the discussions; you cannot make these up. If you are not here on the day you are to make your group presentation, you earn a grade of zero for that component of the class. In case of an emergency or illness, provide documentation as close to your scheduled presentation as is reasonably possible.
Late Papers
There will be a letter grade penalty for each day your papers are late. You will have two deadlines: one for each paper. You get to decide which deadline is for which paper, but you must submit *a* paper by the due date.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Canvas: Students have access to course information, announcements, and grades via Canvas. It is your responsibility to stay up-to-date via Canvas. [https://canvas.iu.edu](https://canvas.iu.edu)

Note to Students with Disabilities: If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact Dr. Jim Hasse, Director of Disability Support Services, 520-4832, as soon as possible to arrange a meeting. Once he has provided you with a letter indicating your accommodation needs, bring the letter to me. Visit [https://www.iusb.edu/disability-support/](https://www.iusb.edu/disability-support/) for more details and contact information.

Academic Misconduct: Academic misconduct will not be tolerated. This includes, but is not limited to, cheating during exams and plagiarizing in the papers you provide throughout the semester. If you are engaging in such behavior, you will earn a zero for that activity, assignment, exam, paper, task, etc. I also reserve the right to fail you in the course. In addition, I am required to report the incident to the appropriate division(s). The incident will become part of your student record. The university may initiate additional disciplinary actions against you. Please do not jeopardize your academic record, integrity, or future career goals. Refer to the Indiana University Code of Student Rights, Responsibilities, and Conduct for further information regarding student ethics. A copy of this is available at [http://www.iu.edu/~code/code/index.shtml](http://www.iu.edu/~code/code/index.shtml)

Sexual Misconduct: What you should know about sexual misconduct: IU does not tolerate acts of sexual misconduct (which includes all forms of sexual violence, sexual harassment, domestic and dating violence, and stalking). If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report possible sexual misconduct known to them to the campus Deputy Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information
with only those that need to know to ensure the University can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a Mental Health Counselor on campus at the Student Counseling Center by calling 574-520-4125. Find more information about sexual violence, ways you can report incidents as well as campus and community resources at http://stopsexualviolence.iu.edu/

**Electronic Devices:** No electronic devices of any kind will be allowed during exams (media players, headsets, cell phones, iPods, iPads, laptops, language translators, etc.). If you have special needs regarding language assistance, please speak with me to make arrangements. You are expected to use the computer stations for class work only. If your use of other programs (including web browsing and online chatting) causes distractions to those around you or your professor, you will be asked to exit the classroom. If you must use your cell phone, please also exit the room.

**Recording Lectures:** The instructor does not consent to having lectures recorded.

**Classroom Courtesy:** You may use a laptop or iPad during class, but if your behavior is distracting to those around you or the instructor, you must put the laptop up. If you must use your cell phone, please exit the room and reenter when you are finished.