



Neuroscience 281: Traumatic Brain Injury

Location	Science Hall 109
Loras College	M/W 2:30 – 3:50
Department of Psychology/Neuroscience	Fall 2016

Instructor: Jake Kurczek, PhD
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Office Hours: By appointment

Textbook: Cassidy, J.W. (2009). *Mindstorms: The complete guide for families living with Traumatic Brain Injury*. Philadelphia, PA: De Capo Press.

Class Website: You will be able to find PDFs of the lectures and discussions posted on eLearn

Course Goals and Overview

It is difficult to fully understand how the brain functions under completely normal working conditions. One technique used to investigate brain functioning through clinical cases where there has been trauma in a specified region of the brain. Thus, in people with traumatic brain injuries (TBI) neuroscientists can locate the region of trauma and any change in functioning of the individual. This course is designed to explore the brain through various historical cases and provide a deeper understanding of neuro-functioning from resulting deficits in dissociated brain regions. Clinical cases will be provided as we travel from the frontal lobe to the temporal lobe, parietal lobe, occipital lobe and beyond.

- To provide an opportunity to work through scientific controversies by analyzing, comparing and contrasting theories and research
- To provide an opportunity to work through the scientific process through writing research paper
- To practice and improve your writing and presentation skills

Course Requirements and Policies

Course web page. Lecture slides, assignments and readings are available on the course web page - [eLearn](#).

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Lecture Attendance. Students are required –and expected - to attend all of the classes for this course. While I will not enforce a daily attendance policy, a failure to attend will reflect poorly in your participation/question portion of your final grade. A portion of this grade is reflected in the critical thinking journals, which are randomly distributed throughout the course. If you are going to miss a lecture, please do your best to let me know *before* class.

Absences and Make-ups. It is expected that you will turn in each assignment and take each examination at the scheduled time. A make-up exam can be taken only for excused absences. Unless highly unusual circumstances prevail, approval for excused absences must be obtained prior to the scheduled exam. If you fail to take an examination (an unexcused absence), you will receive a score of zero for that exam.

Posting of Lectures. PDF's of the lectures will be posted on the eLearn page for your reference. I will do my best to post lectures within 24 hours **after** the lecture. This is for both practical (I'm often working on these until the last minute) and pedagogical (I like you to take your own notes) reasons. Please note that these PDFs are not comprehensive in their information as much of what we study in class is through discussion and activities.

Academic Integrity. Loras College's policy: "Dishonesty (cheating, plagiarism, etc.) in class and/or assigned work will result in total loss of credit for the class and/or assigned work. Dishonesty in examinations, which are not final examinations, will result in total loss of credit for the examination. Dishonesty in final examinations will result in the grade of Fail for the course. All cases of student dishonesty are reported in writing to the Associate Vice President for Academic Affairs by the faculty member. The student may appeal cases of dishonesty to the Associate Vice President for Academic Affairs."

Cell phones, etc. Please turn off or silence all electronic devices during class. I will remember to do the same. Feel free to use a computer/tablet for taking notes in class. If you want to record a lecture for personal use, please get my permission and do not post or share it publicly.

Students with disabilities. Loras College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student. Disability services: In accordance with federal law, if you have a diagnosed disability or believe that you have a disability that might require reasonable accommodations, please discuss your needs with me at your earliest convenience. Documentation of your disability must be on file with the Lynch Office, 120 Academic Resource Center, (563-588-7134) for you to receive accommodations.

Getting Help. If you find that you are having difficulties with any of the material please contact me as soon as possible! Do not wait until late in the course. It is difficult to significantly improve your grade if there are only a few weeks left in the course. I am happy to help you. If you are not able to see me during office hours we can make other arrangements. You can also find resources at various centers including the [Library \(Guides\)](#), [Writing Center](#), [Office of Academic Support](#) and [Student Counseling Center](#).

Assignments

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- Group Quiz

There will be a group quiz covering the first third of class. The quiz questions may include the following question formats: multiple-choice; fill-in-the-blank; matching; true/false; short-answer sections and essay. Everything that is presented in lecture and in the readings will be fair game for the quiz. Note also, that some of the lecture material will be non-overlapping with the readings, as lectures are designed to augment, or expand upon, the readings.

- Daily Reflections / Case Study

In addition to the *Mindstorms* book and course readings, I'd like you to pick up a case study written by a survivor of TBI or their family member in order to get a better first person experience/description of TBI.

For each day (starting 9/26) I'd like you to write down your thoughts/reactions about the readings. These should include critical thoughts about the readings (e.g., what and why you agree or disagree with, what did you find interesting or confusing, etc.) *rather than summaries*. You should also tie in updates from the case you are reading. Post these to eLearn (Subject Topic Forums) the night before class (9:00PM) so that I can 1) read them before class & 2) possibly assemble them all together, print them out and hand them out in class for all to see. - There are 19 opportunities, so my plan is to take your top 12.

- Discussion Leader

Students will be expected to be the "discussion leader" for 2 different days of articles/topics distributed over the semester, beginning – 9/26. One of your discussion leads will be with a partner. The second will be by yourself. On days you are the discussion lead *you do not need to write a reflection or post questions*. The job of the discussion leader is to provide some structure to the discussion of the issues that week. This could be a PowerPoint or handouts, sets of questions for discussion, etc. The point is not for the leader to do all of the talking that day, rather to facilitate discussion. Feel free to consult with me about this. - We'll use the articles/topics I've chosen, but if you find a different (better??) article that you think would fit that week's topic you may submit it to me for possible substitution for an assigned article. I'll need these at least 1 week in advance for review and dissemination to the other students (and if the article is available in electronic format that would be helpful).

- Class Participation

This is a reading and discussion based course. I expect that everybody come to class having read the articles and put some thought into them. To facilitate the discussion (starting 9/26), in addition to the reaction/reflection papers, I'd like everybody to come up with at least 2 questions about each of the readings/concepts and post these to eLearn (Pre-Class Qs) the night before class (9:00PM). The discussion leader for the day does not need to post questions to eLearn the night before their presentation. Class participation will be based on active participation in the discussions and also the submission of these questions the night before class.

- Annotated bibliography (AB)

I'd like you to search for your articles on the topic that your white paper is on, read them, and prepare a brief (e.g., 1 paragraph to 1 page) summary, as well the full reference. Make sure to

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spend the majority of your annotation describing what you're taking from the article and why it is important to you, don't just summarize it. You'll need a minimum of 9 articles included in the bibliography for full credit and these are due each week (starting 10/5). Assigned articles do not count towards the minimum 9 articles.

- Research Paper and Infographic

The major project for this course is a 10-15 page (content – excludes title page, abstract, references) white paper and associated infographic. White papers are authoritative reports that provide information and recommendations on issues. Your final paper will include an introduction (literature review) and a proposals section. While an exhaustive literature review is not required, review is necessary for providing context in which to understand the proposals. Each time you turn something in, it should be in APA style.

On September 14th, you will turn in a 1-2 page paper that includes your research question and briefly describes at least 2 academic studies that you are using as a basis for your research question.

On September 28th, we will go through a demo of the research process. You will turn in the first five sources for your paper. In the demo we will analyze each other's sources for academic rigor and contribution to the topics. We will also work to brainstorm and share resources for each other going forward.

On October 26th you will send your literature review draft to a writing partner. Then on 10/31 we will discuss those literature reviews in class. The first half of the class will be with your writing partner face to face and the second half of the class will be open for you to get feedback and tips from the rest of the class.

On November 16th you will send your proposals to a different writing partner. Then on 11/23 we will discuss those proposals in class. The first half of the class will be with your writing partner face to face and the second half of the class will be open for you to get feedback and tips from the rest of the class.

On November 30th you will turn in your infographic. The infographics will be the public presentation of the findings of your white paper. You want to communicate the information in a fun, informative and interesting way.

During finals week, you will turn in the final draft of your paper (15-20 pages of content). This paper should be a revised and improved edition of your white paper and now include an abstract together with your introduction, proposals and references.

Your final paper will be graded using the following criteria:

- a) Identification of gaps in literature
- b) Analysis of supporting research studies
- c) Clear description of proposal
- d) Quality of evidence based proposal
- e) APA style

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Infographic

One of the most important skills to acquire in any scientific field is the ability to think critically about a given topic. Beyond thinking critically is the ability to break difficult information down into more understandable information. Infographics allow you to communicate information in a fun and understandable way. It is important for scientists to share information and educate others about the things that they study. Follow me [@LorasNeuro](#) for links to up-to-date research and news articles about TBI. You are **strongly encouraged** to share updates and information using the hashtag [#HowDuBrainsWork](#).

Your infographic will be graded using the following criteria:

- a) Content
- b) Public Understanding
- c) Graphics
- d) Attractiveness
- e) Mechanics

- **Research Presentation**

Psychology conferences typically host symposium sessions, in which researchers construct talks to present their research findings from a recent study or studies. The last week of class, starting December 5-7th, will consist of an academic symposium. During the session, each student will present a PowerPoint slideshow describing their white paper proposals that they have developed over the course of the semester. The presentation should include the following: literature review, hypotheses, method, and references. Each presentation should be 12 minutes with 5 minutes for questions. You should post your presentations to eLearn by December 4th.

The presentations will be graded using the following criteria:

- a) Clear description of research proposal
- b) Overall attractiveness of presentation
- c) Quality of information presented
- d) Oral description/presentation to audience

- **Grading.** Grades will be based on the total points shown below.

A / 4.0 93% and above	B- / 2.7 80-82%	D+ / 1.3 67-69%
A- / 3.7 90-92%	C+ / 2.3 77-79%	D / 1.0 63-66%
B+ / 3.3 87-89%	C / 2.0 73-76%	D- / 0.7 60-62%
B / 3.0 83-86%	C- / 1.7 70-72%	F 59% and below

Grading Criteria:

Discussion Leader	= 100 pts	14.3%
1 Solo		
1 Group		
Class Participation	= 125 pts	17.85%
Reflections		

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Questions In-Class		
Group Quiz	= 100 pts	14.3%
White Paper		
Research Presentation	= 30 pts	4.2%
Annotated Bibliography	= 45 pts	6.4%
Infographic	= 100 pts	14.3%
Intro Draft and Review		
Proposal Draft and Review		
Final	= 200 pts	28.6%
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Total	= 700 pts	100%

Late Work. Late assignments will be docked 10% for everyday after the assigned due date.

Important Dates

- 9/5 – Labor Day, No class
- 9/16 – Last Day to Drop
- 10/17 – 10/18 – Fall Free Days
- 10/28 – Last Day to Drop (receive W)
- 11/23 – 11/25 – Thanksgiving Break
- 12/9 – Last Day of Classes
- 12/12 – 12/15 – Finals Week

Schedule*

Day	Topic	Assignment
8/29	Course Intro	
8/31	Anatomy/Neurons	
9/5	LABOR DAY	NO CLASS
9/7	Anatomy/Plasticity	Blumenfeld, H. (2002). Chapter 2: Neuroanatomy overview and basic definitions. In <i>Neuroanatomy through Clinical Cases</i> . Sunderland, MA: Sinauer Associates Inc., pp. 12-46. Clifford, E. (2009). Neural plasticity: Merzenich, Taub, and Greenough. <i>HarvardBrain</i> , 6, 16-20.
9/12	Brain Anatomy	Banich, M.T. (2004). Chapter 3: Methods. In <i>Cognitive neuroscience and neuropsychology</i> , 2nd Edition. New York: Houghton Mifflin Company, pp. 61- 111. Fellows, L.K., Heberlein, A.S., Morales, D.A., Shivde, G., Waller, S., & Wu, D.H. (2005).

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		Method matters: An empirical study of impact in cognitive neuroscience. <i>Journal of Cognitive Neuroscience</i> , 17, 850-858.
9/14	Methods	**Topic Proposal Due** Kable, J. (2011). The cognitive neuroscience toolkit for the neuroeconomist: A functional overview. <i>Journal of Neuroscience, Psychology and Economics</i> , 42(2), 63-84. Zillmer, E.A., Spiers, M.V., & Culbertson, W.C. (2008). Chapter 2: Methods of investigating the brain. In <i>Principles of Neuropsychology</i> , 2nd Edition. Belmont, CA: Thomson Wadsworth, pp. 32-61.
9/19	Infographics and Review	
9/21	Group Quiz	**Group Quiz**
9/26	Types of Traumatic Brain Injury Brain Injury Myths	**Discussion Leader Starts** MS - CH 1,2 Bruns, J. & Hauser, W.A. (2003). The epidemiology of traumatic brain injury: A review. <i>Epilepsia</i> , 44, 2-10. Langlois, J. A., Rutland-Brown, W. & Wald, M. M. (2006). The Epidemiology and Impact of Traumatic Brain Injury: A Brief Overview. <i>Journal of Head Trauma Rehabilitation</i> , 21(5), 375-378.
9/28	How to Research	
10/3	Mechanisms of Injury Group	Bigler, E.D., & Maxwell, W.L. (2012). Neuropathology of mild traumatic brain injury: Relationship to neuroimaging findings. <i>Brain Imaging and Behavior</i> , 6, 108-136.
10/5	Mechanisms of Injury Group	Biennow, K., Hardy, & Zetterberg, H. (2012). The neuropathology and neurobiology of traumatic brain injury. <i>Neuron</i> , 76, 886-899.
10/10	Discovering and Diagnosing TBI	Ruff, R.M., Iverson, G.L., Barth, J.T., Bush, S.S., Broshek, D.K. & NAN Policy and Planning Committee. (2009). Recommendations for diagnosing a mild traumatic brain injury: A national academy of neuropsychology education paper. <i>Archives of Clinical Neuropsychology</i> , 24, 3-10.
10/12	TBI Evaluation – Biomarkers Group	Jeter, C.B., Hergenroeder, G.W., Hylin, M.J., Redell, J.B., Moore, A.N. & Dash, P.K. (2013). Biomarkers for the diagnosis and prognosis of mild traumatic brain injury/concussion. <i>Journal of Neurotrauma</i> ,

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		30, 657-670.
10/17	Fall Free Days	NO CLASS
10/19	TBI Evaluation – Imaging Group	McDonald, B.C., Saykin, A.J., & McAllister, T.W. (2012). Functional MRI of mild traumatic brain injury (mTBI): Progress and perspectives from the first decade of studies
10/24	TBI Time course / Sequela Group	MS - CH 5 Povlishock, J.T. & Katz, D.I. (2005). Update of neuropathology and neurological recovery after traumatic brain injury. <i>Journal of Head Trauma Rehabilitation</i> , 20(1), 76-94.
10/26	Emergency and Acute Care Rehabilitation	MS - CH 9/10 **Literature Review Draft Due** **Infographic Outline Due** Ventura, T., Harrison-Felix, C., Carlson, N., DiGuiseppi, C., Gabella, B., Brown, A. ... & Whiteneck, G. (2010). Mortality after discharge from acute care hospitalization with traumatic brain injury: A population-based study. <i>Archives of Physical Medicine and Rehabilitation</i> , 91(1), 20-29.
10/31	Peer Review	
11/2	TBI and the Mind - Memory	MS - CH 6 Ehlhardt, L., Sohlberg, M.M., Kennedy, M. Coelho, C., Ylvisaker, M., Turkstra, T. & Yorkston, K. (2008). Evidence-based practice guidelines for instructing individuals with neurogenic memory impairments: What have we learned in the past 20 years? <i>Neuropsychological Rehabilitation: An International Journal</i> , 18, 300-342
11/7	TBI and the Mind – Executive Functions	MS - CH 6 Jurado, M. B. & Rosselli, M. (2007). The elusive nature of executive functions: A review of our current understanding. <i>Neuropsychology Review</i> , 17(3), 213-233.
11/9	TBI and Social Interaction	MS - CH 7 Ryan, N.P. Anderson, V., Godfrey, C., Beauchamp, M.H., Coleman, L., Eren, S., ... & Catroppa, C. (2014). Predictors of very-long-term sociocognitive function after pediatric traumatic brain injury: Evidence for the vulnerability of the immature “social brain”. <i>Journal of Neurotrauma</i> , 31, 649-657.

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11/14	TBI and the Self	MS - CH 8 Kennedy, M.R.T. & Coelho, C. (2005). Self-regulation after TBI: A framework for intervention of memory and problem solving. <i>Seminars in Speech and Language</i> , 26, 242-255.
11/16	TBI and Psychiatric Comorbidities	**Proposal Draft Due** **Infographic Draft Due** Jorge, R.E., & Arciniegas, D.B. (2014). Mood disorders after TBI. <i>Psychiatric Clinics of North America</i> , 37(1), 13-29.
11/21	SIS / Post Concussive Syndrome	Eisenberg, M.A., Meehan, W.P., & Mannix, R. (2014). Duration and course of post-concussive symptoms. <i>Pediatrics</i> , 133(6), 999-1006. McCrory, P., Davis, G.A., & Makkdissi, M. (2012). Second impact syndrome or cerebral swelling after sporting head injury. <i>Current Sports Medicine Reports</i> , 11(1), 21-23.
11/23	Peer Review	
11/28	Behavioral Therapy	Ylvisaker, M., Turkstra, L.S., & Coelho, C. (2005). Behavioral and social interventions for individuals with TBI: A summary of the research with clinical implications. <i>Seminars in Speech and Language</i> , 26, 256-267.
11/30	Cognitive Therapy	**Infographic Due** MS - CH 12/13 Cicerone, K.D., Levin, H., Malec, J., Stuss, D., & Whyte, J. (2006). Cognitive rehabilitation for executive function: Moving from bench to bedside in patients with TBI. <i>Journal of Cognitive Neuroscience</i> , 18, 1212-1222. Rees, L., Marshall, S., Hartridge, C., Mackie, D., & Weiser, M. (2007). Cognitive interventions post acquired brain injury. <i>Brain Injury</i> , 21:2, 161 – 200.
12/5	Presentations	**Presentations Due 12/4**
12/7	Presentations	
12/12 – 12/15	Finals Week – Wednesday 12/14 12:15PM	**Final White Paper Due**

*Instructor reserves the right to modify this syllabus and schedule when necessary. Modifications will be made following notification via e-mail, eLearn, and/or in class announcement

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Advocacy/White Paper Topics

Traumatic brain injury is often called the “silent illness” or an “invisible disability” because it is difficult to actually see the problems that individuals with TBI face. Beyond the problems of not being recognized are issues surrounding variability. If you take three people with similar backgrounds and gave them the same TBI, you could observe three very different outcomes. With this variability it is difficult to find consistent (i.e., statistically significant) trends which makes it near impossible to receive research funds. With a lack of funding and a lack of understanding, it's often difficult for individuals and families with TBI to navigate life after a TBI. How do you work with insurance for rehabilitation if they don't know how best to help you? How do we measure a TBI that doesn't use self-report measures? For your advocacy white paper and infographic, I'd like you to explore a complication within the experience of TBI. Your infographic will be an entertaining way to explain the issue to the public, while the white paper will be a more academic way to suggest solutions to the issue or problem. For your topics, let's go beyond the idea that athletes get concussions and choose topics that we can explain to people to help them. The idea of a white paper is to lay out goals and suggestions to change something and make it better.

Potential Topics

Combat related TBI

- Impact of modern warfare
- Incidence of TBI in military population
- Blast injuries

Recovery and Treatment

- Novel Treatments
- Modern prevention
- TBI recovery-concussion/mTBI – complications in the population
- TBI recovery- moderate/severe
- Patient education
- Symptom management
- Treatment for moderate-severe TBI
- Community integration and long-term recovery
- PTSD treatment w/TBI
- Factors impacting recovery for PTSD and TBI
- Insurance Issues – Long-term vs short-term care
- Post-concussive symptoms & Post-concussive Syndrome (PCS)
- TBI and college students
- Measuring TBI/Concussion – Issues with current practices

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Reading List for Case Study*

- Bauby, Jean-Dominique. (1997). *The diving bell and the butterfly*. New York: Alfred A. Knopf.
Bauby suffered a stroke that left him nearly completely paralyzed. He composed this book by using eye blinks to signal the letters one by one and is a testimony to the powerful drive of communication.
- Brennan, Karren. (2002). *Being with Rachel: A personal story of memory and survival*. New York City: W.W. Norton & Company.
The story of a mother and daughter after a traumatic brain injury.
- Calderwood, Lynsey. (2008). *Cracked: Recovering from traumatic brain injury*. Philadelphia, PA: Jessica Kinsley Publishing.
A story by a teenager who sustained a TBI and her recovery.
- Crimmins, Cathy. (2001). *Where is the mango princess: A journey back from brain injury*. New York City: Vitage.
The author describes her experience with her husband after he suffers a TBI.
- Fishman, Steve. (1988). *A bomb in the brain: A heroic tale of science, surgery and survival*. New York: Scribner.
The author recounts his personal battle with a brain hemorrhage, neurosurgery, and epilepsy.
- Gallant, Tom. (2005). *A hard chance: Sailing into the heart of love*. Lawrencetown, NS, Canada: Pottersfiled Press.
The story of a love affair before and after being t-boned by a bus.
- Gardner, Howard. (1974). *The shattered mind*. New York: Alfred A. Knopf.
Gardner describes his purpose in writing this book: "to demonstrate that a host of critical issues in psychology can be illuminated by a thoughtful study of the behavior and testimony of brain damaged individuals." H addresses aphasia, alexia, and memory impairment.
- Goldstein, Joel. (2012). *No stone unturned: A father's memoir of his son's encounter with traumatic brain injury*. Lincoln, NE: Potomac Books.
A father's story about his 16 year old son's brain injury and recovery.
- Grant, David. (2012). *Metamorphosis, surviving brain injury*. CreateSpace Independent Publishing Platform.
It is a story about the ability to overcome insurmountable odds with dignity and tenacity and a splash of humor.
- Klawans, Harold L. (1989). *Toscanini's tumble and other tales of clinical neurology*. New York: Bantam Books.

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A neurologist discusses what he learned from patients about neurological disorders and how people contend with them.

Klawans, Harold L. (1990). *Newton's madness*. New York: Harper and Row.

Continuing beyond his book, Toscanini's tumble, Klawans describes patients with a variety of neurological disorders.

Laplante, Eve. (1993) *Seized*. New York: Harper Collins.

The author shares insights into temporal lobe epilepsy as a medical, historical, and artistic phenomenon. The three people with this disorder include a corporate executive, a small-town attorney, and a prison inmate and mental patient.

Laux, Sally. (2011). *Life out of order: A story of sibling loss and living with traumatic brain injury*.

A reflection on her life as it relates to her brothers and what happened to them.

Lewis, Simon. (2010). *Rise and shine: The extraordinary story of one man's journey from near death to full recovery*. Santa Monica, CA: Santa Monica Press.

A film producer whose life was turned upside down when his car was broadsided and sent careening into a tree.

Leyde, Janna. (2013). *He never liked cake*. Bloomington, IN: Balboa Press.

A daughter's story about her father's traumatic brain injury.

Long, P.J. (2004). *Gifts from the broken jar: Rediscovering hope, beauty, and joy*. Mandurah, WA, Australia: Equilibrium Press.

After a traumatic brain injury, PJ gained an insight into the resilience of the spirit and the unexpected joys of everyday life.

Luria, Alexander. (1987). *The man with a shattered world: The history of a brain wound*. Cambridge, MA: Harvard University Press (Reprint edition).

The story combines observations of a neuropsychologist and the experiences of Zasetky who was injured in World War 2.

Martin, Russell. (1986). *Matters gray and white: A neurologist, his patients and the mysteries of the brain*. New York: Henry Holt and Co.

The author uses clinical experiences to tell about the practice of neurology, how neurological disorders affect people, and what these disorders reveal about the brain.

Mason, Michael Paul. (2009). *Head cases: Stories of brain injury and their aftermath*. New York City: Farrar, Straus, and Giroux.

Head Cases describes the dark side of brain injury through a sequence of stories from the world of brain damage.

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- Meck, Su. (2014). *I forgot to remember: A memoir of amnesia*. New York City: Simon & Schuster.
A view from inside of a terrible injury, Su describes her experiences after a TBI erased the first 22 years of her life.
- Noonan, David. (1989). *Neuro- (Life on the front lines of brain surgery and neurological medicine)*. New York: Simon and Schuster.
A neurologist is followed as he diagnoses and treats disorders. Noonan shares the doctor and patients' perspectives with personal insights and graphic information on diagnosis and treatment.
- Osborn, Claudia. (2000). *Over my head: A doctor's own story of head injury from the inside looking out*. Kansas City, KS: Andrews McMeel Publishing.
The author, a doctor, describes the aftermath of a brain injury that stripped her of her profession.
- Prowe, Garry. (2010). *Successfully surviving a brain injury: A family guidebook, from the emergency room to selecting a rehabilitation facility*. Gainesville, FL: Brain Injury Success Books.
After his wife sustained a severe brain injury he has been studying how people recover from serious brain injuries and live purposeful lives.
- Rawlins, Rosemary. (2014). *Learning by accident: A caregiver's true story of fear, family and hope*. New York City: Skyhorse Publishing.
A story of a wife's experience after her husband sustained a brain injury in a car accident.
- Roy-Bornstein, Carolyn. (2012). *Crash: A mother, a son, and the journey from grief to gratitude*. Guilford, CT: Skirt!.
A story about a mother whose son sustains a brain injury when he is hit by a drunk driver.
- Sacks, Oliver. (1970). *The man who mistook his wife for a hat and other clinical tales*. New York: Summit Books.
Sacks describes his experiences with a variety of patients with wonderment and affection. The cases include individuals with sensory agnosia, aphasia, autistic savant syndromes, Tourette's syndrome, etc..
- Sacks, Oliver. (1995). *An anthropologist on Mars*. New York: Vintage Books.
Sacks examines the lives of a colorblind painter, a man with frontal lobe syndrome, a surgeon with Tourette's syndrome, a man with visual agnosia, an autistic savant, and a woman who has overcome many consequences of autism.
- Schultz, Larry & Schultz, Michael. (2010). *Head injury recovery in real life*. San Diego, CA: Plural Publishing.

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This book combines a review of scientific and clinical background with autobiographical accounts of the best long-term recoveries of patients with TBI.

Shulman, Alix Kates. (2009). *To love what is: A marriage transformed*. New York City: Farrar, Strauss and Giroux.

The story is about a wife and her husband after he sustained a brain injury.

Swanson, Kara. (1999). *I'll carry the fork: Recovering a life after brain injury*. Scotts Valley, CA: Rising Star Press.

A memoir about living with a brain injury.

Thomas, Abigail. (2007). *A three dog life*. Boston, MA: Mariner Books.

The story is about a wife and her husband after he sustained a brain injury.

Winslade, William. (1999). *Confronting traumatic brain injury: Devastation, Hope, and Healing*. New Haven, CT: Yale University Press.

A discussion of brain injury, describing what it is, how it is caused, and what can be done to treat, cope and prevent it.

Woodruff, Lee & Woodruff, Bob. (2008). *In an instant: A family's journey of love and healing*. New York City: Random House.

This is a story about marriage, family, war and nation after ABC anchor Bob Woodruff sustains a brain injury while reporting abroad.

*Feel free to suggest your own