

Course Outline

Welcome to Biological Psychology, the most interesting subject in psychology and one of the most interesting topics you could ever study. Biological psychology is a survey of core issues including topics such as maturation, brain development and cognitive (brain-behavior) considerations. In order to fully appreciate these topics the course will begin with laying the foundation for understanding essential neuroanatomy, organization of structures, neuronal and circuitry function.

Other related topics will include discussion of certain disease states and syndromes, psychopharmacological considerations, the role of theory in research (including threats to validity and ethical considerations) as well as clinical case presentations and assessment applications. One of the principal aims of the class is to focus on critical thinking skills. Through the use of material presented in class and as well as referenced research we will discuss and analyze problems by differentiating fact from opinions, using evidence and sound reasoning to specify diverse theories, explanations and their predictions. We will also review certain professional considerations such as how to read research articles without getting hopelessly lost or frustrated and also how to write. It is recommended that you are enrolled in or have taken English 101 or any equivalent course work.

The required text for this class is Biological Psychology by James Kalat 10th or 11th edition

It is expected that students attend all classes. Excessive absences or tardiness (20-30% of the time) may result in a loss of points which could result in a lower grade or **being dropped**. If you are absent for three (3) classes in a row and do not contact me, I will assume you will no longer be attending class and I may drop you from the course. A portion of class time will be devoted to providing examples and case presentations which is both helpful and illustrates certain principles more readily. It is important that I know if you are having difficulty understanding concepts and procedures. As this is my favorite topic to teach I can usually tell if someone is lost, confused or about to fall into a coma. However if I have gone through an explanation of some concept and/or process and you still do not understand then please let me know.

Week	Topic	Week	Topic	Additional
1	Nerves, Neurotransmitters & Synapses (Chp 1&2)	9	Regulation continued Chp 10 & 11)	Discuss papers
2	Nervous System (Chp 2, 3 &4)	10	Hormones & Emotion (Chp 11 & 12)	
3	CNS continued Perception Chp 4, begin Chp 5 Development	11	Learning & Memory (chp 13) Cognition (Chp 14) begin	
4	Chp 5 Development Perception Chp 6	12	Psychological Disorders Chp 14 (continued) (Chp 15)	Papers due
5	Perception continued (Chp 6 & 7)	13	Psychological Disorders Chp 15 (continued)	
6	Sensation & Movement (Chp 7 & 8)	14	Medication, Drugs (Appendix A)genetics	
7	Sleep (Chp 9)	15	Brain Imaging, Review, Discuss Case study Papers	
8	Regulation (Chp 10 & 11)	16	- Final	

There will be four quizzes (25 points each), one final exam (50 Points) , one critique of a paper guided in class(20 points) and one with limited guidance paper (30 points; Total = 200 points). Specifically this means that there will be **TWO** papers. Grading is based on points accumulated for all tests and papers: A = 180-200 pts; B=160-180 pts; C= 140-160 pts; D=120-140pts

All papers are to be typed and given in as a hard copy as no hand written work or e-mailed work will be accepted. The paper to be reviewed (the first paper) will be given out in class and we will discuss how to interpret with guidelines to writing the critique. The second paper will be chosen by the student from several presented in class

There are no make-ups given for a missed quiz. Please see me regarding any such occurrence. Final grades will be posted and not discussed via telephone or e-mail. I will be in class early, at least ½ hour prior to beginning each class session if you need to discuss any of the above mentioned items. You can also reach me at the following e-mail camploap@wlac.edu

If you have missed a class *please* get the notes from another student and after you have reviewed them if you still have questions I will be go over those questions with you. I do not allow cell phones and pagers to be accessed during class. If you must speak to someone on your cell please leave the class to do so. If you decide to stop attending class it is your responsibility to go through the process of dropping at the Admissions Office. There is a standard of conduct in class and as well as when accessing web sites designed to assist students. The classroom (as well as any websites accessed by students) is a place of mutual respect and although opinions and differing points of view are discussed these views are limited to the professional considerations of the class and related professional issues only. We adhere to a dress code in which clothing with offensive words or comments or other inappropriate reference which is clearly outside the realm of academic standards is not allowed

Student Learning Outcomes. Students will demonstrate

- 1) Apply knowledge of the brain and body chemical systems to human behavior
- 1) Knowledge of neural transmission, identification of major nuclei and structures of the nervous system
- 2) Basic understanding of the principle concepts in brain behavior relationships as related to cognition, emotion development, regulatory processes and major psychological disorders
- 3) Knowledge of certain specific theories of physiology and brain function (e.g. handedness, hemispheric specialization, genetics) as well as theories of behavior and motivation (e.g. language, memory)
- 4) Describe the anatomy and physiology of the major parts of the brain and nervous system.
- 5) The ability to critically examine specific topics discussed (with a strong emphasis on current literature)
- 6) Competency and knowledge regarding a specific topic chosen for the paper and presentation
- 7) Understanding of how to use the campus library system to conduct research and assist in writing

Academic Dishonesty Policy

All students are expected to do their own work. All forms of cheating and plagiarism are strictly forbidden. Students who are determined to have cheated will have their assignments marked 0 for failure. Any such incident may be reported to the Dean of Academic Affairs and the Vice-President of Student Services.

Examples of cheating include but are not limited, to the following;

Using unauthorized materials such as notes or “crib” sheets on exams

Copying other student’s exams

Submitting any assigned work that is not the student’s own

Copying other written materials without proper credit to the original author

Downloading from computer networks without citation