

Syllabus for
PSY 305--Physiological Psychology
3 Credit hours
Spring 2018

I. COURSE DESCRIPTION

A survey of neural and endocrine mechanisms followed by detailed consideration of selected problems in physiology of behavior. Emphasizes learning, motivation and sensory processing. Prerequisite: PSY 201

The course is designed to introduce the student to physiological basis of behavior. Structure (neuroanatomy) and function of both the peripheral and central nervous systems are covered. Theories of mind/body relationships are reviewed as they relate to aspects of adaptation in personality, behavior, and in health and disease.

II. COURSE GOALS

This course is designed to enable the student to do the following:

- A. Acquire the basic knowledge for further learning and experience in the fields of physiological psychology and psychophysiology.
- B. Study the physiological foundations of behavior with regard to motor organization, brain dynamics, states of consciousness, motivation, emotion, learning, and stress.
- C. Critically review some aspect of research in physiological psychology.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Distinguish structure and function of the nervous system.
- B. Relate, in his or her own words, an elementary understanding of the physiological basis of behavior.
- C. Relate principles of physiological response mechanisms to aspects of adaptation in personality, behavior, and in health and disease.
- D. Analyze and recognize the relations between psychological processes and somatic adaptive responses and compare various theories explaining the mind/body relationship.
- E. Critically review some aspect of research in physiological psychology or psychophysiology.
- F. Evaluate interrelationships between observable physiological function and psychological behavior, with special reference to the human organism.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook

Carlson, N. R., & Birkett, M. A. (2017) *Physiology of behavior*. (12th ed.) Boston, MA: Pearson.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Double cuts are assessed for absences immediately preceding or following holidays.
3. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
4. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
5. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
6. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education ePortfolio Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures
 - a. Grading Summary

4 Unit Exams (100 points each)	400 points
1 Journal Critique & Presentation	50 points
1 Writing Assignment	<u>100 points</u>
	550 points
 - b. Writing Assignment--In an 8-10 page paper worth 100 points the student should describe the physiology of a specific mental disorder. This involves choosing a diagnosable disorder from the DSM-IV and describing its physiology according to the following categories and format:
 - (1) symptomatology--what symptoms characterize this particular disorder?
 - (2) physiology--what physiological changes are associated with this disorder?
 - (3) Treatment--how do the various treatment approaches seek to affect the person physiologically?
 - (4) This paper is written according to APA format and must cite a

minimum of ten sources. The 100 points are divided as follows:

- (a) symptomatology 20 points
- (b) physiology 40 points
- (c) treatment 20 points
- (d) APA format 20 points

- c. Journal Critique and Presentation--A sign-up sheet is passed around class to sign-up for a day to present a summary of a journal article. Each day has a specific journal article number assigned to it. This number corresponds to an article published in the Annual Editions of *Biopsychology*, which is available on reserve. The student's responsibility is to critique the article and then, in a five-minute presentation, summarize it to the class. The critique should be 2 pages typed and handed in. The first page is a summary of the article in the student's own words. The second page consists of the student's interaction with the article by critiquing the author's points and conclusions and integrating the article's content with class discussions. This assignment is worth 50 points to be assessed as follows:

- (1) Content--summary and critique 40 points
- (2) Mechanics--spelling and grammar 5 points
- (3) Presentation--clarity and creativity 5 points
- Total 50 points

2. ePortfolio Requirements

- a. The writing assignment as detailed in the previous section must be submitted in its' entirety to the student's e-portfolio by the 14th week of the semester.
- b. Artifacts not submitted electronically or incorrectly submitted receive a zero for that assignment.

3. Other Policies and/or Procedures

- a. Changes—Class attendance is considered an essential component of the requirements for this course. Therefore, any changes in syllabi, assignments, exams, or requirements announced in class by the instructor will be considered to constitute adequate and sufficient notice. It is each student's responsibility to be aware of any such changes, and to contact the instructor if unsure of what is expected.
- b. Assignments and Papers
 - 1) All assignments and papers are due at the beginning of class the day the assignments and/or papers are due.
 - 2) Unless specified by the instructor, all assignments and papers must be typed.
 - 3) Spelling, grammar, and neatness count toward the grade.
 - 4) The official guide for writing papers in the Department of the Behavioral Sciences is the *Publication Manual of the American Psychological Association*, 6th ed., 2010.
- c. Late assignments and papers receive point deductions as follows:
 - 1) Late papers receive the designated penalties if handed in after the beginning of the class the day they are due.
 - 2) The professor reserves the right to refuse to accept any paper or assignment that is late.

- 3) All late assignments/papers must be put in the instructor's departmental mailbox, have on the front page the time and the date handed in, and be signed by a member of the Behavioral Science Department staff as verification. The office is not open during the evenings or on weekends or holidays.
 - 4) Because course requirements are assigned in advance, excused extensions are extremely rare.
 - 5) Plagiarized work receives no points for the assignment/paper and no makeup opportunities. To avoid having work suspected of plagiarism, each student should make sure sources, information and opinions are documented and acknowledged to the appropriate author. Students should not "loan" work to other students.
- d. Exams
- 1) Because exams are announced in advance, excused makeup exams are extremely rare.
 - 2) No Show—No grade except a zero.
 - 3) Excused Makeup Exams
 - a) No points or fees are deducted for Administrative Excuses. These must be typed, signed by the appropriate staff in Dr. Fagin's office, and presented to the instructor no later than one day before the exam is to be given.
 - b) As physician appointments can be scheduled around exams, only bona fide emergency visits, properly documented (signed excuse), are acceptable. No points or fees are deducted for an excused emergency.
 - c) Arrangements must be made to take the excused makeup exam within one week of the originally scheduled exam. Requests to arrange to take an excused makeup exam must be submitted in typed form, dated, and given to the instructor no later than one week before the scheduled exam.
- e. Cheating
- 1) Blatant—the student receives no points for the exam and no makeup.
 - 2) Suspected (i.e., reported by classmate or proctor)—the student takes a makeup exam. The procedure for the makeup exam follows that of a late exam (as above). If refused, the student receives no points for the exam.
 - 3) All appeals to the contrary must be typed and copies given to both Dr. Walker and the instructor within the week.
- f. Office Hours
- 1) Office hours are posted on the instructor's website and given in class.
 - 2) If students cannot make the posted hours, they should see instructor after class or leave a message (with a phone number and/or box number, and times to be reached).
 - 3) If the instructor's door is closed, students should check first with the secretary before knocking. Students should respect the confidentiality of others (requested by the closed door).

g. Attendance Policy

- 1) Attendance is taken in each class. If students arrive late to class, after attendance has been taken, they are marked as absent. More than two absences may result in point penalties. Two tardies equal one absence.
- 2) If a student leaves class, that student is marked absent.

VI. COURSE CALENDAR

<u>Week</u>	<u>Subject</u>	<u>Text</u>
1	Introduction	ch. 1
2	Cells of the Nervous System	ch. 2
3	Structure of the Nervous System	ch. 3
4	Psychopharmacology	ch. 4
5	Vision	ch. 6
6	Audition, Body Senses and Chemical Senses	ch. 7
7	Movement	ch. 8
8	Sleep and Biological Rhythms	ch. 9
9	Reproductive behavior	ch. 10
10	Emotion	ch. 11
11	Thirst and Hunger	ch. 12
12	Learning and Memory	ch. 13
13	Communication	ch. 14
14	Schizophrenia and Affective Disorders	ch. 16
15	Anxiety, Autistic, and Stress Disorders	ch. 17
16	Final Exam	

Course Inventory for ORU's Student Learning Outcomes

PSY 305—Physiological Psychology Spring 2018

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive				
	Proficiencies/Capacities				
1A	Biblical literacy			X	
1B	Spiritual Formation			X	
2	Outcome #2 – Intellectually Alert				
	Proficiencies/Capacities				
2A	Critical thinking, creativity, and aesthetics		X		
2B	Global & historical perspectives		X		
2C	Information literacy	X			
2D	Knowledge of the physical and natural world	X			
3	Outcome #3 – Physically Disciplined				
	Proficiencies/Capacities				
3A	Healthy lifestyle			X	
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept				
	Proficiencies/Capacities				
4A	Ethical reasoning and behavior		X		
4B	Intercultural knowledge and engagement		X		
4C	Written and Oral Communication		X		
4D	Leadership capacity				X

(Revised 7/26/17)