



Course Syllabus

PSY 305: Physiological Psychology

3 Credit hours

Online Syllabus

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.

Pre-requisite: PSY 201 Principles of Psychology

II. ACADEMIC MISSION

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

Spiritually alive Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior

Intellectually alert critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity

Physically disciplined healthy lifestyle; physically active lifestyle

Socially adept communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

Professionally competent ... discipline-specific proficiencies [*listed under Program Outcomes*].

The last page of this syllabus, "COURSE INVENTORY for ORU's Student Learning Outcomes," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes through its [ePortfolio system](#).

III. PROGRAM OUTCOMES

This course supports the program outcomes of B.S. in Psychology (PSYO) and is an elective. The specific outcomes this course supports are marked below in **bold text** and with an asterisk (*).

1. **Use scientific inquiry and critical thinking skills within the context of the discipline of psychology.** *
2. Develop cultural competence, self-efficacy and self-regulation within the values and ethics of Psychology which reflect an understanding of and respect for the positive value of human diversity.
3. Understand the history of Psychology, along with current structures and issues, and how practitioners in this field seek to help people.
4. **Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among and between individuals.** *
5. Analyze the impact of mental health issues on understanding the origins and outcomes of individual, interpersonal, and systemic behavior. *
6. **Evaluate and use research findings to enhance awareness of psychology, its issues, and its multiple paradigms.** *
7. Develop and use both verbal and written communication skills to interact effectively with others, to strengthen the knowledge base and make contributions to the field.
8. Understand the importance of the use of supervision and consultation to the field of Psychology.
9. Learn about functioning within the structure of organizations and service delivery systems to meet professional, organizational, ethical, and legal requirements of applications of psychology and careers in the field of Psychology.
10. Apply information technology to promote communication and facilitate the goals of Psychology.
11. Integrate Christian faith systems with the values of Psychology to enhance the individual's ability to impact the general psychological knowledge base as well as the overall field of Psychology.

IV. COURSE GOALS

The purpose of this course is to familiarize the student with the different theories, constructs, and processes associated with physiological psychology. This course utilizes a number of assessments and assignments to help students become more aware of research while deepening their own ability to empathize with those facing mental and emotional disorders arising from observable physiological function and psychological behavior.

V. COURSE OBJECTIVES (CO)

Upon successful completion of this course, the student will be able to:

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

VI. TEXTBOOK AND OTHER LEARNING RESOURCES

A. Required Materials

Textbooks:

Carlson, N. R. & Birkett, M.A (2017) *Physiology of Behavior* (12th ed.). Pearson ISBN: Unbound Print: ISBN-13: 9780134319278. Note: The 11th edition may be used through 2017 Fall.

The ORU Bookstore carries print as well as eTexts of required textbooks.

<http://www.bkstr.com/oralrobertsstore/home>

Other required materials:

None.

B. Optional Materials

Textbooks:

American Psychiatric Association. (2014). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Washington, DC: American Psychiatric. ISBN: 9780890425558.

C. Writing Style

This course will use the American Psychological Association, 6th edition writing style for its dialogues and papers.

Single Author Examples -- (Note that APA uses just the initial of the author's first name.)

APA Rodriguez R. (1982). *A hunger for memory: The education of Richard Rodriguez*. Boston: Godine. / ISBN

Multiple Author Examples

APA Smith, S. R., Eckland, K., & Houser, J.

(The remaining information (title, etc.) follows the same format as the single author entries above.)

VII. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.
2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism: <https://goo.gl/iG7F4D>
3. **Privacy:** By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU Employee Handbook](#), sets forth requirements designed to protect the

privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.

4. Whole Person Assessment Requirements:

- a. Specify which, if any, Whole Person Assessment requirements there are for this course.

None for this course.

B. School and/or Department Policies and Procedures

1. Class Assignments

- a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. Late Work

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. Late work may not be accepted by the professor, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.

3. Incompletes

As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

C. Online Programs Policies and Procedures

- 1. Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
- 2. ADA and Students with Disabilities:**
 - Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
 - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
 - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
 - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>

3. Useful Links for Online Students:

- [Student Learning Glossary](#)
- Library: <http://library.oru.edu>.
- D2L Helpdesk: d2lhelp@oru.edu
- I.T. Student Helpdesk: studenthelpdesk@oru.edu
- [Netiquette and Online Discussions](#): <https://goo.gl/f744AY>
- Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

D. Course Policies and Procedures

1. **Evaluation Procedures:** The final grade will be based on forum discussions, quizzes, and projects. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course.

Assessment percentages by type of assignment:

Forums:	28%
Quizzes:	24%
Projects:	48%

2. Grading Scale:

A=90-100% B=80-89% C=70-79% D=60-69% F=59% and below.

3. Other Policies and/or Procedures

None

VIII. COURSE CALENDAR

The Course Calendar shows the specific learning activities and assessments for this course, along with their respective grade weights. The far-right column lists the Course Outcomes (CO) that are tied to the corresponding Assessment in column 2. All activities and assessments are fully described online in D2L under their respective module. When applicable, ¥ indicates this is a Whole Person Assessment item that is also submitted to the E-Portfolio system.

Week	Assessments	Hours	Weight	CO*
1	Behavioral Neuroscience	--	--	--
	View/Listen/Read, Chp. 1, 2 & 3	7	--	--
	Forum 1: The Nervous System	3	4%	1
	Quiz 1: Cells and Structure of the Nervous System	2	4%	1
	Project 1: Behavioral Neuroscience	4	6%	1
2	Psychopharmacology	--	--	--
	View/Listen/Read, Chp. 4 & 6	6	--	--
	Forum 2: Psychologists & PTSD	3	4%	1
	Quiz 2: Psychopharmacology and Vision	2	4%	1
	Project 2: Treating Mental Health with Drugs	5	6%	1
3	Bodily Senses and Sleep	--	--	--

	View/Listen/Read, Chp. 7, 8, & 9	7	--	--
	Forum 3: Do We Experience Reality?	3	4%	2
	Quiz 3: Bodily Senses, Movement and Sleep	2	4%	2
	Project 3: Sleep and Consciousness	4	6%	2
4	Reproduction, Emotion, & Ingestion	--	--	--
	View/Listen/Read, Chp. 10, 11, & 12	8	--	--
	Forum 4: Sexual Behavior and Orientation	3	4%	2
	Quiz 4: Reproduction, Emotion, & Ingestion	2	4%	2
	Project 4: My Rational and Emotional Mind †	3	4%	2
5	Learning, Memory & Communication	--	--	--
	View/Listen/Read, Chp. 13 & 14	7	--	--
	Forum 5: Learning and the Nervous System	3	4%	2
	Quiz 5: Learning, Memory & Communication	2	4%	2
	Project 5: Speech and the Human Person	4	6%	2
6	Schizophrenia, Affective & Substance Disorders	--	--	--
	View/Listen/Read, Chp 16, 17, & 18	7	--	--
	Forum 6: Bipolar Disorder and Creativity	3	4%	3
	Quiz 6: Schizophrenia, Affective Disorders	2	4%	3
	Project 6: Term Paper Research	4	4%	3
7	Physiological Psychology	--	--	--
	View/Listen/Read	5	--	--
	Forum 7: Psychologists vs. Psychiatrists	3	4%	3
	Project 7: Physiological Psychology Term Paper ¥	9	16%	3
Course Total	Total estimated hours based upon 16 hours per week for 7 weeks	113	100%	

* CO: The last column indicates which Course Outcome (CO) is met by the Assessment in Column 2.

** This D2L Forum is a required live student discussion hosted the instructor via Zoom.

† Indicates a Spiritual Formation integration item that is tracked by the college.

¥ indicates a Whole Person Assessment item that is also submitted to the E-Portfolio system.

IX. COURSE INVENTORY

For ORU's Student Learning Outcomes Physiological Psychology: LPSY 305

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 knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior		X		
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy	X			
2C	Global & historical perspectives			X	
2D	Aesthetic appreciation			X	
2E	Intellectual creativity			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	Communication skills			X	
4B	Interpersonal skills			X	
4C	Appreciation of cultural & linguistic differences			X	
4D	Responsible citizenship				X
4E	Leadership capacity				X

(Revised 2/1/10)

This syllabus is subject to change without notice up until the first day of the semester.

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