

### Basic Course Information

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>Wyatt</b>
Course Title & #:	<b>Biological Psychology</b>		
CRN #:	<b>21265</b>	Office:	<b>A-Yard (SUDT)</b>
Yard:	<b>B</b>		
Class Dates:	<b>02/12/18 - 06/08/18</b>	Location:	<b>Calipatria State Prison</b>
Class Days:	<b>Tuesdays</b>		
Class Times:	<b>4:30pm – 7:40pm</b>	Units	<b>3</b>

### Course Description

This course explores the biological basis of human behavior. The development, structure and functions of the nervous system are thoroughly examined to provide insight into its complex relationship with human behavior, thought, and feelings. The history of neuroscience and methods of scientific inquiry are reviewed. (CSU, UC)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe the action potential and how communication takes place between neurons. (ILO1, ILO2, ILO3)
2. Critique current research in biopsychology including the ethical methodology and safeguards used in animal and human studies. (ILO1, ILO2, ILO3, ILO4, ILO5)
3. Demonstrate an understanding of psychological theory regarding the relationship between physiology; cognition and emotion. (ILO1, ILO2, ILO3)
4. Identify the biological and endocrine based causes of neurological and mental disorders. (ILO1, ILO2, ILO3, ILO4)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Outline major events in the history of neuroscience and describe related advances in experimental methodology.
2. List and describe the functions of the structures and organelles of the neuron and discuss synaptic transmission.
3. Identify the functional organization of the human nervous system and the structures which make up the functional subsystems including the role of neuroendocrine systems.
4. Summarize the development of the vertebrate nervous system throughout the lifespan and identify problems that may result from delayed or impaired development.
5. Identify and describe sensory structures and processes and discuss how the nervous system initiates and controls movement.
6. Explain the physical regulation of homeostasis and discuss the effect of homeostatic drives on human behavior.
7. Discuss circadian and other cyclical rhythms of the brain and resultant effects on human behavior.
8. Describe the biological controls of emotions and explain the significance of emotions in human behavior and cognitive processes.
9. List and describe the major diseases of the nervous system and explain modern views on the bio/psycho/social nature of mental disorders.
10. Relate current research findings on the biologic elements of human learning and memory.
11. Explain scientific approaches used in methodologies for the study of brain-behavior relationships while being able to provide concrete examples of noninvasive vs. invasive research using current ethical principles and methods for the study of both humans and animals including research safeguards and the peer review process in science.

## Textbooks & Other Resources or Links

Kalat, J.W. (2016). Biological Psychology (12<sup>th</sup> edition). Belmont, CA Wadsworth. ISBN: 9781305105409

## Course Requirements and Instructional Methods

Instructional Methods: Lecture, PowerPoint, Videos, Demonstration, Discussion, and Group Activity

Reading Assignments include assigned text readings; current articles and/or sources from the internet.

Written assignments Include reflective responses, sharing the students' viewpoints and opinions in regard to the major biological theories.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2)

hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Quizzes (This includes Pop-Quizzes):	100 points
Writing Assignments:	100 points
Mid-Term:	100 points
Final Exam:	100 points
Research Paper:	50 points
Group Presentation:	<u>50 points</u>
<b>Total Number of Points</b>	<b>500 Points</b>

### Attendance

The below information is the IVC attendance policy.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.

## **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- *Plagiarism* is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- *Cheating* is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following:

- (a) Plagiarism
- (b) Copying or attempting to copy from others during an examination or on an assignment
- (c) Communicating test information with another person during an examination
- (d) Allowing others to do an assignment or portion of an assignment
- (e) Using a commercial term paper service.

## **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or Mr. Pesqueira as soon as possible.

## **Student Counseling and Health Services**

Please notify your instructor or Mr. Pesqueira if you are in need of any counseling.

### **Veteran's Center**

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas:

- 1) Academics
- 2) Health and Wellness
- 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources.

Their goal is to ensure a seamless transition from military to civilian life.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

### **Student Equity Program**

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access.

We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC General Catalog.

### Anticipated Class Schedule/Calendar

WEEK	DATE	TOPIC	HOMEWORK
1	February 13	Syllabus and Introduction to Biological Psychology	Chapter 1
2	February 20	Chapter 1	Chapter 2 & 3
3	February 27	Chapters 2 & 3	Chapter 4
4	March 6	Chapters 4	Chapter 5
5	March 13	Chapter 5	Chapter 6
6	March 20	Chapter 6	Chapter 7
7	March 27	Chapter 7	Study for Mid-Term
8	April 3	Spring Break	Study for Mid-Term
9	April 10	Mid-Term	Chapter 8
10	April 11	Chapter 8	Chapter 9
11	April 12	Chapter 9	Chapter 10 and 11
12	May 1	Chapter 10 and 11	Chapter 12 and 13
13	May 8	Chapter 12 and 13	Chapter 14
14	May 15	Chapter 14	Prepare for Presentations
15	May 22	Group Presentations	Study for Final
16	May 29	Group Presentations	Study for Final
17	June 5	FINAL	---

\*\*\*Tentative, subject to change without prior notice\*\*\*