

# California Lutheran University

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## Bachelor's Degree for Professionals

**PSYC 331 Physiological Psychology**

**Fall Term, 2016, August 29 – November 14**

**Thursdays 6 – 9:30 PM**

**Oxnard Campus, Room 115**

**Drop Dates: 9/12/16 Last day to drop without a “W” or financial penalty**

**10/10/16 Last day to withdraw without academic penalty**

**Instructor: Elizabeth Geringer, Psy.D.**

**Office hours: before & after class and by appointment**

**Email: [egeringe@callutheran.edu](mailto:egeringe@callutheran.edu)**

**(805) 390-8966**

### **Course Description:**

Studies the physiological aspects of human behavior, with special emphasis on neurological structure and functions as related to sensation, perception and psychopathology.

### **Textbook (Required):**

Kalat, J. (2016). *Biological Psychology*. Boston: Cengage Learning.

ISBN-13: 978-1-305-10540-9

### **Textbook (Optional):**

Presti, D. (2016). *Foundational Concepts in Neuroscience*. New York: W.W. Norton & Company.

ISBN-13: 978-0393709605

### **Website**

Blackboard: [www.callutheran.edu/myclu](http://www.callutheran.edu/myclu)

The Blackboard course website will include video lectures, assignment instructions/grading rubrics, journal articles, course syllabus, and students' grades. Additionally, the quizzes and article discussions will take place on the website. Students are also required to upload paper assignments and any extra credit assignments to Blackboard. Furthermore, important announcements about the course will also be posted on Blackboard. Most information and items needed for this course will be available on Blackboard. Please check the course website on a regular basis. Weekly materials will be posted one week in advance so feel free to work ahead.

If you need assistance with Blackboard, contact the Help Desk at [helpdesk@callutheran.edu](mailto:helpdesk@callutheran.edu) or 805.493.3698.

### **Course Format:**

This course will be taught in a blended format. This means that that 60% of the content will be online, while 40% of the content will be presented in class, face-to-face. This particular blended course has been structured so that we meet face-to-face every other week (starting the first week of class). This will result in 6 face-to-face weeks and 5 online weeks. Lecture will be delivered every week via online videos posted on the course website (Blackboard). We will go over the content of these videos in more detail, as well as engage in hands-on activities, demonstrations, and discussions, during our face-to-face class meetings.

The blended format of this course is intended to provide greater flexibility for students. However, please keep in mind that even though we only meet face-to-face every other week, there will still be weekly deadlines. These are to provide you with more structure and help keep you on track in this course. Finally, as a blended course, it is no more or less challenging as traditional courses you have taken at Cal Lutheran, and was developed to meet Cal Lutheran's strict requirements for excellence.

### **Course Outcomes:**

At the end of this course students will be able to:

1. Apply psychological research methods, critical thinking and field specific knowledge to class assignments, exams and final research paper/presentation.
2. Apply physiological psychology principles. Students will be encouraged to understand the influence of several factors including biology/genetics, social/cultural and psychological processes on the development of neurological disorders, schizophrenia, affective disorders, anxiety disorders, ADHD, Autistic Disorders and Stress Disorders.
3. Express themselves professionally and effectively in writing and oral presentations. Students will be encouraged to demonstrate their writing ability in research based written assignment and will also be expected to express themselves orally in class discussions and final presentation. They will be expected to learn the relevant APA ethical standards and guidelines for professional conduct.

### **CLU Learning Outcomes:**

The institutional learning outcomes met through the successful completion of this course are:

- Communication
- Information Literacy
- Creative and Critical Thinking
- Interpersonal and Teamwork

### **Program Specific Learning Outcomes:**

The Psychology program learning outcomes met through the successful completion of this course are:

- Students will be able to demonstrate knowledge of the processes that are the physiological bases of behavior.
- Students will be able to demonstrate knowledge of theory and empirical discoveries in learning and cognition.
- Students will be able to develop an understanding of applied areas of psychology, specifically clinical and behavioral modification.
- Students should be able to locate relevant research, theory, and information necessary to plan, conduct, and interpret results of research studies.
- Students should be able to demonstrate the application of psychological principles/models to human problems both individually and collectively.
- Students should be able to write a paper that has a clear focus, uses appropriate sources and information, clearly synthesizes information to support the focus, conforms to the conventions of standard English in grammar, uses the vocabulary of psychology appropriately, cites and references

sources according to APA guidelines, and presents table and graphs in formats consistent with APA guidelines.

- Students should be able to orally present their research in a way that is clearly organized and articulate, uses clear visual aids to present results, and demonstrates an ability to answer questions about the methods employed, interpretation of results and limitations of the methodology employed.

**Assignments:**

The course will be taught in a blended recorded video lecture/face-to-face seminar/Blackboard format that encourages an ongoing interactive dialogue between the lecturer and students. It is expected that students will have completed readings and assignments and watched weekly video lectures *prior to* each face-to-face class meeting. Students should be prepared to participate in class discussions pertaining to the main topics of the assigned material. Student’s work in the class will be evaluated based on all assignments, exams, viewing of video lectures, participation in blackboard discussions and in class participation.

**Student Workload/Carnegie Hours:**

The expectation is that a 4-credit course will meet for 50 hours of instructional time and will have about 100 hours of out-of-class work (homework).

- As our 4-credit blended courses meet for about 19.5 hours in-person, the remaining 30.5 hours of instructional time need to be handled via online instructions (in this case, video lectures, online teasers, and discussion boards).
- There should be approximately 9 hours of homework per week (of course, this may vary depending on the week).

**Instructional Hours Chart:**

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5 hrs.	55 hrs.	Over 11 weeks, uneven distribution
In class face-to-face meetings (6)	3 hr. 15 min.	19 hrs. 30 min.			Includes exams
On line video lectures (11)	1 hr.	11 hrs.			Average, varies by student
Weekly Quizzes (5)			1 hr.	5 hrs.	Average, varies by student
Exam Prep (2 total)				20 hrs.	Average, varies by student
Group Terms Assignments (4 total)	2 hrs.	8 hrs.			Average, varies by student
Discussion Board: Article Reviews-High Involvement (4 total)		12 hrs.			Average, varies by student

Research Paper & Presentation				20 hrs.	Average, varies by student
<b>Total</b>		<b>50 hrs.</b>		<b>100 hrs.</b>	

\*\*In this chart the Carnegie instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.

### **Discussion Board (Article Reviews):**

Students are required to read and critically respond to current articles related to topics in physiological psychology. One way to achieve this is through student-centered discussions of scholarly research articles. Students will read and discuss 4 journal articles throughout the term (15 points each discussion). After reading each article, students will engage in a class-wide discussion of the article. These discussions will be highly involved and take place over the span of one week. Students are required to read and critically analyze the researcher's methodology, results and discussion. Students will be required to critically respond to a designated portion of the article. Students will upload a response through Blackboard. Responses should be at least one paragraph in length (approximately 250+ words). Instructor will be highly involved by reading all responses, responding to posts and guiding students to think critically about the author's methods, results and discussion. For example: were the methods used appropriate? Were there any problems with the results? Does the discussion and conclusions support the results? other research? What are the implications of the research? In addition, students are also required to post an additional response/comment on one other original response by another student. There will be 4 Article Review Discussions throughout the semester. Students will post 4 initial responses and 4 secondary responses. Discussion board responses are worth 180 points total: 30 points for each initial response and 15 points for each additional/comment response.

### **Group Terms Assignments:**

Students will be given a list of terms that are relevant to the weekly topics. Students are required to work in their designated online group to define each term and create an online glossary. Instructor will be highly involved by reading all responses, responding to posts and guiding students to provide an appropriate, current glossary of terms that includes examples from students' personal experiences. Group terms assignments are worth 20 points each for a total of 80 points.

### **Exams:**

There will be 2 exams (150 points each). The exams are not cumulative. All material covered in the video lecture, in class, and the assigned textbook reading is fair game for the exams; the research articles will not be included. The exams may contain multiple-choice, true/false, fill-in-the-blank, and short answer questions. If you know in advance that you will be unable to take the exam on the scheduled date/time, you must notify me at least 1 week ahead of time. We will then schedule the exam for an earlier date/time. Should you miss the exam (and not provide advanced notice), you must contact me within 24 hours of the missed exam AND provide appropriate documentation of your absence (e.g., a doctor's note, a tow truck receipt). I will only allow make-up exams if both of these criteria are met. Additionally, this make-up exam may contain different questions (either content or format) than the original exam.

### **Weekly Quizzes:**

There will be 5 weekly quizzes on weeks that we do *not* meet face-to-face (10 points each). Each quiz will cover material from the previous 2 weeks (from the video lecture and the textbook only). The quizzes will contain multiple-choice and true/false questions. They will take place on the Blackboard website. Quizzes will only become available AFTER you finish watching the video lectures. The purpose of these quizzes is

to give you a chance to practice what you just learned in the lectures and the textbook, to give you a sense of how well you are doing in the course and help you better prepare for the exams. Students will be allowed unlimited attempts on each quiz. This means you can take the quiz as many times as you like (in order to get full credit). You must complete each week's quiz by the following face-to-face class, Thursday at 5:59pm. After this time, you will no longer be able to complete the quiz for credit. It will remain on the website, however, for study and practice purposes. You may not make up missed quizzes.

### **Written report, article reviews (3) and presentation:**

At the first class session, students will be provided with a list of topics related to neurophysiology (effects on brain structure, function, and behavior). Topics include: Traumatic Brain Injury (TBI), Tumors, Seizure Disorders, Disorders of Development, dementia (Alzheimer's disease), Schizophrenia, Major Affective Disorders (Depression, Bipolar, etc.), Anxiety Disorders, ADHD and Stress Disorders. Each student is to select one topic from the list to research, critique, write a comprehensive report and then present research to class. In addition, students will be required to provide a one-page handout with key principles of his or her topic for each member of the class.

A minimum of three peer-reviewed articles through CLU database is required for this report. As part of your research report grade, students will be required to submit a one-page review of each of the three peer-reviewed articles that they will be using in their research report. These reviews may be included as part of student's final research paper. Instructor will provide feedback so that students will be able to make changes and maximize points on final research report. Students who do not turn in the article reviews will lose 10 points on their research report grade for *each* review missed.

Presentation will be 10 minutes with 5 additional minutes for questions from class (20 minutes total). Students are required to use PowerPoint (APA format) for presentation to class. Further details will be discussed in class. Written report and Presentation is worth 200 points.

### **Video Lectures and Class Attendance:**

The majority of lecture for this course will take place online. Specifically, weekly video lectures will be posted on blackboard in which Instructor will go over and explain the major concepts, theoretical perspectives, and research findings within Physiological Psychology. It is imperative that students watch these videos, as they cover important course content. Instructor will not merely re-deliver these lectures in class. Additionally, please keep in mind that students must watch the video lectures before they are allowed access to the weekly quizzes (which are worth points toward your final grade). Thus, students are strongly encouraged to watch the videos so that students (1) are prepared for face-to-face meetings and (2) get credit on quizzes.

It is also extremely important that students come to class. In our face-to-face meetings, we will review more difficult concepts, discuss particular topics more in-depth, and practice the material via activities and demonstrations. Also, instructor may lecture on new material (not covered in the video lectures) in class. Students are responsible for knowing this material on the exams. Students are strongly encouraged to participate during class. Please ask and answer questions, as well as share your thoughts and opinions! This is your chance to gain hands-on experience and think critically about the course material.

There will be 6 face-to-face meetings. Attendance will be taken for these classes. For every unexcused absence, 10 points will be deducted from your final grade. Absences will only be excused if the student contacts the instructor within 24 hours of the missed class AND provide appropriate documentation of student's absence (e.g., a doctor's note, a tow truck receipt). Because this is an accelerated blended 11-

week course with only 6 face-to-face meetings, students should plan to be at every class meeting. No more than 2 absences will be allowed.

### **Grading:**

Your final grade will be based on your performance on all of the above assessments. Grading will be on a straight scale (i.e., no curve). The grade distribution is as follows:

- ~ **4 Discussion Board Responses = 180 points**
- ~ **4 Group Terms Assignments = 80 points**
- ~ **2 Exams = 300 points**
- ~ **Weekly Quizzes = 50 points**
- ~ **Research Paper & Presentation = 200 points**
- ~ **Attendance/Participation = 60 points**
- ~ **TOAL POINTS POSSIBLE = 870 POINTS**

Grade	Percent
A	93–100%
A-	90–92.99%
B+	87–89.99%
B	83–86.99%
B-	80–82.99%
C+	77–79.99%
C	73–76.99%
C-	70–72.99%
D+	67–69.99%
D	63–66.99%
D-	60–62.99%
F	0–59.99%

### **Attendance Policy:**

A portion of students grade will include attendance and participation in weekly class lectures, discussions and activities. In order to receive full attendance/participation points, students must be engaging in weekly in-class lecture discussions. Because this is an accelerated 11-week course, students should plan to be at every class meeting. No more than 2 absences will be allowed.

### **Make up and Late Policy:**

No assignments will be accepted after the due date/time.

### **Cal Lutheran Blended Course Technology Requirements:**

In order to participate in a blended course at California Lutheran University, you will need the following hardware, software, and capabilities. These are the minimum requirements; specific courses may have technological needs above and beyond this list.

- Computer
- If you need or want portable hardware, you can check out a laptop or iPad at the library for the entire semester

- A first-generation iPad is sufficient for participating in this course
- To watch pre-recorded lectures
- Operating System Windows or Mac OSX
- Applications Microsoft Silverlight or Windows Media Player
- Bandwidth
  - 50Kbps: Audio-only recording
  - 300Kbps: Recording consisting of screen capture, audio, and video
  - 500Kbps: Recordings with multiple video streams
- Speakers or headphones
- To access the course site
- Firefox browser (usually the best, do NOT use Internet Explorer)
- Java Standard Edition 5 (1.5.0\_12)
- Optional: Blackboard Learn App
  - Download from your devices' app store, select California Lutheran University as the school and sign in via myCLU

### **Course Evaluations Statement:**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is:

<http://courseval.callutheran.edu>

### **Disability Statement:**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

### **Statement on Academic Honesty:**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran's dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior, which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

**University Harassment Policy:**

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

**Sexual Misconduct:**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

**Pearson Library:**

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page

<http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at [ywilber@callutheran.edu](mailto:ywilber@callutheran.edu)
- General Library email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

**Cal Lutheran Writing Center:**

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at [www.callutheran.edu/writing\\_center](http://www.callutheran.edu/writing_center) or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

**Veterans Resources:**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information:

<http://www.callutheran.edu/veterans/> . Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or 805.493.3648, for more information.

**Help Desk:**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information

[http://www.callutheran.edu/iss/technology\\_services/helpdesk.php](http://www.callutheran.edu/iss/technology_services/helpdesk.php) or call: 805.493.3698

**Final Note:**

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner. The class schedule is presented below. While the material will be covered in the order presented in the schedule, the actual timing may change from week to week as the course progresses.

### PSYC 331 Fall 2016 Course Schedule

WEEK	TOPIC	READING	ASSIGNMENTS DUE
1 face-to-face	What is Biopsychology? Anatomy of the Nervous System	Ch. 1 & 3	
2	Neural Conduction, Psychopharmacology	Ch. 2	Quiz 1, Discussion Board: Article Review 1
3 face-to-face	Vision: Sensation	Ch. 5	Group Terms 1, Research Paper Article Review #1
4	Vision: Perception	Ch. 5	Quiz 2, Discussion Board: Article Review 2, Research Paper Article Review #2
5 face-to-face	Other Sensory Systems	Ch. 6	Group Terms 2, <b>Mid Term Exam</b>
6	Movement	Ch. 7	Quiz 3, Discussion Board: Article Review 3, Research Paper Article Review #3
7 face-to-face	Hunger & Eating	Ch. 9	Group Terms 3, <b>Research Paper Due</b>
8	Emotion	Ch. 11	Quiz 4, Discussion Board: Article Review 4
9 face-to-face	Learning & Memory	Ch. 12	Group Terms 4, <b>Oral Presentations</b>
10	Lateralization & Language,	Ch. 13	Quiz 5

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