



PSYC 202 Introduction to Physiological Psychology (5 Credits)

Spring Quarter 2020 – Item # 5436, Section HYA

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(<https://bellevuecollege.zoom.us/j/7590629235>)



Dear Students,

Welcome to one of my absolute favorite topics and areas of research: **physiological psychology** (also known as *biopsychology* and *behavioral neuroscience*). I'm glad you're here and am excited to guide you through this fascinating field. Many are intimidated by the field of physiological psychology, but I want to make sure this class is far from intimidating. We will be learning the ins and outs of the biology of behavior (brains included), which will require us to learn new vocab, concepts, and theories *every day*. In addition to gaining all of this physiological psychology knowledge, you will be closely investigating a disease or disorder that impacts the nervous system. Please note that our class will be fully online this quarter. Though this may add unique challenges, remember that you will have continuous support from your classmates and myself. Read the remainder of the syllabus as it includes a lot of important information about the course. Feel free to email me any questions (Jennifer.Parada@bellevuecollege.edu).

Sincerely,
Jennifer Parada

Course Information

COURSE DESCRIPTION

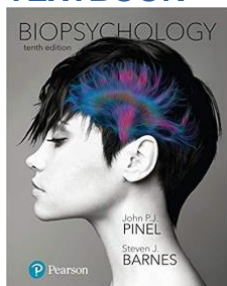
Introduces the physiological systems that underlie behavior with emphasis on the nervous system, sensory systems, endocrine system, and research methods unique to the field of physiological psychology. Fulfills natural science course requirement at BC. Recommended: PSYC& 100.

COURSE LEARNING OUTCOMES

After completing this course, you will be able to:		Assessed by:
CLO 1	Identify the components of the nervous system, endocrine system, and immune	Class Participation; Chapter Quizzes; Research Paper Drafts; Neuro-

	system and describe their functions.	Investigations Poster
CLO 2	Describe the chemical influences on behavior at the molecular, cellular, and the systemic level of the organism.	Class Participation; Chapter Quizzes; Research Paper Drafts; Neuro-Investigations Poster
CLO 3	Describe the unique challenges in the application of the scientific method to the study of behavior and distinguish between the technologies employed in studying the brain.	Class Participation; Chapter Quizzes; Research Paper Drafts; Neuro-Investigations Poster
CLO 4	Employ the terms and theories related to physiological psychology in their appropriate contexts.	Class Participation; Chapter Quizzes; Research Paper Drafts; Neuro-Investigations Poster
CLO 5	Distinguish between the major contributions of the prominent theorists in the field of physiological psychology.	Class Participation; Chapter Quizzes; Neuro-Investigations Poster
CLO 6	Describe the dynamic relationship between evolution, genetics and the environment as it influences physiology and behavior.	Class Participation; Chapter Quizzes; Research Paper Drafts; Neuro-Investigations Poster

TEXTBOOK



Pinel, J. P. & Barnes, S. J. (2017). *Biopsychology* (10th Ed.). New York: Pearson. ISBN-13: 978-0134203690

Accessing the textbook: In order to access the textbook, you must first need to create a Pearson Revel account (if you do not have one already) by clicking [HERE](#). After you have created an account, or if you already have one, please go to our Canvas course page and follow the directions under Step 4 of the “Getting Started” module. Once you follow these steps, you will have *immediate access* to the textbook!

CANVAS

- You can access Canvas through the [Bellevue College homepage](#) or by clicking [HERE](#).
- In addition to the course syllabus, Canvas is your primary source of information for this course. All due dates, materials related to class, and announcements will be posted and available through Canvas. I suggest that you check Canvas several times a week.
- For technical problems with Canvas, contact the HELP desk at (425) 564-4357 or by click [HERE](#).

Classroom Learning Atmosphere

INSTRUCTOR'S EXPECTATIONS

Because college is a professional environment, I expect all students in my classes to abide by basic professional etiquette. This etiquette includes, but is not limited to:

Spring 2020 Online Expectations

- a) Logging onto Canvas *several times per week* (i.e., a minimum for 4 times per week) and completing work in a timely manner. DO NOT cram an entire week's work into Sunday night. Not only will it increase your stress levels, but it will result in lower quality work.
- b) Communicating electronically through Canvas or BC e-mail. I will not communicate about coursework or your grades through personal email accounts. I aim to answer emails within 24 hours.
- c) Keeping up with electronic communication. I regularly send out important course information through Canvas announcements (e.g., reminders, revisions, supplemental material). It is your responsibility to keep up with these updates.
- d) Being respectful to your classmates via online discussions. Any disrespectful language used towards your classmates will result in a zero on that particular participation assignment and further disciplinary action.
- e) Being respectful of my time. I aim to have assignments graded and returned within two weeks after they are submitted (although I often get them back by one week). Please do not ask when assignments will be returned or graded before this time. If it has been more than two weeks, and you are concerned about your grades, please talk to me during office hours or email me with questions.

CLASSROOM POLICIES

- I. **Technology and Notetaking.** Although all coursework will be completed electronically this quarter, I **highly encourage** note-taking by hand. To aid with note-taking by hand, I provide guided note packets for all units in the course. You will access the electronic versions of these packets, which you can print or use as a way to guide your note taking. The guided notes outline all of the important concepts and topics covered in each unit.
- II. **Self-disclosure.** Please note that our approach toward physiological psychology is an *academic/scientific* one. I know that the study of psychology can include very personal and emotional topics. While I hope that the content we cover is personally meaningful to you, I ask that you think carefully about the experiences and examples you choose to share with your classmates, especially during online discussions. When sharing examples, please avoid disclosing any identifying information (e.g., name, age) about the individuals involved if it is not relevant to the context of the example. This is to avoid anyone else identifying these individuals, especially if the example is related to a personal topic. These steps will help us respect our scientific approach and ensure a comfortable and safe learning environment for you and your classmates.

- I. **Attendance Policy (Spring 2020 Online Modification).** It is expected that all online activities associated with lessons are completed by the due dates, ensuring continuous participation in the course (see **Class Participation** section under Course Assessments). Please note that class participation activities **cannot** be made up after the due date; activities will close and I will not reopen them unless it was missed because of an emergency or unforeseen circumstance.
- III. **Late Work Policy.** All quizzes and assignments (including the *Neuro-Investigations* project) will receive half credit if turned in late, unless you and I have made alternative arrangements **before** the assignment deadline. If you cannot submit an assignment on time, I expect you to let me know beforehand. You have until June 12th at 11:59 pm to turn in late assignments for half credit. My motto is *some points are better than no points*, so please keep this in mind if you miss an assignment deadline. **Please note that I do not accept late work or revisions on assignments once the quarter has ended, nor do I negotiate final grades.**

Course Assessments

- I. **Getting Started Module (15 points total) – Due Sunday, April 12th by 11:59 pm**

The “Getting Started Module” on Canvas is composed of multiple steps, each intended to help you become familiar with the course, which is especially important for online instruction this quarter. I want you to use this module as a way to learn to navigate this course to maximize your success. The module contains 3 graded components.

Component 1: Introductory discussion board (worth 5 points). This discussion board will give you an opportunity to introduce yourself to the class, as well as getting to know a little bit about us too.

Component 2: Syllabus quiz (worth 10 points). This quiz will ask you about important course policies and procedures outlined in the syllabus. Your submission of this quiz indicates that you understand and agree with the policies and expectations of this course.

Component 3: Study Strategies (worth 10 points). This final component of the module will ask you to outline a preliminary study plan for this course based on some provided resources; it’ll also serve as a place for you to ask any questions you still have about the course.

- II. **Library Resources Module (30 points total) – Due Sunday, April 19th at 11:59 pm**

One of your very first assignments will be to complete a “Library Resources” module on Canvas. The purpose of doing this module is to learn or refine the skills you will need to successfully complete your *Neuro-Investigations* project.

These skills include:

- 1) Knowing the difference between popular and research articles,
- 2) Being able to use search engines through the BC library,
- 3) Using search terms to find research articles, and
- 4) The importance of citing and avoiding plagiarism.

I **highly** suggest starting to navigate through the module during the first week of class so that you are not rushing through it before it is due. The module should take about 30 minutes to complete.

III. **Neuro-Investigations Project Preparation (110 points total) – Due dates vary; see Tentative Course Schedule**

In this class, you will select a disease or disorder that impacts the nervous system and investigate this disorder through the quarter. You will investigate **three** major aspects of this disease or disorder (e.g., neuron changes, neurotransmitters, neuroanatomy, symptoms, and/or treatments). Your final products will be a research paper, highlighting these components, and an academic poster. In order to progress toward these goals, I have broken up the research paper into smaller, graded components that you will tackle one by one throughout the quarter.

The graded components include:

1. ***Introduction to Topic (worth 25 points)***. This assignment will serve as the introduction to your research paper. The information will be based on two sources of information found related to the topic. This will also serve as a space for you to brainstorm and outline the remaining components of the research paper.
2. ***Section 1 Draft (worth 30 points)***. This is a draft of the first section of your research paper. Again, you will have the option of focusing on **3 of the following 4** components: 1) changes to neurons because of this disease or disorder, 2) neurotransmitters, 3) neuroanatomy and symptoms, 4) and/or treatment options. This, and the following components, are titled a drafts because part of your final project grade will be going back and editing these sections to ensure your research paper is the most polished it can be 😊
3. ***Section 2 Draft (worth 30 points)***. See description above.
4. ***Section 3 Draft (worth 30 points)***. See description above. This draft will also include a conclusion to the research paper.

All drafts will be submitted on Canvas and will be checked for plagiarism through VeriCite. All instructions and due dates for the assignments are available on Canvas and on the Tentative Course Schedule below.

Possible topics include:

- Depression, anxiety disorders, schizophrenia, antisocial personality disorder, Alzheimer's disease, Parkinson's disease, eating disorder (anorexia or bulimia), post-traumatic stress disorder (PTSD), autism spectrum disorder, multiple sclerosis, substance abuse.

**Other topics may be used with my permission*

IV. Neuro-Investigations Final Paper, Poster and Reflection (90 points total) – Due dates vary; see Tentative Course Schedule

How will you share what you've learned throughout the quarter? Great question! Research paper findings are often shared at academic conference poster sessions. Since we cannot meet in person and admire each other's posters that way, we will have an electronic poster session via Twitter (yes, these are a thing! Click [here](#) for an example by the Society for the Teaching of Psychology). The good news is that you will already have **all** of the information you need to design your poster – you'll just have to organize it in whatever way you'd like, which should not take long. Once all of the final posters are submitted by Tuesday, June 17th on Canvas, I will upload them all onto a Twitter page made specifically for our class. You will then have until Friday, June 19th at 11:59 pm to review 2 of your classmates' posters and write a short reflection.

Here's a breakdown of your final Neuro-Investigations project grade:

1. **Final, revised research paper (worth 20 points)** – This submission will incorporate all of the different components you've worked on all quarter into one full document. Please note that this should be a revised version based on the draft feedback I gave you.
2. **Poster (worth 50 points)** – Again, this poster will be for our electronic poster session where classmates can admire your work. The poster should include all the components of your research paper (i.e., introduction, sections 1-3, conclusion, and references if there's room). You will submit your poster on Canvas and I will upload it to our Twitter page.
3. **Reflection (worth 20 points)** – The final component of this project is a short (300-350 word) reflection. The reflection will ask you what you learned from your classmates' posters and what you learned through this research process.

All directions for these final project components can be found on Canvas and are due during finals week.

V. Pop Quizzes (100 points total) – Due dates will vary

There will be a few pop quizzes throughout the quarter. These timed, pop quizzes will test your knowledge of the assigned readings. The quizzes will be assigned on a Thursday and you will have until Sunday at 11:59 pm to submit the quiz via Canvas. Each of you will be *randomly assigned* a combination of multiple-choice, fill-in-the-blank, and/or open-response questions. The weeks in

which we have a pop quiz, you will have the option of taking two practice quizzes to guide your studying. More information below.

Practice Quizzes: You will have the option of taking **two** practice quizzes before taking the actual pop quizzes. Practice quizzes are timed, just like the actual quizzes, and they are composed of similar questions that cover the same topics as the ones on the actual quiz. Your performance on the practice quizzes is not graded and does **not** count toward your grade. I **highly** suggest taking advantage of this option for several reasons:

- 1) To become familiar with the quiz format on Canvas,
- 2) To get an idea of the topics covered on the pop quiz, and
- 3) To use this practice quiz as an additional opportunity to study and review material!

VI. **Class Participation (180 points total) – About 20 points per week**

Class participation is very important, as it will allow you to *apply* content you are learning from the textbook and lectures, and critically discuss content with classmates and myself. Participation points are earned in a variety of ways, for example, completing case study assignments, reflection papers, and participating in discussion boards (including both responding to content and asking questions). Please note that the majority of participation activities are graded for completion AND accuracy. Participation activities will add up to about 20 points per week with all activities due by Sundays at 11:59 pm (***please do not wait until Sunday to complete a week's worth of activities!***)

COURSE EVALUATION

Activity	Point Allotment	Total
Introductory Discussion Board	5 points	5 points
Syllabus Quiz	10 points	10 points
Study Strategies Reflection	10 points	10 points
Library Resources Module	30 points	30 points
Pop Quizzes	Will vary	100 points
Introduction to Topic	25 points	25 points
Research Paper Section Drafts	30 points each	90 points
Final Research Paper	20 points	20 points
Poster	50 points	50 points
Project Reflection	20 points	20 points
Class Participation	About 20 points per week	180 points
TOTAL POINTS POSSIBLE	540 points	

GRADING SCALE

A	100-95%	4.0
A-	94-90%	3.7
B+	89-86%	3.3
B	85-80%	3.0
B-	79-75%	2.7

C+	74-71%	2.3
C	70-66%	2.0
C-	65-60%	1.7
D+	59-55%	1.3
D	54-50%	1.0
F	49 or less	0.0

Tentative Course Calendar

DUE = Assignments and quizzes are due at 11:59pm on the listed day, unless otherwise noted

READ = Assigned readings; complete **BEFORE** class

(Please note that this is a *tentative* calendar and is subject to change)

Unit Key
Unit 1 – Cells of the Nervous System (Ch. 2, 3, 4)
Unit 2 – Structures and Functions of the Nervous System (Ch. 3)
Unit 3 – Drugs and Behavior (Ch. 15)
Unit 4 – Survival and the Nervous System (Ch. 12, 14, 17)
Unit 5 – When things go Wrong in the Nervous System (Ch. 10)

Week	Topic(s)	Assigned Readings	Due Dates
1	April 8-9: Introduction to the class	Material and resources on Canvas	
2	April 13-16: Topics: Intro to Physiological Psychology, Neurons + Supporting Cells	Chapter 2 (only section 2.2) & Chapter 3 (only section 3.2)	April 12 th – Getting Started Module
3	April 20-23: Topics: Electrical and Chemical Neural Communication	Chapter 4	April 19 th – Library Resources Module
4	April 27-30: Topics: Brain Basics + Neuroanatomy	Chapter 3	April 26 th – Neuro-Investigations Introduction
5	May 4-7: Topics: Principles of Psychopharmacology + Drug Misuse	Chapter 15	
6	May 11-14: Topics: Eating	Chapter 12	March 10 th – Section 1 Draft
7	May 18-21: Topics: Sleeping	Chapter 14	

8	May 25-28: Topics: Psychoneuroimmunology + Stress	Chapter 17	March 24 th – Section 2 Draft
9	June 1-4: Topics: Tumors and Stroke, Concussions, Epilepsy, Alzheimer's Disease	Chapter 4	
10	June 8-11: Topics: Unit wrap-up activities + Poster Prep	TBD	June 7 th – Section 3 Draft
11	June 15-19: <i>Neuro-Investigations</i> Projects		June 17 th – <i>Neuro-Investigations</i> Poster + Research Paper June 19 th – Project Reflection

***I reserve the right to add, delete, or modify the syllabus with reasonable notification.**

Academic and Support Services

ACADEMIC ADVISING

The Psychology Department has an in-house advisor located in D110C. Please call 425-564-2216 or 425- 564-2212 to set up personal advising appointments or click [HERE](#) for more information.

STUDENT SUPPORT SERVICES

See the following links:

- Academic Success Center - <http://bellevuecollege.edu/academicsuccess/>
- TRiO Student Support Services - <http://bellevuecollege.edu/TRiO/>
- Academic Tutoring Center - <http://www.bellevuecollege.edu/asc/tutoring/>
- Multicultural Services - <http://www.bellevuecollege.edu/mcs/>
- Bellevue College Writing Lab - <http://www.bellevuecollege.edu/asc/writing/>

COUNSELING SERVICES

Offers confidential consultations for students experiencing non-academic difficulties. For more information click [HERE](#).

THE CENTER FOR CAREER CONNECTIONS

Offers career resources for all stages of your academic and professional career. Click [HERE](#) for more information.

College Statements

Bellevue College's Affirmation of Inclusion

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

[Affirmation of Inclusion](https://www.bellevuecollege.edu/inclusion/) (<https://www.bellevuecollege.edu/inclusion/>)

Reasons of Faith and Conscience

Reasonable Accommodations for Reasons of Faith and Conscience: Students who will be absent from course activities due to reasons of faith or conscience may seek reasonable accommodations so that grades are not impacted. Such requests must be made within the first two weeks of the course to the office of the Associate Vice President of Student Affairs (see Bellevue College [Policy 2950](https://www.bellevuecollege.edu/policies/id2950/) (<https://www.bellevuecollege.edu/policies/id2950/>)). In the event you feel you are being discriminated against based on faith or conscience, you may refer to the procedures outlined in the college's [Discrimination, Harassment and Retaliation Policy 1440P](https://www.bellevuecollege.edu/policies/id-1440p/) (<https://www.bellevuecollege.edu/policies/id-1440p/>).

Annual Notice Non-Discrimination

Bellevue College does not discriminate on the basis of race or ethnicity; creed; color; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; or veteran status in educational programs and activities which it operates. Bellevue College is prohibited from discriminating in such a manner by college policy and by state and federal law. All college personnel and persons, vendors, and organizations with whom the college does business are required to comply with applicable federal and state statutes and regulations designed to promote affirmative action and equal opportunity.

Reports of gender and sex-based discrimination, sexual misconduct, or retaliation by a student should be raised with the Title IX office (see 1440P2 for contact information). In cases where the impacted party is a student and the responding party is a college employee, the Title IX coordinator will direct the matter to the Office of Human Resources (HR). All other reports, including all reports where the impacted party is an employee, should be raised with the HR. If a report is against personnel in the Title IX office or HR, it should be submitted to the president's office for referral to an alternate designee.

[Equal Opportunity](http://www.bellevuecollege.edu/equal/) (<http://www.bellevuecollege.edu/equal/>)

Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. relationship violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2641 and more information can be found at [Title IX](#)

(<http://www.bellevuecollege.edu/titleix/>). If you have any concerns, you may report to: [Report Concerns](https://www.bellevuecollege.edu/reportconcerns/) (<https://www.bellevuecollege.edu/reportconcerns/>).

Social Sciences Division Statements

Cheating, Stealing, & Plagiarizing

Cheating, stealing and plagiarizing (using the ideas or words of another as one's own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Dean of Student Services and listed in the Student Conduct Code at: [Student Code](#)

Important Links

See "[Important Links](#)" page online for more information about the E-mail and MyBC, Public Safety, the Academic Calendar, the Academic Success Center, and more.

Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. Common disabilities include physical, neurological (e.g. Autism, ADD/ADHD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access in your classes, programs, activities, and any other services, please contact the DRC. The DRC office is located in building B Room 132. You can contact the DRC by stopping by the office at B132, calling our front desk phone number (425) 564-2498, emailing drc@bellevuecollege.edu. Deaf students can reach us by calling TTY: (425) 564-6189, or by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at [Disability Resource Center](http://www.bellevuecollege.edu/drc) (<http://www.bellevuecollege.edu/drc>).

The DRC office will provide each eligible student with an accommodation letter. Students who require accommodation in class should review the DRC accommodation letter with each instructor during the first week of the quarter. Students with mobility challenges who may need assistance in case of an emergency situation or evacuation should register with Disability Resource Center, and review those needs with the instructor as well.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

Service Animals are allowed in this classroom. Emotional Support Animals need to be approved through the DRC. All other animals will be asked to leave. If you believe you need your animal with you, please connect with the DRC and refrain from bringing your animal until a decision has been made.

Incomplete

If a student fails to complete all the required work for a course, an instructor may assign the grade of Incomplete ("I"). The student must complete the coursework by the end of the next quarter, or receive the assigned letter grade (usually an "F") (<https://www.bellevuecollege.edu/policies/id-3000/>).

F Grade

Students who fail a course will receive a letter grade of "F." (<https://www.bellevuecollege.edu/policies/id-3000/>).

Final Examination Schedule

The Social Science Division will adhere to the final examination schedule as stated in the BC Schedule (<https://www.bellevuecollege.edu/policies/id-3250/>). Final examinations will be held at the end of each quarter at fixed times. Instructors will not give examinations in advance of the regular schedule. A student who is absent from any examination held at any time during the quarter may forfeit the right to make up the examination. If, for illness or some other circumstance beyond the student's control, the student is unable to be present at any scheduled examination and has contacted the instructor on a timely basis, the student may be permitted to take such examination at a time designated by the instructor.

Withdrawal From Class

College policy states that students must formally withdraw from a class by the end of the seventh week of the quarter (Registration Office, B125). If a student has not withdrawn by that date, an appropriate letter grade will be assigned for the course (<https://www.bellevuecollege.edu/registration/withdrawing/>).

Distribution of Grades

Grades will not be posted in the Social Science Division or in faculty offices, and staff will not give out grades. Students should access their grades through the BC Web site (<https://www.bellevuecollege.edu/records/>).