

PHYSIOLOGICAL PSYCHOLOGY
PSYCHOLOGY 314-001
Fall 2021

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Class Location: Science East 1220
Days: Tuesday and Thursday
Time: 8-9:15
Office Hours: Tues 9:30-10:30 and by appointment
Course Information available on Blackboard

Course Objectives:

This course is designed to provide an understanding of the biology behind behavior, including the structure and function of the brain as related to personality, normal and pathological behavior, and health. Topics to be covered include attention, the sensory systems, memory, mood, emotions, and learning. Methods of studying the central nervous system will be introduced. Ethical issues involving biological psychology will be discussed.

Course Goals:

*To increase understanding of the place of biological psychology in psychology *To increase understanding of the experimental approaches to brain-behavioral relationships *To increase understanding of nervous system mechanisms in the control of physiological responses and behavior *To introduce ethical issues surrounding physiological psychology *To increase knowledge of drug interactions, brain functioning, and behavior *To introduce the role of genetics in normal and abnormal brain function *To introduce the influence of disease or injury on brain function and behavior *To increase awareness of the relationship between human behavior and neural development.

Required Readings:

- James W. Kalat, Biological Psychology, 13th Edition, Thomson Wadsworth, 2019

Workload:

LOTS of reading, 3 exams (non-cumulative). Don't get behind in your reading or studying!

Class Demeanor: This is a challenging class, and most of you are either taking it because you truly enjoy the material or you need it as a pre-requisite for graduate school. As such, I will expect you to act as though you either really enjoy the material or really want to get into graduate school! ☺ That translates into coming to class regularly and being on time, paying attention, demonstrating interest and understanding, asking questions or making appropriate comments during class, coming to see me if you're lost, etc. Many of you will ask me for a letter of recommendation at some point – you want to put yourself in the position to have a good grade and for me to see you as a serious, dedicated student. Look for ways to showcase yourself by participating in class and being able to answer questions!

Grades:

100 points each (300 total) – Exams

A = 90-100% B = 80-89.9% C = 70-79.9% D = 60-69.9% F = below 59.9%

POLICIES

Attendance/Tardiness – I generally expect you to attend this class regularly and to be on time. I will take attendance regularly at the start of class per the recommendations of the Madison County Health Department (for contact tracing) and in order to help learn your names; however, there will be no official attendance policy this semester. You must sit in your assigned seat for the entirety of the semester. Please go right to your seat and stay there as soon as you enter the room in order to maintain social distance.

That being said – if it is unsafe for you to be on campus for health reasons, you **MUST** stay home! Last year when I taught this class, I recorded all of the lectures and those are available to you on your Blackboard site under the "Coursework" tab - at the very top it will say "Click here to access zoom recordings" and then when you click, you'll see a menu of each recorded zoom by topic. If you are able, I strongly encourage you to watch the recording at the same time as class to stay on track, but if you are simply too sick, you can watch them at any time. The lectures will be very similar to this year's lectures, but please keep two things in mind:

- Most of the recordings have some "dead time" at the beginning where I'm waiting for students to show up, taking roll, making announcements, etc. Just forward through to the beginning of the lecture.

- On our syllabus, I'm starting off giving each topic two class periods. However, sometimes a topic extends into a 3rd or 4th class period. You'll see these labelled where you find the recordings. You'll have to make sure you watch all of the recordings till you get to the end whatever lecture(s) you missed.
- In addition, please find a class buddy or two with whom you can exchange notes if you have to miss a class. That way if anything is unclear in the recording or your computer dies out, you can still get the notes!

Exams – You are expected to take exams, in the classroom, at the scheduled time. But again, if it unsafe for you to be on campus for health reasons, you **MUST** stay home! In that case, you will take the exam synchronously via zoom, with your camera on, so I can monitor you. If you do not have a camera on your laptop, you can access the zoom from your phone and use your phone's camera. More information will be forthcoming. If you are too sick to take an exam at the scheduled time, contact me ASAP and we will make an alternate arrangement – this mostly likely will involve you taking the missed exam at the same time as the final.

Extra Credit Opportunities – This is a challenging class and I will offer a few opportunities for limited extra credit throughout the semester.

- *Time Magazine OR Head Transplant Article reflections (choose one!)*: You will be required to read **either** *What Makes Tees Tick* by Claudia Wallis and Alice Park, from Time magazine (5/10/04) **or** *HEAVEN: The head anastomosis venture Project outline for the first human head transplantation with spinal linkage (GEMINI)* by Sergio Canavero (Surgical Neurology International, 2013) and write a 2 page reflection on how much of the article you understood and what parts you did not understand. This must be a **full** two pages (typed, double spaced, 12 point Times New Roman font, traditional 1-inch margins, and only put your name at the top) and is due (hard copy) on Tues 8/31 at the beginning of class. Then you will be asked to read the article again at the end of the semester and write a full 2 page reflection on what aspects of the article are clearer after having been in this class. This will be due (hard copy) on Thurs 11/18. **You must write BOTH reflections (pre and post) to get any extra credit.** Worth up to 4 bonus points on your final exam.
- *Dr. Marina Bluvshstein* - This fall, SIUE is thrilled to welcome Dr. Marina Bluvshstein to campus as a visiting scholar. Dr. Bluvshstein is a licensed clinical psychologist (Ph.D. in Clinical Psychology with an emphasis in Geriatrics), as well as a Licensed Marriage and Family Therapist. Her theoretical orientation is Adlerian, and she is the Director for the Center of Adlerian Practice and Scholarship at Adler University, where she engages in teaching, research, and clinical work. Her most recent publication was on the Adlerian response to pandemics. We are thrilled to welcome Dr. Bluvshstein to our class and I hope you will prepare some good questions for her regarding the practice of clinical psychology (or any other aspect of her work). <https://www.adler.edu/center-for-adlerian-practice-and-scholarship/marina-bluvshstein/#overview> Those who attend class that day (2 points) and ask her an engaging question (2 more points) can receive up to 4 bonus points on the final exam. I would come to class with questions prepared ahead of time (I'd prepare a few in case someone else asks your question before you do!)

Students with Special Needs – Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. Students who believe they have a diagnosis but do not have documentation should contact ACCESS for assistance and/or appropriate referral. The ACCESS office is located in the Student Success Center, Room 1203. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.

DEPARTMENT OF PSYCHOLOGY POLICY ON INCOMPLETE GRADES AND WITHDRAWAL

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siue.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

DEPARTMENT OF PSYCHOLOGY WRITING POLICY - As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;
- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references (if relevant).

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: A grade of zero until an acceptable draft is turned in prior to the stated deadline.

DEPARTMENT OF PSYCHOLOGY POLICY ON PLAGIARISM - Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper.

Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

Diversity and Inclusion: SIUE is committed to respecting everyone's dignity at all times. In order to learn, exchange ideas, and support one another, our virtual and physical classrooms must be places where students and teachers feel safe and supported. Systems of oppression permeate our institutions and our classrooms. All students and faculty have the responsibility to co-create a classroom that affirms inclusion, equity, and social justice, where racism, sexism, classism, ableism, heterosexism, xenophobia, and other social pathologies are not tolerated. Violations of this policy will be enforced in line with the SIUE Student Conduct Code.

The Hub <https://www.siue.edu/csdi> is an excellent resource for students for support and community. Any person who believes they have experienced or witnessed discrimination or harassment can contact Ms. Jamie Ball, Director in the Office of Equal Opportunity, Access and Title IX Coordination at (618) 650-2333 or jball@siue.edu. There is also an online form for reporting bias incidents at https://cm.maxient.com/reportingform.php?SIUEdwardsville&layout_id=10.

Cancelled Class: It is a new university policy that should class be cancelled for any reason (e.g., my illness, a snow day, etc.), a substitute assignment be in place to make up for the missed class period. If class is cancelled for any reason this semester, I would ask you to spend the class time watching the corresponding lecture video from Blackboard (recorded from last year).

Twitter: Our department's Twitter page (@SIUEpsychology) is a great way to get announcements, find out what is happening in the department, and learn more about recent psychology news.

Approximate Schedule*: *Schedule (**including exams!**) may change at the discretion of the instructor

Date	Topic for Today	Please Read for Today or Due Today:
8/24	Welcome and Introduction to the Class	
8/26	Basic Issues	Introduction, Appendix A, Module 4.1 (Genetics)
8/31	Basic...continued	1 st Time Magazine or Surgical Journal Article summary due (optional – extra credit)
9/2	Nerve Cells and Nerve Impulses	Chapter 1
9/7	Nerve Cells...continued	
9/9	Synapses	Chapter 2
9/14	Synapses...continued	
9/16	Anatomy of the Nervous System	Chapter 3
9/21	Anatomy...continued	
9/23	Catch up, Review, and Surprise Day	
9/28	Exam 1 on Introduction, Chs 1, 2, 3, and module 4.1	
9/30	GUEST SPEAKER/EXTRA CREDIT	EC Questions for Dr. B!
10/5	Development and Plasticity of the Brain	Ch 4: Modules 4.2 and 4.3
10/7	Development...continued	
10/12	Movie Day - Vision	
10/14	CAMPUS-WIDE READING DAY	
10/19	Vision	Chapter 5
10/21	Vision...continued	
10/26	Movement	Chapter 7
10/28	Movement...continued	
11/2	Catch up and Review Day	
11/4	Exam 2 on Modules 4.2, 4.3 and Chapters 5, 7	
11/9	Emotional Behaviors	Chapter 11
11/11	Emotions...continued	
11/16	Learning and Memory	Chapter 12
11/18	Learning...continued	2 nd Time Magazine or Surgical Journal Article summary due (optional – extra credit)
11/23	No School – Thanksgiving Break	
11/25	No School – Thanksgiving Break	
11/30	Psychological Disorders	Modules 14.2, 14.3, and 14.4
12/2	Psychological...continued	
12/7	Psychological...continued	
12/9	Catch up and Review Day	
Tues 12/14 8:00- 9:40 a.m.	Final Exam on Chapters 11, 12 and modules 14.2, 14.3, and 14.4	

SIUE COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

Health and Safety

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures

At all times, students should engage in recommended health and safety measures, which include:

- **Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).**
- **Frequent washing or disinfecting of hands.**
- **Physical distancing.**
- **Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.**
- **If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.**

Academic Integrity

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siu.edu/policies/3c2.shtml>.

Recordings of Class Content

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of

record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.