

Psy 240

Psychology, Psychotherapy



[[pic] | Syllabus | | College of Social Sciences | | PSY/240 Version 7 | | The Brain, the Body, and the Mind | Copyright © 2012, 2011, 2010, 2009, 2007 by University of Phoenix. All rights reserved. Course Description This course provides an introduction to the investigation of physiological and neurological basis for human behavior. The student will be able to study and discuss various influences on personality development, such as pre-natal maternal behavior; gender; nature versus nurture; brain development; genetic composition; sensory motor interactions; learning disabilities; drug impacts; and neurological diseases. Policies Faculty and students/learners will be held responsible for understanding and adhering to all policies contained within the following two documents: - University policies: You must be logged into the student website to view this document. - Instructor policies: This document is posted in the Course Materials forum. University policies are subject to change. Be sure to read the policies at the beginning of each class. Policies may be slightly different depending on the modality in which you attend class. If you have recently changed modalities, read the policies governing your current class modality. Course Materials Pinel, J. P. J. (2011). Biopsychology (8th ed.). Boston, MA: Pearson. All electronic materials are available on the student website. | Week One: Introduction to Biopsychology | | Details | Due | Points | | Objectives | Describe biopsychology and its theoretical framework. | | | | Explain the effects of behavior on evolution. | | | | Explain the concepts behind the nature versus nurture issue. | | | | Course Preparation | Read the course description and objectives. | | | | Read the instructor's biography and post your own. | | | | Readings | Read Appendix A. | | | | Read Ch. 1, 2, & 3 of Biopsychology. | | |

| Participation | Participate in class discussion. | 4 out of 7 days| 40 | |
 Discussion Questions | Respond to weekly discussion questions. | Day 2 &
 Day 4 | 10 | | CheckPoint | Post a 200- to 300-word response explaining the
 concepts behind the Pro-nature and | Day 5 | 30 | | The Nature-Nurture Issue
 | Pro-nurture perspectives. Consider the following questions: | | | | | | | | | |
 Why is it flawed to ask how much of a particular behavior is due to genetics
 and how much is | | | | | due to experience? | | | | | Why is it appropriate to
 separate the contributions of genetics and experience when measuring| | | | |
 the development of differences among individuals? | | | | | Week Two: The
 Brain and Nervous System | | | Details | Due | Points | | Objectives | | | | |
 Identify the structures of the nervous system and brain. | | | | | Summarize
 the biological functions of the brain. | | | | | CheckPoint | Review Appendix B,
 and have it available as you conduct the Structures of the Nervous System |
 Day 5 | 30 | | The Nervous System | activity at: [http://204.17.25.
 69/axia/psy240/](http://204.17.25.69/axia/psy240/). This activity will assist your understanding | | | | | of the
 different structures of the nervous system and brain. After viewing a variety
 of | | | | | biological structures, label each with the appropriate term. In order
 to move to the next | | | | | slide within this activity, fill in all of the blanks
 with the correct answers. Complete the | | | | | activity as instructed on the
 website. As you label the structures, write a brief description| | | | | in
 Appendix B of the terms you used. | | | | | | | | | | Be sure to capture a screen
 shot of your Congratulations screen before exiting the activity | | | | | and
 paste it in the space indicated in Appendix B. To do this, press the or | | | | |
 key on the upper-right hand corner of your keyboard, click on the indicated
 space | | | | | in Appendix B, then press . Your screen shot should paste

directly into the | | | | indicated space. | | | Individual | Write a 500-750 word response describing the five major structures of the brain and each |

Day 7 | 50 | | The Brain | structure's function(s) in the human body. Be sure to include the following brain structures:| | | | | | | | Myelencephalon | | | | Metencephalon | | | | Mesencephalon | | | | Deincephalon | | | | Telencephalon | | |

Week Three: Neural Activity | | | Details | Due | Points | | Objectives | | | | | Discuss the basic structures and functions of neurons and synapses in the brain. | | | | Describe the conduction of action potentials and activation of neurotransmitters. | | | | Describe methods for studying the brain. | | | | Readings | Review Ch. 3 of Biopsychology. | | | | Read Ch. 4, 5, & 12 of Biopsychology. | | | | Participation | Participate in class discussion. | 4 out of days | 40 | | Discussion Questions | Respond to weekly discussion questions. | Day 2 & Day 4 | 10 | | CheckPoint | Post a 200-300 word response on the following: Briefly summarize the various methods for | Day 5 | 30 | | Brain Studies | studying the brain. Provide details about each method. | | | | Week Four: Hunger, Eating, and Health | | | Details | Due | Points | | Objectives | | | | | Describe common factors that influence what, when, and how much we eat. | | | | Differentiate between set points and settling points in weight control. | | | | Relate physiological factors to hunger and satiety. | | | | Hypothesize main causal factors of obesity and anorexia. | | | |

CheckPoint | Post a 100-to 150-word response to the following: After reading section 12. 3, Factors that | Day 5 | 30 | | Eating-What, When, and How | Determine What, When, and How Much We Eat, in the text, does your personal experience support| | | | Much and Set and Settling | these concepts? Why or why not? Provide examples. | | | | Points | | | | | Post a

100- to 150-word response to the following: What is the difference between the idea of set points versus settling points in relation to weight control? Which do you believe to be true? Explain your answer.

Individual | You are a counselor for those suffering from eating disorders.

Today, you have two different group sessions: one consisting of clients with obesity issues, and one dealing with anorexia issues. So that the clients feel more comfortable, you would like to first start the session by explaining some of the physiological factors that cause people to eat or not eat. Then, you will open the floor for questions from the group.

Write a 1,050- to 1,400-word response containing the following: Introduction: Act as the eating disorder counselor and introduce yourself to the group. Provide a brief explanation about what you will be discussing today.

Description of the physiological factors for hunger and satiety: Discuss the physiological myths about hunger and satiety and those physiological factors that do contribute to hunger and satiety. Respond to the following questions proposed by the two different groups:

Lindsey asked: My parents were both obese, is that why I am? Robert asked: My girlfriend and I eat together all of the time, so we eat the same amounts of food, but she never gains weight like I do. Why is that? Nancy asked: My mom says that I became anorexic because I've been reading too many Cosmo magazines and want to look like those girls. Maybe I did, but I really just don't crave food. What do you think it is? Tyra asked: I don't eat because every time I do, I just feel sick!

Do you know why this is? Week Five: Hormones and Sex | Details |

Due | Points | Objectives | | | | Describe the neuroendocrine system's involvement in sexual development. | | | | Relate hormones to sexual development and behavior. | | | | Summarize perspectives on sexual orientation and identity. | | | | Readings | Read Ch. 13 & 14 of Biopsychology. | | | | Participation | Participate in class discussion. | 4 out of 7 days| 40 | | Discussion Questions | Respond to weekly discussion questions. | Day 2 & Day 4 | 10 | | CheckPoint | Post a 200-300 word response to the following: Summarize the different perspectives on | Day 5 | 30 | | Sexual Orientation and | sexual orientation and identity. Provide details to explain these perspectives. | | | | Identity | | | | Week Six: Sleep, Dreaming, and Circadian Rhythms | | | Details | Due | Points | Objectives | | | | Describe common sleep stages and dream concepts and theories. | | | | Differentiate between recuperation and circadian theories of sleep. | | | | Analyze the effects of sleep deprivation and long-term sleep reduction. | | | | Describe common sleeping disorders and drugs that affect sleep. | | | | CheckPoint | Post a 200- to 300-word response to the following: Describe the stages of sleep. In which | Day 5 | 30 | | Sleeping and Dreaming and | stage do we dream? What are the five common beliefs about dreaming? What are the two common | | | | Theories of Sleep | theories about dreams? Which of the two theories do you agree with? Explain. | | | | | | | | Review Appendix C, which lists characteristics of the recuperation and circadian theories of | | | | sleep. | | | | | | Categorize each characteristic under its appropriate theory–Recuperation or Circadian–by | | | | placing an X in the appropriate column and answer the questions posted at the end of Appendix| | | | C. | | | | Individual | Write a 500- to 750 word response on the following questions: Describe a situation

in which | Day 7 | 50 | | Sleep Deprivation, Disorders, | you did not get enough sleep. How did it effect your mood, behavior, and cognitive and motor | | | | and Drugs | skills? Does your experience coincide with the effects of sleep deprivation described in the | | | | text? What are the effects of long-term sleep reduction? Briefly describe common sleeping | | | | disorders and possible drug remedies. | | | | Week Seven: Addictions and Emotions | | | Details | Due | Points | | Objectives | | | | | Discuss the principles of drug addiction. | | | | Categorize health effects of commonly abused drugs. | | | | Describe the theories and brain mechanisms of emotion. | | | | Readings | Read Ch. 15, 16, 17, & 18 of Biopsychology. | | | | Participation | Participate in class discussion. | 4 out of 7 days| 40 | | Discussion Questions | Respond to weekly discussion questions. | Day 2 & Day 4 | 10 | | CheckPoint | Post a 200- to 300-word response to the following: Briefly describe the following | Day 5 | 30 | | Emotions | biopsychology theories of emotion. | | | | | | | Darwin | | | | James-Lange | | | | Cannon-Bard | | | | Limbic System | | | | | | | Include the brain mechanisms involved with each. | | | | Week Eight: The Split Brain & Psychiatric Disorders | | | Details | Due | Points | | Objectives | | | | | Describe four methods of studying cerebral lateralization. | | | | Distinguish between functions of the left and right hemispheres of the brain. | | | | Describe various psychiatric disorders and diseases. | | | | Associate appropriate drug remedies for psychiatric disorders and diseases. | | | | CheckPoint | Post a 200- to 300-word response to the following: Many studies have been conducted on | Day 5 | 30 | | Cerebral Lateralization and | cerebral lateralization revealing different functionalities of the left and right | | | | Functionality | hemispheres.

Describe four methods for studying cerebral lateralization. Use the table from Appendix E and fill in the different functions of each hemisphere.

Individual | Post a 7- to 10-slide Microsoft® PowerPoint® presentation on the following psychological disorders and diseases. Discuss any associated theories behind the disorder or disease: Schizophrenia | Depression | Mania | Anxiety Disorder | Tourette Syndrome

Include drugs that can remedy or lessen the effects of the disorders and diseases. Explain how these drugs help. What are the negative effects associated with these drugs? Include detailed speaker's notes. Use a minimum of two outside resources. You want to make sure you cite and reference your sources.

Week Nine: Biopsychology Overview | Details | Due | Points | Objectives | Describe the biological functions/dysfunctions and drug therapies associated with schizophrenia. Apply biopsychology principles to different psychological disorders. Participation | Participate in class discussion. 4 out of 7 days | 20 | Capstone Discussion Question | Respond to the capstone discussion question. Day 3 | 10 | What are the most important concepts you have learned in this course? How can you apply them to your life? What difference can these concepts or tools make in your everyday life? Final Project | You are interviewing for a psychologist position with a top company. After your face-to-face interview with the team, they have provided you with two additional assignments–Part A and Disorders | Part B below, which will complete the interview process: Part A: A

psychologist understands how biology can affect psychological activities and
| | | | disorders. In your interview, you are asked about your understanding
of the causes and | | | | treatment(s) of schizophrenia. In your reply, discuss
the following: | | | | | | | | Areas of the brain affected | | | | Causal factors |
| | | | Associated symptoms | | | | The neural basis | | | | Appropriate drug
therapies | | | | | | | | Part B: Part B of the interview consists of interpreting
some case studies from a | | | | biopsychologist's perspective. You are given
four different case studies of disorders and | | | | have the option of
choosing two out of the four case studies to analyze. | | | | Write a 1, 750- to
2, 100-word paper in APA format containing the following: | | | | | | | |
Introduction | | | | Part A of the interview process. | | | | Part B of the
interview process: | | | | | | | | Choose two of the four case studies
presented in Appendix A. | | | | Discuss your understanding of the problem
presented in each of the two case studies from the | | | | perspective of a
biopsychologist. | | | | Include each problem's relation to the nature-nurture
issue and any relevant portions of the | | | | Biopsychology text. | | | | Use a
minimum of five outside resources, including at least 3 peer-reviewed
articles. | | | | Apply any helpful drug interventions or solutions. | | | |
Discuss the positive or negative aspects of these drug interventions or
solutions. | | | | | | | | Conclusion | | Copyright University of Phoenix® is a
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