

## Central Christian College of Kansas

Title: SS-PY 403 Physiological Psychology

Credits: 3

Prerequisites: No

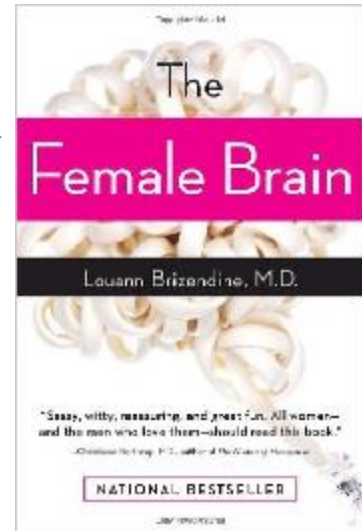
This course is designed to introduce the student to the intersection of Physiology and Psychology. The student will become familiar with the importance of both perspectives in assessing and treating clients in a clinical setting. This course will introduce the student to basic human anatomy and terminology as they relate to the processes involved in motivation, thoughts, emotion and behavior. Focus will be placed on impairment of the nervous system and the classification of mental illness and behavioral disorders as a result of this impairment. Biological gender differences, including male and female brain comparison, will also be a focal point in this course.

### **At the end of the course, you will be able to:**

- Construct a basic diagram of the brain, distinguishing the basic parts and their functions within the nervous system
- Outline the neural pathways involved in motivation, thought, emotion and behavior
- Compare and contrast the differences between the male and female brain and assess developmental and aging considerations of hormones and the nervous system
- Examine the effects of physiology on perception and response to environmental stimuli
- Evaluate physiological implications in learning, memory and intelligence across the lifespan
- Explain the effects of trauma, disease and substance use/addiction in relation to impaired functioning of the brain and nervous system

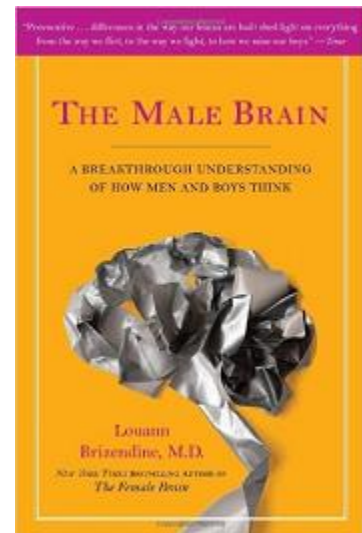
Brizendine, L. (2006). *The female brain*. New York, NY: Harmony Books.

- ISBN: 978-0767920100
- ISBN-10: 0767920104



Brizendine, L. (2010). *The male brain*. New York, NY: Harmony Books.

- ISBN: 978-0767927543
- ISBN-10: 0767927540



Topic	Readings	Assignments
What is Personality?	<p><i>The Male Brain</i></p> <ul style="list-style-type: none"> <li>• The Male Brain Diagram</li> <li>• The Cast of Neuro-hormone Characters</li> <li>• Phases of a Male's Life</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-Test</li> <li>• Plagiarism Certification</li> <li>• Discuss 1</li> <li>• Discuss 2</li> <li>• Apply</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction: What Makes a Man</li> </ul> <p><i>The Female Brain</i></p> <ul style="list-style-type: none"> <li>• The Female Brain Diagram</li> <li>• The Cast of Neuro-hormone Characters</li> <li>• Phases of a Female's Life</li> <li>• Introduction: What Makes Us Women</li> </ul> <p><i>Activity Worksheets</i> (found within the week's "Explore" area)</p>	
Topic	Readings	Assignments
Behavior's Neural Basis	<p><i>The Male Brain</i></p> <ul style="list-style-type: none"> <li>• Chapter 1: The Boy Brain</li> <li>• Chapter 2: The Teen Boy Brain</li> </ul> <p><i>The Female Brain</i></p> <ul style="list-style-type: none"> <li>• Chapter 1: The Birth of the Female Brain</li> <li>• Chapter 2: Teen Girl Brain</li> </ul> <p><i>Activity Worksheets</i> (found within the week's "Explore" area)</p>	<ul style="list-style-type: none"> <li>• Discuss 1</li> <li>• Discuss 2</li> <li>• Apply</li> </ul>
Topic	Readings	Assignments
Emotion & Motivation	<p><i>The Male Brain</i></p> <ul style="list-style-type: none"> <li>• Chapter 3: The Mating Brain: Love &amp; Lust</li> <li>• Chapter 6: Manhood: The Emotional Lives of Men</li> </ul> <p><i>The Female Brain</i></p>	<ul style="list-style-type: none"> <li>• Discuss 1</li> <li>• Discuss 2</li> <li>• Apply</li> </ul>

	<ul style="list-style-type: none"> <li>Chapter 3: Love &amp; Trust</li> <li>Chapter 6: Emotion: The Feeling Brain</li> </ul> <p><i>Activity Worksheets</i> (found within the week's "Explore" area)</p>	
Topic	Readings	Assignments
Communication	<p><i>The Male Brain</i></p> <ul style="list-style-type: none"> <li>Chapter 4: The Brain Below the Belt</li> <li>Chapter 5: The Daddy Brain</li> </ul> <p><i>The Female Brain</i></p> <ul style="list-style-type: none"> <li>Chapter 4: Sex: The Brain Below the Belt</li> <li>Chapter 5: The Mommy Brain</li> </ul> <p><i>Activity Worksheets</i> (found within the week's "Explore" area)</p>	<ul style="list-style-type: none"> <li>Discuss 1</li> <li>Discuss 2</li> <li>Apply</li> </ul>

Topic	Readings	Assignments
Learning, Memory, & Intelligence	<p><i>The Male Brain</i></p> <ul style="list-style-type: none"> <li>Chapter 7: The Mature Male Brain</li> </ul> <p><i>The Female Brain</i></p> <ul style="list-style-type: none"> <li>Chapter 7: The Mature Female Brain</li> </ul> <p><i>Activity Worksheets</i> (found within the week's "Explore" area)</p>	<ul style="list-style-type: none"> <li>Discuss 1</li> <li>Discuss 2</li> <li>Apply</li> </ul>
Topic	Readings	Assignments
Disorders & Addictions	<i>The Male Brain</i>	<ul style="list-style-type: none"> <li>Discuss 1</li> <li>Discuss 2</li> </ul>

	<ul style="list-style-type: none"> <li>• The Future of the Male Brain (Epilogue)</li> </ul> <p><i>The Female Brain</i></p> <ul style="list-style-type: none"> <li>• The Future of the Female Brain (Epilogue)</li> <li>• The Female Brain and Hormone Therapy (Appendix One)</li> <li>• The Female Brain and Postpartum Depression (Appendix Two)</li> </ul> <p><i>Activity Worksheets</i> (found within the week's "Explore" area)</p>	<ul style="list-style-type: none"> <li>• Final Paper</li> <li>• Post-Test</li> </ul>
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#### **Assessments Number Points Each Total**

Discussion	12	25	300
Apply Assignments	5	50	250
Final Paper	1	100	100
Pre-test	1	5	5
Post-test	1	5	5
Total			660

Students are expected to post in the discussion board a minimum of three separate posts and three separate post dates per discussion thread. The three posts for each thread must include:

- One "initial" post in response to the instructor's question (or stated assignment) no later than Thursday of each course week.
- Two "follow up" post in response to at least one classmate by Sunday of each course week.

The initial response to a discussion question should substantively demonstrate familiarity with the content of the question. The response should be 150-200 words in length. To ensure the discussion is a collective and focused exploration of the topic in the question, the discussion thread should remain focused on the question.

The timing of responses is important since other students are dependent on your postings in order to fully develop the discussion and to post "follow up" discussion entries. Responses should occur in the week the discussion question is posted for reply. Preparation for the response is encouraged to ensure a thoughtful and well-founded contribution to the discussion.

Each learner is expected to both respond initially (by Thursday each week) to the discussion question or assignment instruction posted by the instructor/facilitator each week and make at least two follow-up responses to other learners' postings in the discussion thread by the end of the week (Sunday at 11:59pm). The purpose is to ensure an informed and thoughtful dialogue focused on the topic.

#### **Initial Response (Standard Posting Requirements)**

<b>0 Points</b>	<b>1-2 Points</b>	<b>3-4 Points</b>	<b>5 Points</b>
No initial response posted.	Initial response is superficial (less than 100 words), and/or posted after Thursday at 11:59 p.m. CT.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that contains 100-149 words.	A substantive initial response is posted prior to Thursday at 11:59 p.m. CT that includes at least 1 reference to course material or another reliable source (150 words or more).

#### **Initial Response (Quality of Content)**

<b>0 Points</b>	<b>1-2 Points</b>	<b>3-4 Points</b>	<b>5 Points</b>
Response is irrelevant to the question and does not add to the intent of the discussion.	Response addresses the question, but lacks depth or goes off topic.	Response addresses the question, though greater reflection or development of thought would be helpful.	Response addresses the question, is reflective, and represents a substantive contribution to the discussion.

#### **Follow-Up Posts**

<b>0 Points</b>	<b>1-2 Points</b>	<b>3-4 Points</b>	<b>5 Points</b>
No follow-up posts made.	Follow-up posts do not provide sufficient analysis or synthesis of the discussion.	Follow-up posts demonstrate an appreciation for the input of others and add to the discussion.	Follow-up posts elaborate on the comments of others and add to the discussion with further analysis and synthesis.

#### **Mechanics**

<b>0 Points</b>	<b>1-2 Points</b>	<b>3-4 Points</b>	<b>5 Points</b>
Posts lack any organization and/or contain multiple errors in spelling or mechanics.	Posts are somewhat organized, but interrupted by significant errors in spelling and mechanics.	Posts could benefit by a bit more organization and attention to mechanical details.	Posts are clear and formatted in a way that is easy to read, free from spelling and mechanical errors.

#### **Frequency of Participation**

<b>0 Points</b>	<b>1-2 Points</b>	<b>3-4 Points</b>	<b>5 Points</b>
No participation in discussion.	All posts made on the same day.	Posts made on 2 different days.	Posts made on 3 (or more) different days.

Each week, you will have the opportunity to complete at least one Apply Assignment. These assignments have been designed to challenge the student to move beyond the text and course interface, to apply the assignment or synthesize information discussed in the course. These assignments vary in type and scope, but often require a written submission. Students should pose questions to their course facilitator if the requirements of the assignment are unclear.

Click [here](#) to view the rubric that will be used to evaluate your Apply assignments.

### **Pre/Post-Tests**

There is a pre and a post-test in this course. The pre-test is scheduled for the first week of classes. The post test is scheduled for the last week of classes. While the actual score for both the pre and the post-test do not get configured into your grade, you will earn 5 participation points for the submission of each. The pre and post-tests should be taken seriously as they provide important feedback on your learning outcomes. This information is used to continuously improve the course.

### **Final Paper**

This course does require the completion of a final written assignment, which is due at the close of the last week of class. The objective of this assignment is to provide a means through which you can demonstrate your ability to interpret and apply both a physiological and psychological model of assessment to the field of psychology. You will need to choose a category of mental illness and synthesize research pertaining to both the physiological and psychological explanation of causes, symptoms and treatment for that illness.

For your final project, choose a mental illness to research from both a biological and a psychological standpoint. Look at causes of the mental illness (both biological and environmental), brain structures affected by the illness, hormonal differences in the nervous system, neural pathways affected, etc. You will also need to include a section on treatment options and the specific physiological effects of the chosen treatment method on the nervous system.

In conclusion of your assignment, include a paragraph on the importance of using a combination of physiology and psychology in understanding the illness you chose. What insight would be missing without one perspective or the other (physiology or psychology)?

You will need to include in-text citations from at least four different resources. Your assignment should also include an introduction, body and conclusion with a reference page listing the resources you cited. Include at least one paragraph for each of the following sections:

- Introduction: introduce the mental illness and its importance
- Body:
  - Biological view of the mental illness
  - Psychological view of the mental illness

- Brain structures affected by the mental illness (including structures, locations, hormones, neural pathways, etc)
  - Treatment options and physiological effects of treatment
- Conclusion: importance of using both physiology AND psychology to understand the mental illness
- Reference Page: four reference entries that correlate with in-text citations

Be sure to ask your facilitator should you have any questions in relation to this assignment.

Document Type:	MS Word
Paper Size:	8.5 X 11"
Length:	4-5 pages
Margins:	1"
Font:	12 pt Times New Roman or a similar font.
Line Spacing:	Double. No extra double space between paragraphs please
Paper Structure	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Body</li> <li>• Conclusion</li> <li>• References</li> </ul>

In-text Citations & Reference List Style	APA
File Naming Convention	LastNameFirstName_Final_Paper
	Example: DoeJohn_Final_Paper

Click [here](#) to view the rubric that you will use to evaluate your Final Paper.