Syllabus

Course Information:
PSYC 5352-001 Behavioral Neuroscience
Fall, 2017
Wednesday 5:00-7:45 PM
BEP 213

Instructor Information:
Professor: Paula Lundberg-Love, Ph. D.
Office: BEP 253
Office hours: M: 3:00-5:00 PM
T/TH: 1:00-1:50 PM
W: 2:00-5:00 PM
Telephone: 903-566-7265 (Office)
903-561-0913 (Home) preferred phone number #2
903-520-0738 (Cell) preferred phone number #1
Email address: Plove@uttyler.edu
paulallo@aol.com (preferred email address)

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Catalog Description: A survey of the basic anatomy and neurochemistry of the brain as it relates to both normal and abnormal behavior. This includes every major neurotransmitter of the brain and abnormalities of these systems as they relate to human behavior.

Student Learning Outcomes & Assessments: As a result of this course the successful students will be able to:

Demonstrate knowledge of chemical neurotransmission
Demonstrate knowledge of transporters, receptors, and enzymes as targets of psychopharmacological drug action.
Demonstrate knowledge of ion channels as targets of psychopharmacological drug action.
Demonstrate knowledge of the circuitry of pain and the treatment of fibromyalgia and functional somatic symptoms.
Demonstrate knowledge of disorders of sleep and wakefulness and their treatment.
Demonstrate knowledge of attention deficit hyperactivity disorder and its treatment.
Demonstrate knowledge of dementia and its treatment.
Demonstrate knowledge of the neural circuitry associated with impulsivity, compulsivity and addiction.

Evaluation and Grading: You will take three short answer essay exams during the semester. Each exam will consist of 100 points. All questions will be valued at either 10
or 20 points. The Professor will choose 50 points of questions that each student will be required to answer. Additionally, each student will be able to choose an additional 50 points of questions from other items on the exam that s/he wants to answer. Theoretically, a student should at least earn a 50 on an exam because you created half of your exam.

You will also have a quiz each week at the outset of class to assess what you learned from reading the chapter prior to lecture. The purpose of the quizzes is to stimulate thorough reading of the chapters prior to lecture. It is not intended as an index of mastery of the content of the chapter. The numbers of questions on these quizzes will vary as chapter lengths vary but typically will consist of 7 to 10 items. We will cover eight different chapters across the semester. Some chapters will take two class sessions to cover. When a chapter covers a two week period of time, the quiz will be administered on the second week. Hence, there will be one quiz per chapter. The quizzes consist of multiple choice questions, and are constructed by the author of your textbook. All quizzes are required and their scores will be added to your scores obtained on the three exams. You must be present at the outset of class to take a quiz. There are no makeup quizzes!!!!!!

Specifically your final grade will be calculated by obtaining the sum of the scores on each exam plus the total number of points obtained on each quiz to determine the grand total of the number of points obtained for the semester. That means that your grade will be determined by adding score on exam 1+ score on exam 2+ score on exam 3+ score on quiz 1+ score on quiz 2+ score on quiz 3+ score on quiz 4+ score on quiz 5+ score on quiz 6+ score on quiz 7+ plus score on quiz 8. I will then calculate what percentage of possible points you obtained for the semester. A quiz question point is equal to an point on the exam.

In general, on exams a grade of 85-100 is an A, a grade of 75-84 is a B, a grade of 65-74 is a C. If a student earns a grade of 55-64 or less than 55 those grades will be a D and F, respectively. This is a very liberal grading policy which attempts to take into account the difficulty of the material in this class. The same percentages will determine your final grade. The third exam is your final exam and it is not a cumulative exam. No exam or quiz grades will be dropped but the instructor reserves the right to perhaps count your highest exam score twice to offset a low grade. That decision will be made near the end of the semester.

Teaching Strategies/Course Policies:

1. You are required to attend class as in my experience attendance is critical for understanding of the material. If you miss more than 2 classes, 5 points for each missed class may be deducted from your grade.

2. The primary teaching technique utilized in this class will be lecture coupled with Power Point presentations. The Power Point presentations will be posted on your Canvas site. You are required to read all assigned material prior to attending class. Behavioral Neuroscience is very much a science class and is probably the most difficult class in the Neuropsychology curriculum, so it is critical that you read your chapters multiple times.

3. The Power Point slides are excellent as they are designed by the author of your text, Stephen Stahl. They will significantly enhance your understanding of the material,
so review them thoroughly **BEFORE** and **AFTER** class. Lectures will be recorded on Tegrity so that you can review the lecture material anytime at your leisure.

4. Exams should be taken on the day that they are scheduled. If you have a legitimate emergency or documentable illness, you must contact/notify the Professor via phone or email **PRIOR** to the administration of the exam. Failure to do so can result in an automatic F on that exam. If you have a medical issue, you must provide documentation of your illness.

5. Honesty is an important personal quality. If there are data to suggest that a student has cheated and/or plagiarized or sought information from other students regarding test questions, or obtained study materials from them, such behavior will result in an automatic F in the course. Additionally, one needs to understand that such dishonesty can result in dismissal from the University.

6. Lectures may **NOT be individually recorded by a student.**

7. Divya Patel will be the teaching assistant for this course. She has successfully this class, as well as PSYC 5354, Psychopharmacology, and is eminently qualified to assist with me. She will hold study sessions conducive to the schedules of the greatest number of class members, in order to provide additional help to assist you in understanding the material. The study sessions are valuable for your optimal performance in this class. In my experience students who do not attend study sessions, do not perform as well as in the course as those who do. Much group learning occurs in these sessions. Divya is a teacher. She does not tell you what to study. Nor does she tell you what questions will be on the exam. She is there to help you digest and master the material. The content of the study sessions also may **not be recorded.**


**Topical Outline:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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</thead>
<tbody>
<tr>
<td>Aug. 30</td>
<td>Chemical Neurotransmission</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>Same Topic</td>
<td></td>
</tr>
<tr>
<td>Sept. 13</td>
<td>Parts of the Brain</td>
<td></td>
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<tr>
<td>Sept. 20</td>
<td>Transporters, Receptors, and Enzymes as Targets of Psychopharmacological Drug Action</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>Sept. 27</td>
<td>Ion Channels as Targets of Psychopharmacological Drug Action</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Oct. 4</td>
<td>EXAM 1</td>
<td></td>
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</tbody>
</table>
Oct. 11 Chronic Pain and its Treatment Chapter 10

Oct. 18 Disorders of Sleep and Wakefulness and Their Treatment Video: Sleep and Sleep Disorders Chapter 11

Oct. 25 Attention Deficit Hyperactivity Disorder and its Treatment Chapter 12

Nov. 1 EXAM 2

Nov. 8 Dementia and its Treatment Chapter 13

Nov. 15 same topic and some video

Nov. 22 HOLIDAY

Nov. 29 Impulsivity, Compulsivity and Addiction VIDEO : Addictions Chapter 14

Dec. 6 Impulsivity, Compulsivity and Addiction “

Dec. 13 EXAM III

University Policies

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:
• Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid

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State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria apply to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cestaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

**Student Absence for University-Sponsored Events and Activities**
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

**Social Security and FERPA Statement:**
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

**Emergency Exits and Evacuation:**
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

**Student Standards of Academic Conduct**
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
- copying from another student’s test paper;
- using during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Tobacco: We are now a tobacco free campus.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.