



PSYCHOPHARMACOLOGY

PSY 3720 (01) – 47566
T, TH 1:00 – 2:15
FALL SEMESTER, 2014

INSTRUCTOR: Palwasha Ahad, Ph.D.
OFFICE HOURS: Tuesday & Thursday (9:00 a – 12:00 pm)
Email is quickest way to get in contact with me. I usually am able to get back to you within 2 hours!
TELEPHONE: 916-529-3245 (cell)
EMAIL: Canvas email or ahad@dixie.edu
MEETING TIMES: T, Th 1:00 – 2:15

COURSE DESCRIPTION

Fulfills Biological/Cognitive Psychology requirement for Psychology majors. Introduction to how the structure and function of the brain and the nervous system relate to specific psychological processes and overt behaviors including cognitive functions, sensory and motor systems, emotions, regulatory behaviors, reproductive behaviors, and psychopathology. 3 credits hours and 3 lecture hours.

PREREQUISITES

PSY 2000 or BIOL 3110 AND PSY 3710

COURSE OBJECTIVES

To understand the neurological processes that contribute to complex human behavior.

COURSE SPECIFIC

You will, at the end of this course:

- Understand structure and function of brain
- Understand how the nervous system relates to specific psychological processes and overt behavior

REQUIRED TEXTBOOK

Stahl's Essential Psychopharmacology Neuroscientific Basis and Practical Applications

CLASS POLICIES

1. Know when due dates are
2. Know late work policy
3. Keep up on reading and come to class prepared for lecture and discussion

LATE WORK POLICY

Late work will only be accepted with a medical note from a doctor, hospital or physician. If a situation does arise during the semester that hinders your success in this course, please do not hesitate to contact me to discuss AHEAD of time.

FORMAT OF COURSE (WHAT TO EXPECT)

This course will be structured as a seminar based course in which we come to class having read the chapter ahead of time. This does not mean that I expect that you should be able to fully understand the chapter at hand. It just means you have come prepared to discuss what you find interesting and also areas that you need more explanation. Tuesdays will be devoted to the chapter from the textbook while Thursdays we will go through research article that I will post on Canvas ahead of time. The idea is that we spend the first class session going through the material and creating a foundation. The second session (Thursday) is where we 1. Finish discussing the chapter 2. Go through and discuss applicable research articles that help us to understand how we can use information in this textbook in the outside world.

EARNING POINTS IN THIS COURSE

1. END OF CLASS SESSION REFLECTION ASSIGNMENTS

At the end of each class session, we will take about 5 minutes to work on a summary/reflection of what we just went over. This is a good habit to help strengthen learning processes in your brain. So you are able to reassess what we talked about and write down on paper. Multiple modalities will be used for this exercise and has many benefits.

WORTH: 5 POINTS EACH

2. RESEARCH ARTICLE QUESTIONS

Research articles will be posted in Canvas under the FILES tab. They will be accompanied by questions that you need to answer and turn in. Please abide by correct APA standards of writing. Answer to the best of your knowledge. You will need to turn the answers (typed) by the end of class Thursday.

WORTH: 10 POINTS EACH

3. FINAL PAPER

At the end of the semester you will need to turn in a final paper on a topic related to this course. Throughout the course we will be going through a lot of research articles related to psychopharmacology. During that time, you will find there are certain topics that interest you. Please discuss with me your ideas and we can work together to find a topic that will be beneficial. Final papers are due during our scheduled finals week meeting time.

WORTH: 100 POINTS

COURSE OUTLINE

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Aug. 25 – Aug. 29	Ch. 1	Reflection #1
Sept. 1 – Sept. 5	Ch. 1	No research article (too soon) Reflection #2 and #3
Sept. 8 – Sept. 12	Ch. 2	Research Article #1 due 9-11 Reflections #4 and #5
Sept. 15 – Sept. 19	Ch. 3	Research Article #2 due 9-18 Reflections #6 and #7
Sept. 22 – Sept. 26	Ch. 4	Research Article #3 due 9-25 Reflections #8 and #9
Sept. 29 – Oct. 3	Ch. 5	Research Article #4 due 10-2

		Reflections #10 and #11
Oct. 6 – Oct. 10	Ch. 6	Research Article #5 due 10-9 Reflections #12 and #13
Oct. 13 – Oct. 15	Ch. 7	No research article (no class – break) Reflections #14
Oct. 20 – Oct. 24	Ch. 8	Research Article #6 due 10-23 Reflections #15 and #16
Oct. 27 – Oct. 31	Ch. 9	Research Article #7 due 10-30 Reflections #17 and #18
Nov. 3 – Nov. 7	Ch. 10	Research Article #8 due 11-6 Reflections #19 and #20
Nov. 10 – Nov. 14	Ch. 11	Research Article #9 due 11-13 Reflections #21 and #22
Nov. 17 – Nov. 21	Ch. 12	Research Article #10 due 11-20 Reflections #23 and #24
Nov. 25	Fun lecture	
Dec. 1 – Dec. 5	Ch. 13	Research Article #11 due 12-4 Reflections #25 and #26
Dec. 8 – Dec. 12	Ch. 14	Research Article #12 due 12-11 Reflections #27 and #28
Dec. 15 – Dec. 19	Finals Week	Final Paper due during class session

EARNING POINTS

Reflection	140 pts. (5points * 28)
Research Article	120 (10 pts. x 12 Assignments)
Final Paper	100 points
Total points	360 pts.

GRADING SYSTEM

Percentage (%)	Letter Grade
100-93	A
92-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-73	C
72-70	C-
69-67	D+

66-63	D
62-60	D-
Less than 60	F

PLEASE NOTE:

Click on this link - <http://www.dixie.edu/reg/syllabus/> - for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.

If you are a student with a medical, psychological, or learning disability or think you might have a disability and would like accommodations, contact the Disability Resource Center (652-7516) in the North Plaza. The Disability Resource Center (<http://dixie.edu/drcenter/>) will determine eligibility of the student requesting special services and determine the appropriate accommodations related to their disability.