

Course Outline of Record

1. Course Code: PSY-027
2.
 - a. Long Course Title: Biological Psychology
 - b. Short Course Title: BIOLOGICAL PSYCHOLOGY
3.
 - a. Catalog Course Description:

This survey course identifies the physiological determinants of behavior, affect and cognition. It will include an overview of neuroanatomy and the endocrine system. The relationship between these systems and psychological aspects such as perception, learning, motivation, emotion and personality will be identified. In addition, students will be introduced to neural basis for select disorders and organic and internally induced brain damage and associated psychopathology.
 - b. Class Schedule Course Description:

This course covers the involvement of the neurological and endocrine system in psychology processes including emotion, behavior, cognition, personality, motivation, and psychopathology.
 - c. Semester Cycle (if applicable): Spring semester
 - d. Name of Approved Program(s):
 - PSYCHOLOGY Associate in Arts for Transfer Degree (AA-T)
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 50 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)

 Prerequisite: PSY 001 or
 Corequisite: PSY 001
 Advisory: ENG 001A
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Pinel, J.P.J. (2008). A Colorful Introduction to the Anatomy of the Human Brain: A Brain and psychology coloring book (2nd/e). Boston, MA Allyn & Bacon. ISBN: 100205548741
 College Level: Yes
 Flesch-Kincaid reading level: 12.3
 - b. Pinel, J.P.J. (2013). Biopsychology (9th/e). Boston, CA Allyn & Bacon. ISBN: 100205915574
 College Level: Yes
 Flesch-Kincaid reading level: 12.3
7. Entrance Skills: *Before entering the course students must be able:*

Advisory Skills:

 - a. Demonstrate an understanding of the salient facts and theories that define the field of psychology
 - PSY 001 - Apply introductory-level understanding of biological-basis of psychological behavior such as brain and nervous system, sensation and perception, variations of consciousness, learning and memory.
 - PSY 001 - Demonstrate a basic knowledge of lifespan development including relevant topics such as developmental stages and related as appropriate tasks and behaviors.
 - PSY 001 - Display a level of understanding of relevant psychological health topics such as disorders, stress and coping, and psychotherapies.
 - b. Use the scientific method in the gathering of psychological data relevant to specific psychological hypotheses

and theories

- PSY 001 - Demonstrate an awareness of basic scientific research methods including; principles of scientific research, ethical guidelines, observational, correlation, and experimental methods.

c. Apply written and verbal skills needed for the effective communication of psychological knowledge data, attention being given here to the judicious use of the scientific method.

- ENG 001A - Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.
- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Understand how readers' experiences influence the reading of texts.
- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Participate in the process of developing texts in collaborative and individual settings.
- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
- ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
- ENG 001A - Use a variety of rhetorical strategies to write essays.
- ENG 001A - Incorporate complex sentence-structure and variety of word choice.
- ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.
- ENG 001A - Use writing reference materials and handbooks to perfect documentation skills with few errors.

8. Course Content and Scope:

Lecture:

1. Genes and Behavior and Human Evolution
2. Research Methods and Ethical Considerations of Biological Psychology and Neuroscience
 1. Invasive vs Non-invasive
 2. Research Ethics Applied to Animals and Humans
3. The Nervous System:
 1. Anatomy
 2. Development and Plasticity
 3. Communication within the Nervous System
4. The Effects of Psychoactive Drugs
5. Mechanisms of Perception, Conscious Awareness, and Attention
6. Wakefulness and Sleep
7. Motivation
8. Digestion
9. Hormones, Sexual Development, and Sexual Behavior
10. Learning and Memory
11. Emotion and Stress
12. Biological Bases of Psychological Disorders, Including Affective Disorders and Schizophrenia
13. Biological Psychology as a Course of Study

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1. Identify neural and chemical bases for sensory, emotional, and cognitive processes.
2. Recognize the neurobiological basis for organic and externally induced brain injury.
3. Recognize the different methods of studying the brain and nervous system.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. 1. Define and use basic biological, physiological, and psychological terminology of the neurosciences . 2. Differentiate among specialty areas within Biological Psychology and the related disciplines within the Neurosciences and the types of research that characterize the biopsychological approach. 3. Summarize the major issues in human evolution, genetics, and behavioral development that underlie the "biology of behavior." 4. Generate and explicate concrete examples of invasive vs.

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noninvasive research methods and the general principles of research ethics for the study of animals and human beings, including the research safeguards and the peer-review process in science. 5. Explain scientific approaches used in methodologies for the study of brain-behavior relationships. 6. Explain the general anatomy and physiology of the nervous system and its relationship to behavior. 7. Describe neural conduction and synaptic transmission. 8. Discuss the role of the neuroendocrine system as it relates to behavior. 9. Exemplify with concrete examples various brain-behavior relationships including ingestive behavior, motivation, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders such as affective disorders and schizophrenia.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

a. Discussion

b. Lecture

Other Methods:

a. Lecture b. Video, internet offerings c. Class discussion d. Presentations e. The students may be asked to identify structures/areas on a brain, section of spinal cord or skull.

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

1. Complete anatomy worksheets.
2. Participate in discussions and in class activities.

b. Out-of-class Assignments

1. Reading the textbook and supplementary journal articles then participating in discussions.
2. Attend lectures and maintain notes and handouts for the course.
3. View films and other visual materials.
4. Possible quizzes reviewing notes, textbook and supplemental materials or activities.

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- Group activity participation/observation
- True/false/multiple choice examinations
- Student preparation

14. Methods of Evaluating: Additional Assessment Information:

a. Quizzes to identify neuro-anatomical or other biological structures and their functions b. Non-computational problem-solving exercises. c. Examinations – multiple choice, true or false, fill-in-the blank, or matching questions.

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

IGETC Area 4: Social and Behavioral Sciences

I: Psychology

CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical

D9 - Psychology

IO - Scientific Inquiry

Identify components of the scientific method.

Analyze quantitative and qualitative information to make decisions, judgments, and pose questions.

Recognize the utility of the scientific method and its application to real life situations and natural phenomena.

16. Comparable Transfer Course

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University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU Fresno			
CSU	CSU Los Angeles			
CSU	CSU Northridge			
UC	UC Santa Barbara		Biological Basis of Psychology	
UC	UC Irvine	PSYCH 9B	Psychological Fundamentals	

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

SLO modification

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000513232
- b. T.O.P. Code [CB03]: 200100.00 - Psychology, General
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): PSYCHOLOGY

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 30
 Third Year: 50

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

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Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Chris Jones Origination Date 10/31/17