

Lewis-Clark State College- Coeur d'Alene
SW 226: Psychological Basis of Behavior
Fall 2009
3 Semester Hours Credit
The class meets in HP 215 on Wednesdays 9:00 – 11:30

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Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. Through courses, internships, research projects, and student activities delivered by traditional and nontraditional methods (technology), the program fosters in its' students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. We are committed to the preparation of professional social workers who possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological and liberal arts based background and a strengths based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice particularly with the oppressed and at-risk members of society. Graduates are expected to practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process.

I. COURSE DESCRIPTION AND OVERVIEW

This course introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral psychology, behavioral neuroscience or psychobiology. The main focus is to gain and/or demonstrate an understanding of the relationships between central nervous system processes and human behavior. Application in assessment of client systems will also be emphasized.

II. PURPOSE OF THE COURSE IN THE CURRICULUM

Traditional schools of Social Work and Psychology (i.e. psychodynamic, behaviorism, and social learning theories) directed very little attention to the connection between human behavior and neurological processes. Since the late 1980s in conjunction with advancements in neuropsychology, electrophysiology, and neuroimaging technologies, research has expanded dramatically demonstrating the connection between neuroanatomy, normative human behavior patterns, and social dysfunction. The purpose of this course in the psychology and Social Work curriculum is to provide a fundamental understanding of the biological processes and the impact of these processes on human behavior within the context of the social environment.

III. COURSE OBJECTIVES

This Course Addresses the Following Course Objectives

Upon completion of this course, students will be able to:

1. Identify the basic structures and function of the human nervous system and their impact on human behavior and social function.

2. Demonstrate key stages of brain development and the normative developmental

changes that occur at each developmental stage.

3. Identify the impact of basic pharmacology on the functions of the nervous system.
4. Demonstrate understanding of the various parts of the cerebrum/lower brain and their influence on language, vision, motor control.
5. To demonstrate knowledge on the interaction the nervous system in emotional regulation, learning, and memory.
6. Identify the processes and functions of sleep and its impact on social function.
7. Discuss the function of hormones in sexual development and human behavior.
8. Demonstrate knowledge regarding the role of biological processes in psychopathology, social dysfunction, and traumatic brain injury.
9. Understand the relationship between social work values and ethics with regard to acquiring and maintaining knowledge of the biological processes effecting human behavior in order to enhance the assessment and interventions social work can offer.
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IV. TEXTS AND REQUIRED READING

1. Kalat, J.W. (2007). *Biological Psychology (9th Edition)*. Belmont, CA: Thomson Wadsworth.
2. American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: Author.

V. TEACHING METHODS/CLASS CLIMATE

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Use of lap-tops and cell phones: It is permissible to use laptops during class discussions, but not during exams. In addition, it is considered unprofessional behavior to use the computer for other than taking notes during lecture/discussion periods. Use of the Internet, checking emails, Facebook, or other non-class related activities during class will result in a reduction of your final grade by 5 points for each occurrence. Cell phones should be turned off or set for vibrate during class if an urgent call is expected. If you do need to respond to a message during class, please leave the classroom.

Disabilities: The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Disability Services at 792-2211. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

Shared Client And Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

SPECIAL ACCOMMODATION:

If you need course adaptations or accommodations because of a disability, if you have a medical condition that will effect your performance or attendance, if you need special arrangements in case the building must be evacuated, please share that with me during the first week of class.

Call me at 292-2678 or Email me at jrseaman@lcmail.lcsc.edu

VI. Class Assignments and Grading Procedures

Deadline for Submission of Class Assignments

Classroom assignments must be submitted to the instructor during class sessions unless otherwise arranged. Faxing class assignments is NOT permitted.

Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. Late papers and tests will not be accepted. On the rare occasion of a medical, personal, or family emergency, the student may request permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Grade will automatically be reduced by 10% per day. No extra credit points are given.

Illness and emergencies can occur on occasion. For this reason, emergencies can be accommodated so that you will not lose all the points for an assignment or exam, but there will be reductions in the total points you can earn. Rather than giving a zero for missing a paper or exam, there are ways to regain most of the points. When circumstances prevent you from taking an exam on time, there is a 10% deduction from you total score for taking the exam late. If you are more than a few days late taking an exam, your professor has to write a make-up exam so arrangements will have to be made to take this exam. There is a 10 point deduction from your score for taking a make-up exam.

In the event a quiz or test is missed, to make up the work, the student must contact the instructor

and request permission to make up the work assigned by the instructor. Makeup work is due within 5 workdays of the test, or the student will receive a failing grade for the test. A student may not miss the final exam, as there will be no make-up work.

Policy Regarding Course Incompletes:

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. Students should have 75% of the course work completed in order to qualify for an incomplete. It is the responsibility of the student to request, in writing an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, including summer session. Students who fail to complete the required work by the agreed upon date, will be assigned a grade of “F”.

Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to promote ethical conduct by students. Students share with the faculty the responsibility for academic honesty and integrity. The Program expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. The following acts of academic dishonesty are *not acceptable*:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one’s own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

**** In addition to action by the professor, all incidents will be reported to Student the Director of the Social Work Program.**

Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. All work must be completed in 12 font preferably Times New Romans style.

Note: The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

A. Student evaluations in this course consists of four major areas:

1. Exams which are noted in the Class Schedule
2. Written or in-class assignments if there are any.
3. Classroom participation. See explanation below.
4. Turning in any work on time and taking exams on time.

1. Exams: There will be an exam on each chapter assigned in the text book. These exams will be in-class, closed-book exams. The number of points for any given exam will vary depending on the complexity of the chapter and on the type of exam (essay and/or objective). The exam will include material brought up in class by the professor or students. There *may be* a final exam for this course made up of selected questions from tests earlier in the semester.

2. Assignments: At the professors discretion, written or classroom assignments may be made. If so, the results will be included in calculating your final grade. For example, there may be an in-class assignment by groups to explain various major parts of the brain. Each assignment will be worth 25 points.

3. Classroom participation: 5 points can be lost for failing to participate in any given class. Participation requires being present in the classroom during the whole class session, being prepared for class, and answering questions based upon the readings. If you are not present at whatever time roll is called, you will be counted as absent.

Participation is included in your evaluation for two important reasons: **One**, when you are not present, the class is diminished by not having your ideas, your presence, and/or your influence on our thinking. **Two**, being in class also expresses your interest in the class and your ability to conduct yourself in a professional manner.

Participation also exemplifies your commitment to the work to be done and your professionalism which is so important to your future employers. **Three**, research on class attendance and employment has shown that your attendance in class is highly correlated with your attendance on the job. As a professional program, Social Work faculty must make assessments about your readiness to enter the field at the professional level.

A Further Note About Class Attendance: The student is expected to attend all class sessions for this course. If greater than 30% of the classes are missed, the grade for the course becomes and automatic “F.”

No “extra credit” points are given in this course.

Calculation of Final Grade

Assessment of the quality and quantity of student work will be made on the basis of the exams, class participation and any other assignments made during the course. The total scores will be determined as a percentage of the total points available as follows:

Please note: You can always determine your ongoing grades in the course by the formula your professor uses:

$$\text{Total points earned/total points possible} = \%$$

Calculation of Grades

Your final grade will be based upon the percentage of possible points earned:

95 - 100% = A	75 - 79% = B-	Below 60% = F
90 - 94% = A-	70 - 74% = C+	
85 - 89% = B+	65 - 69% = C	
80 - 84% = B	60 - 64% = D	

TENTATIVE CLASS SCHEDULE
**(Students are responsible for any changes announced in class; and
yes there probably will be changes 😊)**

Session 1: August 25

Topics:

Introductions
Syllabus Review
The Mind Brain Relationship
Genetics of Human Behavior

Readings:

Chapter 1: The Major Issues

Activities:

Small Group Discussion: What human behaviors are you sure would have a heritability of Zero? How does your group know that genetic inheritance didn't play a role in this behavior? What about social/environmental etiologies?

Session 2: September 01 NOTE: Two chapters this week

Chapter 2: Nerve Cells & Nerve Impulses

Chapter 3: Synapses

Session 3: September 8

***** EXAM: Chapters 1,2, and 3**

Session 4: September 15

Review of Exam

Chapter 4: Anatomy of the Nervous System

Activity:

***** Mini Assignment (in-class): *Brain Anatomy/Behavioral Project:*
*See syllabus above.***

Session 5: September 22

Chapter 5: Development & Plasticity of the Brain

Topics:

The Development of the Brain
Vulnerabilities in Brain Development
Etiology of Human Brain Damage
Mechanisms of Recovery

Session 6: September 29

Chapter 6: Vision

***** Exam 1. on chapters 4,5, and 6**

Session7: October 6
Review of exam
Chapter 7: The Other Sensory Systems

Session 8: October 13
Chapter 8: Movement

Session 9: October 20
Chapter 9: Wakefulness & Sleep

Session 10: October 27
Chapter 10: Internal Regulation

Session 11: November 3
***** Exam on Chapters 7 through 10**

Session 12: November 10
Review of exam
Chapter 11: Reproductive Behaviors

Session 13: November 17
Chapter 12: Emotional Behaviors

Session 14: November 24
Topics: Have a good Thanksgiving break
Readings: None required, try a menu or a newspaper

Session 15 December 1
Chapter 13: The Biology of Learning and Memory

***** Assignment Due:**
Mini Assignment 2 Due
Personal Response Paper Regarding Sexuality Due (See Course Assignments)

Session 16: December 8
***** Exam: Chapters 11, 12, and 13**

Session 16 December 15
Review of Exam

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