

A: Division: ACADEMIC DATE: NOVEMBER 7, 1994

 B: Department: SOCIAL SCIENCES New Course: X

 Revision of Course  
 information form: \_\_\_\_\_

DATED: \_\_\_\_\_

 C: PSYCHOLOGY 315 D: BIOLOGICAL BASES OF BEHAVIOUR E: 3  
 Subject & Course No. Descriptive Title Semester Credit

**F: Calendar Description:**

This course will introduce the student both to the variety of biological approaches to understanding behaviour, and to the research techniques used. After an introduction to basic neuroanatomy and to the development and evolution of brain structure and function, various topics in biological psychology will be surveyed. These will include the communication and coding functions of nerve cells; the psychobiology of development and aging, of movement, of learning and memory, and of internal motivational and emotional states; the biological approaches to mental illness; and the behavioural effects of drugs, hormones, and brain damage.

**Summary of Revision:**

(Enter date and section)

**G: Type of Instruction: Hours Per Week/**

Lecture	<u>4</u>	Hrs.
Laboratory	_____	Hrs.
Seminar	_____	Hrs.
Clinical Experience	_____	Hrs.
Field Experience	_____	Hrs.
Practicum	_____	Hrs.
Shop	_____	Hrs.
Studio	_____	Hrs.
Student Directed Learning	_____	Hrs.
Other	_____	Hrs.

**H: Course Prerequisites:**
PSYC 200
**I: Course Corequisites:**
NONE
**J: Course for which this course is a prerequisite:**
NONE
**K: Maximum Class Size:**
35
**M: Transfer Credit:**

 Requested X

Granted \_\_\_\_\_

Specify Course Equivalents or Unassigned Credit as Appropriate

U.B.C. PSYC 304 (3)

S.F.U. PSYC 280 (3)

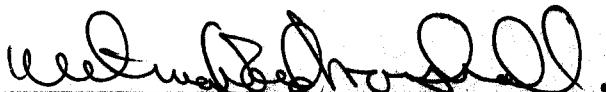
U. Vic. PSYC 215A (1.5)

U.N.B.C. PSYC 317 (3)

 TOTAL 4 HOURS

 L: College Credit Transfer X

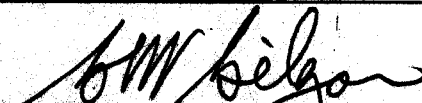
College Credit Non-Transfer \_\_\_\_\_



COURSE DESIGNERS



DIRECTOR/CHAIRPERSON



DIVISIONAL DEAN



REGISTRAR

Textbooks and materials to be purchased by students

(Use Bibliographic Form):

Kalat, James W., (1992) Biological Psychology  
Belmont, CA., Wadsworth

Selected readings may also be assigned by the instructor.

Text will be updated periodically.

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Complete Form with Entries Under the Following Headings:

- O. Course Objectives;      P. Course Content;      Q. Method of Instruction;  
R. Course Evaluation  
O. Course Objectives

At the conclusion of the course the student will be able to:

1. Describe and explain the global issues and principles of biological psychology.
2. Demonstrate a basic knowledge of brain anatomy and function by being able to identify and/or define terms, concepts and structures.
3. Describe and explain the development and evolution of brain structure and function.
4. Describe and explain the communication and coding functions of nerve cells.
5. Identify and define terms, concepts and theories related to the psychobiology of development and aging, of movement, of learning and memory, and of internal motivational and emotional states.
6. Describe the biological approaches to mental illness and the behavioural effects of drugs, hormones, and brain damage.

P. Course Content

1. Issues and Principles of Biological Psychology
2. Development and Evolution of the Brain Ontogeny and Phylogeny
3. Communication Function of Nerve Cells
4. Anatomy of the Nervous System and Methods of its Investigation
5. Coding Function of Nerve Cells: Sensory Systems
6. Movement

Course Content cont:

7. Sleep and Wakefulness
8. Regulation of Internal Motivational and Emotional States: Temperature, Thirst, Hunger, Sexual and Emotional Behaviour
9. Learning and Memory
10. Biological Approaches to Mental Illness
11. Behavioural Effects of Drugs, Hormones, and Brain Damage.
12. Effects of Genetics and of Developmental Experiences on Various Structures and Functions

O. Method of Instruction

This course will employ a number of instructional methods to accomplish its objectives and will include some of the following:

- lectures
- seminar presentations
- audio visual presentations
- small group discussions
- research projects
- research papers
- laboratory demonstrations

P. Course Evaluation

Evaluation will be carried out in accordance with Douglas College policy and will include both formative and summative components. Evaluation will be based on some of the following: quizzes, multiple choice exams, essay type exams, term paper or research project, class participation, seminar discussions, oral presentation, etc.

The specific evaluation criteria will be provided by the instructor at the beginning of the semester.

An example of one evaluation scheme:

In-class exams (4)	70%
Term paper or project	20%
Student presentation	<u>10%</u>
	<u>100%</u>