



**EFFECTIVE: JANUARY 2002**  
**CURRICULUM GUIDELINES**

**A:** Division: **INSTRUCTIONAL** Date: **JULY 2001**  
**B:** Department/ **PSYCHOLOGY** New   
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course  Revision   
 If Revision, Section(s) **L,P,Q,R**  
 Revised:  
 Date Last Revised: **NOVEMBER 1994**

**C: PSYC 315 D: BIOLOGICAL BASES OF BEHAVIOUR E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
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<b>F:</b> 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 emotional states; the biological approaches to mental illness; and the behavioural effects of drugs, hormones, and brain damage.
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<b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings	<b>H:</b> Course Prerequisites:
Primary Methods of Instructional Delivery and/or Learning Settings:	<b>PSYC 200</b>
<b>Lecture</b>	<b>I:</b> Course Corequisites:
Number of Contact Hours: (per week / semester for each descriptor)	<b>NONE</b>
<b>Lecture: 4 hours per week / semester</b>	<b>J:</b> Course for which this Course is a Prerequisite:
Number of Weeks per Semester: <b>14</b>	<b>NONE</b>
	<b>K:</b> Maximum Class Size:
	<b>35</b>

**L: PLEASE INDICATE:**

  
  


Non-Credit

College Credit Non-Transfer

College Credit Transfer:

Requested

Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bccat.bc.ca](http://www.bccat.bc.ca))

**M: Course Objectives/Learning Outcomes**

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.

**N: 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
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: Methods 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: Textbooks and Materials to be Purchased by Students**

(Use Bibliographic Form):

A textbook such as one of the following:

Kalat, J.W., (2001) Biological Psychology (7<sup>th</sup> Ed.)  
Belmont, CA., Wadsworth

Kolb, B. & Whishaw, I.Q., (2001) Introduction to brain and behavior  
New York, Worth.

Selected readings may also be assigned by the instructor.

Text will be updated periodically.

**Q: Means of Assessment**

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on the course objectives. The instructor will provide a written course outline with specific evaluation criteria at the beginning of the semester.

The following is a sample evaluation scheme:

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

Subject and Course Number

**R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR**

No. Given that this course involves theoretical and empirical analyses of biological bases of behaviour, it is unlikely to be open for PLAR except as a credit transfer from another institution.

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar