Instructor: Robert H. LaRue, Ph.D.
Office: DDDC/Ryders Lane Room 157
Phone: (848) 932-4500
E-mail: larue@rutgers.edu
Office Hours: By appointment
The instructor will make every reasonable effort to meet with students whenever necessary.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state’s businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two. As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of
extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**Course Description/Overview:**

In today’s healthcare climate, psychologists and behavior analysts are often required to serve beside medical personnel in integrated healthcare teams for assessment and treatment of complex cases. This course will prepare students for these interactions by providing them with a comprehensive overview of key aspects of biology that explain or otherwise interface with normal and/or dysfunctional behavior.

Scientific constructs, techniques, and theories will be examined in depth. Biological topics include the peripheral and central nervous system, the neurobiological systems that underlie sensation, motor behavior, emotion, cognition, self-other representation, and social behavior. We will also integrate understanding of altered behavioral processes of brain-damaged and psychiatric patients with knowledge of basic neuronal and neurobiological processes.

**OBJECTIVES FOR THE COURSE:**

After this course, you should be able to:

- Demonstrate an understanding of the neuron, brain organization, and functional neuroanatomy.
- Understand the biological processes that underlie sensation, perception, memory, emotion, motor behaviors, language, sleep dreaming, and psychopathology.
- Integrate basic biological processes with single case studies in neurology and clinical psychology.
- Integrate understanding of neurobiological processes into understanding normal and abnormal mental and behavioral functioning.
- Demonstrate verbal and written comprehension of basic biological concepts across all domains listed within the course content/schedule.
Assignments and Evaluation Method:

Midterm Exam 35%
Final Exam (cumulative) 40%
Weekly Reflections 15%
Attendance 5%
Homework 5%

Homework:

Rather than submitting a homework question each week prior to class, you will complete homework questions assigned by the instructor. These questions are based on the readings assigned for the upcoming class. Students can bring hard copies of their questions to class or email them to me.

Grades and Grading Policy

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Numerical Equivalent</th>
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<tbody>
<tr>
<td>A</td>
<td>Outstanding</td>
<td>90-100 (4.0)</td>
</tr>
<tr>
<td>B+</td>
<td>Intermediate Grade</td>
<td>87-89 (3.5)</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80-86 (3.0)</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>70-79 (2.0)</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>69 or below (0.0)</td>
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<td>INC</td>
<td>Incomplete</td>
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<tr>
<td>S</td>
<td>Satisfactory</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
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<tr>
<td>PA</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No credit given</td>
<td></td>
</tr>
</tbody>
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Required Texts:

- Quock (2022). Drugs and Behavior. 2nd Edition
  - [https://opentext.wsu.edu/biopsychological-effects-alcohol-drugs/front-matter/introduction/](https://opentext.wsu.edu/biopsychological-effects-alcohol-drugs/front-matter/introduction/)

Supplemental Readings

Course Outline:

Class 1 (5/15): Overview of course, assignments, & texts

Class 2 (5/17): Structure and Function of Cells of the Nervous System
  • Assigned Readings
    o Carlson & Birkett Ch. 2 (Structure and Function of Cells)

Class 3 (5/22)  Structure of the Nervous System
  • Assigned Readings:
    o Carlson & Birkett Ch. 3 (Structure of Nervous System)

Class 4 (5/24): Neurotransmitters and Psychopharmacology/Psychotropic Drugs
  • Assigned Readings
    o Carlson & Birkett (2017) Ch. 4 Psychopharmacology
    o Quock Chapters 16-19
  • Suggested Readings

***********************(5/29) MEMORIAL DAY: NO CLASS ***********************

Class 5 (5/31)  Emotion
  • Assigned Readings
    o Carlson & Birkett (2017). Ch.11. (Emotion)

Class 6 (6/5)  Neurological Disorders and Midterm Review
  • Assigned Readings
    o Carlson & Birkett (2017) Ch. 15 Neurological Disorders, (pp. 500-515)

Class 7 (6/7)  Midterm Examination

Class 8 (6/12): Language and Aphasias
  • Assigned Readings
  • Suggested Readings
    o Sacks, O. The Man Who Mistook His Wife for A Hat. Chapter 9 (The President’s Speech)
    o Doidge, N. The Brain that Changes Itself. Chapter 2
Class 9 (6/14): Biology of Stress and Anxiety/Neurodevelopmental Disorders
• Assigned Readings
  o Carlson & Birkett (2017). Ch.17. Stress, Anxiety, and Neurodevelopmental Disorders
• Suggested Readings

Class 10 (6/19): Schizophrenia and Affective Disorders
• Assigned Readings
  o Carlson & Birkett Ch. 16 (Schizophrenia and Affective Disorders)
• Suggested Readings

Class 11 (6/21): Substance Abuse and Final Review
• Assigned Readings
  o Carlson & Birkett Ch. 18 (Substance Abuse)
• Final Review

Class 12 (6/26) Final Examination

Weekly Reflection

Each week, students will be responsible for completing a 1-2 page weekly reflection about the content covered that week. The content of the reflection is open and may include something they found interesting about the readings/lectures, something that was confusing, or just an observation regarding the content for that week.

Reflections are due by Friday at 5:00 pm. These reflections will be graded based on completion, not accuracy. The weekly reflection will constitute 15% of your grade.
**Attendance and Participation:**
Attendance and class participation are a major part of this class. You are expected to attend all classes and arrive on time. *Only two (2) excused/unexcused absences are permitted.* Missing more than 2 classes will result in a 5% point deduction for each additional day of absence from your final grade point. If you are forced to miss an excessive amount of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an unexcused absence will be marked in your record. The only excused absences are those are serious or required (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor’s note (on letterhead and signed by the doctor); obituary or funeral program; court order/notice; etc.). You must always supply me with the original or a copy of your documentation, which I will keep on file. Only students with approved documentation can be given an excused absence.

**Computer/Cell Phone Use in Class**
If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

**Academic Integrity**
All Rutgers students should review and adhere to the University principles of academic integrity, available at: [http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/). APA Citation Style. All papers MUST be written using the APA style (6 ed.).

**Student Resources**
For more information visit: [https://gsapp.rutgers.edu/current-students/important-links](https://gsapp.rutgers.edu/current-students/important-links)

Accommodations due to Disability
If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines).

Title IX: [http://compliance.rutgers.edu/resources/resources-for-facultystaff/](http://compliance.rutgers.edu/resources/resources-for-facultystaff/)

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: [http://psychologicalservices.rutgers.edu](http://psychologicalservices.rutgers.edu). They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.