

# Instructor/TA Info

## Instructor Information

**Name:** Marc Steed

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**Office Location:** By Appointment

**Office Hours:** Only By Appointment

# Course Information

## Participation Policy

Students are expected to attend the class sessions as outlined in the syllabus.

This is a "closed screen" class. The use of laptops, tablets, and cellphones during class discussion time is prohibited in order to facilitate individual participation and group discussion.

Come prepared to participate. Demonstration of familiarity with assigned readings via random quizzes and other learning activities can raise the final grade by 1/2 point (e.g., B to a B+).

## Learning Outcomes

### Basic principles of neuroanatomy and neurophysiology

1. Discuss basic principles of neuroanatomy and neurophysiology.

### Psychotropic drugs

2. Critically discuss the way in which psychotropic drugs are distributed, metabolized, and excreted.

### Way in which different psychotropic agents modify behavior

3. Compare and contrast the way in which different psychotropic agents modify behavior by altering neurotransmitter systems.

### Drug classification

4. Describe drug classification and which drugs are used to treat different disorders.

### Psychobiology of drug abuse

5. Be familiar with the psychobiology of drug abuse, classes of abused drugs, and drug abuse treatment alternatives.

### Neurologic impairment

6. Be familiar with various forms of neurologic impairment and accompanying behavioral manifestations.

## Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

## Grading Policy

### WRITING STANDARDS

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written material must follow specific standards regarding citations of authors' work within the text and references at the end of the paper. I will adhere to the following standards when grading written work:

NOTE: Letter grades may be assigned for any or all of the following reasons:

"A" Range: Outstanding achievement, significantly exceeds standards

- Unique topic or unique treatment of topic, takes risks with content; fresh approach.
- Sophisticated/exceptional use of examples.
- Original and "fluid" organization; all sentences and paragraphs contribute; sophisticated transitions between paragraphs.
- Integration of quotations and citations is sophisticated and highlights the author's argument.
- Confidence in use of Standard English; language reflects a practiced and/or refined understanding of syntax and usage.
- Sentences vary in structure, very few, if any mechanical errors (no serious mechanical errors).

"B" Range: Commendable achievement, meets or exceeds standards for course.

- Specific, original focus, content well handled.
- Significance of content is clearly conveyed; good use of examples; sufficient support exists in key areas.
- Has effective shape (organization), effective pacing between sentences or paragraphs.
- Quotations and citations are integrated into argument to enhance the flow of ideas.
- Has competent transitions between all sentences and paragraphs.
- Conveys a strong understanding of standard English; the writer is clear in his/her attempt to articulate main points, but may demonstrate moments of "flat" or unrefined language.
- May have a few minor mechanical errors (misplaced commas, pronoun disagreement, etc.), but no serious mechanical errors (fragments, run-ons, comma splices, etc.)

"C" Range: Acceptable achievement, meets standards for course

- Retains overall focus, generally solid command of subject matter
- Subject matter well explored but may show signs of underachievement
- Significance is understood, competent use of examples
- Structure is solid, but an occasional sentence or paragraph may lack focus
- Quotations and citations are integrated into argument
- Transitions between paragraphs occur but may lack originality
- Competent use of language; sentences are solid but may lack development, refinement, style
- Occasional minor mechanical errors may occur, but do not impede clear understanding of material
- No serious mechanical errors (fragments, run-ons, comma-splices, etc.)

"D" Range: Unsatisfactory achievement; does not meet acceptable standards

Note: The "D" grade is a passing grade; work that is not of "passing quality" should receive a grade of "F".

- Significance of content is unclear
- Ideas lack support, elaboration
- Lacks sufficient examples or relevance of examples may be unclear
- Support materials is not clearly incorporated into argument
- Expression is frequently awkward (problematic sentence structure)
- Mechanical errors may often impede clear understanding of material
- May have recurring serious mechanical errors (fragments, run-ons, comma splices, etc.)

### Attendance Policy

*Please make every effort to attend class. We will be covering a lot of material. You will be expected to know information from the readings as well as material presented via class activities designed to facilitate understanding and application of the topic. If you are absent, it is your responsibility to arrange to have someone share notes and information with you. Excessive absences will be deleterious to your learning, reflect poorly on your professionalism, and decimate your grade.*

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-

The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

## Assignments

### Assignment Description

#### Topic Due

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May  
11

Due: Thursday, May 11 at 3:59 pm

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*Topic for poster presentation due.*

*Pick a topic that aligns with the course learning objectives and run it by me for approval.*

#### Midterm

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May  
18

Due: Thursday, May 18 at 7:00 pm

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Covering material related to basic principles of neuroanatomy, neurophysiology, and neurologic impairment.

#### AA Meeting

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May  
30

Due: Tuesday, May 30 at 11:59 pm

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See <http://www.utahvalleyaa.org/meeting-schedules> for details.

*Each of you should plan to attend an open AA meeting.*

*After attending, please write a one (1) page reflection paper about your experience. At the top of the page, include your name and the date, time, and location of the meeting you attend. In your write up you will receive more points for insightful self-reflection than you will for recantation of pedantic information.*

*In the past students have attended meetings en masse, which has impaired treatment effectiveness for those who are there for treatment. Please plan to attend the meeting by yourself; I don't want to hear from the AA folks that treatment has been interrupted by a group of students.*

*We will work collaboratively to determine the best way to manage this (e.g., Google docs, Learning Suite, etc.).*

#### Poster Presentation

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Jun  
15

Due: Thursday, Jun 15 at 4:30 pm

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You will participate in the Third Annual Brain and Behavior Research Poster Session. Selecting a relevant topic of interest, you will prepare and present to your peers, the University community, and the general public as a mental health professional. Requirements include:

- Professional-looking presentation
- One-page handout, summarizing your presentation
- Inviting at least two people to attend

A formal rubric will be provided as the date draws closer.

### Professionalism

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Jun  
15

Due: Thursday, Jun 15 at 11:59 pm

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### Random Quizzes

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Jun  
15

Due: Thursday, Jun 15 at 11:59 pm

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Quizzes and other such activities will randomly occur during the quarter to help me know you are reading and thinking about assigned materials. You, of course, are not expected to be an expert on the subject matter covered by these spontaneous activities; rather the purpose is to allow you to demonstrate to me that you have read something, can think divergently about the material, and can convey that information in a pithy manner.

### Final Exam

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Jun  
22

Due: Thursday, Jun 22 at 6:50 pm

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Show what you know.

## Schedule

Date	Column 1	Column 2
Week 1		

T May 02 Tuesday

Introduction, Overview, Expectations, and  
Administrivia

Basic Principles of  
Neuroanatomy/Neurophysiology

- Structure and Function of the Neuron
  - Synapse Functioning
- Gray/White Matter
- Lobes of the Brain
  - Gyri/Sulci
  - Fissures
- Blood Supply to the Brain
  - Anterior/Middle/Posterior Cerebral Arteries
  - Circle of Willis

Th May 04 Thursday	<p>Basic Principles of Neuroanatomy/Neurophysiology</p> <ul style="list-style-type: none"> <li>• Review Chapters 1-9 of <i>Brain Facts Primer</i></li> <li>• Specific Neurotransmitters <ul style="list-style-type: none"> <li>◦ Acetylcholine (ACh)</li> <li>◦ Dopamine (DA)</li> <li>◦ Serotonin (5HT)</li> <li>◦ GABA</li> <li>◦ Glutamate</li> <li>◦ Histamine</li> </ul> </li> <li>• Brain Development</li> <li>• Specific Brain Structures <ul style="list-style-type: none"> <li>◦ Brainstem</li> <li>◦ Medulla</li> <li>◦ Reticular Formation</li> <li>◦ Cerebellum</li> <li>◦ Limbic System <ul style="list-style-type: none"> <li>• Hypothalamus</li> <li>• Hippocampus</li> <li>• Amygdala</li> </ul> </li> <li>◦ Thalamus</li> <li>◦ Cerebral Cortex <ul style="list-style-type: none"> <li>• Lobes/Functions</li> <li>• Primary Sensory/Motor Cortex</li> <li>• Homunculus</li> <li>• Broca's Area</li> <li>• Wernicke's Area</li> </ul> </li> </ul> </li> </ul>	
Week 2		
T May 09 Tuesday	Neurologic Impairment	
Th May 11 Thursday	Neurologic Impairment <b>Topic Due</b>	
Week 3		
T May 16 Tuesday	Neurologic Impairment/Anatomy Lab	
Th May 18 Thursday	<b>Midterm</b>	
Week 4		
T May 23 Tuesday	Drug Classification	
Th May 25 Thursday	Psychotropic Medications	
Week 5		
M May 29 Monday	<b>Memorial Day</b>	

T May 30 Tuesday	Psychotropic Medications <b>AA Meeting</b>	
Th Jun 01 Thursday	Psychotropic Medications	
Week 6		
T Jun 06 Tuesday	Illicit Drugs	
Th Jun 08 Thursday	Illicit Drugs	
Week 7		
T Jun 13 Tuesday	Drug Abuse Treatment Principles and Options	
Th Jun 15 Thursday	<b>Poster Presentation</b> <b>Professionalism</b> <b>Random Quizzes</b>	
Week 8		
T Jun 20 Tuesday	<b>Spring Exam Preparation (06/20/2017 - 06/20/2017)</b>	
W Jun 21 Wednesday	<b>First Day of Spring Final Exams (06/21/2017 - 06/22/2017)</b>	
Th Jun 22 Thursday	Final Exam: 341 MCKB 5:00pm - 6:50pm <b>Final Exam</b>	