



INSTRUCTOR

Dr. Ken Carter

OFFICE

Associate Professor of Psychology

CONTACT

Seney 214a

DROP IN TIMES

770-784-8439 kenneth.carter@emory.edu

11:45-12:45 Monday-Thursday

COURSE DESCRIPTION

This course is an introduction to the neurobiology of mental disorders such as depression and schizophrenia. Additional topics include: psychoneuroimmunology, stress and coping, and psychopharmacology. The course is a general elective for both psychology and the neuroscience and behavioral biology (NBB) program. **It does NOT** fulfill the Emory College Psychology Department breadth requirement for the Neuroscience and Animal Behavior.

MATERIALS

Stahl's Essential Psychopharmacology: Neuroscientific Basis and Practical Applications. 3rd Edition by Stephen M. Stahl ISBN 978-0-521-67376-1

REQUIREMENTS/EVALUATION

There are three kinds of assignments in this class.

TESTS. There will be 300 points for exams. The test items will be taken primarily from class material, but you can expect some test questions on reading material, films, or any class activity. Test I (100 points) is scheduled for September 23, Test II (worth 100 points) is October 26, Test III (worth 100 points) is scheduled for November 23. All tests are taken in class.

MetaNotes: MetaNotes are notes about your notes. In order to reinforce what you've learned, each Monday morning by 9am you will have a MetaNote entry due. The entry should focus on one of 3 topics (the most confusing thing, the hardest thing, the most interesting thing). These entries should focus on the reading that will be discussed that day. Each entry is an essay and will be assessed on the content, organization, and mechanics of the essay. They will be graded as Satisfactory/Unsatisfactory. Unsatisfactory Essays will need to be revised and resubmitted.

Pill Project (Patient Education Material). Soon you will receive a photograph of a pill. That will be your personal project for the semester. From the information you learn in class, you will create patient education material for a specific use (indication) of that medication. Your material can be in any form (video, website, paper) but must include the following: (1) the indication for the medication (2) how the medication works on the microanatomy of the nervous system, (3) how the medication works on the macroanatomy of the nervous system, (3) the advantages and disadvantages of the medication as compared to another medication in a similar class. Think about what YOU would want to know about the medication. I'll provide links to the information, but the bulk of your job is to create a plain language summary of the information that a person who has not taken this class could understand. The project is worth 50 points. You will be graded on the completeness of your content, how easy it is to follow and understand your project, your project's creativity, as well as professionalism and mechanics. November 30 and December 2, 4, and 7 will be reserved for class presentations and Q&A on Pill Projects. Class participation will be required on these days. All Pill Projects are due by November 9th.

A detailed reading schedule will be posted on Bb soon.

EVALUATION

The final grade will be based on the total points you receive on your 3 **Tests** (300 points), your **MetaNotes** (100 points), your **Patient Education Project** (50), for a total of 450 points. Your final grade will be determined by the percentage of total points you've earned. You can keep track of your grade on Bb. I do not plan on using the "plus/minus" system.

COURSE POLICIES

Subject to change

The class outline on the following page should be considered very fluid. Any and all of the dates, topics, values, and assignments listed are subject to change by the instructor. In fact, some changes are very typical for my courses as circumstances warrant. Some topics may take longer to cover than anticipated while others may require less time; each class is different. Every effort will be made to follow the outline and policies on this syllabus. However, if the class is particularly interested in a given topic, I may decide to spend more time on it, or if the class is interested in a topic not assigned, I may decide to include it. You will be notified of any changes that become necessary due to unforeseen circumstances.

EMAIL (*I reserve the right not to answer emails that do not follow this policy.*)

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family in an informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with your professors. Many professors receive up to 100 emails a day and email has become the primary and preferred way of contacting professors. If you follow these simple guidelines you will communicate and you will shine. Use it improperly, however, and you might accidentally communicate immaturity. Apply the following guidelines to your emails:

1. Use a meaningful subject header for your email—one that is appropriate to the topic. Emails with these headers get attention first
2. Always be professional and business-like in your correspondence
3. Be sure to proofread and spell-check your email before sending it.
4. Don't ask questions you can easily find yourself like "When is the next test?" or "When is the paper due?"

COURSE OBJECTIVES AND LEARNING OUTCOMES

In accordance with the National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major (APA 2001) this course is designed to help develop and improve your critical thinking skills. You should leave this course with cognitive tools that can provide you with specific strategies for inquiry and well reasoned thought.

Statement of Academic Integrity

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing (submitting the work of another person as your own) and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the [Honor Code](#) and will result in a failing grade for the entire course. Unless I tell you otherwise, all work in the course should be done on your own. Please note that exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please <http://www.emory.edu/OXFORD/CampusLife/honor.html> for more details on the honor code