Attention!

This is a representative syllabus.

The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
COURSE OVERVIEW

Instructor

Location: on-line
Format: Lecture
Credits: 3

Course description

The goal of the course is to provide a contemporary survey of the biological basis of neuropsychiatric dysfunction and resulting behavioral syndromes. The course will highlight mood and anxiety disorders, stress-based disorders, and schizophrenia. For each disorder, students will learn the diagnostic classifications, presenting symptomatology, underlying neurobiological dysfunctions, theories regarding etiology, and therapeutic strategies. We will directly compare the heuristic leverage provided by the long-time DSM approach with that of the Research Domain Criteria (RDoC) perspective. A key thematic thread throughout the course will be the parallel evolution of our understanding of the organization and function of the brain, theories of the pathophysiological basis of neural dysfunction, and research methodologies used in the investigation of neural mechanisms involved in the control of complex behaviors.

Course learning outcomes
By the end of this course, it is expected that students will have acquired the skills to do the following through lectures, reading of scientific literature, class discussions, and written assignments:

1. Evaluate the current state of knowledge regarding the clinical phenomenology, pathology and treatment/management of psychiatric disorders from a biological/brain perspective.
2. Be an informed scientific reader of original research and a critic of unsupported claims regarding the biology of mental health.
3. Recognize the strengths and weaknesses of a diverse range of methodologies – animal models, neuroimaging, neurogenetics, neuroanatomy, neuropharmacology.
4. Create coherent and informed thoughts on treatments for psychiatric disorders.

HOW THIS COURSE WORKS

Mode of delivery:

- 100% online delivery.
- There are many opportunities for synchronous and asynchronous interaction with instructional staff.
- All synchronous sessions will be held within the original time/day pattern of this course, though we might not use all of those days, nor all of the time each time we meet. You can join these synchronous sessions using the CarmenZoom virtual classroom link.
- Synchronous sessions will include discussion and activities designed to enrich your understanding of the topics and prepare you for weekly assignments.

Pace of online activities: This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone’s expected participation:

- Participating in online activities for attendance: THERE WILL BE UNANNOUNCED ACTIVITIES WHICH YOU WILL GET PARTICIPATION CREDIT FOR, SO PLEASE ATTEND SYNCHRONOUS CLASSES
You are expected to log in to the course in Carmen multiple times each week. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

The primary source of materials will be scientific journal articles that will be made available in Carmen.

It is highly recommended, particularly for those less familiar with basic neuroscience, that you obtain a copy of An Introduction to Brain and Behavior (Kolb, Whishaw, Teskey, Sixth Edition).

Course technology

TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support**: [ocio.osu.edu/help](ocio.osu.edu/help)
- **Phone**: 614-688-4357 (HELP)
- **Email**: servicedesk@osu.edu
- **TDD**: 614-688-8743

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](go.osu.edu/video-assignment-guide))

REQUIRED EQUIPMENT
• Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
• Webcam: built-in or external webcam, fully installed and tested
• Microphone: built-in laptop or tablet mic or external microphone
• Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

REQUIRED SOFTWARE

• Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

• Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
• Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click Enter a Passcode and then click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
• Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.
GRADING AND FACULTY RESPONSE

How your grade is calculated (UNDERGRADUATES)

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<thead>
<tr>
<th>ASSIGNMENT CATEGORY</th>
<th>POINTS</th>
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</thead>
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<td>Quizzes</td>
<td>80</td>
</tr>
<tr>
<td>Final Exam</td>
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</tr>
<tr>
<td>Class Participation</td>
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<td><strong>Total</strong></td>
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How your grade is calculated (GRADUATE STUDENTS)

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<th>POINTS</th>
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</thead>
<tbody>
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<tr>
<td>Quizzes</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Paper Presentation</td>
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</tr>
<tr>
<td>Class Participation</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
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</tbody>
</table>

See course schedule below for due dates.

Descriptions of major course assignments

JOURNAL ENTRIES

Description: Each week, students are required to prepare a journal entry on one of the articles to be discussed in class (template on the course website). These are due on the day of the class (submit to Carmen by 10 am). I will not accept late journal entries. If you submit at 10:01
am, you will not receive credit. If you wrote the entry but forgot to upload or hit the right button, you will not receive credit. If your computer crashed at the last moment, you will not receive credit. This is not an exhaustive list, but is intended to emphasize that no late assignments will be accepted—do not ask for an exception to the rule. You will not get direct feedback on these entries. They are intended as a guide to read critically and help to better remember the papers to be discussed in class.

**Academic Integrity:** It is expected that each student will work on the journal entries independently. You are expected to do your own work.

**QUIZZES**

Description: There will be four short quizzes throughout the semester, administered during class time, to test your knowledge of topical material. They will be a mix of short-essay, multiple choice, fill in the blank. They will be administered via Carmen and will be timed. Makeup quizzes will be considered only in the most dire of situations and will require documentation from a medical professional.

**Academic Integrity:** It is expected that each student will work on the quizzes independently. You are expected to do your own work.

**EXAM**

Description: During Finals week, you will have an open-book cumulative final exam. It will be a mix of short-essay, multiple choice, fill in the blank. Makeup exam will be considered only in the most dire of situations and will require documentation from a medical professional.

**Academic Integrity:** It is expected that each student will work on the exams independently. You are expected to do your own work.

**RESEARCH PAPER PRESENTATION (GRADUATE STUDENTS ONLY)**

Description: You will be assigned a topic (depression, OCD, PTSD, or schizophrenia). Your assignment is to present an original research paper on that topic. Read the article critically and discuss its flaws as well as valid points. Use of PowerPoint presentation is required. Reading of related articles that may enhance understanding of the one chosen is usually very helpful. Graduate students will give 15 min presentations and be expected to provide in-depth discussion of their chosen topic, including appropriate scientific citations in the introduction and discussion and relevant theoretical issues.

**Academic integrity:** You are expected to do your own work, but it is advised you consult and practice with other students.
CLASS PARTICIPATION

Description: On some days in class, I will offer opportunities for participation &/or reflection – these will earn participation credit. Many of these will take place in-class only – thus, the only way to get these points is to be here that day – no make-ups, no exceptions. These activities may be unannounced & spread throughout the term. In order to account for the random events that often keep people from attending classes, I will drop 2 low scores in this category. In general, students are expected to be punctual, complete assigned readings and participate in class discussions to demonstrate knowledge of course material. Most of the important questions about the pathophysiology and treatment of neuropsychiatric and disorders do not have answers, thus, uncertainty and speculation will characterize our class discourse. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you do not understand the concepts, please schedule an appointment during my office hours prior to the class meeting so that you can be prepared to participate in class discussions.
Late assignments

- Late submissions will not be accepted.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within 7 days.
- **Email:** I will reply to emails within 48 hours on weekdays when class is in session at the university.
- **Discussion board:** I will check and reply to messages in the discussion boards every 24 hours on school days (M-F).

OTHER COURSE POLICIES

Discussion and communication guidelines
The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class activities/discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. Please do not engage other students with negative feedback about them as a person and remember to always rely on the data and to focus on the argument being made, not the person making it. Remember to adhere to the OSU Student Code of Conduct at all times - [https://studentconduct.osu.edu/](https://studentconduct.osu.edu/)

- **Citing your sources:** For your contributions in this course, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

- **What is said in class stays in class:** Please do not share any course materials or student contributions outside of this class without clear written permission from the student involved AND Dr. Hayes.

### Zoom/Videoconferencing Guidelines

Some of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [http://go.osu.edu/it](http://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.

- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.

- **Participation:** At the start of our sessions, I’ll share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual
Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings:** I will be recording our meetings for the benefit of students who may need to be absent. These links will only be shared with students in our class. Please do not share any course materials or student contributions outside of this class without clear written permission from the student(s) involved **AND** Dr. Hayes.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

**OHIO STATE’S ACADEMIC INTEGRITY POLICY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university’s **Code of Student Conduct** ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university’s **Code of Student Conduct** and this syllabus may constitute “Academic Misconduct.”

The Ohio State University’s **Code of Student Conduct** (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the university or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s **Code of Student Conduct** is never considered an excuse for academic misconduct, so I recommend that you review the **Code of Student Conduct** and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism.
and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct [http://studentlife.osu.edu/csc/](http://studentlife.osu.edu/csc/).

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

### Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email equity@osu.edu.

### Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each
member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University’s Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

## COURSE SCHEDULE (SUBJECT TO CHANGE)

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<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    | Tuesday, January 12, 2021| Intro to Biological Psychiatry  
**Synchronous**                                                                                     |
|      | Thursday, January 14, 2021| RDOC vs DSM  
**Asynchronous**                                                                                   |
|      |                          | Journal Entry 1                                                        |                            |
| 2    | Tuesday, January 19, 2021| Essential topics neuroscience: Complexity of nervous system            |                            |
|      | Thursday, January 21, 2021| Essential topics neuroscience: Complexity of nervous system            | Journal Entry 2             |
| 3    | Tuesday, January 26, 2021| Essential topics neuroscience: Synaptic Plasticity  
Animal Models                                                                  |
|      | Thursday, January 28, 2021| Essential topics neuroscience: Synaptic Plasticity  
Animal Models                                                                  |
|      |                          | Journal Entry 3                                                        |                            |
| 4    | Tuesday, February 2, 2021| QUIZ #1                                                                |                            |
|      | Thursday, Feb 4, 2021    | Essential topics neuroscience: Psychopharmacology  
History of Treatment                                                            |
| 5    | Tuesday, February 9, 2021| Essential topics neuroscience: Genetics/Epigenetics  
Neuroimaging                                                                    |
|      | Thursday, February 11, 2021| depressive d/o                                                       | Journal Entry 4             |
| 6    | Tuesday, February 16, 2021| depressive d/o                                                        | Grad student presentations  |
|      | Thursday, February 18, 2021| depressive d/o                                                        | Journal Entry 5             |
| 7    | Tuesday, February 23, 2021| INSTRUCTIONAL BREAK                                                   | NO CLASS                   |
|      | Thursday, February 25, 2021| QUIZ #2                                                              |                            |
| 8    | Tuesday, March 2, 2021   | OCD  
**Asynchronous**                                                      |
<p>|      | Thursday, March 4, 2021  | OCD                                                                   | Journal Entry 6             |</p>
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<td>Journal Entry 8</td>
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<td>Thursday, March 25, 2021</td>
<td>QUIZ #3</td>
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<td>Thursday, April 8, 2021</td>
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<td>Open Topics</td>
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<td>Thursday, April 22, 2021</td>
<td>Final Review</td>
<td>Journal Entry 10</td>
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<td>Final Exam</td>
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