
SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108
PY-809 ADVANCED PHYSIOLOGICAL PSYCHOLOGY

Fall Semester MODULE 1
09/06/16–10/18/16
TUESDAYS, 4:00 – 10:00 PM

PROFESSOR

Dr. Kaye Lawrence
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COURSE DESCRIPTION

The student examines the relationship between organic processes and various aspects of human behavior and experience. This course focuses on reviewing major research findings in physiological psychology, neuropsychology, and related disciplines. Specific topics include the understanding of perceptual processes of behavior, memory and learning, the biological influence on behavior, emotions, psychopathology, and the implications of this understanding on the diagnosis and treatment of various psychological disorders and symptoms. *3 Units*

PROFESSOR'S COMMENT

Please when reading the syllabus notice that there is a section just for **On-site students and another section below for On-Line students**. Passing this course requires both fulfilling all assignments, attending and participating fully, and demonstrating competency by what is observed by the professor. Being late for class, late or not completing with assignments, or any other combination of behaviors that are demonstrating could result not passing this class and the student will be required to retake the course.

Physiology is primarily a highly conceptual discipline that requires analytical skills first to recognize problems and then utilize appropriate fundamental principles to solve those problems. This approach is used daily in clinical practice. One must learn not only the facts and functional mechanisms but how to reason with them. This is a fact-intensive course with an enormous amount of material to learn. It is a serious introduction to the field of Behavioral Neuroscience, and therefore, a textbook is essential and is an excellent study environment connected to the book; this site will thoroughly prepare you for exams, will reinforce your understanding of lecture material and what you read in the textbook.

I look forward to being a part of your learning experience through these seven weeks as you explore the physiological process and related disciplines for your ministry and practice. You may initiate your research paper at any time but first contact your professor about the subject of your paper so that it may be approved in advance.

DATES OF CLASS:

Sept. 6, 13, 20, 27 Oct. 4, 11, 18.

REQUIRED TEXTBOOKS

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. *Carlson, Neil, Physiology of Behavior*, (11th Ed, 2013). Boston: Allyn and Bacon. **ISBN-10: 0-205-23939-0**
3. Amen Daniel (2015). Revised and Expanded *Change your Brain, Change your life*. New York: Three Rivers Press. **ISBN: 978-1-101904640**

Please Note: In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay expedited shipping.

RECOMMENDED TEXTBOOKS

1. Carlson, M. & Carlson, N. (2015). *Study Guide for Carlson Physiology of Behavior* (8th Ed.). Boston: Allyn and Bacon. **ISBN: 0205325882**
2. Nolte, J. & Angevine, J. (2000). *The Human Brain in Photographs and Diagrams*. (2nd Ed.). St. Louis: Mosby. **ISBN: 0323011268**
3. Amen, G. Daniel (2008) *Healing the Hardware of the Soul: Enhance Your Brain to Improve Your Work, Love, and Spiritual Life* **ISBN:13-976-0-7432-0475-0**

STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
1. Use vocabulary of psychology and neuroscience in describing brain functioning and behavior.	1		
2. Understand the relationship between physiology and human behavior.	1		
3. Recognize ways in which sensory organs detect changes in the environment and the ways in which the brain interprets neural signals from these organs.	1		
4. Understand the principles of motor system, including control of movement, and the means by which the brain initiates these behaviors.	1		

5. Recognize and understand the physiology of particular categories of behaviors and the ways in which our behaviors can be modified by experience.	1		
6. Identify mental disorders: schizophrenia and the affective disorders, possible physiological causes and treatments of the same.	1		

* *The program and institutional objectives are published in the Academic Catalog.*

COURSE REQUIREMENTS

Many if not all written assignments will be turned in through Blackboard and will be processed through software to check for plagiarism.

1. **Devotion and prayer:** Each student will have the opportunity to volunteer for a five-minute devotional at the beginning of class.
2. **Research paper presentation (150 pts.) [Part 1 of final exam.](#)**
Students will complete a research paper and will give a 15 (*time element subject to change*) minute presentation of their research during the last three weeks of class. Students are expected to use a visual tool, such as, PPT or Prezi and share the most valuable information. See Appendix A
3. **Amen text, “Change your Brain, Change your Life” (30 pts. per session quiz, a total of 210 pts.)**
Each week-identified students will post quiz questions they have composed based of the reading that was assigned. All other students will then respond with answers from the identified reading. Therefore, one identified week, you are coming up with questions to ask other students and the other six weeks you are responding to the quiz questions. See Appendix B.
4. **Carlson Text Journal (9x20 = 180):** Students will write a one-page synopsis and answer the review questions at the end of each assigned chapter. Chapters will be assigned in the syllabus weekly reading and in Blackboard. Refer to Appendix C.
5. **Human Anatomy Assignment (100 points) [Part two of final exam.](#)**
Each student will visit the creation museum (some cost may be incurred) and spend time in their human anatomy section reviewing the resources there Each student will choose a part from the human anatomy. Once you have visited the Creation Museum and spent time in their human anatomy section reviewing the resources there, students will write a 3-5 page APA format paper on what stood out to them that they may not have thought of before or how the information may connect to clinical practice and how this impact will affect your future as clinicians. For further instructions please refer to Appendix D.

6. **Participation/Critical Journals (7X30=210 points).** If a student on-site misses a class and has an accepted reason then they will have the option to make up the class by **answering the questions provided for each week at the end of this syllabus.** The Professor covered this material during the live class.

These will be due Sun. midnight following the class. For example, your first journal will be due the Sunday after the first class, referencing the first class. **Refer to Appendix D.**

7. **Taylor Study Method (100 pts. total)** Students must complete all of the Taylor Study Method to receive credit, which includes the pre-test, all 7 week study sessions, and the post-test. Points are based on your score of 65% or more and completion of this assignment. You will have access to see your progress. The key terms will relate with course content and be specific to what you will need to know for **your licensing exam.**

Please be prepared in each session to do activities that will cover material from prior sessions. Please turn in all work on time.

You may bring your laptop to class but may only use it with teacher's instruction. If student chooses to use the Internet or cell phones during class, a zero will be placed as participation points for that night.

SEQUENCE OF INSTRUCTION ON-SITE ONLY

(On-line students need to scroll down to page 8 for their schedule.)

Read the table like this, "At Session ____ on _____, the scheduled session content is _____, and the assignment *due before that session* is _____."

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	9/6/16	<ul style="list-style-type: none"> • Devotions • Introduction and Overview of Course • Philosophical and biological roots of Physiological Psychology 	<ul style="list-style-type: none"> □ Carlson Book Chapter 2, 3, & 4. Due Review questions for chapters. □ Dr. Amen Read Chapters 2-4 Quiz posted in the Discussion Board
2	9/13/16	<ul style="list-style-type: none"> • Devotions • Study the Brain • Structure of Nervous System • Basic Neural communication 	<ul style="list-style-type: none"> □ Carlson Book Chapter 5, 6 & 7. Due Review questions for chapters. □ Dr. Amen Read Chapters 5 & 6 Quiz posted on Discussion

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
			Board <input type="checkbox"/> Topic for research paper due
3	9/20/16	<ul style="list-style-type: none"> • Devotions • Research Methods in Physiological Psychology • Discuss Physiology Motor systems including Control of Movement • Discuss Homeostasis 	<input type="checkbox"/> Carlson Book Chapter 8 & 9 Due Review questions for chapters. <input type="checkbox"/> Dr. Amen Read Chapters 7 & 8 Quiz posted on Discussion Board <input type="checkbox"/> Note: It's Time To Order All Textbooks For Next Module!
4	09/27/16	<ul style="list-style-type: none"> • Devotions • Discuss Physiological aspects of Reproductive Behavior • Discuss Physiology in Emotion and stress and trauma. 	<input type="checkbox"/> Carlson Book Chapter 10 & 11 Due Review questions for chapters. <input type="checkbox"/> Dr. Amen Read Chapters 9-10 Quiz posted on Discussion Board <input type="checkbox"/> DUE Human Anatomy Assignment
5	10/04/16	<ul style="list-style-type: none"> • Devotions • Discuss Physiological aspects of Digestive Behavior, drinking and eating disorders. • Discuss Physiological aspects in Human Communication 	<input type="checkbox"/> Carlson Book Chapter 12, 13, 14 Due Review questions for chapters. <input type="checkbox"/> Dr. Amen Read Chapters 11-12 Quiz posted on Discussion Board <input type="checkbox"/> Research Presentations
6	10/11/16	<ul style="list-style-type: none"> • Devotions • Discuss Neurological Disorders. • Presentations of Research Papers 	<input type="checkbox"/> Carlson Book Chapter 15,16, Due Review questions for chapters. <input type="checkbox"/> Dr. Amen Read Chapters 13,15 Quiz posted on Discussion Board <input type="checkbox"/> Research Presentations
7	10/18/16	<ul style="list-style-type: none"> • Devotions • Discuss mental disorders: Schizophrenia, • Drug abuse, and Stimulation drinks. • Presentations of Research 	<input type="checkbox"/> Carlson Book Chapter 15,16, Due Review questions for chapters. <input type="checkbox"/> Research Presentations <input type="checkbox"/> Dr. Amen Read Chapters 17, 19 Quiz posted on Discussion Board

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
		Paperss	

STUDENT EVALUATION FOR STUDENTS

Research Paper Presentation	150 points
Amen Reading and Discussion Questions	210 points
Carlson Text Journal.....	180 points
Participation/Critical Journals.....	210 points
Human Anatomy Assignment.....	100 points
Taylor Study Method.....	100 points
Total	950 points

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
B+	89–91%				
B	86–88%				
B-	83–85%				

Any grade lower than “B-” will be lowered to “F.”

Appendix A

Research Paper / Presentation: The professor must approve your subject. Each student should have a unique topic different than other students. Your topic may not be a previous research paper.

Instructions: *Research should be about a well-known person with an identified DSM-5 disorder, perhaps a famous person that has been documented.* This paper should include titles for:

1. The history and background of the individual pertinent to the identified disorder,
2. Diagnosis supported by signs, symptoms and DSM-5 code.
3. And/or psychological tests; physiological/psychology/sociological factors underlying the disorder’s etiology and progression,

4. Appropriate treatment approaches, both traditional and, if available, alternative
5. Your ethical and theological opinion.
6. Include your surrounding theories of etiology or recommendations for treatment.

The paper should be a minimum of 10 pages and a maximum of 15 pages APA in content, which does not include graphs and pictures.

Students will give a 15-minute (*time element subject to change*) presentation of their research paper during the last three weeks of class. Students will be expected to use a visual tool, such as, PPT or Prezi and share the most valuable information, which means that there should be more verbal than written information and **only 9-10** slides. It is the students' responsibility to arrange a time to present live in class or to discuss alternatives with the professor. All pictures and graphs must be included at the end of your paper following references.

Grading will be based on presentation content (information shared is valuable, relevant and useful), presentation skills (body language, not reading, level of connection with audience). Students will also need to prepare 2 questions to interact with the audience at the end of the presentation, meant to assess the comprehension by audience members. A rubric will be available under the assignment description in Session 3 in Blackboard.

Appendix B

Dr. Daniel Amen: Change your Brain, Change your life. Students each week will be required to read designated chapters of this book noted in the syllabus and in Blackboard students must respond to questions on the discussion board. At the beginning of class, students will be assigned a specific chapter to email the professor a few quiz questions to be posted on the discussion board. Grading will be based on the quality of responses given on the discussion board. You must respond two times to each students post session exe: If there are two students you respond 4x's; If three students post you respond 6x's etc. **Information on this will be clarified on the first night of class.**

Appendix C

Carlson Book: Student will be required to answer review questions at the end of each chapter for designated reading each week. All writing must be in your own words. Assignment needs to be only two pages in length. Student must complete assignment as a Word Document to upload the assignment in Blackboard.

Appendix D

Human Anatomy Assignment

Each student will choose a system or organ from the human anatomy. Students will write a paper of 4 pages in APA format. All graphs, pictures must be placed after the reference page. The paper must answer the following questions and include an introduction, conclusion, with a flow throughout.

1. How does your chosen subject apply to physiology?
2. Expound on how your mechanism is vital to the bodily function.
3. What disorders could develop if this mechanism is not properly functioning, is affected by disease, or stops functioning altogether?
4. Describe the behavioral and physical effects of the mechanism.
5. Describe the neural mechanisms responsible for your choice of anatomy.
6. Conclusion: Why did you choose this subject? How would you be able to help the person with this problem? You must integrate your answer with the Word of God, using Bible verses to explain your view.

COURSE REQUIREMENTS FOR ON-LINE STUDENTS

Many if not all written assignments will be turned in through Blackboard and will be processed through software to check for plagiarism.

1. **Devotion and prayer:** Each student on site will have the opportunity to volunteer for a five-minute devotional at the beginning of class.
2. **Research paper presentation (150 pts.)** [Part 1 of final exam.](#)
Students complete a research paper and will give a 15 (*time element subject to change*) minute presentation of their research during the last three weeks of class. Students are expected to use a visual tool, such as, PPT or Prezi and share the most valuable information. **See Appendix A**
3. **Amen text, “Change your Brain, Change your Life” (30 pts. per session quiz, a total of 210 pts.)**
Each week-identified students will post quiz questions they have composed based of the reading that was assigned. All other students will then respond with answers from the identified reading. Therefore, one identified week, you are coming up with questions to ask other students and the other six weeks you are responding to the quiz questions. **See Appendix B.**
4. **Carlson Text Journal (9x20 = 180):** Students will watch a video, write a one-page synopsis of each assignment, and answer review questions at the end of each chapter. Chapters will be assigned in the syllabus weekly reading and in Blackboard. **Refer to Appendix C.**
5. **Participation/Critical Journals (7X30=210 points).** For online students only; **answer questions provided for each week** covered by the Professor during the live class.

These will be due Sun. midnight following the class. For example, your first journal will be due the Sunday after the first class, referencing the first class. **Refer to Appendix D.**
6. **Human Anatomy Assignment (100 points)** [Part two of final exam.](#)

Each student will pick a subject from the human anatomy. You will write a paper of 3-5 pages in APA format. For further instructions please refer to Appendix E.

7. **Taylor Study Method (100 pts. total)** Students must complete all of the Taylor Study Method to receive credit, which includes the pre-test, all 7 week study sessions, and the post-test. Points are based on your score of 65% or more and completion of this assignment. You will have access to see your progress. The key terms will relate with course content and be specific to what you will need to know for **your licensing exam.**

Please turn in all work on time. YOUR GRADE DEPENDS ON IT.

SEQUENCE OF INSTRUCTION FOR ON-LINE STUDENTS ONLY

Read the table like this, “At Session ____ on _____, the scheduled session content is _____, and the assignment *due before that session* is _____.”

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	9/7/16	<ul style="list-style-type: none"> • Devotions • Introduction and Overview of Course • Philosophical and biological roots of Physiological Psychology • Vignette for week 6 e-mailed to student. 	<ul style="list-style-type: none"> <input type="checkbox"/> Carlson Book Chapter 2,3, 4. Due Review questions for chapters. <input type="checkbox"/> Dr. Amen Read Chapters 2-4 Quiz posted in the Discussion Board <input type="checkbox"/> Answer Chapter 1 Review questions 1-7 at end of chapter. <input type="checkbox"/> Critical Journal #1
2	9//13/16	<ul style="list-style-type: none"> • Devotions • Study the Brain • Structure of Nervous System • Basic Neural communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Carlson Book Chapter 5, 6 & 7. Due Review questions for chapters. <input type="checkbox"/> Dr. Amen Read Chapters 5 & 6 Quiz posted on Discussion Board <input type="checkbox"/> Topic for research paper due <input type="checkbox"/> Critical Journal #2
3	9/20/16	<ul style="list-style-type: none"> • Devotions • Research Methods in Physiological Psychology • Discuss Physiology Motor systems including Control of Movement 	<ul style="list-style-type: none"> <input type="checkbox"/> Carlson Book Chapter 8 & 9 Due Review questions for chapters. <input type="checkbox"/> Dr. Amen Read Chapters 7 & 8 Quiz posted on Discussion Board

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
		<ul style="list-style-type: none"> • Discuss Homeostasis 	<ul style="list-style-type: none"> ❑ Critical Journal #3 ❑ Note: It's Time To Order All Textbooks For Next Module!
4	09/27/16	<ul style="list-style-type: none"> • Devotions • Discuss Physiological aspects of Reproductive Behavior • Discuss Physiology in Emotion and stress and trauma. 	<ul style="list-style-type: none"> ❑ Carlson Book Chapter 10 & 11 Due Review questions for chapters. ❑ Dr. Amen Read Chapters 9-10 Quiz posted on Discussion Board ❑ Critical Journal #4 ❑ DUE Human Anatomy Assignment
5	10/04/16	<ul style="list-style-type: none"> • Devotions • Discuss Physiological aspects of Digestive Behavior, drinking and eating disorders. • Discuss Physiological aspects in Human Communication 	<ul style="list-style-type: none"> ❑ Carlson Book Chapter 12, 13, 14 Due Review questions for chapters. ❑ Dr. Amen Read Chapters 11-12 Quiz posted on Discussion Board ❑ Research Presentations ❑ Critical Journal #5
6	10/11/16	<ul style="list-style-type: none"> • Devotions • Discuss Neurological and Mood Disorders. • Presentations of Research Papers 	<ul style="list-style-type: none"> ❑ Carlson Book Chapter 15,16. Due Review questions for chapters. ❑ Dr. Amen Read Chapters 13,15 Quiz posted on Discussion Board ❑ Research Presentations ❑ Critical Journal #6
7	10/18/16	<ul style="list-style-type: none"> • Devotions • Discuss mental disorders: Schizophrenia, • Drug abuse, and Stimulation drinks. • Presentations of Research Papers 	<ul style="list-style-type: none"> ❑ Carlson Book Chapter 17, 18. Due Review questions for both Chapters. ❑ Research Presentations ❑ Dr. Amen Read Chapters 17, 19 Quiz posted on Discussion Board ❑ Critical Journal #7

ATTENDANCE POLICY

For MACP and PSYD Courses (42 lecture hours/ 7 weeks), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences result in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor's discretion.

LATE COURSE WORK POLICY

No late work will be accepted with a passing grade. Late work will be given 50% of the earned total points.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

Appendix A

Research Paper / Presentation: The professor must approve your subject. *Each student should have a unique topic different than other students. Your topic may not be a previous research paper.*

Instructions: *Research should be about a well-known person with an identified DSM-5 disorder; perhaps a famous person that has been documented.* This paper should include titles for:

1. The history and background of the individual pertinent to the identified disorder,
2. Diagnosis supported by signs, symptoms and DSM-5 code.
3. And/or psychological tests; physiological/psychology/sociological factors underlying the disorder's etiology and progression,
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must respond two times to each students post session exe: If there are two students you respond 4x's; If three students post you respond 6x's etc. **Information on this will be clarified on the first night of class.**

Appendix C

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Appendix D

Week One:

1. Explain what is each of the six basic aspects of a human life.
2. What is the study of physiology.
3. Define what the word consciousness means?
4. There are two systems: visual and Mammalian. Explain the difference of these.
5. Name the five types of blood vessels. Explain the function of each.
6. Explain the difference between generalization and reduction.
7. Watch <https://youtu.be/P7L-el1DAQk>. Give a synopsis of what this has to do with physiological psychology.
8. Define the beliefs of Hippocrates and Von Helmholtz.
9. What is the main nerve pathway between your brain and the rest of your body? Explain its function.
10. Draw a neuron and its parts. Name each part.
11. Give the function of an axon and name the substance that coats it and its purpose.
12. Watch the video <https://youtu.be/90cj4NX87Yk> and explain the purpose of a synapse?
13. What are the purpose of the action and the postsynaptic potentials?

Week Two:

1. Watch the video: <http://youtu.be/oVxj0fKzqBo> Explain the benefits of laughter.
2. Explain where the limbic system is found and its function.
3. The basal ganglia are responsible for what body mechanism?
4. Draw a picture of all the brain parts mentioned in this session, explain their function and select a color for each one.

Week Three:

1. Name the five regions involved in planning, executing, sensing and coordinating movements.
2. Explain Piaget's theory and each of the four distinct stages.
3. Explain the visual cortex and its function.

Week Four:

1. Explain the function of the somatosensory pathway, and the amygdala.
2. Watch this link: <https://youtu.be/nZwajAJzG-M>. How does this concept help you with clients?
3. How did Karlson and Luscher define pheromone and its function?
4. Name the three types of pheromones and explain each one's function.
5. Explain the stress model.
6. Watch <https://www.youtube.com/embed/s93ywgFa6CM>. Explain the two types of stress and their function in everyday life.
7. Watch the video slide 18. Give your suggestions for a long-term goal and two short-term goals for this condition.
8. Define the parasympathetic nervous system and the sympathetic nervous system.
9. What is the cause of Multiple sclerosis (MS). Give your opinion about how you can help a client with this disease.

Week Five:

1. Explain what will happen to the ingestion track if the diet is properly given.
2. Name four diseases caused by stress and how each one affects the body.
3. Why are antacids not good for acid reflux?
4. Name the two factors that are the beginning of disease.
5. Why isn't the large intestine a sterile place?
6. Explain Jewel # 2.
7. Watch video. Explain what happens when the lymphatic system is toxic.
8. Define the PH balance and why it is so important.
9. Explain Jewel # 6.
10. Define homeostasis.
11. What is the function of the Wernicke and the Broca areas in the brain?
12. What are the three major speech deficits? Explain each one.
13. Define the three types of Dyslexia.

Week Six:

1. How does stress affect the immune system?
2. Explain how behavioral and psychological events can influence the immune system.
3. What is the function of the hypothalamus?
4. Explain the function of cytokines.
5. Why is the vagus nerve so important?
6. For what purpose are the neurotransmitters paraganglia?
7. Name the three areas of research and give their definitions.
8. Give a personal example about how at some time your emotions affect your health and what did you do about it?
9. Watch the first video as a devotional. How did it minister to you?
10. Watch the second video. Comment about how you can help therapeutically someone that is going through this disorder.
11. Read the example of slide 7. What parts of the brain is affected by this condition?
12. Watch the video slide 9 and give your opinion about children's bipolar diagnosis.
13. What is your take on the story slide 10-11. Diagnose it and share what therapy technique you would use.
14. There are mentioned five areas of functioning affected by a mood disorder. Name them and

give a description for each.

15. Pick one of the videos on slide 20. Watch it and express your opinion about what you think went wrong with their treatment. What could have been done differently? What part of the brain do you feel was affected?

Week Seven:

1. Read slide # 2; watch the video and say what kind of schizophrenia is presented.
2. How many Americans are affected by this disorder?
3. Explain the difference between Positive or Negative symptoms.
4. What is the name of the neurotransmitter linked to schizophrenia?
5. There are five sub-types of schizophrenia. Name and define each one.
6. Why is MPD confused with schizophrenia?
7. Give a short synopsis in 50 words or more about how stimulation drinks can affect your health.

Appendix E

Human Anatomy Assignment

Each student will choose a system or organ from the human anatomy. Students will write a paper of 4 pages in APA format. All graphs, pictures must be placed after the reference page. The paper must answer the following questions and include an introduction, conclusion, with a flow throughout.

7. How does your chosen subject apply to physiology?
8. Expound on how your mechanism is vital to the bodily function.
9. What disorders could develop if this mechanism is not properly functioning, is affected by disease, or stops functioning altogether?
10. Describe the behavioral and physical effects of the mechanism.
11. Describe the neural mechanisms responsible for your choice of anatomy.
12. Conclusion: Why did you choose this subject? How would you be able to help the person with this problem? You must integrate your answer with the Word of God, using Bible verses to explain your view.