PSYC 3014 –
Behavioural and Cognitive Neuroscience

Unit of Study Code: PSYC3014

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Office location and consultation times to be advised in pracs

Emily Karanges
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Office location and consultation times to be advised in pracs
Format of Unit: 2 x 1 hour lectures/week x 13 weeks  
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisite: Intermediate Psychology units including PSYC (2011 or 2111) and at least one other Intermediate Psychology Unit from PSYC (2012 or 2112), PSYC (2013 or 2113), PSYC (2014 or 2114) OR ANAT2010 and PCOL2011.

Assessment:

a) Formal Assessment

One 2hr exam (containing both multiple choice and short answer questions) (50%)

One 2000-2500 word practical report (35%) due before 4pm Friday 24 September (Week 9)

One prac quiz in week 12 (multiple choice) (10%)

Preparation and participation in class debate in week 13 (5%)

b) Out of class prescribed student workload

2 hrs/wk: Assignment research and background research for tutorials

c) Other expected student workload

Revision of lecture material, readings for practicals, preparation for quiz and for exam, preparation of 1 page of notes for the debate in week 13.

Unit of study general description:

This unit of study will focus on approaches to studying neurosciences incorporating molecular, preclinical and clinical models of brain function. These biological models of brain function will be linked with behavioural, affective and cognitive function and dysfunction. The implications of focal cognitive deficits in neurological patients for models of normal cognitive function will also be explored. Specific topics to be covered will be selected from the following areas: the biological basis of feeding and appetite, psychoneuroimmunology, glial cell function, the neural basis of learning and memory, sensorimotor integration, social neuroscience, language, visual cognition and praxis. In addition to lectures, a practical component will cover basic neuroanatomy and introduce students to experimental and case-study approaches to studying neurosciences.

Administrative matters:

You should read the general administrative guidelines for submission of written work, penalties for late work, assessment criteria, procedures for applying for extensions and special consideration on the School of Psychology web page (www.psych.usyd.edu.au).

It is a requirement to pass the course that you attend a minimum of 80% of pracs. IT IS YOUR RESPONSIBILITY TO ATTEND THE PRAC YOU ARE ENROLLED IN TO BE MARKED AS PRESENT. Tutors will NOT contact another tutor to confirm your attendance if you do not attend your enrolled prac.

Textbook

Carlson, N.R. (2010). Physiology of Behavior. (10th edition). Needham Heights, MA: Allyn & Bacon. Most chapters contain material related to topics covered in lectures and practicals; lecturers and tutors will direct you to more specific sections as the course progresses.
Graduate Attributes and Student Learning Outcomes for PSYC3014 Behavioural and cognitive neuroscience

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology. The following graduate attributes and student learning outcomes will be developed through lectures, practical classes and assessment activities. They will be assessed in the prac report, prac quiz, class debate and final exam.

1: Knowledge and Understanding of behavioural neuroscience and cognitive neuroscience
Display basic knowledge and understanding of major concepts, theoretical perspectives, empirical findings, and historical trends in behavioural and cognitive neuroscience

2: Research Methods in behavioural and cognitive neuroscience
Understand, apply and evaluate basic research methods in behavioural and cognitive neuroscience, including design of laboratory and clinical research, data collection, analysis and interpretation, literature searches and review. Demonstrate understanding of technologies used to study brain function and activity.

3: Critical Thinking Skills in behavioural and cognitive neuroscience
Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to the neuroscientific basis of behaviour. Develop ability to identify and evaluate the purposes, research questions, data, perspectives, inferences, concepts, implications and assumptions associated with research presented during the course.

4: Values in behavioural and cognitive neuroscience
Value empirical evidence; tolerate ambiguity during the search for greater understanding of behaviour and knowledge structures; use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication); be able to recognise and promote ethical practice in neuroscience research; promote evidence-based approaches to understanding behaviour; respect diversity associated with cognitive and neurological disorder; complete projects within reasonable timeframes.

5: Communication Skills in behavioural and cognitive neuroscience
Write a standard research report using American Psychological Association (APA) structure and formatting conventions. Demonstrate effective oral communication skills in various formats (e.g., debate, discussion of materials in pracs) and for various purposes (asking clear questions, explaining and critiquing research). Collaborate effectively, demonstrating an ability to work with fellow students in pracs; manage conflicts appropriately and ethically. Demonstrate effective interpersonal communication skills including the abilities to listen accurately and actively, identify the impact or potential impact of one’s behaviour on others, provide constructive feedback to others, adopt flexible techniques to communicate sensitively and effectively with diverse ethnic and cultural partners, including in the context of team-work.

6: Learning and the application of behavioural and cognitive neuroscience
• Understand and apply psychological principles to personal and social issues. Relate concepts, theories, and research findings in behavioural and cognitive neuroscience to solving problems in everyday life and in society. Reflect on one’s own experiences and in order to identify and articulate one’s personal, sociocultural, and professional values related to issues raised in the course. Apply psychological principles to promote personal development through self-regulation in setting and achieving career and personal goals; self-assess performance accurately; incorporate feedback for improved performance; purposefully evaluate the quality of one’s thinking (metacognition, part of critical thinking). Develop a capacity for independent learning that will sustain personal and professional development in the rapidly changing field of neuroscience

LECTURE AND TUTORIAL TIMETABLE

Lectures are held on Mondays at 11am and Thursdays at 11am, Bosch Lecture Theatre 1

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture #</th>
<th>Topic</th>
<th>Lecturer</th>
<th>Tutorial (2 hrs)</th>
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<tbody>
<tr>
<td>26 July</td>
<td>1</td>
<td>A history of the neurosciences</td>
<td>KC</td>
<td>No tutorial</td>
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<tr>
<td>Week 1</td>
<td>2</td>
<td>Sleep</td>
<td>LC</td>
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<tr>
<td>2 Aug</td>
<td>3</td>
<td>Biological Rhythms</td>
<td>LC</td>
<td>Neuroanatomy: WEAR COVERED SHOES &amp; TIE BACK LONG HAIR</td>
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<tr>
<td>Week 2</td>
<td>4</td>
<td>Ingestive Behaviours</td>
<td>LC</td>
<td></td>
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<tr>
<td>9 Aug</td>
<td>5</td>
<td>Motivation</td>
<td>LC</td>
<td>Behavioural neuroscience I: PRAC REPORT</td>
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<tr>
<td>Week 3</td>
<td>6</td>
<td>Goal-directed and habit learning</td>
<td>LC</td>
<td>Behavioural neuroscience II: PRAC REPORT</td>
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<tr>
<td>16 Aug</td>
<td>7</td>
<td>Multiple memory systems</td>
<td>LC</td>
<td></td>
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<td>Week 4</td>
<td>8</td>
<td>Long term potentiation</td>
<td>JH</td>
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<tr>
<td>23 Aug</td>
<td>9</td>
<td>Neural bases of Pavlovian conditioning</td>
<td>JH</td>
<td>Dementia case study I</td>
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<tr>
<td>Week 5</td>
<td>10</td>
<td>Movement and motor control I</td>
<td>JH</td>
<td>Dementia case study II</td>
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<td>30 Aug</td>
<td>11</td>
<td>Movement and motor control II</td>
<td>JH</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>12</td>
<td>Dementias</td>
<td>JH</td>
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<tr>
<td>6 Sept</td>
<td>13</td>
<td>Brains vs computers I</td>
<td>AH</td>
<td>Computational modelling</td>
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<tr>
<td>Week 7</td>
<td>14</td>
<td>Brains vs computers II</td>
<td>AH</td>
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<tr>
<td>13 Sep</td>
<td>15</td>
<td>Semantic memory I</td>
<td>KC</td>
<td>No tutorial: finalise your prac report</td>
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<tr>
<td>Week 8</td>
<td>16</td>
<td>Semantic memory II</td>
<td>KC</td>
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<td>20 Sep</td>
<td>17</td>
<td>Word retrieval</td>
<td>KC</td>
<td>Neurolinguistics</td>
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<tr>
<td>Week 9</td>
<td>18</td>
<td>Cortical organization of higher-level vision</td>
<td>IH</td>
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P prac Reports due before 4pm on Friday 24 September

<table>
<thead>
<tr>
<th>27 Sep</th>
<th>No class</th>
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<tr>
<td>Break</td>
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<tr>
<td>4 Oct</td>
<td>Labour Day</td>
<td>No class</td>
<td>No tutorial: Study for Quiz</td>
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<tr>
<td>Week 10</td>
<td>19</td>
<td>Disorders of object recognition I</td>
<td>IH</td>
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<tr>
<td>11 Oct</td>
<td>20</td>
<td>Disorders of object recognition II</td>
<td>IH</td>
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<tr>
<td>Week 11</td>
<td>21</td>
<td>Affective neuroscience</td>
<td>AK</td>
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<tr>
<td>18 Oct</td>
<td>22</td>
<td>Affective neuroscience</td>
<td>AK</td>
</tr>
<tr>
<td>Week 12</td>
<td>23</td>
<td>Affective neuroscience</td>
<td>AK</td>
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<tr>
<td>25 Oct</td>
<td>24</td>
<td>Attention and the parietal lobe I</td>
<td>AH</td>
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<tr>
<td>Week 13</td>
<td>25</td>
<td>Attention and the parietal lobe II</td>
<td>AH</td>
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</tbody>
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KC = Karen Croot, LC = Laura Corbit, JH = Justin Harris, AH = Alex Holcombe, IH = Irina Harris, AK = Andrew Kemp
School of Psychology Plagiarism Policy information for Students

Plagiarism is not permitted

i) Do you know what plagiarism is?

Please refer to the University policy on plagiarism:


ii) The School of Psychology will severely penalise all submitted work that is plagiarised;

iii) The School of Psychology is using software to detect all forms of plagiarism.
THE UNIVERSITY OF SYDNEY LIBRARY

The University of Sydney Library is a distributed system of libraries with a collection of over 5 million items. Fisher Library has the most resources relevant to Psychology and is located on Eastern Avenue, Camperdown Campus.

http://sydney.edu.au/library

Faculty Liaison Librarian

Your Faculty Liaison Librarian supports the teaching, learning and research needs of staff, students and researchers for the School of Psychology. Contact details are as follows:


Psychology Guide

Includes links to Psychology databases, internet resources, information on tests and more.

http://libguides.library.usyd.edu.au/psychology

Psychology material in high demand

Reserve (located on Level 2 of Fisher Library) is a 2 hour loan collection of required and recommended items on Psychology reading lists. Reading list material can be searched by unit of study or lecturer via the catalogue:

http://opac.library.usyd.edu.au/search/r