COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
DEPARTMENT	PSYCHOLOGY		
LEVEL	*Undergraduate*		
COURSE CODE	PSY-3412	**SEMESTER**	5th
COURSE TITLE	BIOPSYCHOLOGY OF ANXIETY AND ANXIETY DISORDERS		
TEACHING ACTIVITIES		**WEEKLY HOURS**	**ECTS**
Lectures and training in new skills		**3**	**6**
COURSE TYPE	Skills Development (Seminar)		
PREREQUISITES COURSES:	Physiology of Behavior I Physiology of Behavior II or Biopsychology of Mental Disorders Research Methods I		
INSTRUCTION/EXAM LANGUAGE:	Greek		
OFFERED TO ERASMUS STUDENTS	No		
COURSE WEB PAGE (URL)	https://elearn.uoc.gr/course/view.php?id=487		

2. LEARNING OUTCOMES

Learning Outcomes
Students enrolled in this seminar will conduct bibliographic searches and critically evaluate research focusing on the study of thebiopsychological and psychopharmacological basis of anxiety and anxiety disorders. Those who enroll in this seminar will prepare a bibliographic synthesis, which will be delivered during either the January or September examination period. At the outset of the course, students will be introduced to the subject matter and via hands-on activities will learn how to conduct a literature search, find apropos references, and write a seminar paper. Each student will present an empirical study which has been published in a peer-reviewed scientific journal on a topic s/he has chosen. The aim here is not only for the presenter to provide the findings of the article but to generate class discussion and critique regarding pertinent issues. The papers that will be presented weekly will be read and evaluated by all seminar participants, who will also submit a written report that will include: a) a summary of the study (400 words) and b) an assessment of the contribution made to the literature with respect to the research problem, as determined by the researchers (150-200 words). Upon completion of the seminar, the students will have acquired in-depth insight into various

aspects of the neurobiology and psychopharmacology of anxiety and anxiety disorders. They will also be able to conduct literature searches from databases and critically analyze the relevant literature.

General Competencies

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Working independently
- Project planning and management
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking
- Criticism and self-criticism

3. COURSE CONTENT

- Neurobiology and psychoneuroendocrinology of stress
- Effectsofstresson the immune system and health
- Animal models of anxiety and anxiolytic drug action: Reliability, validity,and applications
- Functional neuroanatomy of anxiety and fear
- Functional neuroimaging of anxiety and anxiety disorders
- Genetics of anxiety disorders
- Transgenerational inheritance of traumatic stress and anxiety
- Neurochemistry of anxiety and fear
- Biopsychology of panic disorder
- Biopsychology of obsessive impulsive disorder
- Biopsychology of posttraumatic stress disorder.
- Stress: effects on neuroplasticity and neurogenesis
- Stress, drug abuse,and drug addiction
- Biological treatments for anxiety disorders

3. INSTRUCTIONAL AND LEARNING METHODS - EVALUATION

INSTRUCTION METHOD	In class (face-to-face; In the first meetings, the instructor will present some topicson biopsychologyof anxiety, how to search relevant scientific literature and use APA format to cite relevant papers).Then each student will present a recent original research paperpublished in a peer-reviewedscientific journal. Afterpresenting the students will discuss and critique aspects of the research paper.

<table>
<tr><td></td><td>The students who enroll in this seminar are required to be present in all lectures and presentations (maximum allowed absences: 2).

The students are also required to write a critical review paper that should be submitted by the end of the exams period in September the latest.</td></tr>
<tr><td>INFORMATION AND COMMUNICATION TECHNOLOGIES USED</td><td>Use of ICT in teaching
Support for learning (communication with students and delivery of all course material) via the website of course on UoC e-learn online platform.</td></tr>
<tr><td>TEACHING ORGANIZATION</td><td>
<table>
<tr><th>Activity</th><th>Semester Workload</th><th>ECTS credits</th></tr>
<tr><td>Lectures</td><td>12</td><td>0,48</td></tr>
<tr><td>Oral presentation of the research papers</td><td>27</td><td>1,08</td></tr>
<tr><td>Skill training: Preparation for the oral presentation(in-class)</td><td>20</td><td>0,8</td></tr>
<tr><td>Group assignments and exercises: Writing of abstracts</td><td>30</td><td>1,2</td></tr>
<tr><td>Independent study & writing a review article</td><td>65</td><td>2,6</td></tr>
<tr><td>Course Total</td><td>154</td><td>6,16</td></tr>
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<tr><td>STUDENT EVALUATION</td><td>The evaluation is in Greek.
Evaluation will be based on:
I. Oral presentation of an original research article;30% of the final grade
II. Homework reports (abstracts of original research articles) delivered every weekand class participation; 30% of the final grade
III. Writing a literature review on a specific topic based on recent scientific literature; 40% of the final grade</td></tr>
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	The evaluation criteria are presented during the 1st lecture of the semester. Moreover, all criteria are available to the students via the website of course on UoC e-learn platform.

4. BIBLIOGRAPHY

- Charney, D.S., &Nestler, E.J. (Eds.) (2004). *Neurobiology of Mental Illness*. (2nd ed.). Oxford: Oxford University Press.
- Lambert, K. G., & Kinsley, C.H. (Eds.) (2011). *Clinical Neuroscience: Psychopathology and the brain.* New York: Oxford University Press.
- Yudofsky, S.C., & Hales, R.E. (Eds.) (2008). *Neuropsychiatry and Behavioral Neuroscience.* (5th ed.). Washington: American Psychiatric Publishing.