

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

PSYC 645

DEVELOPMENTAL PSYCHOPATHOLOGY

COURSE DESCRIPTION

Exploration of developmental pathways, including specific disorders and their contexts, and risk/resilience. Special attention devoted to normal and deviant development, and principles of adaptive functioning.

RATIONALE

This course is designed to acquaint students with the major concepts, theories, methodologies, and empirical findings in the field of developmental psychopathology. Students will learn to critically evaluate and apply current theory and research in order to understand the biological, psychological, and sociocultural factors associated with the development of psychopathology in children and adolescents. Finally, students will learn to integrate basic and applied psychological theory and practice with a biblical perspective and a Christ-centered approach to assessing, diagnosing, and treating young people who suffer from psychological disorders.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCE

American Psychological Association. Publication Manual of the American Psychological Association (Current ed.). Washington, DC: Author

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office: Word and PowerPoint
- E. Adobe Acrobat Reader

V. MEASURABLE LEARNING OUTCOMES (MLOs)

Upon successful completion of this course, the student will be able to:

- A. Evaluate the central theoretical models and empirical findings in the field of developmental psychopathology.
- B. Explain the major techniques used in research, assessment, diagnosis, and treatment of child and adolescent behavioral, cognitive, and emotional disorders.
- C. Examine current research in the field of developmental psychopathology as it relates to real-world applications.
- D. Demonstrate understanding of the biopsychosocial mechanisms associated with behavioral, cognitive, and emotional disorders in the context of typical human development.
- E. Discuss a biblical worldview as it relates to critical issues in the study of etiology, diagnosis, and treatment of psychopathology in children and adolescents.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations (MLO: A, B, C, D, E)
- B. Course Requirements Checklist
After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (2)
Discussion boards are collaborative learning experiences. Therefore, the student will create a thread of 350–400 words using course-related knowledge to address the assigned topic, as well as submit replies of at least 200 words to 2 other classmates' threads. Each thread and reply must contain at least 1 scholarly citation and 1 biblical reference. Current APA format must be used. (MLO: A, B, C, D, E)
- D. Treatment Evaluation Presentation
The student will create a 5–7-minute PowerPoint or Prezi presentation that summarizes and evaluates at least 3 different types of intervention strategies for 1 of the disorders of childhood or adolescence discussed in the course's required textbook. At least 1 of the therapeutic techniques or interventions must be biblically based. The student must integrate course content, current research, and Scripture into his/her presentation, utilizing the textbook, at least 1 scriptural citation, and at least 3 additional peer-reviewed, primary, scholarly sources. The presentation will be graded based on its content, narration, aesthetics, and adherence to current APA formatting guidelines. (MLO: A, B, C, D, E)

E. Case Presentations (4)

The student will write 4 Case Presentations in current APA format that summarize the relevant clinical information from and provide treatment recommendations for real-world cases of children and adolescents diagnosed with psychological disorders. The body of each Case Presentation must be 4–5 pages. Each segment of the “Etiology” and “Treatment Recommendations” sections must contain citations of the case file and at least 1 scholarly source to support the student’s rationale. (MLO: A, B, C, D)

F. Personal Perspective Paper

The student will write a paper in current APA format discussing his or her personal perspective on the causes and treatment of psychopathology using personal, scholarly, and biblical support. The student will critically evaluate various approaches to conceptualizing and treating psychopathology, and analyze them in view of his or her personal background, values, life experiences, and personality. The student will explain which 1 theory and associated therapeutic techniques align most closely with his/her own worldview. The paper must contain a title page, a reference page, and 5–7 pages of expository content. (MLO: A, B, C, D, E)

G. Quizzes (8)

The student will complete 8 open-book/open-note quizzes. Each quiz will comprise 25 multiple-choice questions and cover the Reading & Study material for the module/week in which it is assigned. The student will have 30 minutes to complete each quiz. (MLO: A, B, C, D)

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Treatment Evaluation Presentation	100
Case Presentations (4 at 75 pts ea)	300
Personal Perspective Paper	100
Quizzes (8 at 50 pts ea)	400
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
D- = 680–699 F = 0–679

C. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

PSYC 645

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Parritz & Troy: chs. 1–2 Wilmshurst: ch. 1: case 1 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1 Quiz 1	10 0 50 50
2	Parritz & Troy: chs. 3–4 Wilmshurst: ch. 1: case 2 2 presentations	Treatment Evaluation Presentation Quiz 2	100 50
3	Parritz & Troy: chs. 5–6 Wilmshurst: ch. 2: cases 5, 8 1 presentation	Case Presentation 1 Quiz 3	75 50
4	Parritz & Troy: chs. 7, 9 Wilmshurst: ch. 2: cases 4, 7 1 presentation	Case Presentation 2 Quiz 4	75 50
5	Parritz & Troy: ch. 8 Wilmshurst: ch. 7: cases 21, 23 1 presentation	DB Forum 2 Quiz 5	50 50
6	Parritz & Troy: chs. 10, 14 Wilmshurst: chs. 3, 6: cases 11– 12, 19 1 presentation	Case Presentation 3 Quiz 6	75 50
7	Parritz & Troy: chs. 11–12 Wilmshurst: chs. 4–5: cases 14– 16, 18 1 presentation	Case Presentation 4 Quiz 7	75 50
8	Parritz & Troy: ch. 13 Wilmshurst: ch. 6: case 20 1 presentation	Personal Perspective Paper Quiz 8	100 50
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.