PSYC 380

PHYSIOLOGICAL PSYCHOLOGY

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the overall level of difficulty of this course?
Level of demand = 7
I believe this course could be taken with one other courses within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the reading requirements in this course?
Level of demand = 9
Compared to other courses the reading is much more difficult, not because of the length, but rather the weightiness.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the lecture requirements in this course?
Level of demand = 2
This course contains chapter ppt and some optional streamed videos.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the online exam requirements in this course?
Level of demand = 8
This course contains four online multiple choice. This course is rated higher in demand with regard to exams difficulty due to the fact the material is so challenging.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?
Level of demand = 5
This course contains four online Graded – Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the written paper requirements in this course?
Level of demand = 6
This course contains one written paper. It is an APA paper and is worth 30% of the final grade.

Additional comments:
This course is not challenging as far as the amount of assignments but rather because of the nature of the content.
**COURSE CHART**


<table>
<thead>
<tr>
<th>WEEK/MODULE</th>
<th>READING &amp; STUDY</th>
<th>LEARNING ACTIVITIES</th>
<th>PERCENT</th>
<th>DATE DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Carlson, chapters 1 &amp; 2&lt;br&gt;2 Ppt chapter notes&lt;br&gt;1 supplemental webpage&lt;br&gt;1 video lecture</td>
<td>GDB Forum 1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Carlson, chapters 3 &amp; 4&lt;br&gt;2 Ppt chapter notes&lt;br&gt;1 supplemental webpage</td>
<td>Exam 1 (chapters 1–4)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Carlson, chapter 5&lt;br&gt;1 Ppt chapter notes</td>
<td>GDB Forum 2</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Carlson, chapters 8 &amp; 9&lt;br&gt;2 Ppt chapter notes&lt;br&gt;2 video lectures</td>
<td>Exam 2 (chapters 5 &amp; 8–9)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Carlson, chapter 10&lt;br&gt;1 Ppt chapter notes&lt;br&gt;2 video lectures</td>
<td>GDB Forum 3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Carlson, chapters 12 &amp; 13&lt;br&gt;2 Ppt chapter notes&lt;br&gt;3 video lectures</td>
<td>Research Paper&lt;br&gt;Exam 3 (chapters 10 &amp; 12–13)</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Carlson, chapter 14&lt;br&gt;1 Ppt chapter notes&lt;br&gt;2 video lectures</td>
<td>GDB Forum 4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Carlson, chapters 15 &amp; 16&lt;br&gt;2 Ppt chapter notes&lt;br&gt;5 video lectures</td>
<td>Bible Verses/Discussion&lt;br&gt;Exam 4 (chapters 14–16)</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

**TOTAL** 100

GDB = Group Discussion Board  
PPt = PowerPoint
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COURSE SYLLABUS

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF PSYCHOLOGY

PSYC 380
PHYSIOLOGICAL PSYCHOLOGY

COURSE DESCRIPTION

Study of neurological aspects of human behavior for those who intend to further their study in psychology or related fields. Major objectives include developing appreciation for the complex functioning of the human body, acquiring basic understandings of the primary mechanisms of behavior and investigating medical advances affecting these areas.

RATIONALE

The class is intended to introduce the student to the scientific discipline of psychophysiology, the study of the mind, physiological processes, psychopharmacology, and behavior.

I. PREREQUISITES

Nine additional hours of psychology

*It is strongly recommended, as well, that the student have some background in basic biology and chemistry.

II. REQUIRED RESOURCE PURCHASES


III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio and video equipment

B. Internet access (broadband recommended)

C. Microsoft Word

(Microsoft Office is available at a special discount to LU students.)
IV. MEASURABLE LEARNING OUTCOMES

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

A. Apply fundamental research skills per the APA style.
B. Appreciate the Ethical Principles of Psychologists as developed by the American Psychological Association.
C. Develop specific information about psychology and psychophysiology.
D. Evaluate his or her learning in terms of a Christian worldview.
E. Read psychological journal articles.
F. Recognize major theories and major theorists in numerous psychophysiological specialties/subfields.
G. Understand quantitative versus qualitative studies in psychology.
H. Understand various diagnosed conditions and the psychophysiological foundation of the same, particularly with reference to psychopathology (the study of abnormalcy).

V. COURSE REQUIREMENTS AND ASSIGNMENTS

a. Textbook readings and lecture notes

In addition, the Instructor’s Notes folders in Blackboard contain links to videos and internet links related to the assigned topics. It is highly recommended that the student utilize these helpful supplements.

b. Group Discussion Board Forums (4)

The student will be assigned to a small group of class members and will be given a week to initiate and complete a discussion on each of the four assigned topics. For full credit, the student must post a new thread containing a complete and thoughtful answer of 200–300 words to the question posed, citing outside sources to support his or her ideas, and then reply to the threads of at least two other students. Grading will be based on the student’s quantity and quality of participation.

c. Bible Verses/Discussion

The student will choose a topic from the textbook and research five (5) Bible verses to explain and elaborate upon that topic, writing a summary that unites the text’s topic and the Bible’s explanation of the same topic. The student will type out the chosen topic, the five verses and references, and a 350–500-word essay summarizing the relationship between the topic and verses. The essay will be posted and submitted in a new thread on the student’s Group Discussion Board for his or her classmates to read and
reply to, and like the other forum assignments, the student must reply to two other students’ threads as well to earn full credit for the assignment. The same grading criteria will be used for this assignment as is employed in the Group Discussion Board Forums, with the exception of word count.

d. Research Paper

The Research Paper is the capstone assignment for PSYC 380. This paper is to be a representative written review of the research conducted, looking at psychophysiological aspects of an issue chosen from the textbook. The student will research his or her topic using Liberty University’s online search engines, will select and read journal articles on the chosen issue, and will then summarize his or her research findings in an 8–10-page paper, written in APA style.

e. Exams (4)

Each exam is non-cumulative, open-book, consists of 40 multiple-choice questions, and must be completed within 90 minutes. Exams will include all PowerPoint lectures and textbook readings from the modules covered. The student may retake each of the four exams during the testing period, however, only the last test taken will count for the student’s grade. If a student takes longer than the allotted time to complete his or her exam, penalty points will be subtracted from the exam grade (1 point per minute over 90 minutes).

VI. COURSE GRADING AND POLICIES

A. Weight

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Discussion Board Forums (4 at 5% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Bible Verses/Discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1 (Modules 1–2)</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 2 (Modules 3–4)</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 3 (Modules 5–6)</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 4 (Modules 7–8)</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

B. Scale

A = 90–100   B = 80–89   C = 70–79   D = 60–69   F = 0–59

C. Plagiarism

Plagiarism or cheating in any form will not be tolerated. See the Policy on Academic Integrity located in About Your Course for any questions regarding this issue. If any part of a student’s paper is plagiarized, he or she will receive a 0% for the paper.

D. Disability Assistance
Students with a documented disability may contact the DLP Office of Disability Academic Support (ODAS) at dlpodas@liberty.edu to make arrangements for academic accommodations.