*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
Professor’s Notes
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 = 7
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 = 7
This course contains chapter ppt and weekly online 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 = 7
This course contains weekly online open book multiple choice exams. 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 = 7
This course contains eight 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 = 7
This course contains weekly case studies. There is no research paper.

Additional comments:
This course is challenging as far as the amount of weekly assignments but it does not have any research paper so that makes it manageable.
COURSE SYLLABUS

COLLEGE OF ARTS AND SCIENCES

PSYC 430
ABNORMAL PSYCHOLOGY

COURSE DESCRIPTION
A study of neurotic and psychotic behavior including origin, classification, symptoms and a survey of diagnosis, therapy and prevention.

RATIONALE
It is the purpose of this course to aid the student in developing a Christian perspective on the field of abnormal psychology. This will be accomplished by studying the history and prevailing definitions of abnormality, as well as the specific mental disorders. The student will gain knowledge of the DSM-IV with its diagnosis and insight into appropriate treatments for each disorder. This introductory knowledge and insight will serve as initial preparation for working in a treatment role that calls for an understanding of abnormal psychology and the various mental disorders.

I. PREREQUISITES
PSYC 341

II. REQUIRED RESOURCE PURCHASE(S)

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.)
I. **Measurable Learning Outcomes**

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

A. Convey the foundation of the discipline of Psychology in a historical and sociocultural context (PDLO 1).

B. Evaluate the language of the discipline found in textbooks and scientific journal articles, and present written arguments in the terminology of the discipline using elements of style and the presentation of scientific information described in the most recent Publication Manual of the American Psychological Association (PDLO 4).

C. Demonstrate the skills of gathering information from a library including computerized information sources, bibliographic systems, computerized literacy skills in word-processing in APA format, conducting internet/electronic searches, and utilization of various statistical packages, as well as other sources from which one can present a persuasive argument (PDLO 5).

D. Describe and use the DSM-IV by:
   1. Demonstrating the DSM multiaxial system.
   2. Summarizing the various DSM diagnostic categories.
   3. Listing the criteria for the various DSM diagnoses.

E. Identify cross-cultural issues.

F. Describe and explain the benefits and dimensions of the various treatment approaches.

G. Discuss the etiological contributions of biological, psychosocial, and sociocultural factors to the different mental disorders.

H. Examine the field of abnormal psychology from a Christian worldview perspective.

II. **Course Requirements and Assignments**

A. Textbook readings media clips, websites, and lecture presentations and notes

B. Discussion Groups (8)

   Students will have eight weekly Discussion Group assignments that are to be completed in the Discussion Groups section of Blackboard. Students must post an original thread for each assignment by Thursday of the assigned week, and respond to their groupmates by Sunday of the assigned week.

C. Models of Abnormal Psychology Paper
In Module 1, students are required to compose a three-page paper in APA format discussing their personal model of abnormal behavior that correlates to their worldview.

Case Studies (7)

Students will complete one case study assignment per week for Modules 2–8. For each of these assignments, students will review a case study about one type of abnormal behavior, and then complete a worksheet or paper to apply what they have learned from the study.

D. Module Quizzes (8)

Each module, students will take a timed, open-book quiz based on the assigned readings and media presentations. Each quiz will be available for the full week of the module, but will be locked after Sunday at 11:59pm (ET) of that module.

III. COURSE GRADING AND POLICIES

A. Weight

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Groups (8 at 4% each)</td>
<td>32%</td>
</tr>
<tr>
<td>Models of Abnormal Psychology paper</td>
<td>4%</td>
</tr>
<tr>
<td>Case Studies (4 at 5% each and 3 at 4% each)</td>
<td>32%</td>
</tr>
<tr>
<td>Module Quizzes (8 at 4% each)</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</table>

B. Scale

A = 90–100    B = 80–89    C = 70–79    D = 50–69    F = 0–49

C. Late Work Policy

Students who submit their work late without prior authorization from their instructor will be penalized five points per day. No assignment will be accepted after the third late day. Regarding quizzes, if a student has extenuating circumstances that would keep him from completing them by the deadline, he must let the instructor know in advance, and it will be determined whether his situation warrants an extension.

D. Assignment Completion

All assignments must be completed in order to receive a passing grade in this course. No work is elective.

E. 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.
# COURSE CHART

## PSYC 430


<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>Comer, chapters 1–2 12 Instructor’s Notes</td>
<td>Personal Homepage Models of Abnormal Psychology Paper Discussion Group 1 Module 1 Quiz</td>
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<tr>
<td>2</td>
<td>Comer, chapters 3 &amp; 16 14 Instructor’s Notes</td>
<td>Mental Status Case Study Discussion Group 2 Module 2 Quiz</td>
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<td>3</td>
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<td>Anxiety Disorder Case Study Discussion Group 3 Module 3 Quiz</td>
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<td>Childhood Disorder Case Study Discussion Group 8 Module 8 Quiz</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
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