

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 676

DEVELOPMENTAL NEUROPSYCHOLOGY

COURSE DESCRIPTION

Exploration of the relationship between the brain and behavior across the lifespan. Special emphasis on contemporary research and issues in the field.

RATIONALE

This course is designed to familiarize students with the major concepts, theories, methodologies, and empirical findings in neuropsychological research. Students will learn to critically evaluate and apply current research findings in order to solve practical problems of brain, behavior and cognition that can occur throughout the lifespan. Finally, students will learn to integrate basic and applied neuropsychological theory and practice with a Biblical perspective and a Christ-centered approach to professional psychology.

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. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint
- D. Adobe Acrobat Reader
- E. Access to Prezi

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Evaluate the major theories and empirical findings in the field of developmental neuropsychology.
- B. Explain the main techniques used in neuropsychological research and clinical assessment.

- C. Examine current research in the field of developmental neuropsychology as it relates to real-world applications.
- D. Demonstrate an understanding of the mechanisms responsible for neurodevelopmental and neurological disorders in the context of typical human development.
- E. Discuss a biblical worldview as it relates to critical issues in the development of brain, cognition and behavior.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations (Outcomes: A – E)
- B. Course Requirements Checklist
After reading the 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 post a thread of 350–400 words using course-related knowledge to address the assigned topic as well as post replies of at least 200 words to two other classmates’ threads. (Outcomes: A – E)
- D. Critical Essay
The student will choose 1 primary research article (i.e., empirical report) from a list of articles provided. The student will write a 3 to 5-page critical analysis of the article, paying special attention to research design and practical application to real-world issues. (Outcomes: A – E)
- E. Comprehensive Literature Review Paper
Throughout the course, the student will complete 4 cumulative writing assignments that are designed to guide him/her in composing a well-developed Comprehensive Literature Review Paper about a specific neuropsychological disorder/disease. The 4 elements of the paper must adhere to current APA formatting guidelines, and are described below. (Outcomes: A – E)
 1. Topic Selection Paragraph
The student will write a current APA-formatted paragraph that provides a general idea of the topic that he/she intends to pursue in his/her Comprehensive Literature Review Paper.
 2. Thesis Statement and List of References
The student will write a thesis statement which summarizes the argument that he/she will develop in his/her Comprehensive Literature Review Paper. The student also will create a current APA-formatted References page that contains the bibliographic information for 20–25 potential peer-reviewed, primary sources that provide support for the thesis.

3. Outline

The student will write an outline of his/her paper in order to provide a detailed, organizational plan for the main and supporting ideas that will be addressed in his/her Comprehensive Literature Review Paper. While there are no specific formatting guidelines for presenting an outline in current APA style, the student will utilize all applicable current APA formatting elements (e.g., title page, running head, page numbers etc.) for this assignment.

4. Final Paper

The student will write a 6–8-page Comprehensive Literature Review Paper about a specific neuropsychological disorder/disease using empirical research from at least 10 peer-reviewed, primary journal articles. All elements of the final paper must adhere to current APA formatting guidelines.

F. Neuropsychological Assessment Presentation

The student will create a narrated PowerPoint or Prezi presentation on how to properly conduct a comprehensive neuropsychological assessment. The student must integrate course content, current research and scripture into his/her presentation. The presentation will be graded based on its content, aesthetics, and adherence to current APA formatting guidelines. (Outcomes: A – E)

G. Quizzes (7)

The student will complete 7 open-book/open-notes quizzes comprising 25 multiple-choice questions. Each quiz will cover the Reading & Study material for the module/week in which it is assigned. The student will have 30 minutes to complete each quiz. (Outcomes: A – D)

H. Final Exam

The student will complete an open-book/open-notes comprehensive final exam that will cover the Reading and Study material for Modules/Weeks 1–8 and comprise 33 short answer questions. (Outcomes: A – E)

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pt. ea.)	100
Critical Essay	100
Comprehensive Literature Review Paper	
Topic Paragraph	20
Thesis and List of References	80
Outline	50
Final Paper	100
Neuropsychological Assessment Presentation	100
Quizzes (7 at 50 pt. ea.)	350
Final Exam (modules 1-8)	100
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. Extra Credit

No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

D. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

E. 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 676

Textbook: Kolb & Whishaw, *Fundamentals of Human Neuropsychology* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Kolb & Whishaw: chs. 1 & 2 2 Presentations	Course Requirements Checklist DB Forum 1 Quiz 1	10 50 50
2	Kolb & Whishaw: chs. 3 & 6 2 Presentations	Critical Essay Paper: Topic Selection Paragraph Quiz 2	100 20 50
3	Kolb & Whishaw: chs. 7 & 19 2 Presentations	Paper: Thesis & List of References Quiz 3	80 50
4	Kolb & Whishaw: chs. 20 & 22 2 Presentations	Paper: Outline Quiz 4	50 50
5	Kolb & Whishaw: chs. 23 & 24 2 Presentations	DB Forum 2 Quiz 5	50 50
6	Kolb & Whishaw: chs. 25 & 26 2 Presentations	Literature Review Paper Quiz 6	100 50
7	Kolb & Whishaw: chs. 27 & 28 2 Presentations	Neuropsychological Assessment Presentation Quiz 7	100 50
8	Kolb & Whishaw: Review All 1 Presentation	Final Exam	100
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.