FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC1023

ABNORMAL PSYCHOLOGY

SEMESTER 1, 2018

1. Information about the Course

FACULTY	Science
SCHOOL OR DEPARTMENT	Psychology
COURSE CODE	PSYC1023
COURSE NAME	Abnormal Psychology

SEMESTER	Semester 1	**YEAR**	2018
UNITS OF CREDIT	6	**LEVEL OF COURSE**	General/1

ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	None
SUMMARY OF THE COURSE	This course will provide a contemporary view of issues associated with human mental disorders and psychopathology; it will introduce and discuss the notion of abnormality in behaviour, diagnostic practice, stigma, prognosis and treatment in human mental disorders. There will be discussion of what is known of the nature and aetiology of major mental disorders such as schizophrenia, anxiety and depression, psychological and biological theories that attempt to account for these disorders, as well as their prevalence, treatment and prognosis. The course is taught entirely online using the e-learning Moodle site [https://student.unsw.edu.au/moodle]. The final exam will be conducted during the official exam period (date and location TBA) and will be held on the Kensington campus (i.e. not on Moodle).

2. Staff Involved in the Course

COURSE COORDINATOR

Name	Phone	Email	Office	Contact Time & Availability
Dr Natalie Rogers	N/A	n.rogers@unsw.edu.au	Email to arrange a consultation time	Email to arrange a consultation time

LECTURERS

Name	Phone	Email	Office	Contact Time & Availability
Dr. Joshua Broderick Dr. Marios Panayi	N/A	N/A	N/A	All questions regarding the course content should be directed to Natalie Rogers.

TUTORS & DEMONSTRATORS

Name	Phone	Email	Office	Contact Time & Availability
N/A	N/A	N/A	N/A	N/A

3. Course Timetable

Component	Class Number	Day	Time	Location
Lecture		Monday (made available online)	09:00	Online; Moodle

NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.

4. Aims of the Course

The course is an introduction to the study of maladaptive behaviour and mental disorders.
The aims of the course are to provide you with:
1. A contemporary view of issues associated with human mental disorders and psychopathology.
2. An introduction to and discussion of the notion of abnormality in behaviour, diagnostic practice, stigma, prognosis and treatment in human mental disorders.
3. A discussion of what is known of the nature and aetiology of major mental disorders such as eating disorders, child psychopathology, anxiety disorders, depression, and others.
4. Information on psychological and biological theories that attempt to account for these disorders.

5. Student Learning Outcomes

By the end of this course you will be able to:

1.	Demonstrate a knowledge and understanding of abnormal psychology with regard to:	1.1.	General issues relating to the classification of mental disorders
		1.2.	Causes of mental disorders and related concepts (e.g. nature vs. nurture)
		1.3.	The major features of the specific disorders covered within the course
		1.4.	Medical and psychological treatments for the specific disorders covered in the course
		1.5.	Psychological concepts and language and major theories drawn from transdisciplinary domains of psychology.
2.	Demonstrate a knowledge of research methods in psychology, enabling you to:	2.1.	Understand the characteristics of the basic scientific method and how it is applied in psychological research contexts, particularly with regard to mental health
		2.2.	Locate and evaluate scholarly material relevant to the course content.
3.	Demonstrate critical thinking skills in psychology, enabling you to:	3.1.	Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
		3.2.	Demonstrate an attitude of critical thinking that includes persistence, open- mindedness, and intellectual engagement
		3.3.	Evaluate the quality of information, including differentiating empirical evidence from speculation
		3.4.	Recognise and defend against the major fallacies of human thinking.
		3.5.	Evaluate issues using different theoretical and methodological approaches
		3.6.	Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
4.	Demonstrate an advanced appreciation of values in psychology, including the ability to:	4.1.	Use information in an ethical manner.
		4.2.	Consider how prejudicial attitudes and discriminatory behaviours might exist in oneself and in others.
		4.3.	Exhibit a scientific attitude in critically thinking about, and learning about, behaviour, creative and pragmatic problem solving.
		4.4.	Promote evidence-based approaches to understanding and changing human behaviour.
5.	Demonstrate effective communication skills in psychology, including the ability to:	5.1.	Write effectively in essay format for the purpose of informing and arguing.

6. Graduate Attributes		
Science Graduate Attributes *	**Level of Focus** 0 = No focus 1 = Minimal 2 = Minor 3 = Major	**Activities/Assessment**
1. **Research, inquiry and analytical thinking abilities**	3	Participation in online lectures, online activities and prescribed chapter readings to enhance students understanding of abnormal psychology, including: understanding the key characteristics of specific mental disorders, evaluating scientifically driven theoretical explanations for these mental disorders, and critical analysis of treatments. Knowledge of course content will be assessed in the mid-semester quiz and final exam. The essay will assess understanding of relevant psychological concepts and theories, and require students to research empirical literature and critically analyse the content.
2. **Capability and motivation for intellectual development**	3	The online delivery of course content requires students to be responsible for their own learning. Students must keep up to date with lectures and assessments thereby showing commitment to their own learning experience. Students' ability to integrate and apply knowledge will be assessed in all assessments.
3. **Ethical, social and professional understanding**	2	The ethical issues surrounding the study and treatment of mental disorders both historically and today will be discussed in lectures, the textbook and the online forums. There will be a focussed consideration of mental health in individual, societal and cross-cultural contexts. Students will also be asked to consider the stigma associated with mental disorders and to consider solutions to this issue at an individual and societal level.
4. **Communication**	3	Students are expected to contribute in a meaningful way to online discussions. Students' ability to effectively communicate will also be specifically assessed in the essay.
5. **Teamwork, collaborative and management skills**	1	Students must demonstrate self-management by way of timely completion of online activities (i.e. watching lectures) and assessments.
6. **Information literacy**	3	Demonstrate effective use of information and information technology by accessing course content via Moodle and contributing to forums. The essay will require students to locate and critically evaluate relevant research literature.

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7. Rationale for the Inclusion of Content and Teaching Approach

All teaching strategies are designed to educate students on the learning outcomes and graduate attributes outlined in the above sections (4, 5, and 6). The lecture material and prescribed textbook readings are intended to provide you with the majority of information required to gain an in depth knowledge of abnormal psychology – not only of specific disorders, but also of the scientific processes utilised in the study of them.

The lectures will be presented as PowerPoint slides with accompanying audio to facilitate the encoding and understanding of the material. The textbook content is required reading for this course and seeks to supplement the lecture material.

The research and writing skills workshop will provide students with an important introduction to the essay assessment and an opportunity for students to develop their research and writing skills. In this workshop, students will learn how to find relevant information (using databases), understand and summarise that information and then clearly communicating these ideas in essay format.

The essay will give students an opportunity to consolidate their learning of course material and to demonstrate independent research and analytical skills. The mid-semester and final examinations will provide students with an opportunity to demonstrate their understanding of examinable course material.

8. Teaching Strategies

The course content is taught entirely online via the Moodle eLearning website. Lectures with a visual and audio component will be the main teaching method. Timely completion of online activities is essential in accordance with UNSW Assessment Implementation Procedure. Students are required to listen to the lectures in the week in which they are set (in addition to reading the PDF slides) and to complete the assigned readings for that week. In accordance with UNSW and School of Psychology policy, failure to meet these expectations may result in rejection of: special consideration applications, essay extension requests, supplementary exam/assessment requests, fee remission etc.

The multiple choice mid-session exam will be held online. The multiple choice final exam will be completed on campus during the final exam period. The long answer format essay is to be submitted online via Turnitin.

9. Course Schedule			
Week	**Lecture Topic** ***Note all lectures will be delivered online only***	**Tutorial/Lab Content**	**Textbook Chapter Reading**
1	1. Course Introduction 2. History of Abnormal Psychology	Nil	Chapter 1 (pp9-27)
2	3. Definitions of Abnormal Behaviour 4. DSM and Classification	Nil	Chapter 1 (pp3-9); Chapter 2 (pp33-58) Chapter 3
3	5. The Scientific Method 6. Technology and Abnormal Psychology Research	Nil	Chapter 4
4	7. Emotion 8. Fear, Anxiety and Conditioning	Nil	Chapter 2 (pp58-65)
5	9. Anxiety Disorders 10. OCD and Related Disorders	Nil	Chapter 5 (pp127-172; pp177-179)
6	11. Mood Disorders	Nil	Chapter 7
7	12. Schizophrenia	Nil	Chapter 13
8	13. Personality Disorders	Nil	Chapter 12
9	14. Drug Addiction	Nil	Chapter 11
10	15. Child Psychopathology	Nil	Chapter 14 (pp521-540; pp547-548)
11	16. Sleep Disorders 17. Cognitive Disorders	Nil	Chapter 8 (pp308-317) Chapter 15
12	18. Eating Disorders 19. New Directions in Treatment	Nil	Chapter 8 (pp273-301)
13	20. Revision	Nil	

10. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of Release	Date of Submission	Feedback When	Feedback How
Mid-Session Exam (online)	20%	1-4	1-6	29/03/2018 9a.m.	29/03/2018 11:59p.m.	30/03/2018	Moodle
Essay (submit via Turnitin)	40%	1-5	1-6	9/04/2018	21/05/2018; 9a.m.	1/06/2018 5p.m.	Moodle
Final Exam (on campus)	40%	1-4	1-6	Exam Period ON CAMPUS			

1. Mid-session exam – 20%

The mid-session exam is worth 20% of the total course mark. It is a 20 question multiple-choice quiz (MCQ) will be made available online via Moodle from 9a.m. – 11:59p.m. Thursday 29th March (Midnight Sydney time). Students will be able to sit the examination once. The quiz will last 15 mins allowing for 45s per question. The time limit on this MCQ means that the exam should not be attempted "open book" with reference material nearby, as there is not enough time to consult any reference material to answer these questions. The time limit will provide ample opportunity for students to read and answer all the questions. The material assessed in this exam will cover all material presented in weeks 1-5 including textbook material. In combination with optional, non-assessed weekly revision quizzes, this assessment will allow students to self-assess their progress in the course prior to the Semester 1 Census Date (31 Mar 2018, 11:59pm) and make an informed decision about their progress.

2. Essay – 40%

A written assignment in essay format will be required for submission in Week 12 (Monday 21/05/2018; 9 a.m.). You will be required to produce a researched written piece to be submitted online via Turnitin. The question and instructions for this assignment will be released on 9/04/2018. The essay will be worth 40% of the total course mark. A brief researching and writing skills workshop will be made available on Moodle to provide further help to students on how to approach this essay. Students will be provided with opportunities for self-assessment throughout the writing process. Penalties for late submission will be in accordance with policies stipulated in the School of Psychology Student Guide (i.e. 2% per day late, up to 10 working days. Essays submitted after 1 Jun 2018; 9a.m. will not receive a mark).

3. Final exam – 40%

There will be a 2-hour examination held on campus [i.e. NOT on Moodle] during the University examination period (time and location TBA). The examination will include 100 multiple choice questions covering all lecture material and assessed textbook material. Student should NOT organise travel during this period until the final examination schedule has been released and the date of the exam is known. The final exam will be worth 40% of the total course mark.

N.B. All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy. Further details and marking criteria for each assessment will be provided to students closer to the assessment release date. Special consideration, supplementary assessments and alternative examinations will be subject to approval and will be implemented in accordance with UNSW Assessment Implementation Procedure and School of Psychology Student Guide.

11. Expected Resources for Students	
TEXTBOOKS	Barlow, D.H., & Durand V. M. (2018). *Abnormal psychology: An integrative approach*. *8th edition*. Cengage Learning. Available from UNSW bookshop.
COURSE MANUAL	N/A
REQUIRED READINGS	Available from university bookshop and library (both general and high volume use sections)
RECOMMENDED INTERNET SITES	You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: https://student.unsw.edu.au/conduct https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf https://student.unsw.edu.au/email-rules https://www.gs.unsw.edu.au/policy/documents/antiracismpolicy.pdf https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf

12. Course Evaluation & Development
Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's myExperience process.

13. Plagiarism & Academic Integrity

What is plagiarism?

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

UNSW groups plagiarism into the following categories:

- **Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

- **Inappropriate paraphrasing:** changing a few words and phrases while mostly retaining the original structure and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit. It also applies to piecing together quotes and paraphrases into a new whole, without referencing and a student's own analysis to bring the material together.

- **Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

- **Duplication:** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Where can I find out more information?

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism. The first place you can look is the section about referencing and plagiarism in each Course Guide, as this will also include information specific to the discipline the course is from. There are also other sources of assistance at UNSW:

- **How can the Learning Centre help me?**

  The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: http://www.lc.unsw.edu.au/academic-integrity-plagiarism. They also hold workshops and can help students one-on-one.

- **How can Elise help me?**

  ELISE (Enabling Library & Information Skills for Everyone) is an online tutorial to help you understand how to find and use information for your assignments or research. It will help you to search databases, identify good quality information and write assignments. It will also help you

understand plagiarism and how to avoid it. All undergraduate students have to review the ELISE tutorial in their first semester and complete the quiz, but any student can review it to improve their knowledge: http://subjectguides.library.unsw.edu.au/elise.

- **What is Turnitin?**

  Turnitin is a checking database which reviews your work and compares it to an international collection of books, journals, Internet pages and other student's assignments. The database checks referencing and whether you have copied something from another student, resource, or off the Internet. Sometimes students submit their work into Turnitin when they hand it in, but academics can also use it to check a student's work when they are marking it. You can find out more about Turnitin here: https://teaching.unsw.edu.au/elearning.

What if plagiarism is found in my work?

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in a honours thesis) even suspension from the university. The Student Misconduct Procedures are available here

https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

Examples of plagiarism

Using the internet appropriately

A first year student handed in an assignment where she had copied from a website. Her lecturer realised she didn't understand you have to reference websites in the same way you reference books and journal articles. The lecturer explained how to reference and sent her to a workshop at the Learning Centre to help her improve her skills.

Working together on a math assignment

A group of Mathematics students worked together on an assignment when they had been told this was not allowed. All questions where the students had worked together were given zero, and this lead to some student failing the assessment.

No referencing in an assessment

A third year student submitted a major assessment that included material from a journal article published in Canada. When his essay was submitted into Turnitin, it let the academic know that the student didn't reference the material. The student was given zero for the essay, and because it was worth 50 per cent he failed the course.

Copying design work

A final year design student used images of someone else's designs in her work and he said the designs were his own. The matter was formally investigated by his Faculty and he was found to have committed academic misconduct and failed the course.

Further information and assistance

If you would like further information or assistance with avoiding plagiarism, you can contact the Learning Centre. The Learning Centre at The University of New South Wales has two locations:

UNSW Learning Centre

Lower Ground Floor, North Wing, Chancellery Building

(C22 Kensington Campus – near Student Central)

http://www.lc.unsw.edu.au/

Phone: 9385 2060

Email: learningcentre@unsw.edu.au

Opening Hours:

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au
Phone: 9385 0739

14. Administrative Matters

The *School of Psychology Student Guide*, available on http://www.psy.unsw.edu.au/current-students/student-guide, contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements;
- Assignment submissions and returns;
- Assessments;
- Special consideration in the event of illness or misadventure;
- Student Code of Conduct;
- Student complaints and grievances;
- Student Equity and Disability Unit; and
- Occupational Health & Safety.

Students should familiarise themselves with the information contained in this *Guide*.