FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC1024

Clinical Perspectives on Anxiety, Mood and Stress

Semester 2 2018

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1. Information about the Course

FACULTY	Science
SCHOOL OR DEPARTMENT	Psychology
COURSE CODE	PSYC1024
COURSE NAME	Clinical Perspectives on Anxiety, Mood, & Stress

SEMESTER	S2	**YEAR**	2018
UNITS OF CREDIT	6	**LEVEL OF COURSE**	GeEd / Level 1

ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES	None
SUMMARY OF THE COURSE	The course will provide a comprehensive understanding of several of the most common mental disorders, including the mood and anxiety disorders, from a clinical psychology perspective. The aim is to link basic psychological research (including animal and human studies) to the understanding of these major disorders, emphasising a scientific approach to the understanding of clinical psychology and psychology more generally. The course will focus upon the role of environmental stress factors in the aetiology of these disorders. The course will also examine several practical strategies for managing stress. The course and all pieces of assessment (excluding final exam) is entirely online using the e-learning Moodle site [https://student.unsw.edu.au/moodle].

2. Staff Involved in the Course

COURSE COORDINATOR

Name	Phone	Email	Office	Contact Time & Availability
Dr Natalie Rogers	Contact via email	n.rogers@unsw.edu.au	Email first for advice	Mon-Fri 9am AEDT-5pm AEDT (contact via email if meeting/consult is required) Preferred contact via email

LECTURERS

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

TUTORS & DEMONSTRATORS

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

3.	**Aims of the Course**

The general aim of this course is to examine clinical psychology perspectives on some of the most commonly occurring mental disorders in the general population. The disorders to be examined include the anxiety disorders (e.g. specific phobia, social phobia, post-traumatic stress disorder), compulsive disorders (e.g. obsessive-compulsive disorder, substance abuse) and the mood disorders (e.g. major depressive disorder , bipolar disorders). The course will focus upon the role of environmental stress factors in the aetiology of these disorders, with a particular focus on the bio-psychosocial approach to health. The course will also examine several practical strategies for managing stress.

4.	**Student Learning Outcomes**

By the end of this course you will:

1.	be able to demonstrate knowledge of the major features of several mood and anxiety disorders, their aetiology and current theories and models of their underlying mechanisms
2.	have an understanding of the scientific method and the role of psychological research in informing theoretical understanding of mental health disorders and their treatment
3.	have an understanding of the role that environmental stress plays in the manifestation of symptoms of mental health disorders
4.	have improved your critical thinking and conceptual analysis skills. These skills will enable you to critically analyse scientific reports that will inform your written assessment.

5. Core Graduate Capabilities and Attributes		
School of Psychology Core Graduate Capabilities and Attributes[*]	**Level of Focus** 0 = No focus 1 = Minimal 2 = Minor 3 = Major	**Activities/Assessment**
1. **Core knowledge and understanding**	3	Acquire knowledge of abnormal psychology, biological bases of behaviour, cognition, individual differences, learning, lifespan development, motivation and emotion, historical psychology, clinical service delivery, epidemiolog. Students will acquire this knowledge from lecture material and self-guided research. This attribute will be tested in all assessments.
2. **Research methods in psychology**	3	Understand science of psychology, apply and evaluate different research methods, critically analyse theoretical and empirical studies. Students will gain an understanding of research methods from lecture material and self-guided research. This attribute will be tested in all assessments.
3. **Critical thinking skills**	2	Apply knowledge of the scientific method in thinking about problems related to anxiety, mood and stress. Students will learn to differentiate empirical science from speculation. This attribute will be assessed in the written assessment.
4. **Values, research and professional ethics**	0	
5. **Teamwork, collaborative and management skills**	0	
6. **Communication skills**	2	Write a literature review and reflections using American Psychological Association (APA) structure and formatting conventions. Students will complete an online tutorial to learn about APA formatting (research and writing skills workshop). This will be formally assessed in the written assessment.
7. **Learning and application of psychology**	3	Apply knowledge of psychology, society, & clinical practice. Students will have the opportunity to apply psychological research to make positive changes in their own lives. This process will be formally assessed in the written assessment.

6.   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. The lecture material is intended to provide you with the majority of information required to gain an in depth knowledge of anxiety, mood and stress from the perspective of clinical psychology – not only of these specific disorders, but also of the scientific processes utilised in their study and treatment. The lectures will be presented as audio and visual lectures online to facilitate the encoding and understanding of the material. The research and writing skills workshop will provide you with an important introduction to APA Formatting and help you develop your research skills for the written

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[*] Australian Psychological Accreditation Council. (2010). *Rules for Accreditation and Accreditation Standards for Psychology Courses.* Melbourne, Australia, Section 5.1.2. Retrieved from file:///C:/Users/cyleung/Downloads/APAC-Rules-for-Accreditation-and-Accreditation-Standards-for-Psychology-Courses---10-June-2010.PDF

assessment. The mid-semester and final examinations will provide you with an opportunity to demonstrate your understanding of course material.

7. Teaching Strategies

The course content is taught entirely online via the Moodle eLearning website. PowerPoint lecture slides with accompanying audio will be the main teaching method. There will "Revision Exercises" made available for each topic to provide students with feedback so that they can gauge their understanding of course materials. The mid-session multiple choice exam will be held online. The final multiple choice exam will **ON CAMPUS** during the formal examination period. The written assessment is to be submitted online via Turnitin.

8. Course Schedule

Week/Date	Lecture Topic	Tutorial Content	Suggested Readings
Week 1 23 July	**3 lectures (110 mins)** 1a -What is Science? 1b -What is Science? 1c -What is Science?		
Week 2 30 July	**2 lectures (40 mins)** 2a-What is Clinical Psychology? 2b-what is Clinical Psychology?	Reading & Writing Workshop	
Week 3 6 August	**2 lectures (46 mins)** 3a-What is anxiety? 3b-What is anxiety?		
	2 lectures (30 mins) 4a-What is mood and stress? 4b-What is mood and stress?		
Week 4 13 August	**3 lectures (73 mins)** 5a-What is classical conditioning? 5b-What is classical conditioning? 5c-What is classical conditioning?	Change Strategy 13 August 9am Peer-Feedback on Change Strategy 19 August 11:59pm	
	2 lectures (53 mins) 6a-What is operant conditioning? 6b-What is operant conditioning?		
Week 5 20 August	**3 lectures (67 mins)** 7a-What is exposure? 7b-What is exposure? 7c-What is exposure?		
Week 6 27 August	**3 lectures (62 mins)** 8a-What is cognition? 8b-What is cognition? 8c-What is cognition?	Mid Semester Exam 27 August 9am-11:59pm	
Week 7 3 September	**3 lectures (57 mins)** 9a-What are cognitive biases and problematic thoughts? 9b-What are cognitive biases and problematic thoughts? 9c-What are cognitive biases and problematic thoughts?		
Week 8 10 September	**3 lectures (76 mins)** 10a-What is the role of genetics? 10b-What is the role of genetics? 10c-What is the role of genetics?		

Week 9 17 September	3 lectures (76 mins) 11a-What is behavioural activation? 11b-What is behavioural activation? 11c-What is behavioural activation?		
Week 10 2 October	3 lectures (85 mins) 12a-What are the negative impacts of drugs on mental health? 12b-What are the negative impacts of drugs on mental health? 12c-What are the negative impacts of drugs on mental health?	Written assessment due 2 October 9am	
Week 11 8 October	3 lectures (63 mins) 13a-What is social anxiety? 13b-What is social anxiety? 13c-What is social anxiety?		
Week 12 15 October	2 lectures (44 mins) 14a-What is perfectionism? 14b-What is perfectionism?		
	2 lectures (46 mins) 15a-What is the function of sleep? 15b-What is the function of sleep?		

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback	
				Release	Submission	When	How
Mid-Session Exam – 20 MCQ online exam	20%	1, 2, 3	1, 2	27/08/2018 (9am AEDT)	27/08/2018 (11:59pm AEDT)	28/08/2018 (12:00am AEDT)	Moodle
ePortfolio summary (max. 3000 words) submitted to Turnitin	40%	1, 2, 3, 4	1, 2, 3, 6, 7	30/07/2018	02/10/2018 (11:59pm AEDT)	16/10/2018	Moodle
Final Exam – 80 MCQ exam – **ON CAMPUS**	40%	1, 2, 3	1, 2	Exam Period – **ON CAMPUS**		N/A	N/A

1. **The Mid-Session Exam** will contain 20 assessed MCQs from topics 1, 2, 3, 4, 5, 6 and 7. This exam will provide you with feedback on your understanding of the course material prior to the census date (31/08/2018, 11:59pm) in case you need to drop the course. The exam will be made available on the Moodle web page (i.e. an online exam) at 9 a.m. AEDT on 27/08/2018 and will be taken offline at 11:59 p.m. AEDT on 27/08/2018. You will not be able to access the exam unless you have listened to all of the lectures to be assessed. The exam is worth 20% of the total course mark. The exam will be 15 minutes long (45 seconds per question). The short time limit on this MCQ exam will provide ample opportunity for students to read and answer all the MCQs but its brevity also means that the exam should not be attempted "open book" with hard copies of reference material nearby, as there will not be enough time to consult reference material.

2. **The ePortfolio summary** will be worth 40% of your total course mark. Students will apply psychological research to make a positive change in their life this process will be documented in an ePortfolio. Students will review psychological research and use this information to develop a Change Strategy and will give/receive peer-feedback on this strategy. Further instruction for this assessment will be made available on 30/07/2018. A summary of the literature review and ePortfolio reflections will be due on 02/10/2018 at 11:59pm AEDT. The summary is to be submitted via the Turnitin link, which will be provided on the Moodle course webpage 1 week prior to the due date. A researching and writing skills workshop will be made available on Moodle during Week 2 to provide further help to students on how to approach the background research, literature review and writing in APA format.

3. **The Final Exam** will contain 80 MCQ taken from *all topics* in the course and will be worth 40% of the total course mark i.e. 0.5% per question (equally weighted). The exam will be conducted **ON CAMPUS** during the official exam period for the semester.

9. Expected Resources for Students	
TEXTBOOKS	No set text
COURSE MANUAL	Available via Moodle
REQUIRED READINGS	Available via Moodle
RECOMMENDED INTERNET SITES	Moodle

10. Course Evaluation & Development

Courses are periodically reviewed and students' feedback is an integral component to the improvement process. Feedback is gathered using various means including UNSW's MyExperience link which is available on Moodle.

11. 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 may 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, will 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

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 AEDT - 5pm AEDT and

Friday: 9am AEDT - 2.30pm

COFA Campus Learning Centre

Email: cofalearningcentre@unsw.edu.au

Phone: 9385 0739

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12. Administrative Matters

The *School of Psychology Student Guide* (available on Moodle) 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*.