



**UNSW**  
S Y D N E Y

FACULTY OF SCIENCE  
SCHOOL OF PSYCHOLOGY

**PSYC1024**

**CLINICAL PERSPECTIVES ON ANXIETY,  
MOOD AND STRESS**

SUMMER SEMESTER U1C, 2017-2018

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1. Information about the Course			
<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	Psychology		
<b>COURSE CODE</b>	PSYC1023		
<b>COURSE NAME</b>	Abnormal Psychology		
<b>SEMESTER</b>	Summer Semester U1C	<b>YEAR</b>	2017-2018
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	General/1
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	None		
<b>SUMMARY OF THE COURSE</b>	<p>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 (including exams) is entirely online using the e-learning Moodle site <a href="https://student.unsw.edu.au/moodle">https://student.unsw.edu.au/moodle</a>.</p>		

2. Staff Involved in the Course				
<b>COURSE COORDINATOR</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Dr Natalie Rogers		<a href="mailto:n.rogers@unsw.edu.au">n.rogers@unsw.edu.au</a>	Mat 915	Contact via email
<b>LECTURERS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Dr Joshua Broderick	N/A	N/A	N/A	N/A
<b>TUTORS &amp; DEMONSTRATORS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
N/A	N/A	N/A	N/A	N/A

### 3. Course Timetable

Component	Class Number	Day	Time	Location
Lectures – Topics 1, 2, 3, 4	1, 2, 3, 4	Available at 9am AEDT at the start of the week	4/12/2017	Web
Lectures – Topics 5, 6, 7	5, 6, 7	Available at 9am AEDT at the start of the week	11/12/2017	Web
Research and Writing Skills	N/A	Available at 9am AEDT at the start of the week	11/12/2017	Web
Lectures – Topics 8, 9	8, 9	Available at 9am AEDT at the start of the week	02/01/2018	Web
Lectures – Topics 10, 11	10, 11	Available at 9am AEDT at the start of the week	08/01/2018	Web
Lectures – Topics 12, 13	12, 13	Available at 9am AEDT at the start of the week	15/01/2018	Web
Lectures – Topics 14, 15	14, 15	Available at 9am AEDT at the start of the week	22/01/2018	Web

*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 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.

### 5. Student Learning Outcomes

By the end of this course you will:

1.	have an understanding of the scientific method and the role of psychological research in informing theoretical understanding of mental health disorders and their treatment
2.	have an understanding of the role that environmental stress plays in the manifestation of symptoms of mental health disorders
3.	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.
4.	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
5.	have an understanding of the scientific method and the role of psychological research in informing theoretical understanding of mental health disorders and their treatment

<b>6. Graduate Attributes</b>		
<b>Science Graduate Attributes*</b>	<b>Level of Focus</b> 0 = No focus 1 = Minimal 2 = Minor 3 = Major	<b>Activities/Assessment</b>
<b>1. Core knowledge and understanding</b>	3	Acquire knowledge of abnormal psychology, biological bases of behaviour, cognition, individual differences, learning, lifespan development, motivation and emotion, historical psychology, clinical service delivery, epidemiology.
<b>2. Research methods in psychology</b>	2	Understand science of psychology, apply and evaluate different research methods, critically analyse theoretical and empirical studies
<b>3. Critical thinking skills</b>	2	Apply knowledge of the scientific method in thinking about problems related to anxiety, mood and stress.
<b>4. Values, research and professional ethics</b>	1	Research and professional ethics will be discussed in a general manner during lectures.
<b>5. Teamwork, collaborative and management skills</b>	0	N/A
<b>6. Communication skills</b>	2	Write a standard essay using American Psychological Association (APA) structure and formatting conventions.

### **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. The lecture material is intended to provide you with the 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 research and writing skills workshop will provide you with an important introduction and development of your research skills both in finding relevant information using databases, but also in reading understanding and then clearly communicating these ideas in the essay. The assignment content will provide you with an opportunity to consolidate your learning of course material and to demonstrate independent research and analytical skills. The mid-semester quiz and final examination will provide you with an opportunity to test your understanding of 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. The mid-session multiple choice exam will be also be held online. The final exam will be a multiple-choice questionnaire and will be completed online. The long answer format essay is to be submitted online via Turnitin.

\* The *Graduate Attributes of the Australian Undergraduate Psychology Program* was produced as part of the Carrick Associate Fellowship project, "Sustainable and evidence-based learning and teaching approaches to the undergraduate psychology curriculum", and "Designing a diverse and future-oriented vision for undergraduate psychology in Australia", a Discipline-based Initiative funded by the Carrick Institute for Learning and Teaching in Higher Education (see Appendix II), and supported by the Australian Psychological Society, and the University of New South Wales (School of Psychology; Learning and Teaching @UNSW).

9. Course Schedule			
Week	Lecture Topic & Lecturer	Content	Readings
1	1a -What is Science? 1b -What is Science? 1c -What is Science?	3 lectures (110 mins)	
	2a-What is Clinical Psychology? 2b-what is Clinical Psychology?	2 lectures (40 mins)	
	3a-What is anxiety? 3b-What is anxiety?	2 lectures (46 mins)	
	4a-What is mood and stress? 4b-What is mood and stress?	2 lectures (30 mins)	
2	Researching and writing skills workshops		
	5a-What is classical conditioning? 5b-What is classical conditioning? 5c-What is classical conditioning?	3 lectures (73 mins)	
	6a-What is operant conditioning? 6b-What is operant conditioning?	2 lectures (53 mins)	
	7a-What is exposure? 7b-What is exposure? 7c-What is exposure?	3 lectures (67 mins)	
3	8a-What is cognition? 8b-What is cognition? 8c-What is cognition?	3 lectures (62 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?	3 lectures (57 mins)	
4	10a-What is the role of genetics? 10b-What is the role of genetics? 10c-What is the role of genetics?	3 lectures (76 mins)	
	11a-What is behavioural activation? 11b-What is behavioural activation? 11c-What is behavioural activation?	3 lectures (76 mins)	
5	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?	3 lectures (85 mins)	
	13a-What is social anxiety? 13b-What is social anxiety? 13c-What is social anxiety?	3 lectures (63 mins)	
6	14a-What is perfectionism? 14b-What is perfectionism?	2 lectures (44 mins)	
	15a-What is the function of sleep? 15b-What is the function of sleep?	2 lectures (46 mins)	

## 10. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Mid Semester Exam	20%	1,2,3	1,2	05/01/2018 9 a.m. AEDT	05/01/2018 11:59pm AEDT	N/A	06/01/2018	Moodle
Essay	40%	1,2,3,4	1,2,3,6,7	09/12/2017	16/01/2018 11:59pm AEDT	Natalie	TBA	Moodle
Final Exam	40%	1,2,3	1,2	05/02/2018 9 a.m. AEDT	05/02/2018 11:59pm AEDT	N/A	06/02/2018	Moodle

1. The Mid-Session Exam will contain 20 assessed MCQs from all topics. The test will be made available on the Moodle web page (i.e. an online test) 9 a.m. AEDT 05/01/2018 and will be taken offline at 5 p.m. AEDT 05/01/2018. The exam is worth 20% of the total course mark and completion of this exam is a requirement of this course. The exam will be 15 minutes long (45 seconds per question). The time limit on these MCQ tests means that the exams 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 MCQs. Note that this exam provides a further assessment of your understanding of the course material prior to the census date to drop the course without financial or academic penalty (08/01/2018).

2. The 1200 word essay will be worth 40% of the total course mark. The essay question will be made available on 09/12/2017. The essay is due on Monday 16/01/2018 at 11:59pm AEDT and must be submitted to the Turnitin link provided on the Moodle course webpage. 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 this essay.

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 during the official exam period for the semester, however the exam will be made available on the Moodle web page (i.e. an online exam). The final exam will become available on Moodle at 9 a.m. AEDT on 05/02/2018 and will be taken offline at 11:59 p.m. 05/02/2018. The exam will be 60 minutes long (45 seconds per question). The time limit on these MCQ tests means that the exams 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 MCQs. Although this course is delivered online, it is a university requirement that enrolled students be within the country whilst completing coursework and examinations.

**Please note that all assessable components of the course must be attempted and submitted to pass this course. You must complete the mid-session exam, the final exam and submit the essay. Failure to complete any of these three components will prevent you from passing this course.**

## 11. Expected Resources for Students

<b>TEXTBOOKS</b>	N/A
<b>COURSE MANUAL</b>	
<b>REQUIRED READINGS</b>	
<b>RECOMMENDED INTERNET SITES</b>	

## 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 digital survey.

## 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 led 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](mailto:learningcentre@unsw.edu.au)

#### **Opening Hours:**

Monday to Thursday: 9am - 5pm and

Friday: 9am - 2.30pm

#### **UNSW Art & Design Learning Centre**

G Block, Room G112

**Phone:** 9385 0739

<https://www.artdesign.unsw.edu.au/current-students/student-services/learning-centre>



#### 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
- Health & Safety.

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