



**UNSW**  
THE UNIVERSITY OF NEW SOUTH WALES

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# Science

Faculty of Science  
School of Psychology

## GENS9003 Abnormal Psychology

Semester 2, 2012

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1. Information about the Course			
<b>FACULTY</b>	Science		
<b>SCHOOL OR DEPARTMENT</b>	Psychology		
<b>COURSE CODE</b>	GENS 9003		
<b>COURSE NAME</b>	Abnormal Psychology		
<b>SEMESTER</b>	Semester 2	<b>YEAR</b>	2012
<b>UNITS OF CREDIT</b>	6	<b>LEVEL OF COURSE</b>	GENS
<b>ASSUMED KNOWLEDGE, PREREQUISITES OR CO-REQUISITES</b>	None		
<b>SUMMARY OF THE COURSE</b>	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 and depression, psychological and biological theories that attempt to account for these disorders, as well as their prevalence, treatment and prognosis.		

2. Staff Contact Details				
<b>COURSE COORDINATOR</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Joshua Broderick	93859598	jbroderick@psy.unsw.edu.au	1301	Mon-Fri (Email to arrange meeting)
<b>LECTURERS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Joshua Broderick	93859598	jbroderick@psy.unsw.edu.au	1301	Mon-Fri (Email to arrange meeting)

3. Course Timetable				
<b>Component</b>	<b>Class Number</b>	<b>Day</b>	<b>Time</b>	<b>Location</b>
Lecture	9861	Mon (made available)	09:00	Online
<i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Blackboard course site.</i>				

4. Aims of the Course
<p>The course is an introduction to the study of maladaptive behaviour and mental disorders. The aims of the course are to provide you with:</p> <ol style="list-style-type: none"> <li>1. This course will provide a contemporary view of issues associated with human mental disorders and psychopathology.</li> <li>2. It will introduce and discuss the notion of abnormality in behaviour, diagnostic practice, stigma, prognosis and treatment in human mental disorders.</li> <li>3. There will be discussion of what is known of the nature and aetiology of major mental disorders such as schizophrenia and depression.</li> </ol> <p>Psychological and biological theories that attempt to account for these disorders, as well as their prevalence, treatment and prognosis.</p>

## 5. Student Learning Outcomes

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

1. You will be able to demonstrate knowledge of general issues relating to the classification and causation of mental disorders and key related concepts (e.g. nature vs. nurture).
2. You will learn the characteristics of the basic scientific method and how it is applied in psychological research contexts – particularly with regard to mental health and be able to demonstrate that knowledge
3. You will be able to demonstrate the major features of the specific disorders covered within the course, and be able to outline some of the major theorised causal and maintaining features of them
4. You will be able to demonstrate knowledge of some of the medical and psychological treatments for the specific disorders discussed
5. You will be able to demonstrate the skills of critical thinking, conceptual analysis, and written and visual expression
6. You will demonstrate effective group work skills.

## 6. Graduate Attributes

School of Psychology Graduate Attributes*	Level of Focus 0 = No focus 1 = Minimal 2 = Minor 3 = Major	Activities/Assessment
<b>1. Core knowledge and understanding</b>	3	Participation in online lectures and prescribed chapter readings. These activities are designed to enhance your understanding of abnormal psychology – including understanding the key characteristics of specific mental disorders, scientifically driven theoretical explanations for these mental disorders, and evidence based treatments.
<b>2. Research methods in psychology</b>	1	Specific discussions outlining the process of scientific enquiry in general and more specifically with relation to psychology and abnormal psychology. Ongoing delivery of case examples of scientific research in the field of abnormal psychology throughout lectures and in the textbook.
<b>3. Critical thinking skills</b>	2	Participation in online lectures and prescribed chapter readings – assessed via a mid-session and final exam in addition to a group assignment.
<b>4. Values, research and professional ethics</b>	1	Discussion within lectures and textbook material of the ethical issues surrounding the study and treatment of mental disorders – with a focused consideration within individual, societal and cross cultural contexts.
<b>5. Communication skills</b>	3	Participating in the production of a slide presentation in a group presentation format. Participating in the online discussion forum.
<b>6. Learning and application of psychology</b>	2	You will be required to exhibit a considered application of several of the key concepts and theoretical models within the context of psychology and more specifically abnormal psychology when completing assessments.

\* 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).

## 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 Section 3.
- To achieve the learning outcomes outlined above, you will need to access, view and listen to a series of weekly lectures.
- Viewing of the lecture material is compulsory as material from this component of the course will constitute the majority of assessable content. - Lecture slides with audio content will be made available on the first day of each week of the semester, beginning in week 1.
- Notifications of lecture availability will be made on the *Blackboard* course homepage.
- The group presentation will provide you with an opportunity to consolidate your learning of course material and to demonstrate independent research and analytical skills in a group context.
- You will be required to keep in regular (at least bi-weekly) contact with your group members in order to satisfactorily complete the assignment.
- The prescribed textbook also provides a source of important information and examples. The textbook content is required reading for this course.
- The textbook seeks to compliment the lecture content and will be assessable.
- The mid-session test will provide you with an opportunity to test your understanding of material relevant to the first 6 weeks of the course (up to and including the Social Anxiety/Phobia topic).
- The final exam is designed to assess learning of materials delivered in the final section of the course and covers material delivered from week 1 to the final week of the semester – but will focus primarily on material from weeks 7-12.

## 8. Teaching Strategies

This course is taught entirely online.

## 9. Course Schedule

### Online Lecture Delivery Schedule

\*\*\*Note all lectures will be delivered online and they will be made available at the beginning of each week for the relevant topic.\*\*\*

\*\*\*There are approximately 2-3 lectures for each topic running for approx. 15-20 minutes each.\*\*\*

Week Starting Mon		<u>Online Delivery</u>	<u>Lecturer</u>
1	16/7	Introduction	J. Broderick
2	23/7	Definitions and Key Issues	J. Broderick
3	30/7	The Scientific Method	J. Broderick
4	6/8	Fear, Anxiety and Conditioning	J. Broderick
5	13/8	Specific Phobia	J. Broderick
6	20/8	Social Anxiety/Phobia	J. Broderick
7	27/8	Obsessive-compulsive Disorder	J. Broderick
<b>N/A</b>	<b>1/9</b>	<b>***Mid Semester Break***</b>	<b>N/A</b>
8	10/9	Mood Disorders	J. Broderick
9	17/9	Schizophrenia	J. Broderick
10	24/9	Personality Disorders	J. Broderick
11	1/10	Substance Related Disorders	J. Broderick
12	8/10	New Directions in Treatment	J. Broderick
13	15/10	Course Summary (exam information)	J. Broderick

## Online Content and Textbook Readings

NOTE: The lecture content is complimented by a **compulsory** textbook.

**It is Required Reading (meaning content from the textbook is assessable)**

Barlow, D.H., & Durand V. M. (2005). *Abnormal psychology: An integrative approach. Sixth edition.* Thomson Learning.

The textbook is available at the UNSW bookshop and Library (general and high volume use sections).

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<b>Week 1.</b>	<b>Introduction to the course</b>	<b>16/07/2012</b>
	Online lecture (Part I)	
	No Required Reading	

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<b>Week 2.</b>	<b>Topic One: Definitions and Key Issues</b>	<b>23/07/2012</b>
	Online lectures (Part I and II)	
	<u>Required Reading: Barlow Textbook: Chapter 1</u>	
	<u>Required Reading: Barlow Textbook: Chapter 2</u>	

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<b>Week 3.</b>	<b>Topic Two: The Scientific Method</b>	<b>30/07/2012</b>
	Online lectures (Part I and II)	
	<u>Required Reading: Barlow Textbook: Chapter 1</u>	
	<u>Required Reading: Barlow Textbook: Chapter 4</u>	

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<b>Week 4.</b>	<b>Topic Three: Fear, Anxiety and Conditioning</b>	<b>06/08/2012</b>
	Online lectures (Part I, II and III)	
	<u>Required Reading: Barlow Textbook: Chapter 2</u>	
	<u>Required Reading: Barlow Textbook: Chapter 5</u>	

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<b>Week 5.</b>	<b>Topic Four: Specific Phobia</b>	<b>13/08/2012</b>
	Online lectures (Part I, II and III)	
	<u>Required Reading: Barlow Textbook: Chapter 5</u>	

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<b>Week 6.</b>	<b>Topic Five: Social Anxiety/Phobia</b>	<b>20/08/2012</b>
	Online lectures (Part I, II and III)	
	<u>Required Reading: Barlow Textbook: Chapter 5</u>	

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<b>Week 7.</b>	<b>Topic Six: Obsessive-compulsive Disorder</b>	<b>27/08/2012</b>
	Online lectures (Part I, II and III)	
	<u>Required Reading: Barlow Textbook: Chapter 5</u>	

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**Mid Semester Break - NO LECTURE CONTENT**

**01/09/2012**

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**Week 8. Topic Seven: Mood Disorders**

**10/09/2012**

Online lectures (Part I, II and III)

Required Reading: Barlow Textbook: Chapter 2

- **Note that you do not need to learn about any content related to mania or bipolar disorders that may be contained within these page numbers.**
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**Week 9. Topic Eight: Schizophrenia**

**17/09/2012**

Online lectures (Part I, II and II)

Required Reading: Barlow Textbook: Chapter 13

- **Note that you do not need to learn about any content related to psychotic disorders that may be contained within these page numbers. That is, only content specifically relating to schizophrenia is required reading**
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**Week 10. Topic Nine: Personality Disorders**

**24/09/2012**

Online lectures (Part I, II and II)

Required Reading: Barlow Textbook: Chapter 12

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**Week 11. Topic Ten: Substance Related Disorders**

**01/10/2012**

Online lectures (Part I, II and II)

Required Reading: Barlow Textbook: Chapter 11

- **Note that you do not need to learn about any content related to impulse control disorders contained within this chapter**
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**Week 12. Topic Eleven: New Directions in Treatment**

**08/10/2012**

Online lectures (Part I and Part II)

No Required Reading

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**Week 13. Course Summary**

**15/10/2012**

Online lecture (Part I)

No Required Reading

10. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Mid Session Exam	20%	1-5	1-4,6	Week 7 (beginning)	Week 7 (end)	Lecturer	Week 8	Written (online)
Group Assignment	30%	1-6	1-6	Week 1	Week 13	Lecturer	Before final exam	Written (online)
Final Exam	50%	1-5	1-4,6	Exam Period				

  

**1. Group Assignment – 30%**

- A group assignment requiring practical application and reasoned analysis of content delivered within the course, in addition to independent and group research skills.
- The assignment will require students to prepare and submit a presentation in slides format (i.e. using Microsoft PowerPoint).
- Groups will be randomly allocated and each will contain approximately 5 members.
- You will be expected to keep in regular contact with group members and to each contribute an equal amount the final submission.
- A component of the group assignment will involve evaluation of participation by fellow group members.- Details of the assignment will be made clear in the first week of the course via the Blackboard website. Be sure to check your Blackboard and email regularly for further details regarding the group assignment.

**3. Mid-session exam – 20%**

- At the start of Week 7 (beginning Monday 27<sup>th</sup> August), a 20 question multiple-choice test will be made available online for one week.
- Details about the delivery of the online quiz will be made available to students via *Blackboard* and email. Please ensure that you check both of these sources often (i.e. daily or at least bi-weekly)
- This test will cover material related to the lectures and the textbook from weeks 1-6

**3. Final exam – 50%**

- There will be a 2-hour examination held during the University examination period.
- The examination will include 70 multiple choice questions covering lecture and textbook material from Weeks 1-12 (with a larger focus on material from weeks 7-12).
- No student should organise travel during this period until the final examination schedule has been released and the date of the exam is known.
- Although this course is delivered online, it is a university requirement that enrolled students be within the country whilst completing coursework.

### 11. Expected Resources for Students

<b>TEXTBOOKS</b>	<b>Required Reading:</b> Barlow, D.H., & Durand V. M. (2005). <i>Abnormal psychology: An integrative approach. Fifth edition.</i> Thomson Learning.
<b>COURSE MANUAL</b>	Available at course website
<b>REQUIRED READINGS</b>	Available from university bookshop and library (both general and high volume use sections)
<b>RECOMMENDED INTERNET SITES</b>	You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: <a href="#">Student Code of Conduct</a> <a href="#">Policy concerning academic honesty</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy statement</a> <a href="#">UNSW Equity and Diversity policy statement</a> <a href="#">UNSW Equal opportunity in education policy statement</a>

### 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 Course and Teaching Evaluation and Improvement (CATEI) 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: [www.lc.unsw.edu.au/plagiarism](http://www.lc.unsw.edu.au/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://elise.library.unsw.edu.au>.

- **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: <http://telt.unsw.edu.au/turnitin>.

**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

[www.unsw.edu.au/studentmisconductprocedures.pdf](http://www.unsw.edu.au/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)

[www.lc.unsw.edu.au](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

**COFA Campus Learning Centre**

**Email:** [cofalearningcentre@unsw.edu.au](mailto:cofalearningcentre@unsw.edu.au)

**Phone:** 9385 0739

#### 14. Administrative Matters

The *School of Psychology Student Guide*, available on [http://www.psy.unsw.edu.au/students/current/files/Student\\_Guide.pdf](http://www.psy.unsw.edu.au/students/current/files/Student_Guide.pdf), 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*.