



**UNSW**  
AUSTRALIA

Science

FACULTY OF SCIENCE  
SCHOOL OF PSYCHOLOGY

**PSYC1023**

**ABNORMAL PSYCHOLOGY**

SEMESTER 1, 2016

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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>	Semester 1	<b>YEAR</b>	2016
<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>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 [<a href="https://student.unsw.edu.au/moodle">https://student.unsw.edu.au/moodle</a>]. 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).</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>
Helena Pacitti	Email only	<a href="mailto:h.pacitti@unsw.edu.au">h.pacitti@unsw.edu.au</a>	TBA	Mon-Fri 9am-5pm (if meeting/consult required available on Wed or Fri business hours only).
<b>LECTURERS</b>				
<b>Name</b>	<b>Phone</b>	<b>Email</b>	<b>Office</b>	<b>Contact Time &amp; Availability</b>
Dr. Joshua Broderick Dr. Marios Panayi	N/A	N/A	N/A	All questions regarding the course content should be directed to Helena Pacitti.
<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				
<b>Component</b>	<b>Class Number</b>	<b>Day</b>	<b>Time</b>	<b>Location</b>
Lecture		Monday (made available online)	09:00	Online; Moodle
<i>NB. Course timetables are subject to change without notice. Students are advised to check regularly for updates on the Moodle course site.</i>				

#### 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. You will be able to demonstrate 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. 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 and be able to demonstrate that knowledge 2.2. Use basic web-search programs to locate and evaluate scholarly material relevant to the course content.
3. Develop advanced 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. Develop 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. Develop effective communication skills in Psychology, including the ability to:	5.1. Write effectively in essay format for the purpose of informing and arguing.

<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. Research, inquiry and analytical thinking abilities</b>	3	Participation in online lectures and prescribed chapter readings. These activities are designed 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.
<b>2. Capability and motivation for intellectual development</b>	2	The online delivery of course content requires students to be responsible for keeping up to date with lectures and assessments thereby showing commitment to their own learning experience. Course discussion forums provide students with the opportunity to discuss/question/evaluate concepts covered in the course. The essay requires critical evaluation of relevant literature in the field.
<b>3. Ethical, social and professional understanding</b>	1	There will be scope for discussion within lectures and textbook material of the ethical issues surrounding the study and treatment of mental disorders, with a focused consideration of individual, societal and cross cultural contexts. Students will be asked to consider the stigma associated with mental disorders; and to consider solutions at an individual and societal level to overcoming such prejudice.
<b>4. Communication</b>	3	Participating in the online discussion forum and online course content. Student's ability to effectively communicate ideas will also be specifically assessed in an essay.
<b>5. Teamwork, collaborative and management skills</b>	2	Demonstrate self-management by way of online completion of lecture content and assessments. Demonstrate teamwork and collaboration by participating in the online course forums to enhance the learning experience of themselves and fellow students.
<b>6. Information literacy</b>	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.

\* 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 sections (4, 5, and 6). The lecture material is 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 prescribed textbook also provides a source of important learning information relevant to abnormal psychology. 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 textbook content is required reading for this course and seeks to supplement the lecture material. 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 on campus. The long answer format essay is to be submitted online via Turnitin.

<b>9. Course Schedule</b>			
<b>Week</b>	<b>Lecture Topic</b> <b>***Note all lectures will be delivered online only***</b>	<b>Tutorial/Lab Content</b>	<b>Textbook Chapter Reading</b>
1	1. Course Introduction 2. History of Abnormal Psychology	Nil	1
2	3. Definitions of Abnormal Behaviour 4. DSM and Classification	Nil	2 & 3
3	5. The Scientific Method 6. Technology and Abnormal Psychology Research	Nil	4
4	7. Emotion 8. Fear, Anxiety and Conditioning	Nil	2
5	9. Anxiety Disorders (I) 10. Anxiety Disorders (II)	Nil	5
6	11. Mood Disorders	Nil	7
7	12. Schizophrenia	Nil	13
8	13. Personality Disorders	Nil	12
9	14. Drug Addiction	Nil	11
10	15. Child Psychopathology	Nil	14
11	16. Sleep Disorders 17. Cognitive Disorders	Nil	8 & 15
12	18. Eating Disorders 19. New Directions in Treatment	Nil	8
13	20. Course Summary and Exam Information	Nil	

10. Assessment								
Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of		Feedback		
				Release	Submission	Who	When	How
Mid-Session Exam (online)	20%	1-4	1-6	21/03/2016 3 p.m.	24/03/2016; Midnight		Immediate	Moodle
Essay (submit via Turnitin)	40%	1-5	1-6	11/04/2016	23/05/2016; 5 p.m.	Pacitti	TBA	Moodle
Final Exam (on campus)	40%	1-4	1-6	Exam Period TBA				

**1. Mid-session exam – 20%**  
On the Monday of Week 4 (21/03/2016; 3 p.m. Sydney time) a 20 question multiple-choice quiz (MCQ) will be made available online via Moodle for approximately three days (the exam will be available until Thursday 24/03/2016; Midnight Sydney time). Students will be able to sit the examination once. The exam is worth 20% of the total course mark and completion of this exam is a requirement to pass this course. 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. Details about the delivery of the online quiz will be made available to students via *Moodle*. Please ensure that you check Moodle and your student email often (i.e. daily or at least bi-weekly). The material assessed in this exam will cover all material presented in weeks 1, 2, 3, & 4, including textbook material. This mid-session exam will allow you to assess your progress in the course prior to the semester 1 cut-off date to drop the course without financial liability (Thursday, 31/03/2016) and without academic penalty (Sunday, 24/04/2016). This should allow students to make an informed decision about their progress in this course up to this point.

**2. Essay – 40%**  
A written assignment in essay format will be required for submission in Week 12 (Monday 23/05/2016; 5 p.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 11/04/2016. The essay will be worth 40% of the total course mark. The essay must be submitted in order to pass the course. 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.

**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 lecture and textbook material from Weeks 1-13. No student should 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. Further details regarding the exact time and location of the exam will be released as they become available.

**Note that all assessments are to be completed online via Moodle (except the final exam).**

**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. Failure to complete/attempt any of these components will prevent you from passing this course.**

## 11. Expected Resources for Students

<b>TEXTBOOKS</b>	Barlow, D.H., & Durand V. M. (2015). <i>Abnormal psychology: An integrative approach. 7th edition</i> . Cengage Learning. Available from UNSW bookshop.
<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: <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

**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/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*.