FACULTY OF SCIENCE

SCHOOL OF PSYCHOLOGY

PSYC1024

CLINICAL PERSPECTIVES ON ANXIETY, MOOD AND STRESS

SEMESTER 2, 2016

1. Information about the Course

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

SEMESTER	Semester 2	**YEAR**	2016
UNITS OF CREDIT	6	**LEVEL OF COURSE**	General/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 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 done on campus (i.e. not on Moodle).

2. Staff Involved in the Course

COURSE COORDINATOR

Name	Phone	Email	Office	Contact Time & Availability
Helena Pacitti	Forum/Email contact only	h.pacitti@unsw.edu.au	TBA	Mon-Fri 9am-5pm (meeting/consult: Wed or Fri by appointment).

LECTURERS

Name	Phone	Email	Office	Contact Time & Availability
Dr Joshua Broderick	N/A	N/A	N/A	Questions regarding course content should be directed to Pacitti.

TUTORS & DEMONSTRATORS

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

3. Course Timetable

Component	Class Number	Day	Time	Location
Lecture		Monday (online)	09:00 (release)	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 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 (including e.g., obsessive-compulsive disorder, social phobia, post-traumatic stress disorder) and the mood disorders (including e.g., major depressive disorder and bi-polar I and I 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 be able to:

1. Demonstrate a knowledge and introductory understanding of psychology with regard to:	1.1.	The major features of several mood and anxiety disorders, their aetiology, and current theories and models of their underlying mechanisms.
	1.2.	The role of basic, scientific method based, psychological research in informing theoretical understanding of mental health disorders.
	1.3.	The role of environmental stress in the manifestation of symptoms of mental health disorders.
	1.4.	Various strategies for managing stress.
	1.5.	The ability to explain psychological phenomena using concepts, language and major theories drawn from transdisciplinary domains of psychology.
	1.6.	Transdisciplinary treatment approaches for mood and anxiety disorders.
2. A knowledge of research methods in psychology, enabling you to:	2.1.	Describe, apply and evaluate different research methods used in psychology.
	2.2.	Use basic web-search programs to locate and evaluate scholarly material relevant to the course content.
	2.3.	Interpret data in relation to broader theoretical issues.
	2.4.	Evaluate issues using different theoretical and methodological approaches.
3. Develop advanced critical thinking skills in Psychology, enabling you to:	3.1.	You will improve your skills in critical thinking and conceptual analysis. This skill will enable you to critically analyse scientific reports presented in the media.
	3.2.	Question claims that arise from myth, stereotype, pseudo-science or untested assumptions.
	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.	Use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals.
4. Develop an 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.
	5.2.	Reference and format an essay according to the APA Publication Manual 6th edition.

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 and workshops. These are designed to enhance students understanding of mood and anxiety, stress, biological bases of behaviour, cognition, individual differences, learning, development, motivation and emotion, historical psychology, clinical service delivery, social policy, epidemiology. Understand science of psychology, evaluate research methods, critically analyse theoretical and empirical studies. Apply knowledge of the scientific method in thinking about problems related to mood, anxiety and stress. Knowledge of course content will be assessed in the mid-semester quiz and final exam. The essay will assess understanding of relevant 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 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.
3. Ethical, social and professional understanding	2	There will be scope for discussion within lecture material of the ethical issues surrounding the study and treatment of mental disorders, with a focused consideration of individual, societal and environmental 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 and inequality. Apply knowledge of psychology, society, clinical practice and government policy.
4. Communication	3	Participation in the online discussion forum and online course content. Student's ability to effectively communicate ideas will also be specifically assessed in an essay using American Psychological Association (APA) structure and formatting conventions.
5. Teamwork, collaborative and management skills	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.
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

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		require students to locate and critically evaluate relevant research literature.

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 anxiety, mood and stress from the perspective of clinical psychology – not only of these specific disorders, but also of the scientific processes utilized in the study and treatment of them. 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 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 mid-semester and final examinations 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. PowerPoint lecture slides with accompanying audio will be the main teaching method. The mid-session multiple choice exam will be held online. The long answer format essay is to be submitted online via Turnitin. The final exam will be a multiple choice questionnaire and will be completed on campus.

Week	Lecture Topic & Lecturer ***Note all lectures will be delivered online via Moodle***	Tutorial/Lab Content	Suggested Readings
1	1a -What is Science 1b -What is Science 1c -What is Science	3 online lectures (110 mins)	Nil
2	2-a-what is Clinical Psychology? 2-b-what is Clinical Psychology? 3-a-what is anxiety 3-b-what is anxiety	4 online lectures (86 mins)	Nil
3	4-a-what is mood and stress 4-b-what is mood and stress 5-a-what is classical conditioning 5-b-what is classical conditioning 5-c-what is classical conditioning	5 online lectures (103 mins)	Nil
4	6-a-what is operant conditioning 6-b-what is operant conditioning 7-a-what is exposure 7-b-what is exposure 7-c-what is exposure	5 online lectures (89 mins)	Nil
5	8-a-what is cognition 8-b-what is cognition 8-c-what is cognition	3 online lectures (62 mins)	Nil
6	Workshops: Researching & writing skills 9-a-what are cognitive biases and problematic thoughts 9-b-what are cognitive biases and problematic thoughts 9-c-what are cognitive biases and problematic thoughts	2 self-paced workshops 3 online lectures (57 mins)	Nil
7	10-a-what is the role of genetics 10-b-what is the role of genetics 10-c-what is the role of genetics	3 online lectures (76 mins)	Nil
8	11-a-what is behavioural activation 11-b-what is behavioural activation 11-c-what is behavioural activation	3 online lectures (76 mins)	Nil
9	12-a-what are the negative impacts of drugs on mental health 12-b-what are the negative impacts of drugs on mental health 12-c-what are the negative impacts of drugs on mental health	3 online lectures (85 mins)	Nil
10	13-a-what is social anxiety 13-b-what is social anxiety 13-c-what is social anxiety	3 online lectures (63 mins)	Nil
11	14-a-what is perfectionism 14-b-what is perfectionism	2 online lectures (44 mins)	Nil
12	15-a-what is the function of sleep 15-b-what is the function of sleep	2 online lectures (46 mins)	Nil

9. **Course Schedule**

| 13 | Revision | | Nil |

10. Assessment

Assessment Task	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Date of Release	Date of Submission	Feedback Who	Feedback When	Feedback How
Mid-Session Exam (online)	20%	1-4	1-6	24/08/2016 9.00 a.m.	26/08/2016; 11.59 p.m.		Immediate	Moodle
Essay (submit via Turnitin)	40%	1-5	1-6	29/08/2016	10/10/2016; 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 Wednesday of Week 5 (24/08/2016; 9 a.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 Friday 26/08/2016; 11.59 p.m. 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 17 mins allowing for 51s 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 & 5 (i.e. topics 1-8). 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, 31/08/2016) and without academic penalty (Thursday, 31/08/2016). 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 11 (Monday 10/10/2016; 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 29/08/2016. The essay will be worth 40% of the total course mark. The essay must be submitted in order to pass the course. Brief researching and writing skills workshops 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 80 multiple choice questions covering lecture and reading material from Weeks 1-12. No student should organise travel during this period until the final examination schedule has been released and the date of the exam is known. 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 on myUNSW 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: *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

2.	Expected Resources for Students
TEXTBOOKS	Nil
COURSE MANUAL	Available at course website
REQUIRED READINGS	Will be released on Moodle on Monday at 9 am on designated weeks.
RECOMMENDED INTERNET SITES	You should be aware of policies regarding your behaviour at the university. Familiarize yourself with the following: Student Code of Conduct, https://www.gs.unsw.edu.au/policy/documents/studentcodepolicy.pdf Policy concerning academic honesty, http://www.lc.unsw.edu.au/academic-integrity-plagiarism Email policy, https://student.unsw.edu.au/email-rules UNSW Anti-racism policy statement, https://student.unsw.edu.au/racism UNSW Equity and Diversity policy statement, https://www.gs.unsw.edu.au/policy/documents/equitystatement.pdf UNSW Equal opportunity in education policy statement, https://www.gs.unsw.edu.au/policy/documents/equaleducationpolicy.pdf

3.	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.

4.	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

5. **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*.