Course Outline

PSYC1023

Abnormal Psychology

School of Psychology

Faculty of Science

T3, 2019

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Dr Natalie Rogers	n.rogers@unsw.edu.au	Email to arrange a consult time	Email
Lecturers	Dr Natalie Rogers Dr Joshua Broderick Dr Helena Pacitti	n.rogers@unsw.edu.au	Email to arrange a consult time	Email

2. Course information

Units of credit: 6

Pre-requisite(s): None

Teaching times and locations: PSYC1023 Timetable

2.1 Course summary

This course provides a contemporary overview of human mental disorders. It will address questions such as What is “abnormal”? What causes mental illness and how do we treat them? Each week, students will explore a different mental disorder (e.g. depression, anxiety, eating disorders, schizophrenia) and discuss the symptoms, causes and treatment of these illnesses. Students will also learn about the scientific theories that link these factors (i.e. symptoms, causes, maintenance, treatment) as well as recent breakthroughs in our understanding and treatment of mental disorders.

This course is appropriate for students with and without a background in science and is taught entirely online through Moodle. The final exam will be held on the Kensington campus (i.e. not on Moodle) during the official exam period.

2.2 Course aims

This course aims to provide you with a contemporary view of psychological and biological theories of and issues associated with human psychopathology. It will provide an overview and discussion of the notion of abnormal behaviour, diagnostic practice, stigma, aetiology, prognosis and treatment in major mental disorders such as depression, anxiety, eating disorders, schizophrenia, child psychopathology and others.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Demonstrate knowledge of major concepts of abnormal psychology with regard to: risk factors, classification, aetiology and treatments of common mental disorders.
2. Demonstrate knowledge of the scientific method in order to understand how these principles are applied in abnormal psychology research and clinical settings.
3. Apply critical thinking skills in order to intellectually engage with literature, differentiate quality empirical evidence from speculation, develop an argument and critique those of others.
4. Demonstrate an appreciation of the historic context, ethical principles and values in the area of abnormal psychology.
5. Demonstrate effective written communication skills in psychology for the purpose of informing and debating.

2.4 Relationship between course and program learning outcomes and assessments

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	
1.	Lectures, readings, revision quizzes, forums, online activities					Lectures, readings, revision quizzes, forums, online activities	Quizzes, exams, essay
2.		Lectures, readings, revision quizzes, forums, online activities				Lectures, readings, revision quizzes, forums, online activities	Quizzes, exams, essay
3.	Lectures, readings, revision quizzes, forums, online activities	Lectures, readings, revision quizzes, forums, online activities	Lectures, readings, revision quizzes, forums, online activities				Quizzes, exams, essay
4				Lectures, readings, revision quizzes, forums, online activities			Quizzes, exams, essay
5					Workshops, forums, self-assessment of essay writing		Essay

3. Strategies and approaches to learning

3.1 Learning and teaching activities

The lecture content of this course is presented entirely online via the Moodle eLearning website. The lectures will be delivered in video format (new lectures have burned-captions). Where applicable, PDF copies of the slides will be made available (note that not all lecturers for this course utilise slides and transcripts will be available for these lectures instead). Students should watch the lectures and write separate notes to maximise their understanding and retention of the material. A Reading and Study Companion will be made available each week to help students deepen their understanding and integrate the information that they have gained from the various course activities.

The weekly resources will be made available each Monday and will be left online for the duration of the course. This staggered release format has been specifically designed to promote "distributed practice" (i.e. not "cramming"). The lecture material, prescribed textbook readings and online activities will provide students 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 textbook information is examinable. Although the lectures, textbook and online activities will cover the same broad topics, and there may be some overlap in content, students should expect to learn different information from each of these different resources.

Formative revision quizzes are available on a weekly basis to provide an opportunity for students to self-evaluate their understanding of course material. Timely completion of the weekly quizzes will assist the revision process by hi-lighting areas of weakness early, thus allowing students to schedule additional revision of relevant topics.

Optional Study Groups will be established at the beginning of the term. Students will be asked if they would like to join a Study Group and, if so, will be randomly allocated to a small group. Students can use this group to discuss and debate the Discussion Points and also to share ideas, ask peers questions, seek clarification and peer-feedback as well as give/receive motivation to help stay on-track.

The Course Content Discussion Forum provides students with an opportunity to question and clarify the lecture and textbook material. Students are strongly encouraged to engage with this forum at least weekly by posting questions or comments, and reading, answering, and replying to other student's posts to help build a sense of community, enhance understanding of the content, critical thinking, and written communication skills. With these aims in mind, the course coordinator will not respond to questions that have already been answered in previous posts.

Research and Writing skills workshops will provide students with an important introduction to the essay assessment and an opportunity for students to develop their research and writing skills. Students will learn how to find relevant information (using databases), understand and summarise that information, formulate a persuasive argument and then clearly communicating these ideas in essay format. These workshops will also introduce students to the APA referencing system.

The essay will give students an opportunity to consolidate their learning of course material and to demonstrate independent research and analytical skills. The mid-term and final examinations will provide students with an opportunity to demonstrate their understanding of examinable course material.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment Policy, have read through and understand the contents of the School of Psychology Student Guide and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness or misadventure.

All students must read these documents and watch the Course Introduction Video. Following this, students are required to complete the Course Information Quiz to demonstrate their understanding of course administration information. Unlike the assessed exams, this quiz may be attempted open book. The quiz is untimed and may be attempted as many times as needed to score 100%. Successful completion will allow access to the course materials.

Updates and announcements will be made on the 'Announcements' forum on the Moodle page and/or by email. It is the student's responsibility to check Moodle and their student emails regularly to keep up to date.

The Moodle forums should be the first line of contact with the Course Coordinator (personal matters or matters related to disability provisions can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed on the forums.

Although this is an online course, it is expected that students dedicate the same amount of time each week to studying for this course as they would for an 'on-campus' course. "Independent, self-directed practice" is a UNSW Graduate Attribute and an important aspect of online study. Timely completion of online activities is an essential part of independent, self-directed learning. In accordance with UNSW Assessment Implementation Procedure, students are required to watch the lectures in the week in which they are set and to complete the assigned readings for that week. In accordance with UNSW and School of Psychology policy, failure to meet these expectations may result in rejection of: special consideration applications, essay extension requests, supplementary exam/assessment requests, fee remission etc.

Given that the course content and some assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content (e.g. Flash). There will be no special consideration granted due to internet connection or computer issues arising from the use of a non-UNSW computer. If a non-UNSW computer is used for an assessment/exam and internet disconnection occurs, there will be no way for staff to verify this issue. In this circumstance, marks will be allocated according to the progress that was saved prior to the service disruption. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessment submission/exams.

The final exam for this course will take place on campus during the UNSW examinations period. Students are not to arrange travel during the UNSW exam period until the date of the final exam has been released. Students who arrange travel prior to the release of the final exam date will not be granted consideration in the event they are scheduled to be out of country when the final exam is to occur. This is especially important for Study Abroad students – do not arrange travel home until the final exam date has been released.

Students registered with Disabilities Support Services must contact the course co-ordinator no later than the end of Week 1 if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

The expected weekly engagement for all UNSW 6UOC courses is 150 hours per term. This course involves 1 hour of lecture material (average; range: 37-117 minutes) and 1 hour of online modules per week. In addition, students are expected to engage in 7 hours of self-determined activities per week to complete course readings and assessments. The remaining time should be spent on revision and exam preparation.

Week	Lectures	Online modules	Self-determined activities
Week 1 16/09/2019	**Introduction to Psychopathology** Lecture 1: What is “abnormal”? (6 mins) Lecture 2: DSM classification and assessment (9 mins) Lecture 3: Early approaches to studying the mind (11 mins) Lecture 4: The 20th Century and beyond (6 mins) Lecture 5: The scientific method (14 mins) Lecture 6: From research to treatment (15 mins) 61 mins total	Group Discussion Point: Conditioning in everyday life Revision quiz	Readings: Chapter 1 (pp 3-26); Chapter 3 (pp 70-97) 50 pages, approx. 2.5 hrs
Week 2 23/09/2019	**Psychological Theories – Emotion, Fear and Anxiety** Lecture 1: James-Lange Theory of Emotion (29 mins) Lecture 2: Discrete vs Dimensional Theories of Emotion (40 mins) Lecture 3: Recap and Differential Emotions Theory (32 mins) Lecture 4: Fear and anxiety (16 mins) 117 mins total	Videos: Crash Course Psychology! Revision quiz	Readings: Chapter 2 (pp 33-66) 33 pages, approx. 1.5 hrs
Week 3 30/09/2019	**Mood Disorders** Lecture 1: What is depression? (10 mins) Lecture 2: What causes depression? (18 mins) Lecture 3: How do we treat depression? (15 mins) 43 mins total	Revision quiz	Readings: Chapter 6 (pp 201-206; 209-242) 41 pages, approx. 2 hrs

Week 4 07/10/2019	**Anxiety disorders** Lecture 1: Specific phobias (36 mins) Lecture 2: Treating specific phobias (23 mins) Lecture 3: Social Phobia (26 mins) 80 mins total	Revision quiz	Readings: Chapter 4 (pp 118-124; 135-140; 141-145) 16 pages, approx. 1 hr
Week 5 14/10/2019	**Schizophrenia and psychotic disorders** Lecture 1: What is schizophrenia? Myths and positive symptoms (17 mins) Lecture 2: Negative and disorganised symptoms (17 mins) Lecture 3: Causes and treatments (26 mins) 60 mins total	Revision quiz Online Activity: Writing and APA Referencing workshop	Readings: Chapter 12 (pp 445-454; 456-472) 25 pages, approx. 1.5 hrs
Week 6 21/10/2019	**Substance use and abuse** Lecture 1: Substances and substance abuse (12 mins) Lecture 2: What causes substance abuse? (12 mins) Lecture 3: Treating substance abuse (13 mins) 37 mins total	Revision quiz	Readings: Chapter 10 (pp 367-398) 31 pages, approx. 1.5 hrs
Week 7 28/10/2019	**Developmental disorders** Lecture 1: Autism (44 mins) Lecture 2: ODD and Conduct Disorder (36 mins) 80 mins total	Revision quiz	Readings: Chapter 2 (pp 64-65) and Chapter 13 (pp 481-482; 492-497; 404-405) 10 pages, approx. 30 mins
Week 8 04/11/2019	**Personality disorders** Lecture 1: Defining personality and personality disorders (9 mins) Lecture 2: Cluster A and Cluster B disorders (21 mins) Lecture 3: Cluster C disorders (15 mins) 45 mins total	Revision quiz	Readings: Chapter 11 (pp 409-437) 29 pages, approx. 1.5 hrs

Week 9 11/11/2019	**Cognitive disorders** Lecture 1: Amnesia, delirium and Alzheimer's disease (20 mins) Lecture 2: Causes and treatments for dementias (28 mins) 48 mins total	Revision quiz	Readings: Chapter 13 (pp 505-520) 15 pages, approx. 45 mins
Week 10 18/11/2019	**Eating disorders** Lecture 1: Eating disorders and their causes (30 mins) Lecture 2: Theories and treatments for eating disorders (21 mins) 51 mins total	Revision quiz	Readings: Chapter 8 (pp 283-300) 19 pages, approx. 1.25 hrs
Study period 26/11/2019			Revision/Exam preparation
Exam period 29/11/2019 – 14/12/2019			Revision/Exam preparation

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Revision quizzes	Varied	0% (formative)	N/A	N/A
Assessment 2: Mid-Term exam	20 MCQ	20%	/20	9am – 11:59pm 11/10/2019
Assessment 3: Essay	1200 words	40%	/40	11:59pm 17/11/2019
Assessment 4: Final exam	100 MCQ	40%	/80	Exam period

Assessment 2: The mid-term exam is worth 20% of the total course mark and contains 20 multiple-choice questions (MCQs). It will be made available online via Moodle from 9am – 11:59pm Friday 11th October 2019. Students will be able to take the examination once. The quiz will last 15 mins, allowing for 45s per question. The exam is not be attempted “open book”. The restrictive time limit is designed to minimise any temptation to consult any reference material. The time limit will provide ample opportunity for students to read and answer all the questions. The exam will assess all material presented in Weeks 1-4 including textbook readings. In combination with formative weekly revision quizzes, this assessment will allow students to self-assess their progress in the course prior to the Term 2 Census Date (11:59pm 30th Jun 2019) and make an informed decision about their progress.

Assessment 3: A written assignment in essay format will be required for submission via Turnitin 11:59pm Sunday 4th August 2019. The question and instructions for this assignment will be released on 1st July 2019. The essay will be worth 40% of the total course mark. 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. Students will be provided with opportunities for self-assessment and peer-assessment throughout the writing process. Penalties for late submission will be in accordance with policies stipulated in the School of Psychology Student Guide (2% per day, or part thereof, including weekends). Essays submitted after 11:59pm Friday 16th August will not receive a mark.

Assessment 4: There will be a 2-hour examination held on campus [i.e. NOT on Moodle] during the University examination period. The final exam will be worth 40% of the total course mark and is not to be attempted “open book”. The examination will include 80 multiple choice questions covering all lecture material and textbook readings. The exam timetable is determined entirely by the centralised UNSW team. The Course Coordinator does not have access to exam timetable information prior to the release of the timetable and should not be contacted to request this information. Student are not to organise travel or important events (e.g. weddings) during the exam period until the final examination schedule has been released and the date of the exam is known.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Essay: In accordance with UNSW Assessment Policy the essay must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: Psychology Student Guide).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Topic revision quizzes	Immediate	Rogers	Online	Moodle
Mid-Term exam	12/10/2019	Rogers	Online	Moodle
Essay	25/11/2019	Rogers	Online	Turnitin
Final exam	TBA	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to

APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 6th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	Durand V. M., Barlow, D.H., & Hofmann, S.G. (2018). *Essentials of Abnormal Psychology. 8th edition*. Cengage Learning. Available from UNSW bookshop.
Course information	Available on Moodle
Required readings	School of Psychology Student Guide.
Recommended internet sites	UNSW Library UNSW Learning Centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

8. Administrative matters

The School of Psychology 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
- Student code of conduct
- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Disability Support Services: https://student.unsw.edu.au/disability-services
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html