



# Course Outline

PSYC5009

Graduate Diploma of Psychology

Abnormal Psychology

School of Psychology

Faculty of Science

2022

## 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor			Email	Email

## 2. Course information

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<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	Program Pre-requisite: Bachelor's Degree of any kind (Australian Qualification standard or equivalent). PSYC5001 and PSYC5002 (or equivalent with advanced standing), PSYC5003 and PSYC5004
<b>Teaching times and locations:</b>	Online

### 2.1 Course summary

This course will provide a contemporary view of issues associated with human mental health and psychopathology. It will introduce and discuss the notion of abnormality in behaviour, how a range of mental disorders are diagnosed, the prognosis and treatment in human mental disorders as well as the stigma and media coverage of mental health.

### 2.2 Course aims

The course aims to provide students with the opportunity to develop an understanding of the nature and aetiology of major mental disorders such as schizophrenia, anxiety and depression, as well as psychological and biological theories that attempt to account for these disorders. It also aims to discuss their prevalence, treatment and prognosis and the nature addiction.

### 2.3 Course learning outcomes (CLO)

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

1. Demonstrate advanced knowledge and understanding of abnormal psychology with regard to the causes of mental disorders and medical and psychological treatments for the specific disorders covered in the course.
2. Demonstrate knowledge and understanding of the current empirical and theoretical evidence derived from psychopathology, including the ability to understand the characteristics of the scientific method and how it is applied with regard to mental health.

3. Develop critical thinking skills enabling you to understand current theories as to the etiology and underlying mechanisms of psychological disorders, as well as somatic and psychological approaches to the treatment of these psychological disorders.
4. Develop an advanced understanding of values in psychology with regards to abnormal psychology, including the ability to consider how prejudice, attitudes and discriminatory behaviours might exist in oneself and in others.
5. Develop effective communication skills in abnormal psychology using various formats and different contexts enabling you to clearly describe and discuss the outcomes of experimental research and data analysis in abnormal psychology.
6. Develop an understanding and apply psychological principles introduced through the abnormal psychology content to personal, social and organisational issues, enabling you to describe major areas of applied psychology (such as clinical counselling).

## 2.4 Relationship between course and program learning outcomes and assessments-

Program Learning Outcomes							
CLO	1. Knowledge	2. Research Methods	3. Critical Thinking Skills	4. Values and Ethics	5. Communication, Interpersonal and Teamwork	6. Application	Assessment
1.	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings	Tutorials Online activities Readings		Tutorials Study Group Forum Q and A forum		“Secured” Quiz (Week 1-6) Oral presentation Critical Analysis
2.	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes	Tutorials Online activities Formative revision quizzes		Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	“Secured” Quiz (Week 1-6) Oral presentation Critical Analysis
3.			Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Online activities Readings		Tutorials Study Group Forum	“Secured” Quiz (Week 1-6) Oral presentation Critical Analysis

4.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings	Lectures Tutorials Online activities Readings Formative revision quizzes	Tutorials Study Group Forum Q and A forum	Tutorials Online activities Study Group Forum	“Secured” Quiz (Week 1-6) Oral presentation Critical Analysis
5.					Tutorials Study Group Forum Q and A forum		Oral presentation Critical Analysis
6.	Tutorials Online activities Readings Formative revision quizzes		Tutorials Online activities Readings Formative revision quizzes			Lectures Tutorials Online activities Readings Formative revision quizzes	“Secured” Quiz (Week 1-6) Oral presentation Critical Analysis

## 3. Strategies and approaches to learning

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### 3.1 Learning and teaching activities

This is a fully online course, all materials, lectures and tutorials are delivered through Moodle.

The course web page is available through the e-learning Moodle site:

<https://moodle.telt.unsw.edu.au/login/index.php>. Login with your student number and password, and follow the links to the PSYC page.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

**Lectures** will be digitally recorded. Links to the lecture recordings will be available on the course web page. Lecture slides will be also available on the Moodle course page. This will be broken down into 5-6 lectures covering the main concepts for each sub-topic of the week

**Online Tutorials** will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials, including a transcript of tutor and student contributions, for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

**Online activities:** Each week there will be a range of online activities, including formative revision quizzes, interactive learning modules using a range of adaptive learning platforms, including Smart Sparrow, and video annotation tools (students will watch a video and then comment using the tool). These activities will allow students to explore the topics of the week in greater depth and provide formative assessment for the students and revision opportunities.

**Readings:** There will be assigned readings each week that cover the major topic of the week. Students will need to read the assigned readings in order to prepare for the online tutorials.

**The Group Forum** connects students in the course to encourage discussion of weekly content, revision, or topics of interest with each other. Regular engagement in the Group Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

**The Q and A Discussion Forum** provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other student’s posts to enhance understanding of the content, critical thinking, and written communication skills.

Formative topic revision quizzes are available for students that provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a proper understanding of each topic so that this knowledge can be built on

in future content. The formative revision quizzes will be available through the MindTap section available on the Moodle course page. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the "secured weekly quizzes".**

## 3.2 Expectations of students

Moodle contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news 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.

Given that the course content and all 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. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. 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 assessments/exams.

**NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE.** Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. **The expected level of engagement is on average 18-19 hours per week** (in the 6-week term). Average engagement levels are as follows (a) **2-2.5 hours** of engagement with the lecture content (5-6 lectures per week); (b) Tutorial attendance, **3 hours** per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) **4.5 hours** to complete the assigned activities, including revision modules; (d) **4.5 hours** to complete the assigned weekly readings, there will be three readings each week that accompany the content for each lecture topic; (e) **4-5 hours** to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

***Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments.*** Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

**Tutorial Attendance:** All tutorials will be delivered in an online mode, through Blackboard Collaborate, given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be able to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (a recorded version of the tutorial). Students that are only able to access the tutorials in an asynchronous manner will be required to submit their contribution to 2-3 short questions to the tutorial forum in order to provide evidence of participation in the tutorial session.

**NB:** Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Diploma Special consideration policies and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure.

## 4. Course schedule and structure

Each week this course typically consists of 2-2.5 hours of lecture material, 2 hours of face to face tutorials, and 4.5 hours of online activities. Students are expected to take an additional 5-6 hours each week of self -determined study to complete assessments, readings, and exam preparation

Week	Lecture topic/s	Tutorial/lab topics	Online modules	Self-determined activities
<b>Week 1</b>	<p><b>Introduction to Mental Disorders and their Treatment</b></p> <p>Classification of mental disorders</p> <p>Introduction to the DSM-5</p> <p>Introduction to psychological therapies</p> <p>Introduction to Cognitive Behavioural Therapy</p>	<p>Online tutorial discussion based on lectures and readings.</p> <p>Students will have the opportunity to engage with the literature and debate the strengths and limitations of the predominant classification system for mental disorders and discuss the theories underpinning the main psychological therapies.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>



<p><b>Week 2</b></p>	<p><b>Childhood Disorders</b></p> <p>Internalising and externalising disorders in childhood</p> <p>Psychological therapies for children</p> <p>Neurodevelopmental disorders</p>	<p>Online tutorial discussion based on lectures and readings.</p> <p>This module will provide an overview of internalising and externalising difficulties in childhood, treatment for childhood disorders, and neurodevelopmental disorders, with particular focus on Attention-Deficit/Hyperactivity Disorder and Autism Spectrum Disorder.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>
<p><b>Week 3</b></p>	<p><b>Depression and Mood Disorders</b></p> <p>Classification and statistics of depressive disorders</p> <p>Statistics and prevalence</p> <p>Bipolar disorders</p>	<p>Online tutorial discussion based on lectures and readings.</p> <p>Students will have the opportunity to engage with the literature to discuss the social, biological and cognitive contributions to the development and maintenance of depression and other mood disorders.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>
<p><b>Week 4</b></p>	<p><b>Anxiety, OCD, Trauma- and Stressor-Related Disorders</b></p> <p>Anxiety disorders</p> <p>OCD and related disorders</p> <p>Trauma- and stressor-related disorders</p>	<p>Online tutorial discussion based on lectures and readings.</p> <p>This module will provide an overview of the symptoms, aetiology, maintenance and treatment of a range of anxiety disorders PTSD, OCD and other related disorders. Students will also be exposed to a range of models of anxiety and how these models inform treatment.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>

<p><b>Week 5</b></p>	<p><b>Schizophrenia, Psychosis</b></p> <p>Schizophrenia and other psychotic disorders Causes and statistics Treatment</p>	<p>Online tutorial discussion based on lectures and readings.</p> <p>Students will have the opportunity to discuss and debate pertinent issues such as legislation that governs the treatment of people with schizophrenia as well as the portrayal of schizophrenia in popular culture.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>
<p><b>Week 6</b></p>	<p><b>Personality Disorders</b></p> <p>Overview and classification Assessment, etiology and treatment Borderline personality disorder and psychopathy</p>	<p>Online tutorial discussion based on lectures and readings.</p> <p>Students will discuss the classification, cause and treatment of personality disorders, as well as borderline personality disorder and psychopathy.</p>	<p>Online activities based on lectures and assigned readings</p>	<p>Formative revision quizzes</p> <p>Additional textbook readings</p> <p>Additional textbook resources (Mindtap)</p>

## 5. Assessment

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### 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 (normally midnight on due date)
<b>Assessment 1:</b> “Secured” Quiz (5 quizzes)	20 MCQ questions per quiz	10%	10	Sunday 11:59pm week of release (Weeks 1,2,3,4,5,6)
<b>Assessment 2:</b> Oral Presentation	2000 words	40%	100	Sunday Week 4
<b>Assessment 3:</b> Critical Analysis	2000 words	50%	100	Sunday Week 6

**Assessment 1:** “Secured” Quizzes (cumulative assessment): Students will be required to complete 5 quizzes under official exam conditions. These quizzes will cover the content of the **lectures and readings**. The quizzes will be held in weeks 1-6 and will cover content presented in the previous week.. The “Secured” quizzes form part of a cumulative assessment. Each Quiz will include 20 multiple choice questions. The five highest marks will be counted towards the final grade.

**Assessment 2: Oral Presentation** Students will be assigned one mental health disorder covered in the course. They will need to research the diagnostic criteria, etiology and treatment of this disorder. Students will then produce a 15-20 minute oral presentation to communicate their findings to the class. Students will upload their presentation as a video file.

**Assessment 3: Critical Analysis:** Students will be required to pick two similar disorders from those covered in the course. They will need to perform a literature review in order to discuss how the diagnostic criteria, etiology and treatment of these disorders are connected. This will require students to be able to evaluate the link between mental health disorders which share similar criteria. Students will be required to reflect on the difficulty of the diagnostic model with a focus on the overlap and similarities of their chosen mental health disorders.

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

**Written assessments:** In accordance with UNSW Assessment Policy written pieces of assessment 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. Special consideration applications must be submitted to Student Central within 3 working days of the assessment due date along with a physical copy of the 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 (see - <https://student.unsw.edu.au/special-consideration>). In the case of take-home assessment tasks, misadventure must occur for at least 3 consecutive days during the assessment period. If approved, students may be given an extended due date to complete take-home assessments, or an alternative assessment may be set.

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

**Supplementary examinations:** There will be no supplementary examinations available due to the intensive nature of the course. Please refer to the Graduate Diploma Student Guide for policies and procedures relating to misadventure.

## 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
<b>Assessment 1:</b> "Secured" Quiz (5 quizzes)	Monday following quiz submission	Course convenor	Online	Moodle
<b>Assessment 2:</b> Oral Presentation	10 working days after the due date	Course convenor	Online	Moodle
<b>Assessment 3:</b> Critical Analysis	10 working dates after the due date	Course convenor	Online	Moodle

## 6. Academic integrity, referencing and plagiarism

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The APA (7<sup>th</sup> 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.

**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. <sup>1</sup> 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/presenting>

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

<b>Textbook</b>	<b>Abnormal psychology: Integrative approach</b> e-book available on Moodle
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	<a href="#">School of Psychology Student Guide</a> .
<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Learning centre</a> <a href="#">ELISE</a> <a href="#">Turnitin</a> <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>

## 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:

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<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- 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

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- 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>