PSYC 3018 – Abnormal Psychology

Unit of Study Code: PSYC3018

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Format of Unit:  
2 x 1 hour lectures/week x 13 weeks  
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisite: 12 credit points of Intermediate Psychology Unit of study from PSYC (2011 or 2111), PSYC (2012 or 2112), PSYC (2013 or 2113) and PSYC (2014 or 2114).


Assessment:  
a) Formal Assessment:  
50% One 2hr exam During sem1 examination period
30% One 2000 word essay Due date: 03/05/13 (Friday week 8)
15% Tutorial presentation Due date: weeks 3-11 tutorials
5% Online Quiz Due date: week 12

b) Out of class prescribed student workload  
2hr/wk library research (essay & tutorial presentation)

Evaluation of teaching and learning:  
Date: week 13 of semester  
Type: questionnaire
Unit of study general description:

This unit of study critically examines core issues in Abnormal Psychology. These include the conceptual and theoretical bases of the definition and classification of abnormal behaviours, as well as the diagnosis, explanation and treatment of psychological disorders. The unit of study will include topics such as:

(a) Adult abnormal psychology: Anxiety disorders, Mood disorders, Schizophrenia, Personality disorders; Addictive disorders; Eating disorders
(b) Child abnormal psychology: Attention Deficit Hyperactivity Disorder; Conduct disorder; Anxiety disorders, Depression.

Graduate Attributes and Student Learning Outcomes

This course is structured around the graduate attributes associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate Attributes are the generic skills, abilities and qualities that students should acquire during their university experience and the School of Psychology is committed to providing an environment to promote these skills. This unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology. The following graduate attributes and student learning outcomes will be developed through the course and assessed in the major essay, tutorial presentations, mastery quiz, and exam.

1: Knowledge and Understanding of Abnormal Psychology

Display knowledge and understanding of the major concepts, theoretical perspectives, and empirical findings in research on abnormal psychology.

Student learning outcomes:

(i) Describe, explain and evaluate major theories and research findings examining the definition, causes and treatment of various psychological disorders
(ii) Understand the development of current concepts in Abnormal Psychology in their historical and philosophical contexts
(iii) Understand the major concepts and findings in Abnormal psychology in the context of intercultural diversity

Assessment: essay (i), quiz (i), tutorial presentations (i), exam (i), (ii), (iii).

2: Research Methods in Abnormal Psychology.

Understand and evaluate basic research methods used in Abnormal Psychology, including research design, data analysis and interpretation, and the appropriate use of technologies.

Student learning outcomes:

(i) describe the basic characteristics of the science of Abnormal Psychology
(ii) describe and critically evaluate the research methods used in Abnormal Psychology
(iii) undertake literature searches
(iv) critically analyse theoretical and empirical studies in Abnormal Psychology

Assessment: essay (ii), (iii), (iv), tutorial presentations (ii), (iii), (iv), exam (i), (ii), (iv)
3: Critical Thinking Skills in Abnormal Psychology

Respect and use critical and creative thinking, sceptical inquiry, and the scientific approach to solve problems related to thought and behaviour.

**Student learning outcomes:**
(i) apply knowledge of the scientific method in thinking about problems related to Abnormal Psychology
(ii) question claims that arise from myth, stereotype, pseudoscience or untested assumptions

**Assessment:** essay (i), (ii), exam (i), (ii)

4: Values, research and professional ethics in Abnormal Psychology

Value empirical evidence; act ethically and professionally; and understand the complexity of sociocultural and international diversity.

**Student learning outcomes:**
(i) use information in an ethical manner (e.g., acknowledge and respect the work and intellectual property rights of others through appropriate citations in oral and written communication)
(ii) recognise and promote ethical practice in research in Abnormal Psychology.
(iii) recognise and understand the need for ethical conduct in clinical settings.

**Assessment:** essay (i), tutorial presentations (i)

5: Communication Skills in Abnormal Psychology

Communicate effectively in a variety of formats and in a variety of contexts

**Student learning outcomes:**
(i) Write a standard literature review or case report using American Psychological Association (APA) formatting conventions.
(ii) Demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation).
(iii) Collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically.

**Assessment:** essay (i), tutorial presentations (ii), (iii)

6: The Application of Abnormal Psychology

Understand and apply psychological principles to personal and social issues.

**Student learning outcomes:**
(i) describe the profession of clinical psychology as an area of applied psychology
(ii) begin to develop an understanding of legislation relevant to the application of psychological treatments
(iii) understand consumer and carer participation in psychological care
(iv) understand the relevance of Abnormal psychology in the wider context of society
(v) demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology

**Assessment:** essay (v), tutorial presentations (v), quiz (v), exam (v)
SYLLABUS (DRAFT ONLY. SUBJECT TO CHANGE.)

PSYC3018 Abnormal Psychology will introduce students to recent knowledge concerning the diagnosis, causation and treatment of mental disorders. The following outline contains the entire syllabus.

<table>
<thead>
<tr>
<th>W</th>
<th>Date</th>
<th>Tutorial topic</th>
<th>Lecture topic</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>05/03</td>
<td>-</td>
<td>What is Abnormal Psychology?</td>
<td>Marianna S</td>
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<tr>
<td></td>
<td>07/03</td>
<td>-</td>
<td>Classification and Diagnosis 1.</td>
<td>Marianna S</td>
</tr>
<tr>
<td>2</td>
<td>12/03</td>
<td>1. What is ‘abnormal’?</td>
<td>Classification and Diagnosis 2.</td>
<td>Marianna S</td>
</tr>
<tr>
<td></td>
<td>14/03</td>
<td>-</td>
<td>Psychotherapy evaluation.</td>
<td>Marianna S</td>
</tr>
<tr>
<td>3</td>
<td>19/03</td>
<td>2. Diagnosis - ethics</td>
<td>Anxiety Disorders 1.</td>
<td>Marianna S</td>
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<tr>
<td></td>
<td>21/03</td>
<td>-</td>
<td>Anxiety Disorders 2.</td>
<td>Marianna S</td>
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<tr>
<td>4</td>
<td>26/03</td>
<td>3. Anxiety Disorders</td>
<td>Anxiety Disorders 3.</td>
<td>Marianna S</td>
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<tr>
<td></td>
<td>28/03</td>
<td>-</td>
<td>Anxiety Disorders 4.</td>
<td>Marianna S</td>
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Mid-session break: Friday 29 March to Friday 5 April

| 5 | 09/04  | 4. Depression         | Mood Disorders 1                                  | Marianna S   |
|   | 11/04  | -                     | Mood Disorders 2                                  | Marianna S   |
| 6 | 16/04  | 5. Child Abnormal Psychology | Child Abnormal Psychology 1.                | Marianna S   |
|   | 18/04  | -                     | Child Abnormal Psychology 2.                       | Marianna S   |
|   | 25/04  | -                     | ANZAC DAY                                         |              |
| 8 | 30/04  | No tutorial. Essay due 03/05 | Bipolar Disorder                                   | Sarah Mc     |
|   | 02/05  | -                     | Schizophrenia                                     | Sarah Mc     |
| 9 | 07/05  | 6. Psychosis          | Personality Disorders 1.                          | Niko T       |
|   | 09/05  | -                     | Personality Disorders 2.                          | Niko T       |
| 10| 14/05  | 7. Personality disorders | Personality Disorders 3.                      | Niko T       |
|   | 16/05  | -                     | Addictive Behaviours 1.                           | David H      |
| 11| 21/05  | 8. Addictive behaviours | Addictive Behaviours 2.                        | David H      |
|   | 23/05  | -                     | Relationship Dysfunctions                         | David H      |
| 12| 28/05  | 9. Eating Disorders   | Eating Disorders 1: Anorexia Nervosa              | Evelyn S     |
|   | 30/05  | -                     | Eating Disorders 2: Bulimia Nervosa               | Evelyn S     |
| 13| 04/06  | 10. Revision / feedback | Eating Disorders 3: Binge Eating                  | Evelyn S     |
|   | 06/06  | -                     | Mental health and cultural diversity              | Marianna S   |
The tutorial program will begin in week 2. It will involve a mixture of class exercises, video demonstrations and discussions of topics related to lectures. Tutorial presentations of set readings by students will form an integral part of tutorials from week 3 to week 11. A list of set readings and additional references will be available in the first tutorial.

Response to student feedback

Student evaluations for this Unit of Study have been generally positive over the years. However, in 2012, a number of issues has been raised by some students, and we are working on resolving these issues.

Concerning the tutorial structure and assessments: We are working on ensuring that the tutorial program’s relevance to the course content and learning outcomes is clearer, and that students receive individual marks and feedback for their tutorial presentation. We are aiming to provide more detailed writing and marking guidelines for the essay. We have assigned a higher weighting to both the presentations and the essay mark to reflect the amount of work involved in these.

Concerning the lecture series: Although all teaching staff have expertise in the broad area of abnormal psychology, we continue to work on securing the participation of staff to lecture on material that is within their own specific research or clinical expertise and to convey their interest and enthusiasm regarding their specific area.
Academic Dishonesty and Plagiarism

1. It is your responsibility to know what academic dishonesty and plagiarism are. Here is the link to the University's policy:


   Make sure that you understand what counts as academic dishonesty and the various types of plagiarism. The Library's http://www.library.usyd.edu.au/skills/ ‘Plagiarism and Academic Honesty’ program will help.

2. Note that:

   i) the School of Psychology will penalise all submitted work that is plagiarised.

   ii) Students should note that all assignments (including group projects) will be run through similarity detecting software. This software detects similarities between (a) your assignment and both print and online sources, and (b) assignments submitted by other students, from both current and previous years. If similarities are found, they will be investigated so as to determine the nature of the plagiarism. See Part 5 of the University's policy.

Avoiding plagiarism – key points

• Plagiarism is a serious offence and may result in failure in the course. Even where students are completing an exercise together, each student must submit separate written work. Incorporation of any material from another student’s assignment is regarded as plagiarism.

• In writing essays or reports to meet coursework requirements, you should use your own words. In some contexts (e.g., theoretical research) it is appropriate to use an occasional quotation. This should be indicated in the conventional way by enclosing the passage within quotation marks and by providing a precise (page number) reference for the source of the quote. In many contexts, especially reports of empirical work, quotations are best avoided.

• “Using your own words” means that you should not borrow from the writing of others – whether from fellow students or published authors. For example, it is not acceptable to base an essay on text from various sources that you have then edited to some degree – even if you cite these sources. First of all, there is the ethical issue arising from the dishonesty of presenting as your own work something which is essentially the work of others. In addition, there are good educational reasons for avoiding this, even where you feel that someone else has expressed some idea far more clearly than you could. One reason is that you must learn to express yourself clearly in writing; like most other skills, this only comes with practice. Another, is the failure to understand information or ideas at all thoroughly if all you have done is reproduce (with some editing) what someone else has written about the topic.

• When you express in your own words what you have learned from various sources, you should cite each source. The standard convention for most written work in psychology is to list references at the end of your essay or report, rather than, for example, to use footnotes. To express some idea without giving a citation implies that it is your own idea. Therefore, if it is in fact an idea obtained from someone else, this needs to be acknowledged. Listing a set of sources implies that you have read them all. Therefore, you should list as references
only those you have actually read. If you are depending on a secondary source, then make this clear, e.g., ... salivary conditioning (Pavlov, 1927; cited in Mazur, 1998).

- The points made here also apply to non-textual material. For example, graphs or tables of data included in a report should be your own work and not copied from others. Very occasionally you may need to ‘quote’ a figure from some other source; if you do so, you should make its origin quite clear.

- In general, avoid letting other students use your work for any kind of assessment. On the rare occasion where this may be appropriate, make sure that the other student acknowledges your contribution as the original author.

- In some cultures, students show their respect for a teacher by copying what the teacher has said or written. In Australian University education, copying a teacher (even if paraphrasing) is plagiarism if the source is not cited.
Research and resource support for Psychology students

The University of Sydney Library has 12 libraries in different locations, on different subjects with different facilities. Fisher Library is where you will find the physical collection of most relevance to your Psychology studies. Fisher Library is located on Eastern Ave, Camperdown campus. We also have loads available online – find us at sydney.edu.au/library/

Matthew Davis is the Faculty Liaison Librarian for Psychology. Matthew is available to help you find and use library resources for your assignments or research. You can email him at library.psychology@sydney.edu.au or phone on 9351 3629. The Psychology Librarian is located at Badham Library, level 1, Badham Building, Science Rd, Camperdown Campus.

Psychology books in high demand

The 2 hour collection is located on Level 3 of Fisher Library. Most of your required and recommended items from the reading lists will be here. You can find a list of your required readings in the catalogue by searching under your Unit of Study code http://opac.library.usyd.edu.au/search/r

Some material in the list is also available to read online.

Psychology subject guide

There is a comprehensive subject guide that includes links to psychology databases, internet resources, information on tests and measurements, referencing guides, and much more. Take a look at http://libguides.library.usyd.edu.au/psychology You can also enrol in free research, database and EndNote training classes on this site.

Need a refresher after the long vacation?

Watch and listen to these online learning objects and get back up to speed with information literacy skills on topics such as research, essay writing and referencing. http://www.library.usyd.edu.au/skills/