PSYC3018 – Abnormal Psychology
Unit of Study Outline

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: (PSYC2010 or PSYC2910 or PSYC2011 or PSYC2911) and PSYC2014
Time Commitment: 4 hours face-to-face teaching per week, 8 hours private study per week (including 1 hour preparation for each tutorial)
Lecture attendance: Required. 80% recommended to pass the unit. Lectures are audio-recorded and lecture slides are posted online.
Tutorial attendance: Required. 80% recommended to pass the unit. Tutorial attendance recorded.
Assessment: Formal Assessment:
50% 2hr exam During semester 1 examination period
30% 2000 word essay Due date: 01 May (Monday week 8)
15% Tutorial presentation Due date: weeks 4, 5, and 6 in tutorials
5% Online Quiz Due date: week 10
Unit of study general description:

This unit of study critically examines core issues in Abnormal Psychology, concerning the description, understanding and treatment of psychological disorders. Beginning with an exploration of how mental disorders are classified and diagnosed, this unit will then discuss what is known about the causes, prevalence and treatments of each of the main psychological disorders (e.g., depression, anxiety, schizophrenia – see page 5). Biological, psychological and social theories that try to account for these disorders will be explored and, where available, empirical evidence supporting these theories will be discussed.


Syllabus

The unit of study will introduce current concepts in Abnormal Psychology, starting with a discussion of the historical and philosophical contexts. Theoretical perspectives and empirical evidence on the nature, cause, treatment and maintenance of psychopathology will be critically examined for each of the following topics:

(a) Adult abnormal psychology: anxiety disorders (specific phobias, panic disorder, generalised anxiety disorder); obsessive compulsive and related disorders; trauma- and stress-related disorders; depressive and bipolar disorders; eating disorders (anorexia nervosa, bulimia nervosa, binge eating); addictive behaviours (drug, alcohol, gambling); schizophrenia spectrum and other psychotic disorders; personality disorders; and sexual dysfunctions.

(b) Child abnormal psychology: Attention Deficit Hyperactivity disorder; Conduct disorder; Anxiety disorders; Depression.

Lecture times and locations: Tuesdays at 2-3 pm and Thursdays at 1-2 pm, both in Eastern Ave Auditorium

Lecture will be recorded. Audio recordings and lecture slides will be posted on the University Learning Management System (LMS). However, we strongly encourage you to attend all lectures. Lecture recordings are not guaranteed, as technical problems can occur at any time. Therefore, lecture recordings should not be used as a substitute for regular attendance.

Tutorials:

The tutorial program will begin in week 2. It will involve a mixture of class exercises, video demonstrations, student-led presentations and class discussions. A list of set readings and additional references will be available in the first tutorial in week 2.

Tutorials are an essential and compulsory part of this unit. Therefore, your attention is drawn to the following:

1. Your tutorial time. You must attend the tutorial to which you have been allocated. It will not be possible to switch or change tutorial classes once allocations are finalised. Be aware that students who enroll late have fewer choices of times, and may not be able to sign up for the time of their choice.
2. Tutorial attendance. Attendance will be recorded at the beginning of every tutorial class.
3. Missing tutorials. Inadequate attendance (less than 80%) may result in failure to pass the unit.
4. Tutorial content. Due to the nature of the core concepts and topics, some classes may be disturbing for some students. If this is the case, it is important that you contact the unit coordinator, or another member of the team as soon as possible to discuss this with them. You are not required to share confidential information with us if you don’t wish to; however, as the content of the tutorials is examinable it is important for you that we can assign you comparable reading and study materials. If you attend the tutorial but at any point you feel distressed, you are free to leave the tutorial, after indicating this to your tutor. You will need to contact one of the lecturing staff after the tutorial so that you can be assigned comparable readings and study materials.

Library Readings

To find all your readings for this unit of study, look for “UOS Readings” on the left menu of the eLearning site.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Tutorial topic</th>
<th>Lecture topic</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>07/03</td>
<td></td>
<td>What is Abnormal Psychology?</td>
<td>Marianna</td>
</tr>
<tr>
<td></td>
<td>09/03</td>
<td></td>
<td>Classification and Diagnosis 1.</td>
<td>Marianna</td>
</tr>
<tr>
<td>2</td>
<td>14/03</td>
<td>Classification, Diagnosis</td>
<td>Classification and Diagnosis 2.</td>
<td>Marianna</td>
</tr>
<tr>
<td></td>
<td>16/03</td>
<td></td>
<td>Anxiety Disorders (GAD)</td>
<td>Marianna</td>
</tr>
<tr>
<td>3</td>
<td>21/03</td>
<td>Anxiety disorders</td>
<td>Obsessive-Compulsive Disorders (OCD)</td>
<td>Marianna</td>
</tr>
<tr>
<td></td>
<td>23/03</td>
<td></td>
<td>Trauma-Related Disorders (PTSD)</td>
<td>Marianna</td>
</tr>
<tr>
<td>4</td>
<td>28/04</td>
<td>In-class presentations</td>
<td>Major Depression 1</td>
<td>Marianna</td>
</tr>
<tr>
<td></td>
<td>30/03</td>
<td></td>
<td>Major Depression 2</td>
<td>Marianna</td>
</tr>
<tr>
<td>5</td>
<td>04/04</td>
<td>In-class presentations</td>
<td>Child Abnormal Psychology: Internalising</td>
<td>Marianna</td>
</tr>
<tr>
<td></td>
<td>06/04</td>
<td></td>
<td>Bipolar and related disorders</td>
<td>Ilona J</td>
</tr>
<tr>
<td>6</td>
<td>11/04</td>
<td>In-class presentations</td>
<td>Schizophrenia spectrum disorders</td>
<td>Ilona J</td>
</tr>
<tr>
<td></td>
<td>13/04</td>
<td></td>
<td>Addictive Disorders: Alcohol</td>
<td>Alex B</td>
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<td></td>
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<td></td>
<td><strong>14 - 23 April: Easter break</strong></td>
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<tr>
<td>7</td>
<td>25/04</td>
<td>NO TUTORIAL CLASS</td>
<td>ANZAC DAY</td>
<td></td>
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<tr>
<td></td>
<td>27/04</td>
<td>Essay due Monday 01/05 (wk 8)</td>
<td>Addictive Disorders: Drugs</td>
<td>Alex B</td>
</tr>
<tr>
<td>8</td>
<td>02/05</td>
<td>Addictive disorders</td>
<td>Addictive Disorders: Gambling</td>
<td>Alex B</td>
</tr>
<tr>
<td></td>
<td>04/05</td>
<td></td>
<td>Eating Disorders 1: Anorexia Nervosa</td>
<td>Stephen</td>
</tr>
<tr>
<td>9</td>
<td>09/05</td>
<td>Eating disorders</td>
<td>Eating Disorders 2: Bulimia Nervosa</td>
<td>Stephen</td>
</tr>
<tr>
<td></td>
<td>11/05</td>
<td></td>
<td>Eating Disorders 3: Binge Eating Disorder</td>
<td>Stephen</td>
</tr>
<tr>
<td>10</td>
<td>16/05</td>
<td>NO TUTORIAL CLASS: online quiz</td>
<td>Child Abnormal Psychology: ADHD</td>
<td>Mark D</td>
</tr>
<tr>
<td></td>
<td>18/05</td>
<td></td>
<td>Child Abnormal Psychology: Conduct</td>
<td>Mark D</td>
</tr>
<tr>
<td>11</td>
<td>23/05</td>
<td>Childhood Disorders: conduct</td>
<td>Child Abnormal Psychology: Treatment</td>
<td>Mark D</td>
</tr>
<tr>
<td></td>
<td>25/05</td>
<td></td>
<td>Child Abnormal Psychology: Treatment</td>
<td>Mark D</td>
</tr>
<tr>
<td>12</td>
<td>30/05</td>
<td>Personality Disorders</td>
<td>Personality Disorders</td>
<td>Ilona J</td>
</tr>
<tr>
<td></td>
<td>01/06</td>
<td></td>
<td>Personality Disorders</td>
<td>Ilona J</td>
</tr>
<tr>
<td>13</td>
<td>06/06</td>
<td>Feedback</td>
<td>Sexual dysfunctions</td>
<td>Ilona J</td>
</tr>
<tr>
<td></td>
<td>08/05</td>
<td></td>
<td>Health psychology: adjustment to illness</td>
<td>Ilona J</td>
</tr>
</tbody>
</table>

**12-16 June STUVAC**

**19 June - 01 July Exam period**
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>% Assessment Weighting</th>
<th>Due Date</th>
<th>Closing Date*</th>
<th>Return of Marks Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment (Individual)</td>
<td>Submitted Work</td>
<td>Essay</td>
<td>30%</td>
<td>Week 8 Monday 01/05/2017 11.59pm</td>
<td>Week 12 Monday 29/05/2017 11.59pm**</td>
<td>Week 12 Tuesday 30/05/2017 12am</td>
</tr>
<tr>
<td>Tutorial Presentation (Group)</td>
<td>In Class Assessment</td>
<td>Tutorial Presentation</td>
<td>15%</td>
<td>Weeks 4, 5, 6. You must attend your allocated tutorial.</td>
<td>Weeks 4, 5, 6. in allocated tutorial. <strong>Presentations cannot be postponed or repeated</strong></td>
<td>Week 11 Tuesday 23/05/2017 12 am</td>
</tr>
<tr>
<td>Online Quiz (Individual)</td>
<td>In Class Assessment</td>
<td>Tutorial Quiz</td>
<td>5%</td>
<td>Week 10 Friday 19/5/17 11.59pm</td>
<td>Week 10 Friday 19/5/17 11.59pm**</td>
<td>You receive immediate feedback as you complete the quiz.</td>
</tr>
<tr>
<td>Exam</td>
<td>Exam</td>
<td>Final Exam</td>
<td>50%</td>
<td>WKs 15-16 - the Formal Exam period</td>
<td>University Final Results Release Date</td>
<td>University Final Results Release Date</td>
</tr>
</tbody>
</table>

| Total                                 |                     |                       |                        |                               |                        |                      |
|                                       |                     |                       |                        |                               |                        | 100%                 |

* This is the last possible date for submission of the assignment with or without extensions
** see further information on pages 5-6 below

Completion of compulsory assessments is necessary to pass this unit. Students who fail to complete any compulsory components will receive an Absent Fail, regardless of their marks in any other assessments.

**Disruptions to your study**
If your assessments are disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration or Special Arrangements here: [http://sydney.edu.au/current_students/special_consideration/index.shtml](http://sydney.edu.au/current_students/special_consideration/index.shtml).

All claims for special consideration are processed by a central University unit, and will be subject to strict documentation requirements. Professional Practitioners certificates will be cross checked with medical service providers.

In this unit of study Simple Extensions are not granted. The Unit Coordinator, lecturers and tutors cannot give informal special considerations. Apply formally for special consideration using the link above if you require any extension.

If you have (or develop) a continuing issue, register with Disability Services here: [http://www.sydney.edu.au/disability](http://www.sydney.edu.au/disability).

Note that students who apply for and are granted either special arrangements or special consideration for examinations in units offered by the Faculty of Science will be expected to sit any replacement assessments in the two weeks immediately following the end of the formal examination period. Later dates for replacement assessments may be considered where the application is supported by appropriate documentation and provided that adequate resources are available to accommodate any later date.
WRITTEN ASSIGNMENT: ESSAY (30% IN TOTAL)

You must submit a 2000-word essay, due on Monday 01/05/2017 (week 8). The essay question, marking criteria, and guidelines for writing the assignment will be posted on the University Learning Management System (LMS) on Friday 17/03/2017 (week 2). You will submit your assignment online. It will be marked online, and returned to you with comments online. You will receive detailed instructions about how to submit your assignment on the University Learning Management System (LMS).

The Written Assignment is a compulsory assessment and must be:

- Within 5% of the word limit of 2000 words, not including the abstract and reference list
- On the correct topic, and in the correct APA style format
- Written wholly by you for this assignment

Otherwise it will not be considered a serious attempt. Because this is a compulsory assessment requirement, if you do not submit a serious attempt at the Written Assignment, you will receive an AF (Absent fail) for PSYC3018.

Late penalties

You will receive a penalty of 2% of the maximum value of the assignment (e.g. 2 marks / 100) for each calendar day (or part thereof) it is late, up to the closing date of the assignment (Monday 29/05/2017, week 12). No more submissions will be accepted after the closing date.

Special Consideration

For this assessment a successful Special Consideration application will result in a reduction in late penalties only. No alternative essay topics will be available for students who are not able to submit the essay by the closing date (Monday, 29/05/2017, week 12), except for a replacement assessment for a mark of ZERO, as detailed below. If you are so badly affected that you are unable to submit a 2000 word assignment 4 weeks after the due date (i.e. by the closing date), use your documentation to apply for discontinue not fail (DC) from this course from the Faculty of Science. Alternatively, you may opt to submit a replacement assessment for a mark of ZERO, as detailed below.

Replacement assessment

If you have not submitted the essay by the closing date (Monday, 29/05/2017, week 12), and would like to receive a grade other than an absent fail, you will be offered an option to write an essay on an alternative assignment topic for a mark of ZERO. A 2000-word essay on this alternative topic must be submitted by the Monday after the close of the formal examination period (03/07/2017) to avoid AF (absent fail) for the entire unit. A mark of ZERO will be awarded for this replacement assessment if it is deemed to be a ‘serious attempt’ by the unit coordinator.

TUTORIAL PRESENTATIONS (15% IN TOTAL)

Student presentations will take place in weeks 4, 5, and 6. Two groups of students will present a debate on a different topic in each week. Topics will be discussed and allocated to students in the first tutorial in week 2. Criteria for assessing the presentations will also be available in the first tutorial in week 2. Follow these criteria when preparing your presentations.

The maximum time allocated for each group’s presentation is 40 minutes. Do not go over your set time limit. Your presentation will be stopped after a warning.

Tutorial presentations are a compulsory part of assessment for PSYC3018. If your assessment is disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration.

Special Consideration

It is not possible to repeat or reschedule tutorial presentations, or to change your mark as a result of your illness or misadventure. A successful Special Consideration application will mean that you will be given a 2000-word written assignment in lieu of the presentation. The topic and due date for this alternative assignment will be set after considering the nature and extent of your illness or misadventure. However, this does not apply to the final possible submission date of Monday 22/05/2017 11.59pm (week 11): no written assignment in lieu of the tutorial debate will be accepted after this time. If you are so badly affected that you are unable to submit a 2000-word assignment 5-7 weeks after the due date for presentations (i.e. before Monday, 22/05/2017, Week 11), use your documentation to apply for discontinue not fail (DC) from this course from the Faculty of Science. Alternatively, you may opt to submit a replacement assessment for a mark of ZERO, as detailed below.
Replacement assessment

If you still have not submitted an essay in lieu of your tutorial presentation Monday 22/05/2017 (week 11) and would like to receive a grade other than absent fail (AF) for this unit, you will be offered an option to write an essay on an alternative topic for a mark of ZERO. A 2000-word essay on this alternative topic must be submitted by the Monday after the close of the formal examination period (03/07/2017) to avoid AF (absent fail) for the entire unit. A mark of ZERO will be awarded for this replacement assessment if it is deemed to be a ‘serious attempt’ by the unit coordinator. The tutorial presentation is a compulsory assessment, which is why a serious attempt is required to be eligible to receive any mark other than an AF (Absent Fail).

ONLINE QUIZ (5% IN TOTAL)

In week 10, a short multiple-choice online quiz will be available on the University Learning Management System (LMS). Its main purpose is to provide you with feedback on how well you have learnt the material so far, and to give you an indication of the sorts of questions you might encounter in the exam.

The quiz will be available on LMS for one week only. It will go online at 9am Monday 15/05/2017 and close at 11.59 pm Friday 19/05/2017 (week 10). It is your responsibility to ensure you can access LMS during week 10 and complete the quiz. You will have an opportunity to complete the quiz up to three times, and the mark you achieve on your LAST attempt will stand. You will receive more information about the quiz in the first tutorial, in week 2.

Note that the quiz is NOT a compulsory part of assessment: if you do not complete the quiz you will NOT fail the entire unit. However, you will forfeit your chance to practice multiple-choice questions and to receive up to 5 marks.

Special Consideration

If you suffer illness or misadventure for the WHOLE of week 10 and are therefore unable to complete the quiz, you may apply for special consideration and sit an alternative quiz later. The last possible date to sit the alternative quiz is Friday 02/06/2017 (week 12).

EXAMINATION (50% IN TOTAL)

You will sit a two-hour examination during the University exam period, consisting of short-answer (60% of the exam) and multiple-choice (40% of the exam) questions. The examination will cover material from lectures, tutorials and the textbook. More information about the exam will be available in tutorials.

Special Consideration

If you believe that your examination performance is affected by illness or misadventure or unavoidable community commitments, apply for Special Consideration online. Note that students who apply for and are granted either special arrangements or special consideration for examinations in units offered by the Faculty of Science will be expected to sit any replacement assessments in the two weeks immediately following the end of the formal examination period.

The format of the replacement examination may be different from the format of the main exam. For example, while the main exam will contain both multiple choice and short answer questions, the replacement exam may contain only short answer questions or essay questions.
Academic Honesty

While the University is aware that the vast majority of students and staff act ethically and honestly, it is opposed to and will not tolerate academic dishonesty or plagiarism and will treat all allegations of dishonesty seriously.

All students are expected to be familiar and act in compliance with the relevant University policies, procedures and codes, which include:

- Academic Honesty in Coursework Policy 2015
- Academic Honesty Procedures 2016
- Code of Conduct for Students
- Research Code of Conduct 2013 (for honours and postgraduate dissertation units)

They can be accessed via the University’s Policy Register: http://sydney.edu.au/policies (enter “Academic Honesty” in the search field).

Students should never use document-sharing sites and should be extremely wary of using online “tutor” services. Further information on academic honesty and the resources available to all students can be found on the Academic Integrity page of the University website: http://sydney.edu.au/elearning/student/EI/index.shtml

Academic Dishonesty and Plagiarism

Academic dishonesty involves seeking unfair academic advantage or helping another student to do so.

You may be found to have engaged in academic dishonesty if you:

- Resubmit (or “recycle”) work that you have already submitted for assessment in the same unit or in a different unit or previous attempt;
- Use assignment answers hosted on the internet, including those uploaded to document sharing websites by other students.
- Have someone else complete part or all of an assignment for you, or do this for another student.
- Except for legitimate group work purposes, providing assignment questions and answers to other students directly or through social media platforms or document (“notes”) sharing websites, including essays and written reports.
- Engage in examination misconduct, including using cheat notes or unapproved electronic devices (e.g., smartphones), copying from other students, discussing an exam with another person while it is in progress, or removing confidential examination papers from the examination venue.
- Engage in dishonest plagiarism.

Plagiarism means presenting another person’s work as if it is your own without properly or adequately referencing the original source of the work.

Plagiarism is using someone else’s ideas, words, formulas, methods, evidence, programming code, images, artworks, or musical creations without proper acknowledgement. If you use someone’s actual words you must use quotation marks as well as an appropriate reference. If you use someone’s ideas, formulas, methods, evidence, tables or images you must use a reference. You must not present someone’s artistic work, musical creation, programming code or any other form of intellectual property as your own. If referring to any of these, you must always present them as the work of their creator and reference in an appropriate way.

Plagiarism is always unacceptable, regardless of whether it is done intentionally or not. It is considered dishonest if done knowingly, with intent to deceive or if a reasonable person can see that the assignment contains more work copied from other sources than the student’s original work. The University understands that not all plagiarism is dishonest and provides students with opportunities to improve their academic writing, including their understanding of scholarly citation and referencing practices.
Use of similarity detection software

All written assignments submitted in this unit of study will be submitted to the similarity detecting software program known as Turnitin. Turnitin searches for matches between text in your written assessment task and text sourced from the Internet, published works and assignments that have previously been submitted to Turnitin for analysis.

There will always be some degree of text-matching when using Turnitin. Text-matching may occur in use of direct quotations, technical terms and phrases, or the listing of bibliographic material. This does not mean you will automatically be accused of academic dishonesty or plagiarism, although Turnitin reports may be used as evidence in academic dishonesty and plagiarism decision-making processes.

Changes made to this unit in response to student feedback

In 2016, students reported that they received feedback about their performance too late in the semester. In order to be able to provide students feedback earlier during the semester, it was necessary to move some of the assessment tasks to earlier dates in 2017. Therefore, the tutorial presentations were moved from weeks 7-10 to weeks 4-6, and the online multiple choice quiz was moved from week 11 to week 10. This will enable us to provide students with more timely feedback about their performance.

Data collection

Note that your participation in this unit of study permits us to use your learning analytics to be used to improve your experience of learning.

eLearning/Blackboard access

You are required to be given access to the eLearning site for this Unit of Study from the beginning of the week before semester begins. This document, and in particular details about assessment due dates, weightings and closing dates, must be available on that eLearning site from that time, and changes will not be made to these details throughout semester except in exceptional circumstances.
GRADUATE ATTRIBUTES AND STUDENT LEARNING OUTCOMES

This unit 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 unit and assessed in the major essay, tutorial presentation, 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 in order 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)