PSYC3018 ABNORMAL PSYCHOLOGY
Unit of Study OUTLINE

Unit of Study Code: PSYC3018

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Email: jaimie.northam@sydney.edu.au

Mode of Delivery: 2 x 1 hour lectures/week x 13 weeks
1 x 2 hour tutorial/week x 10 weeks

Credit Point Value: 6 Credit Points

Prerequisites: 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 is recorded.
TEXTBOOK

Library Readings
To find all your readings for this unit of study, look for “Unit of Study Readings” on the left menu of the eLearning site.

Further reading
Individual lecturers may provide additional references for you to study in their lecture notes or on their eLearning site. These sources will be made available to you from the Library’s reserve section. Please look at the following website for information on what material is held in reserve for you: http://opac.library.usyd.edu.au/search/r

*You will be provided with detailed tutorial notes and readings in your tutorial classes.*

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, will be available on that eLearning site from that time.

*You are strongly advised to log on to the unit of study eLearning site, also referred to as the University Learning Management System (LMS) or Blackboard, as soon as possible.* This site contains more information about the course and is also where you will find lecture slides, and complete and submit assessments. From here: [https://sydney.edu.au/students/](https://sydney.edu.au/students/) select Blackboard and look for PSYC3018.

About this UNIT of STUDY: Syllabus
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., anxiety, depression, eating disorders, childhood disorders). 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.

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 (e.g. specific phobias, generalised anxiety disorder); obsessive compulsive and related disorders; trauma- and stress-related disorders; depressive disorders; eating disorders (anorexia nervosa, bulimia nervosa, binge eating); addictive behaviours (drug, alcohol, gambling); psychotic disorders; personality disorders; and sexual dysfunctions.

(b) **Child abnormal psychology**: attention-deficit hyperactivity disorder; conduct disorder; anxiety disorders; and depression.
<table>
<thead>
<tr>
<th>Week</th>
<th>Tutorial topic / Assessments</th>
<th>Date</th>
<th>Lecture topic</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NO TUTORIAL CLASSES</td>
<td>06/03</td>
<td>Introduction to Abnormal Psychology</td>
<td>Ilona J</td>
</tr>
<tr>
<td></td>
<td></td>
<td>08/03</td>
<td>Conceptual issues I</td>
<td>Marianna S</td>
</tr>
<tr>
<td>2</td>
<td>Conceptual issues</td>
<td>13/03</td>
<td>Conceptual issues II</td>
<td>Marianna S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15/03</td>
<td>Anxiety Disorders</td>
<td>Marianna S</td>
</tr>
<tr>
<td>3</td>
<td>Anxiety disorders</td>
<td>20/03</td>
<td>Obsessive-Compulsive Disorders (OCD)</td>
<td>Marianna S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22/03</td>
<td>Trauma-Related Disorders (PTSD)</td>
<td>Marianna S</td>
</tr>
<tr>
<td>4</td>
<td>NO TUTORIAL CLASSES</td>
<td>27/03</td>
<td>Depressive disorders I</td>
<td>Marianna S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29/03</td>
<td>Depressive disorders II</td>
<td>Marianna S</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 March - 6 April: Easter/Mid-semester break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Bipolar disorder</td>
<td>10/04</td>
<td>Family therapy: Interpersonal</td>
<td>Paul R</td>
</tr>
<tr>
<td></td>
<td>QUIZ 1</td>
<td>12/04</td>
<td>Conceptualisations of Distress &amp; Therapy</td>
<td>Alex B</td>
</tr>
<tr>
<td>6</td>
<td>Addictive disorders</td>
<td>17/04</td>
<td>Non-substance related behavioural addictions</td>
<td>Alex B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19/04</td>
<td>Personality Disorders I</td>
<td>Ilona J</td>
</tr>
<tr>
<td>7</td>
<td>NO TUTORIAL CLASSES</td>
<td>24/04</td>
<td>Personality Disorders II</td>
<td>Ilona J</td>
</tr>
<tr>
<td></td>
<td>ESSAY due: Thu 26th April</td>
<td>26/04</td>
<td>Personality Disorders III</td>
<td>Ilona J</td>
</tr>
<tr>
<td>8</td>
<td>Personality disorders</td>
<td>01/05</td>
<td>Eating Disorders: Anorexia Nervosa</td>
<td>Stephen T</td>
</tr>
<tr>
<td></td>
<td>QUIZ 2</td>
<td>03/05</td>
<td>Eating Disorders: Bulimia Nervosa</td>
<td>Stephen T</td>
</tr>
<tr>
<td>9</td>
<td>Eating disorders</td>
<td>08/05</td>
<td>Eating Disorders: Binge Eating Disorder</td>
<td>Stephen T</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10/05</td>
<td>Sexual and relationship problems</td>
<td>Ilona J</td>
</tr>
<tr>
<td>10</td>
<td>Psychosis</td>
<td>15/05</td>
<td>Disorders of childhood: Anxiety</td>
<td>Marianna S</td>
</tr>
<tr>
<td></td>
<td>QUIZ 3</td>
<td>17/05</td>
<td>Disorders of childhood: Depression</td>
<td>Marianna S</td>
</tr>
<tr>
<td>11</td>
<td>Childhood Disorders: Internalising</td>
<td>22/05</td>
<td>Disorders of childhood: ADHD</td>
<td>Mark D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24/05</td>
<td>Disorders of childhood: Conduct disorder</td>
<td>Mark D</td>
</tr>
<tr>
<td>12</td>
<td>Childhood Disorders: Externalising</td>
<td>29/05</td>
<td>Disorders of childhood: Treatment</td>
<td>Mark D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31/05</td>
<td>Anger</td>
<td>Marianna S</td>
</tr>
<tr>
<td>13</td>
<td>Revision / Feedback</td>
<td>05/06</td>
<td>Deconstructing Psychopathology</td>
<td>Paul R</td>
</tr>
<tr>
<td></td>
<td>QUIZ 4</td>
<td>07/06</td>
<td>Health psychology</td>
<td>Ilona J</td>
</tr>
<tr>
<td></td>
<td>13 June - 15 June STUVC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18 June - 30 June EXAM period</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
# ASSESSMENT TABLE

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Compulsory*</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual / Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due date &amp; time</th>
<th>Closing date &amp; time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written assignment</td>
<td>YES*</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay focusing on diagnosis and treatment</td>
<td>Individual</td>
<td>2,000 words</td>
<td>30%</td>
<td>Before 11:59pm Thursday 26th April</td>
<td>Before 11:59pm Thursday 24th May</td>
</tr>
<tr>
<td>Tutorial Quiz #1</td>
<td>NO</td>
<td>In class assessment</td>
<td>Tutorial quiz</td>
<td>Online quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>10 question multiple choice quiz available for 20 minutes in the tutorial</td>
<td>5%</td>
<td>Week 5 tutorial</td>
<td>Week 5 tutorial</td>
</tr>
<tr>
<td>Tutorial Quiz #2</td>
<td>NO</td>
<td>In class assessment</td>
<td>Tutorial quiz</td>
<td>Online quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>10 question multiple choice quiz available for 20 minutes in the tutorial</td>
<td>5%</td>
<td>Week 8 tutorial</td>
<td>Week 8 tutorial</td>
</tr>
<tr>
<td>Tutorial Quiz #3</td>
<td>NO</td>
<td>In class assessment</td>
<td>Tutorial quiz</td>
<td>Online quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>10 question multiple choice quiz available for 20 minutes in the tutorial</td>
<td>5%</td>
<td>Week 10 tutorial</td>
<td>Week 10 tutorial</td>
</tr>
<tr>
<td>Tutorial Quiz #4</td>
<td>NO</td>
<td>In class assessment</td>
<td>Tutorial quiz</td>
<td>Online quiz on lecture and tutorial content</td>
<td>Individual</td>
<td>10 question multiple choice quiz available for 20 minutes in the tutorial</td>
<td>5%</td>
<td>Week 13 tutorial</td>
<td>Week 13 tutorial</td>
</tr>
<tr>
<td>PSYC3018 Final Exam</td>
<td>YES*</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Major PSYC3018 Exam</td>
<td>Individual</td>
<td>2-hour exam (60% short answer responses and 40% multiple choice)</td>
<td>50%</td>
<td>Formal exam period</td>
<td>Formal exam period</td>
</tr>
</tbody>
</table>

*A serious attempt is required at all compulsory assessments to avoid an Absent Fail (AF). Replacement assessments are available for all compulsory assessments (see the Replacement Assessment Table below)

# REPLACEMENT ASSESSMENT TABLE

<table>
<thead>
<tr>
<th>Assessment Title</th>
<th>Assessment Category</th>
<th>Assessment Type</th>
<th>Description</th>
<th>Individual / Group</th>
<th>Length / Duration</th>
<th>Weight</th>
<th>Due date &amp; time</th>
<th>Closing date &amp; time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement Essay</td>
<td>Submitted work</td>
<td>Assignment</td>
<td>Essay Makeup Assignment (to allow for serious attempt submissions)</td>
<td>Individual</td>
<td>2,000 words</td>
<td>0%</td>
<td>Before 11:59pm Friday 25th May</td>
<td>Before 11:59pm Friday 15th June</td>
</tr>
<tr>
<td>PSYC3018 Replacement final Exam**</td>
<td>Exam</td>
<td>Final Exam</td>
<td>Replacement Major PSYC3018 Exam</td>
<td>Individual</td>
<td>2-hour exam (60% short answer responses and 40% multiple choice)</td>
<td>50%</td>
<td>Scheduled during the replacement exam period</td>
<td></td>
</tr>
</tbody>
</table>

**Available to students with successful special consideration/special arrangements only**
Disruptions to your study

If your assessments are disrupted by illness or misadventure or unavoidable community commitments, apply for Special Consideration or Special Arrangements online here:

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 crosschecked 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: www.sydney.edu.au/disability

Types of disabilities include (but are not limited to): Anxiety, Arthritis, Asthma, Autism, ADHD, Bipolar disorder, Broken bones, Cancer, Cerebral palsy, Chronic fatigue syndrome, Crohn’s disease, Cystic fibrosis, Depression Diabetes, Dyslexia, Epilepsy, Hearing impairment, Learning disability, Mobility impairment, Multiple sclerosis, Post-traumatic stress, Schizophrenia, Vision impairment.

In this unit of study Simple Extensions are not granted. Apply formally for special consideration or via Disability services if you require any extension.

ASSESSMENT STANDARDS AND CRITERIA

1. Written assignment: ESSAY (30% IN TOTAL)

You must submit a 2000-word essay, due on Thursday 26/04/2018 (week 7). The essay question, marking criteria, and guidelines for writing the assignment will be posted on the University Learning Management System (LMS)/Blackboard at the start of week 2, and discussed in the first tutorial. 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.

Essay - 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 (Thursday, 24/05/2018, week 11), 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.

For information on how to submit the special consideration application, go to:
https://sydney.edu.au/students/special-consideration-and-arrangements.html

Please note that this process is centralised and as such, the tutors/ teaching fellow/ unit coordinator are unable to grant extensions directly.
Essay - Replacement assessment

If you have NOT submitted the essay by the closing date (Thursday, 24/05/2018, week 11), and would like to receive a grade other than an Absent Fail (AF), you will be offered an option to write an essay on an alternative assignment topic. A mark of ZERO will be awarded for this replacement assessment if it is deemed to be a ‘serious attempt’ by the Unit Coordinator (see the Replacement Assessment table for relevant due and closing dates).

2. ONLINE QUIZES (20% IN TOTAL)

In Weeks 5, 8, 10 and 13 a short multiple-choice online quiz will be delivered in tutorial classes, via 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. Each quiz is worth 5% of your total mark for this unit of study.

The quiz will be available on LMS for 20-minutes during your tutorial in the scheduled week. A password will be given by your tutor in the tutorial which will provide access to the quiz on LMS. This means that you must be present in your tutorial to attempt the quiz. You will have one attempt for this quiz and may not access notes, textbooks, or access the Internet for the duration of the quiz.

Each quiz will consist of 10 multiple choice questions, covering the following weeks:

- Quiz 1: Assesses weeks 1-4 lectures, tutorials & readings
- Quiz 2: Assesses Weeks 5-7 lectures, tutorials & readings
- Quiz 3: Assesses Weeks 8-9 lectures, tutorials & readings
- Quiz 4: Assesses Weeks 10-12 lectures, tutorials & readings

Note that the quizzes are NOT a compulsory part of assessment: if you do not complete a quiz you will NOT fail the entire unit. If you miss a quiz or quizzes and successfully apply for Special Consideration in regard to it/them, one possible outcome is a reweighting of the value of this and other assessment tasks.

Quiz - Special Consideration

If you suffer illness or misadventure and are unable to attend your tutorial the week of a quiz (and would like to make an attempt), you may apply for a special consideration. You will also need to contact the Teaching Fellow (Jamie Northam) who will coordinate with you to find another tutorial to attend that week. Due to limited numbers of computers in each tutorial room, you must check with Jamie whether you are able to attend a different tutorial.

3. 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.

Exam - 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.

A full marking rubric and guidelines for writing the assignment will be posted on the eLearning site.
LATE PENALTIES

You will receive a penalty of 5% of the maximum value of the Essay assignment (5 marks/100) for each calendar day or part thereof it is submitted after your due date. Submissions will not be accepted after the closing date of the assignment.

<table>
<thead>
<tr>
<th>Example submission time</th>
<th>Penalty Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:03am the day after due date (4 minutes late)</td>
<td>-5%</td>
</tr>
<tr>
<td>3 days and 4 seconds after due date</td>
<td>-20%</td>
</tr>
<tr>
<td>9 days and 3 hours after due date</td>
<td>-50%</td>
</tr>
</tbody>
</table>

CONTESTING MARKS

Students do not have an automatic right to request re-marking of class work or exam papers, but they are encouraged to discuss the assessment of their work with members of the teaching staff. Before doing so, students must make sure they have read and understood any written comments already supplied by the marker.

The following remarking/appeal process must be initiated within 2 weeks of students being notified on Blackboard that assignments are ready for collection.

Students who are dissatisfied with some aspect of their assessment should:

- First consult the marker (usually their tutor), who will provide feedback for the given mark. If the tutor was not the marker of the assessment and cannot supply sufficient feedback, the Unit Coordinator of the relevant Unit will direct them to the staff member responsible for the assessment.
- If the student is not satisfied, they should provide a written case explaining why they believe the work should be re-marked and approach the Unit Coordinator with this written case. This must be done within three weeks of receiving your marked assignment. The Unit Coordinator may agree and allow the work to be re-marked. Note: The new mark may be lower than the original mark, in which case the new mark will stand.
- If the Unit Coordinator does not believe the work should be re-marked, or if after re-marking, the student still believes that the work has been improperly assessed, s/he should address such concerns in writing to the Associate Head of Education. Letters to the Associate Head Education should be emailed directly.

Normally, the Associate Head of Education will consider re-marking of submissions only if both the following are true:

- The student has discussed the reasons for their mark with the staff member(s) responsible for the assessment.
- The student clearly establishes, in writing, reasons for receiving a mark higher than that awarded, taking into account the feedback they have received from the previous marker(s).

Please note that the new mark may be lower than the original mark, in which case the new mark will stand.

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.

All students commencing their study at the University of Sydney are required to complete the Academic Honesty Education Module (AHEM) which is accessible via Blackboard.

**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.
GRADUATE QUALITIES
This unit of study is structured around the graduate qualities associated with the scientist-practitioner model, the basis for the training of psychologists in Australia and internationally. Graduate qualities 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. In addition, this unit of study will provide students with generalised and transferable skills that will also be useful in careers outside psychology.

The following graduate qualities will be developed through lectures, tutorials and assessment activities:

Depth of Disciplinary Expertise
Students will acquire an understanding of core topics in the discipline of abnormal psychology. Knowledge and understanding of the major concepts, theoretical perspectives, empirical findings, and historical trends will be assessed in the tutorial quizzes and final exam.

Interdisciplinary Effectiveness
Students will learn how core areas of Psychology can be applied to legal, organisational, consumer, and health settings. They will be able to understand and apply psychological principles to personal and social issues. Learning and the application of psychology will be assessed in the quizzes, essay, and exam.

Critical Thinking and Problem Solving Skills
Students will apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes. Students will learn to evaluate the quality of information, including differentiating empirical evidence from speculation. They will use reasoning and evidence to recognise, develop, defend, and criticise arguments and persuasive appeals. Critical thinking skills will be assessed in the essay and the short answer component of the final exam.

Communication Skills (oral and written)
Students will demonstrate effective written communication using American Psychological Association (APA) structure and formatting conventions. This will be assessed in the essay. Students will demonstrate effective oral communication skills in various formats (e.g., group discussions, tutorial activities). Oral communication skills will not be assessed.

Information/Digital Literacy
Students will be required to access, interpret, and integrate information from Psychological databases. This will be assessed in the essay.

Cultural Competence
In tutorials, students will work productively, collaboratively, and openly in diverse groups across cultural boundaries. In lectures and tutorials, students will learn about the major concepts and findings in Abnormal psychology in the context of intercultural diversity.

An Integrated Professional, Ethical and Personal Identity
Students will 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). This will be assessed in the essay.

Influence
In lectures and tutorials, students will learn about exercising professional and social responsibility and making a positive contribution to society.
Unit of study LEARNING OUTCOMES

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/findings in Abnormal Psychology in the context of intercultural diversity

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

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

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

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 literature review or case report using American Psychological Association (APA) formatting conventions
- ii. demonstrate effective oral communication skills in various formats (e.g., group/class discussions)
- iii. collaborate effectively, demonstrating an ability to: work with groups to complete projects within reasonable timeframes; manage conflicts appropriately and ethically

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 caregiver 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

Student Code of Conduct
Students at the University of Sydney are bound by a Code of Conduct, which can be found here: [http://sydney.edu.au/policies/showdoc.aspx?recnum=PODOC2011/215&RendNum=0](http://sydney.edu.au/policies/showdoc.aspx?recnum=PODOC2011/215&RendNum=0)

University Email
Check your University email on a regular basis, or forward your University email to an address you do check regularly. All electronic University communication will be sent to your University email address. Always use your University email when contacting staff in this course. Find a login for your email, eLearning site, Sydney Student (Enrolment) and Timetable and much more here: [https://sydney.edu.au/students/](https://sydney.edu.au/students/)

Other Useful Links
- Information about what constitutes a psychology major and accreditation of a psychology major in University of Sydney degrees can be found at: [http://sydney.edu.au/science/psychology/current_students/accred_psychology_major.shtml](http://sydney.edu.au/science/psychology/current_students/accred_psychology_major.shtml)
- Information about Honours in psychology at the University of Sydney can be found at: [http://sydney.edu.au/science/psychology/future_students/honours/index.shtml](http://sydney.edu.au/science/psychology/future_students/honours/index.shtml)
- Information about the Bachelor of Psychology at the University of Sydney can be found at: [http://sydney.edu.au/science/psychology/future_students/bachelor_psych.shtml](http://sydney.edu.au/science/psychology/future_students/bachelor_psych.shtml)
- Australian Psychology Accreditation Council: [https://www.psychologycouncil.org.au/](https://www.psychologycouncil.org.au/)

QUESTIONS ABOUT THIS UNIT of STUDY
If you have a question about unit content or assessment, please first contact your tutor. If your matter is not resolved then contact the Teaching Fellow (jaimie.northam@sydney.edu.au). If your matter remains unresolved, then please contact the Unit Coordinator.

GENERAL STUDENT ENQUIRIES
If you have an enquiry about this unit of study and you cannot find the answer to your question in this document, please contact the Psychology Education Support team: psychology.ugsupport@sydney.edu.au

Please ensure when you send an email, that you do so from your university email account, and that you include your name and SID. Students can expect a response within 3 business days.

Unit of Study EVALUATION
Students will be asked to complete a feedback questionnaire during the final week of semester. Student feedback is very important to us and we do our best to incorporate student evaluations into our teaching and unit coordination.