



PSYC13017 *Abnormal Psychology*

Term 3 - 2019

Profile information current as at 17/04/2024 07:31 am

All details in this unit profile for PSYC13017 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will be introduced to the foundations of abnormal psychology. As part of this, you will explore the major aspects of abnormal psychology, including diagnosis, etiology, assessment, treatment, research, and theories of a variety of psychological disorders. This will enable you to begin to integrate theory, research and practice considerations within areas of abnormal psychology.

Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

CA10 and CQ01 Must have completed PSYC11008, PSYC11009, PSYC12014, and PSYC12013 or PSYC12010. CF59 Must have completed PSYC12048 and (PSYC12010 or PSYC12012 or PSYC12013 or PSYC12014 or PSYC12047). CC13 Must have completed PSYC11008, PSYC11009, PSYC12010 and PSYC12048. CC43 Minimum of 96 credit points, which must include PSYC12048 and PSYC12047.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 3 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**

Weighting: 30%

2. **Written Assessment**

Weighting: 35%

3. **Examination**

Weighting: 35%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Have your say

Feedback

The resources and examples provided for the assessments were highly appreciated and useful.

Recommendation

Continue to provide variety of resources and examples to supplement the lecture material.

Feedback from Have your say

Feedback

Some students complained about the quality of the lecture recording due to noise interference from empty on campus lecture rooms.

Recommendation

Contact Tech Support to remove lecture rooms that are not being used by students from the ISL connection. This should help improve the sound quality of lecture recordings.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain foundational knowledge of psychological disorders, including relevant diagnostic criteria, symptoms, presentation, aetiology, assessment, treatment approaches as well as epidemiology of different psychological disorders
2. Critically evaluate the different theories of the aetiology of different psychological disorders and the basic approaches to the assessment and treatment of the major psychological disorders
3. Critically evaluate the previous research, psychological report writing, as well as current debates and controversies that exist about specific psychological disorders and the general field of abnormal psychology.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%	•		•
2 - Written Assessment - 35%		•	•
3 - Examination - 35%	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy			
5 - Team Work			
6 - Information Technology Competence			
7 - Cross Cultural Competence			
8 - Ethical practice	•		•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 30%		•	•							
2 - Written Assessment - 35%	•	•	•					•		
3 - Examination - 35%	•	•	•							

Textbooks and Resources

Textbooks

PSYC13017

Prescribed

ABNORMAL PSYCHOLOGY: LEADING RESEARCHER PERSPECTIVES

Edition: 4th (2017 (or latest edition))

Authors: Edited by Elizabeth Reiger

McGraw-Hill Education

Sydney , NSW , Australia

ISBN: 9781743766620

Binding: Paperback

PSYC13017

Supplementary

Publication Manual of the American Psychological Association, Sixth Edition

Edition: 6th

Authors: American Psychological Association

American Psychological Society

ISBN: 1433805618

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Word processing software (e.g. Microsoft Word)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Sharleen Keleher Unit Coordinator

s.keleher@cqu.edu.au

Schedule

Week 1 - 11 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Chapter 1: Conceptual Issues in Abnormal Psychology and Introduction to Course	Chapter 1: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Week 2 - 18 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Anxiety, Obsessive Compulsive and Trauma-related Disorders
Chapters 2, 3 and 4: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).

Week 3 - 25 Nov 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mood Disorders (Unipolar disorders)	Chapter 5: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Week 4 - 02 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Bipolar Disorder	Chapter 6: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Vacation Week - 09 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 5 - 16 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Psychotic Disorders	Chapter 7: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Week 6 - 23 Dec 2019

Module/Topic	Chapter	Events and Submissions/Topic
Eating Disorders	Chapter 9: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Week 7 - 06 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Addictive Disorders	Chapter 10: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	Online Quizzes Due: Week 7 Monday (6 Jan 2020) 11:59 pm AEST

Week 8 - 13 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Sexual and Relationship Issues	Chapter 11: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Week 9 - 20 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Personality Disorders	Chapter 13: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Week 10 - 27 Jan 2020

Module/Topic	Chapter	Events and Submissions/Topic
Disorders of Childhood	Chapter 14: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	

Week 11 - 03 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Ageing and psychological disorders	Chapter 15: Abnormal Psychology - Leading Researcher Perspectives 4e., (Rieger, 2017).	Case Report Due: Week 11 Monday (3 Feb 2020) 9:00 am AEST

Week 12 - 10 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review of Unit		Online Quiz opens Wednesday 12th February and closes on Friday 14th February at 11:59 pm AEST.

Exam Week - 17 Feb 2020

Module/Topic	Chapter	Events and Submissions/Topic
		End of term exam - please refer to your exam timetable in MyCentre for the date, time and location of your exam.

Assessment Tasks

1 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

****Please note that there are 2 due dates for this assessment task**** Online Quiz 1 is due at the beginning of Week 7, Online Quiz 2 is due at the end of Week 12.

Each Online Quiz is worth 15% of your overall grade.

You will have 75 minutes to complete each quiz online.

There are 60 multiple choice questions (10 from each chapter), with 5 response options for each question.

Online Quiz 1 will assess unit content learned from Weeks 1 to 6. Online Quiz 2 will assess unit content learning from Weeks 7 to 11 (see unit schedule for relevant chapters in the textbook).

Online Quiz 1 will be open from 0800 am AEST Friday 3rd January (Week 6) and close at 1159 pm AEST Monday 6th January (Week 7).

Online Quiz 2 will be open from 0800 am AEST Wednesday 12th February (Week 12) and close at 1159 pm AEST Friday 14th February (Week 12).

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 7 Monday (6 Jan 2020) 11:59 pm AEST

Return Date to Students

Week 7 Tuesday (7 Jan 2020)

Quiz grade will be available to students immediately after submitting. Feedback on individual questions will be available after the quiz closes.

Weighting

30%

Assessment Criteria

Numerical grade out of 60.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Quiz will be available via Moodle.

Learning Outcomes Assessed

- Explain foundational knowledge of psychological disorders, including relevant diagnostic criteria, symptoms,

presentation, aetiology, assessment, treatment approaches as well as epidemiology of different psychological disorders

- Critically evaluate the previous research, psychological report writing, as well as current debates and controversies that exist about specific psychological disorders and the general field of abnormal psychology.

Graduate Attributes

- Problem Solving
- Critical Thinking

2 Case Report

Assessment Type

Written Assessment

Task Description

TASK DESCRIPTION

Objectives: The case report is where you are expected to demonstrate your functional and critical knowledge of major facets of abnormal psychology. This requires you to demonstrate a capacity to engage in research that develops your understanding of the aetiology, assessment, diagnosis, and treatment of various major psychological disorders presented in the abnormal psychology literature.

Details: You will be given a list of films to review for your case report (see assessment information sheet on Moodle). It is not an exhaustive list of feature films in the area of psychology, yet it represents a number of films that deal with major themes in abnormal psychology. **You are required to watch ONE film from this list**, observing and assessing thoughts, feelings, and behaviour in the respective character. The story may be fiction or non-fiction. To potentially receive a high grade, the focus of your paper will be on the individual, not on the plot or theme of the movie. Your report must address questions relating to aspects of the individual and the environment. These questions and a template for the structure of the case report will be provided on Moodle.

Word count. A good case report should be brief and focused, hence the word count should be between 1800-2200 words (excluding Title page, and Reference list). No abstract is necessary. Please also note that an APA formatted title page is required and the use of APA 6th ed. for referencing, formatting etc.

A detailed marking sheet with specific criteria and marks for each section of the case report will be provided to students on return of their assignment. The marking sheet is available on Moodle.

Assessment Due Date

Week 11 Monday (3 Feb 2020) 9:00 am AEST

Return Date to Students

Exam Week Monday (17 Feb 2020)

Weighting

35%

Assessment Criteria

ASSESSMENT CRITERIA

You will be provided with the marking guide that will be used to mark your case report. It is recommended to write your report closely following the provided marking guide on Moodle.

Some key criteria include:

1. A demonstrated ability to apply abnormal psychology concepts.
2. The use of succinct, formal and non-judgmental language.
3. Critical use of empirical research (at least 10 references, not including the textbook or references used for definitions of concepts or terms).
4. Consistent and accurate use of APA 6th edition referencing style.

As mentioned above, a detailed marking sheet with specific criteria and marks for each section of the case report is available on Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Submission Instructions

Please label your uploaded file as "Surname First name PSYC13017 case report" . For example: Keleher Sharleen PSYC13017 case report

Learning Outcomes Assessed

- Critically evaluate the different theories of the aetiology of different psychological disorders and the basic approaches to the assessment and treatment of the major psychological disorders
- Critically evaluate the previous research, psychological report writing, as well as current debates and controversies that exist about specific psychological disorders and the general field of abnormal psychology.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

35%

Length

180 minutes

Exam Conditions

Closed Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem