PSYC13017 *Abnormal Psychology*
Term 1 - 2022

Profile information current as at 27/04/2024 03:07 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

The human brain is a marvelous and complex organ that allows us to perceive the environment, plan courses of action, and engage in adaptive behaviours. Most of the time, these processes are carried out smoothly and efficiently allowing us to function normally. However, there are times and circumstances where the brain does not operate as it should. In this unit you will examine abnormal psychological processes which frequently have significant adverse impacts. Mental health disorders will be explored in the context of major diagnostic systems and treatment models. Using a bio-psycho-social approach, you will explore the aetiology and course of psychopathology and consider evidence-based treatments used to facilitate recovery.

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

96 credit points
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 1 - 2022

- Adelaide
- Bundaberg
- Cairns
- Online
- Rockhampton
- Townsville

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: 40%
3. **Presentation**
Weighting: 30%

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 Student feedback

Feedback

Students appreciated the weekly tutorials that discussed assessment components in detail.

Recommendation

Continue to develop ways to scaffold student learning and skill development relevant to assessment tasks.

Feedback from Student feedback

Feedback

Students consistently report that they find the written assessment interesting and a unique way to apply their learning.

Recommendation

Ensure future assessment tasks provide students with engaging ways to apply their learning.

Unit Learning Outcomes

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

1. Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
2. Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
3. Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

This unit addresses Foundational Competencies as specified by the Australian Psychology Accreditation Council (APAC) and specifically aligns to:
1.1 Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics:
(i) the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology
(ii) individual differences in capacity, behaviour and personality
(iii) psychological health and well-being
(iv) psychological disorders and evidence-based interventions
(v) learning and memory
(vi) cognition, language and perception
(viii) neuroscience and the biological bases of behaviour
(xi) culturally appropriate psychological assessment and measurement
1.2 Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals
1.3 Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
1.6 Demonstrate self-directed pursuit of scholarly inquiry in psychology.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level ◦ Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Online Quiz(zes) - 30%	•	•	•
2 - Written Assessment - 40%	•	•	•
3 - Presentation - 30%	•	•	•

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			

Textbooks and Resources

Textbooks

PSYC13017

Prescribed

Abnormal Psychology. First Australasian Edition
First Australasian Edition (2018)
Authors: Kring, A.M., & Johnson, S.L.
John Wiley & Sons Australia Ltd.
Milton , Queensland , Australia
ISBN: 9780730363088
Binding: eBook

Additional Textbook Information
The interactive E-Text edition of Abnormal Psychology is available from Wiley Direct:
https://www.wileydirect.com.au/buy/abnormal-psychology-1st-edition/
During 2021, the cost of the text was AUD$65.00, with lifetime, offline access once downloaded via the Vital Source Bookshelf app.
The E-Text can be easily searched, highlighted and annotated. It is the complete textbook and has been updated with Australian content.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Chris Crawford Unit Coordinator
c.j.crawford@cqu.edu.au

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
A mad world • Brief history • Andragogy • Unit assessments	Chapter 1	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
What do you have? • Assessment • Diagnostic systems • Bio-psycho-social model	Chapter 2	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Getting low (and getting high) • Depression • Bipolar disorder	Chapter 3	

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Don't go out tonight • Common elements of anxiety • Trauma-related disorders	Chapter 4	

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
The divided mind • Hallucinations • Delusions	Chapter 5	

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Want a drink? • Why we use psychoactive substances • Types of addictions	Chapter 7	**Assessment 1 - Online Quiz A** Due: Week 6 - Quiz A opens midday Thursday (21 April) and closes Friday (22 April) 11:45 pm AEST

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Who am I? • Dissociative disorders • Somatic disorders	Chapter 5	**Assessment 2 - Case report** Due: Week 7 Tuesday (26 Apr 2022) 9:00 am AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Food for thought • Anorexia • Bulimia • Excess	Chapter 8	

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
I can't get no... • Sexual dysfunction • Paraphilias	Chapter 9	

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
A brand-new brain • Congenital disorders • Developmental disorders	Chapter 10	

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
She / he's got personality • What do we mean personality? • Personality disorders	Chapter 12	**Assessment 3 - Case Presentation** Due: Week 11 Monday (23 May 2022) 9:00 am AEST

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Getting old • Physical • Mental • Social	Chapter 11	**Assessment 1 - Online Quiz B** Due: Week 12 - Quiz B opens midday Thursday (2 June) and closes Friday (3 June) 11:45 pm AEST
Review/Exam Week - 06 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Exam Week - 13 Jun 2022		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Assessment 1 - Online Quizzes (A & B)

Assessment Type
Online Quiz(zes)

Task Description

There are two online quizzes to complete - Quiz A and Quiz B

- Quiz A will open midday Thursday 21 April and close Friday 22 April at 11:45 pm AEST
- Quiz A will cover material from weeks 1 to 6
- Quiz B will open midday Thursday 2 June and close Friday 3 June at 11:45 pm AEST
- Quiz B will cover material from weeks 7 to 12
- There are 60 items in each quiz and all items are multiple choice
- Once you start the quiz, you will have 60 minutes to complete the quiz

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

Quizzes are due in Week 6 and Week 12. Each quiz will open at midday on Thursday and close 1145pm Friday. Once the quiz starts, you have 60 minutes to complete the quiz.

Return Date to Students

Feedback provided the following week.

Weighting
30%

Assessment Criteria

- The two quizzes are 30% of the final grade
- Each quiz is worth 15% of the final grade
- Each quiz consists of 60 items
- Items are awarded 0.25 of a mark for each correct answer

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Learning Outcomes Assessed

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the

Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

2 Assessment 2 - Case report

Assessment Type
Written Assessment

Task Description

- Your task is to watch one film that portrays an individual who has experienced a mental illness and write a case report consisting of a formulation and diagnosis
- Choose from one of the following: A beautiful mind; Silver linings playbook; Girl interrupted; The aviator; The electric life of Louis Wain; Perks of being a wallflower; The soloist; Welcome to me
- Organise viewing the movie as soon as possible - possible sources include DVD, YouTube, services such as Netflix or Prime, etc.
- Note the individual's history, current circumstances, behaviours, social interactions, ethical and cultural factors, emotions and thoughts
- Utilise the 5P factors to develop a formulation: presenting, precipitating, perpetuating, predisposing, and protective factors
- Using either the DSM or the ICD, identify the primary disorder
- Identify any secondary disorders and comorbidities
- Utilise peer reviewed journal articles and external sources to support your formulation and diagnosis
- Conclude with a brief reflection on how the film impacted on you and your views of mental illness, and whether the film reinforces or challenges stigma
- Word count should be between 1800-2200 words

Assessment Due Date
Week 7 Tuesday (26 Apr 2022) 9:00 am AEST
Submit assessment via Moodle

Return Date to Students
Week 9 Monday (9 May 2022)
Feedback provided via Moodle

Weighting
40%

Assessment Criteria
This assessment is worth 40% of your total grade.
The 40 marks will be allocated to the following components:

Case Formulation (15 marks)
0 There is no clear formulation, essential elements of the case are missing
4 The formulation is present by not well supported by elements of the case
8 The formulation is clear and includes major elements of the case
12 The formulation is clear and includes all elements of the case
15 The formulation is clear and creatively captures all elements of the case

Diagnosis (5 marks)
0 There is no diagnosis or use of the DSM or ICD
2 The diagnosis is incorrect or does not utilise the DSM or ICD
3 The diagnosis is clear, but not well supported by the criteria of the DSM or ICD
4 The diagnosis is correct, clear, and supported by the criteria of the DSM or ICD
5 The diagnosis is correct, clear, and expertly supported by the criteria of the DSM or ICD

Secondary disorders and comorbidities (5 marks)
0 Secondary disorders and comorbidities not identified / no utilisation of the DSM or ICD
2 Secondary disorders and comorbidities partially correct / minimal utilisation of the DSM or ICD
3 Secondary disorders and comorbidities mostly correct, and supported by the DSM or ICD
4 Secondary disorders and comorbidities are correct, clear, and well supported by the DSM or ICD
5 Secondary disorders and comorbidities are correct, clear, and expertly supported by the criteria of the DSM or ICD

Use of external sources (5 marks)
0 External sources were not used
2 External sources were not relevant or unrelated
3 Relevant external sources were adequately utilised
4 Relevant external sources clearly and effectively used in support of formulation and diagnosis
5 Relevant external sources clearly, effectively, and creatively utilised in support of the formulation and diagnosis

Reflection (5 marks)
0 No reflection present
2 Reflection present but not well related to the film
3 Reflection present and relevant to the film
4 Reflection clearly and comprehensively related to the film
5 Reflection clearly, comprehensively, and creatively related to the film

APA formatting and style (3 marks)
0 APA formatting and style not present
1 Attempt made with APA formatting and style but contained many errors
2 Adequate APA formatting and style but with errors
3 Exceptional APA formatting and style with minimal errors

Word count (2 marks)
0 Assessment not within 1800-2200 words
2 Assessment within 1800-2200 words

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit written assessment via Moodle

Learning Outcomes Assessed

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

3 Assessment 3 - Case Presentation

Assessment Type
Presentation

Task Description

- Your task is to video record a case presentation delivered to an audience
- The audience may be a colleague, a family member or friend
- In addition to developing content, you will be assessed on your delivery and presentation
- Delivery and presentation will be evaluated on factors including audio and speech clarity, excessive use of notes, and audience engagement
- Use Zoom to record your submission which shows both you and the audience
- The video presentation is to be based on your previous case study and formulation
- Start with a summary of the case and formulation which will be scaffolded by the 5P factors: presenting, precipitating, perpetuating, predisposing, and protective factors
- Next, propose a treatment plan based on evidence-based strategies which considers cultural and ethical factors
- Finally, allow the audience to ask a question and provide a brief response
- Please note, you may use written prompts during the recording, but do not simply read from your notes
- Video length should be between 9 to 11 minutes

Assessment Due Date
Week 11 Monday (23 May 2022) 9:00 am AEST

Return Date to Students
Review/Exam Week Monday (6 June 2022)
Feedback via Moodle

Weighting
30%

Assessment Criteria
The case presentation is worth 30% of your final grade.
The 30 marks are allocated to the following components:

Summary of case study and formulation (5 marks)
0 The summary did not relate to the case study and formulation
2 The summary did not clearly relate to the case study and formulation and missed key elements
3 The summary related to the case study and formulation and included most elements
4 The summary skilfully related to the case study and formulation including most key elements
5 The summary expertly related to the case study and formulation incorporating all key elements

Proposed treatment plan (10 marks)
0 The treatment plan was not present or did not relate to the case
3 The treatment plan was present but only loosely related to the case with poor support from the evidence base
6 The treatment plan clearly related to the case but needed more support from the evidence base
8 The treatment plan was skilfully related to the case and well supported by the evidence base, good consideration given ethical and cultural factors
10 The treatment plan was expertly related to the case, rigorously supported by the evidence base, excellent consideration given to ethical and cultural factors

Delivery and quality of presentation (10 marks)
0 The presentation was unclear or inaudible, there was no audience engagement
3 The presentation was halting, with minimal engagement of audience
5 Presentation was clear, but not confident, the use of notes was distracting and impacted on engagement
8 Presentation was confident, clear, and engaging with minimal use of notes
10 Presentation was confident, clear, engaging, expertly delivered, with no visible use of notes.

Response to audience question (3 marks)
0 There was not response, or the response did not answer the question
1 The response partially answered the question, but was not clear and missed key elements
2 The response answered the question clearly
3 The response was expertly and confidently delivered

Length of video presentation (2 marks)
0 Video length not within 9-11 minutes
2 Video length within 9-11 minutes

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Use Zoom to record your presentation and upload the recording to Moodle

Learning Outcomes Assessed

- Explain and apply mental health diagnostic criteria used in the International Classification of Diseases and the Diagnostic and Statistical Manual.
- Apply acquired knowledge of the aetiology and course of mental health disorders to the development of a bio-psycho-social formulation.
- Evaluate evidence-based treatment options that facilitate recovery from mental health disorders.

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