



PSY 337

Psychopathology

S1 Day 2019

Department of Psychology

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General Information

Unit convenor and teaching staff

Unit Convenor

Melissa Norberg

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C3A 714

by appt

Credit points

3

Prerequisites

6cp from PSY or PSYC units at 200 level including PSY248(P)

Corequisites

Co-badged status

Unit description

This online unit focuses on so-called abnormal behaviour. Following a general introduction to the nature and study of abnormality, each of the main forms of psychopathology is discussed, along with theories of psychopathology and their evidence (when available). This online unit utilises an online textbook as its main reference. Material from the online textbook is supplemented with the online videos and through fortnightly face-to-face tutorials.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

To understand the multiple definitions of abnormal behaviour

To know the signs and symptoms of most of the major psychological disorders

To be aware of the prevalence and demographics typical for each disorder

To develop a basic understanding and appreciation of the typical research findings relating to cause and maintenance of each of the major disorders

To develop communication and critical analysis skills: in particular the analysis of theoretical and empirical literature and the professional communication of research

findings.

General Assessment Information

Research Paper

Content: See Unit Guide on iLearn for content details

Submission: Assignments can ONLY be submitted to Turnitin. **A copy of the assignment and Turnitin receipt must be kept as proof that the assignment was completed and submitted.**

You can use Turnitin to check your report for plagiarism. Turnitin is anti-plagiarism software that will compare your paper to your classmates' papers, to papers from previous students at Macquarie University and other universities, as well as to material on the Internet (e.g., the articles you will be citing). When evaluating your papers for plagiarism using Turnitin, you need to check for two indices: overall similarity index and the similarity index for individual sources. **Anyone who has a similarity index higher than 5% for any individual source and/or an overall similarity index greater than 15% (all sources combined) may be forwarded on to the Faculty Discipline Committee for engaging in plagiarism.** If your similarity indices are higher than these standards, rewrite the problem areas, and re-upload a revised paper on iLearn. Please note that if you want to re-upload a paper, you must wait at least one hour from withdrawing a previous document. Thus, do not wait until the last minute to check your paper for plagiarism.

Please note that your similarity index will change as more students submit their reports. Thus, to be on the safe side, you should aim for much lower similarity indices than required.

To learn about what other sorts of behaviour constitute an act of plagiarism, please read Macquarie University's Academic Honesty Policy, http://mq.edu.au/policy/docs/academic_honesty/policy.html, and complete the online Academic Integrity Module for Students, http://students.mq.edu.au/students-level_2-3_column/?xcid=53491&preview=true. Not knowing what constitutes an act of academic dishonesty is not grounds for excusing inappropriate behaviour.

Penalties: A penalty of 5% of the maximum mark per day will be applied to late assignments. For example, if a student submits the Research Report one day late, then 2 marks [= 5% x 40 (worth 40% of the final grade)] will be subtracted from the original mark. Assignments one minute late are considered 1 day late. **Assignments will not be accepted after they are 5 days late.** A penalty of 5% of the maximum mark will be deducted from the research report for every 100 words over or under the limit. **Papers under 1200 words or over 2400 will not be accepted.** Please note that if, through Disruption to Studies, you are given an extension without penalties, you must turn in your paper by the new deadline or your paper will not be marked. In other words, you cannot be late "twice." For example, if you obtain an extension until 5pm on April 15th, you cannot turn in your paper on April 16th at 9am and have your paper marked with a one-day penalty. Your paper will NOT be marked.

Feedback Policy: Feedback will be provided via Turnitin. Students must wait 48 hours (2 full work days) before they seek additional feedback on their report. **Additional feedback will not be provided via electronic means.** Students seeking additional feedback must attend an in-person

meeting.

Request for Remarking: An error in marking must be identified in order to request a remark.

In order to mark for this unit, all tutors are trained on the marking criteria and are required to match the convenor's set standard. Additionally, a sample of all student's papers are double-marked, and if required, tutors are asked to remark in order to ensure consistent marking across the unit. Thus, it is very unlikely that your paper has been unfairly marked. If you identify an error, you must first schedule a meeting with your tutor to discuss your perception of an error. After this meeting, if you and your tutor agree that an error has been made, you can then lodge an application via the Faculty of Human Sciences Student Services Centre (4FW, Ground Floor; psy_off@mq.edu.au). Applications will not be considered after 14 calendar days since marked assignments have been returned to students.

Consider your request for a remark carefully. In the case of a re-mark, the final mark will be an agreed mark by the first and second marker and the unit chair, if the unit chair is not the original marker. The final mark can be sustained, raised or lowered.

Marking Standards and Rubric: See handout on iLearn.

Online Discussions

Content: Five discussion forums are found on the iLearn website. See iLearn for content details.

Submission: Answers to discussion questions can ONLY be submitted via iLearn. **Students must** participate in all five Discussion forums. Two percent (2%) of the final grade will be allocated to each discussion participated in, up to a maximum of 10%.

Marking Standards and Rubric: See Unit Guide on iLearn.

Final Exam

The exam consists of 100, 1/2 point multiple-choice questions. **The final exam assesses all material covered during the unit throughout the whole semester.** This includes information derived from iLearn (the textbook, lectures, starter references for the research paper) and information provided during the in-person lectures and tutorials.

It is **crucial** that you write your name and Student ID number on both the final exam question paper and also on the multiple-choice answer sheet during exam time. Failing to comply, or incorrectly entering your details, will result in your exam not being marked.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of examinations and in Final form approximately four weeks before the commencement of examinations.

<http://www.timetables.mq.edu.au/exam>

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of

the teaching session, which is the final day of the official examination period.

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at <http://www.psy.mq.edu.au/specond/scrules.htm> and at http://mq.edu.au/policy/docs/disruption_studies/policy.html.

If a Supplementary Examination is granted as a result of the Disruption to Study process, the examination will be scheduled after the conclusion of the official examination period. The format of a supplementary examination is at each unit convenor's discretion and is subject to change from the original final examination.

Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam because of documented illness or unavoidable disruption.

Instructions on applying for sitting the supplementary exam are available from the website, http://www.mq.edu.au/policy/docs/disruption_studies/procedure.html. It is the student's responsibility to follow the steps outlined in this website. Note, asking for special consideration to sit the final exam does NOT include emailing the unit convenor. After appropriate steps have been followed, an email will be sent to the student advising them of the outcome of their request for a supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit the supplementary exam on the specified date. There will only be one time. It is the student's responsibility to email the Student Centre to confirm attendance at the supplementary exam.

Assessment Tasks

Name	Weighting	Hurdle	Due
Research paper	40%	No	see unit outline on iLearn
Online Discussions	10%	No	see unit outline on iLearn
Final exam	50%	No	see unit outline on iLearn

Research paper

Due: **see unit outline on iLearn**

Weighting: **40%**

Students need to write an 1800 - 2000 word literature review / project proposal.

On successful completion you will be able to:

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Online Discussions

Due: **see unit outline on iLearn**

Weighting: **10%**

Students need to contribute to five online discussions

On successful completion you will be able to:

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Final exam

Due: **see unit outline on iLearn**

Weighting: **50%**

Final exam

On successful completion you will be able to:

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- To develop a basic understanding and appreciation of the typical research findings relating to cause and maintenance of each of the major disorders
- To develop communication and critical analysis skills: in particular the analysis of theoretical and empirical literature and the professional communication of research findings.

Delivery and Resources

1. MindTap® Psychology for Barlow/Durand/Hofmann's Abnormal Psychology: An Integrative Approach, 8th Edition (available for purchase through iLearn)
2. Three 1-hour face-to-face meetings: week 1 (Q&A about the unit), week 2 (lecture regarding the research paper) and week 6 (Q&A about the research paper).
3. Lectures available through iLearn
4. Online discussions conducted through iLearn.
5. Six, 2-hour tutorials.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway \(https://students.mq.edu.au/support/study/student-policy-gateway\)](https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be

made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- To develop communication and critical analysis skills: in particular the analysis of theoretical and empirical literature and the professional communication of research

findings.

Assessment task

- Online Discussions

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment tasks

- Research paper
- Online Discussions

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment tasks

- Research paper
- Online Discussions

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- To understand the multiple definitions of abnormal behaviour

- To know the signs and symptoms of most of the major psychological disorders
- To be aware of the prevalence and demographics typical for each disorder
- To develop a basic understanding and appreciation of the typical research findings relating to cause and maintenance of each of the major disorders
- To develop communication and critical analysis skills: in particular the analysis of theoretical and empirical literature and the professional communication of research findings.

Assessment tasks

- Research paper
- Online Discussions
- Final exam

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- To understand the multiple definitions of abnormal behaviour
- To know the signs and symptoms of most of the major psychological disorders
- To be aware of the prevalence and demographics typical for each disorder
- To develop a basic understanding and appreciation of the typical research findings relating to cause and maintenance of each of the major disorders
- To develop communication and critical analysis skills: in particular the analysis of theoretical and empirical literature and the professional communication of research findings.

Assessment tasks

- Research paper
- Online Discussions
- Final exam

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- To understand the multiple definitions of abnormal behaviour
- To know the signs and symptoms of most of the major psychological disorders
- To be aware of the prevalence and demographics typical for each disorder
- To develop a basic understanding and appreciation of the typical research findings relating to cause and maintenance of each of the major disorders
- To develop communication and critical analysis skills: in particular the analysis of theoretical and empirical literature and the professional communication of research findings.

Assessment tasks

- Research paper
- Online Discussions
- Final exam

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- To develop communication and critical analysis skills: in particular the analysis of theoretical and empirical literature and the professional communication of research findings.

Assessment tasks

- Research paper
- Online Discussions

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with

knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Assessment task

- Online Discussions

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment task

- Online Discussions