

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	Abnormal Behaviour and Disorders
<b>Unit ID:</b>	BEHAV2002
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	(At least 60 credit points from ANY subject-area at any level)
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	(ATSGC2820 and PSYCB3102)
<b>ASCED:</b>	090701

## Description of the Unit:

Around 25% of the population will suffer from mental illness at a time within their lives, and many others are likely to know someone who is afflicted. Many shun help because of the attendant stigma, and suffering is then often prolonged. This unit seeks to decrease stigma through knowledge. A wide range of disorders are examined, along with their causes and treatment options according to various paradigms. The complexities of defining the concept of abnormal will be discussed, along with the Diagnostic and Statistical Manual (DSM) and alternative methods of describing, classifying and diagnosing mental illness.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Describe the complexities of mental disorders and better identify the experience of those personally or otherwise directly affected;
- K2.** Be aware of, and assess, the nuances to the concept of "normality" and the power of labelling
- K3.** Describe the current theoretical debates that influence the practice of Clinical Psychology
- K4.** Develop a deeper knowledge of individual disorders, what might cause them, and how they can be treated

#### Skills:

- S1.** Demonstrate an ability to utilise the DSM-V to classify and develop strategies for treatment of mental disorders

#### Application of knowledge and skills:

- A1.** Conduct evaluations of mentally ill people effectively and communicate their own, and others, research ideas cogently in written reports and presentations
- A2.** Apply psychological theories to diverse contexts (e.g., labelling, pathological behaviour)
- A3.** Research independently, evaluate and identify evidence appropriate for supporting ones position
- A4.** Demonstrate an ability to describe the categories of disorder and have knowledge of the construction of the DSM and other methods of classifying mental illness, how they are used, and their advantages and shortcomings
- A5.** Critically evaluate and adapt their own attitudes towards those afflicted, and thus combat prejudice and stigma

#### Unit Content:

Topics may include:

1. personality disorders
2. mood disorders
3. anxiety and stress disorders
4. schizophrenia
5. substance related disorders
6. developmental disorders
7. the complexities of defining the concept of abnormal

8. somatoform and dissociative disorders
9. sexual and gender identity disorders
10. eating disorders
11. suicide

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K3, K4, A2, A4, A5	Demonstrate and apply knowledge from the lecture, tutorials and textbook in responses to exam questions	Quiz(zes)	20-30%
K1, K2, K3, K4, S1, A1, A2, A3, A4, A5	Written assignment: Students consider the case notes of a client reporting a set of behaviours and utilise the DSM and other relevant literature to diagnose and provide suggestions for suitable treatment.	Case Study	30-40%
K1, K3, K4, A2, A4, A5	Demonstrate and apply knowledge from the lecture, tutorials and textbook in responses to exam questions	Test	35-45%

### Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)