



# Unit Outline (Higher Education)

**Institute / School:** Institute of Health and Wellbeing

**Unit Title:** ABNORMAL PSYCHOLOGY

**Unit ID:** PSYCB3102

**Credit Points:** 15.00

**Prerequisite(s):** (Any two PSYCB 2000 level units)

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 090701

**Description of the Unit:**

The unit will introduce students to current understanding and concepts in relation to some common adult and child psychological disorders. Theories, relevant research findings, aetiology, and therapies will be considered critically. Ethics of research, practice, and assessment in abnormal psychology will be covered.

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

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**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	■	■	■	■	■	■

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

### Learning Outcomes:

#### Knowledge:

- K1.** Describe, review and appraise psychological abnormality within biological, psychological, social, and cultural frameworks
- K2.** Identify and assess research methodology in abnormal and clinical psychology research
- K3.** Discuss, illustrate and analyse ethical issues in the practice of abnormal and clinical psychology
- K4.** Describe and discuss legislative frameworks (including privacy, human rights) as they pertain to abnormal psychology

#### Skills:

- S1.** Describe and critically evaluate causes, competing theories and therapies, and current research of major psychological disorders
- S2.** Classify, distinguish and interrelate some of the major psychological disorders
- S3.** Design, at a theoretical level, treatment for major psychological disorders

#### Application of knowledge and skills:

- A1.** Apply relevant knowledge and skills of the scientific method to evaluate problems related to behaviour and mental processes
- A2.** Apply relevant knowledge and skills to construct links between abnormal psychology (terms, concepts, theory and research) and real world scenarios
- A3.** Apply relevant knowledge and skills to write a report using American Psychological Association (APA) structure and formatting conventions

#### Unit Content:

Topics may include:

- Past and present models of psychological abnormality
- Diagnosis and clinical assessment
- Research methods in the study of abnormal behaviour
- Major psychological disorders in adults (e.g., anxiety disorders, mood disorders and suicide, substance-related disorders, disorders of gender and sexuality, disorders of personality and impulsive control, schizophrenia and other psychotic disorders)
- Major psychological disorders in adolescents and children (e.g. eating disorders, attention-deficit hyperactivity disorder, learning disorder, conduct disorder)
- Developmental disorders (intellectual disability, autism)

**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, interact 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>	A3	AT2
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>	N/A	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>	N/A	Not applicable
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>	N/A	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
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>	K3; K4	AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
A1-2, K1-4	Demonstration of understanding of fundamental concepts in abnormal psychology including theories, assessment, clinical symptoms, aetiology, and treatment.	Online Quizzes and/or Tests	40-60%
K1, K3, K4, S1-S3, A1 - A3	Students will produce an independent report in accordance with professional and APA requirements. Through the report, students will apply relevant knowledge of major psychological disorders, aetiology, and treatment. Students will also consider elements of ethics and assessment.	Case study report	40-60%

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)