



# PSYC20054 *Psychopathology and Formulation I*

## Term 1 - 2019

Profile information current as at 04/05/2024 03:41 am

All details in this unit profile for PSYC20054 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

This unit is the first of two units which focus on mental disorders across the lifespan and case formulation. In this unit you will explore mental disorders most prevalent in childhood and adolescence. A problem-based learning approach will be used, providing you with the opportunity to engage in self-reflective practice and synthesise your knowledge and application of mental disorder classification, diagnosis, and case formulation. The study of mental disorders will involve exploration of genetic, biological, psychological, and social factors. The role of these factors will be considered in the development of mental disorders and possible intervention pathways. You will employ professional communication skills in a socially and culturally responsive manner to present your case formulations. This unit will include a three day residential in the first week of term which is compulsory for all students to attend.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students must be enrolled in CL68 Master of Professional Psychology

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 - 2019

- Mixed Mode

### 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

### 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 Postgraduate 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. **Presentation**

Weighting: 40%

#### 2. **Reflective Practice Assignment**

Weighting: 20%

#### 3. **Examination**

Weighting: 40%

### 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](#).

## Unit Learning Outcomes

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

1. Demonstrate advanced knowledge of mental disorder diagnostic criteria relevant to mental health issues experienced during childhood and adolescence
2. Apply relevant theoretical frameworks to case formulation for mental health disorders experienced during childhood and adolescence
3. Employ professional communication skills in a socially and culturally responsive manner.

Learning outcomes are drawn from core competencies stated by the Psychology Board of Australia (PsychBA), program of study criteria as stated by the Australian Psychology Accreditation Council (APAC), and specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF).

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Presentation - 40%	•		•
2 - Reflective Practice Assignment - 20%		•	•
3 - Examination - 40%	•	•	

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge	○	○	○
2 - Communication	○	○	○
3 - Cognitive, technical and creative skills	○	○	○
4 - Research	○	○	○
5 - Self-management	○	○	○
6 - Ethical and Professional Responsibility	○	○	○
7 - Leadership	○	○	○
8 - 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
1 - Presentation - 40%	○	○	○	○	○	○	○	
2 - Reflective Practice Assignment - 20%	○	○			○	○		
3 - Examination - 40%	○	○	○		○	○	○	

## Textbooks and Resources

### Textbooks

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#### Prescribed

##### **Clinical Case Formulations: Matching the integrative treatment plan to the client**

second edition (2011)

Authors: Barbara Lichner Ingram

John Wiley & Sons Inc

New York , New York , United States

ISBN: 978-1-1180-3822-2

Binding: Paperback

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#### Prescribed

##### **Diagnostic and statistical manual of mental disorders (5th ed.)**

Fifth edition (2013)

Authors: American Psychiatric Association

American Psychiatric Association

Arlington , VA , United States

ISBN: 978-0-89042-555-8

Binding: Paperback

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#### Supplementary

##### **Publication Manual of the American psychological Association**

Sixth edition (2009)

Authors: American Psychological Association

American Psychological Association

Washington , DC , United States

ISBN: 978-1-4338-0561-5

Binding: Paperback

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#### Supplementary

##### **The handbook of child and adolescent clinical psychology: A contextual approach**

Third edition (2015)

Authors: A Carr

Taylor & Francis Ltd

London , United Kingdom

ISBN: 978-1-1388-0613-9

Binding: Paperback

#### Additional Textbook Information

These texts are also available as e-books. Paper copies can be purchased at the CQUni Bookshop here:

<http://bookshop.cqu.edu.au> (search on the Unit code)

### 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Doreen Canoy** Unit Coordinator  
[d.canoy@cqu.edu.au](mailto:d.canoy@cqu.edu.au)

## Schedule

### Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction: Problem based learning; diagnostic criteria; case formulation; assessment	<b>Ingram (2011)</b> - Chapter 1 - Clinical Case Formulations Familiarise self with layout of DSM-V	Compulsory Orientation/Residential School - Brisbane campus - Monday 11 March to Wednesday 13 March inclusive.

### Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Disorders in Childhood and Influences on Problem Development	<b>DSM-V</b> - pg 189 to 233. Exclude Agoraphobia and Substance/Medication-Induced Anxiety Disorder as these will be covered in PSYC20060. Check Moodle for additional weekly readings. <i>Suggested additional reading:</i> <i>Carr (2015) - Chp 12 Fear and Anxiety Problems</i>	In Class Weekly Presentations

### Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Case Formulation vs Diagnosis	<b>Ingram (2011)</b> - Chp 2 Gathering Data and Chp 3 Defining Problems Check Moodle for additional weekly readings.	

### Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Depressive Disorders and Self-Harm	<b>DSM-V</b> - Depressive Disorders pg 155 - 188; Cyclothymic Disorder pg 139 - 141; Non-suicidal self-injury pg 803-806 and Check Moodle for additional weekly readings. <i>Suggested additional reading:</i> <i>Carr (2015) - Chp 16 Mood Problems</i>	In Class Weekly Presentations

### Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Trauma and Stressor Related Disorders and Formulation in Childhood and Adolescence	<b>DSM-V</b> - pg 265 - 290 <b>Ingram (2011)</b> - Chp 8 Crisis, Stressful Situations, Transitions, and Trauma Check Moodle for additional weekly readings.	In Class Weekly Presentations

### Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Neurodevelopmental Disorders	<b>DSM-V</b> - pg 31 - 86 Check Moodle for additional weekly readings.	In Class Weekly Presentations Part 1 of Reflective Practice Assignment due Monday 22 April 2019 9am AEST
<b>Week 7 - 29 Apr 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Obsessive-Compulsive and Related Disorders	<b>DSM-V</b> - pg 235 - 257 Check Moodle for additional weekly readings.	In Class Weekly Presentations
<b>Week 8 - 06 May 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Disruptive, Impulse- Control, and Conduct Disorders	<b>DSM-V</b> - pg 461 - 480 Check Moodle for additional weekly readings.	In Class Weekly Presentations
<b>Week 9 - 13 May 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Feeding and Eating Disorders and Elimination Disorders	<b>DSM-V</b> - pg 329 - 360 Check Moodle for additional weekly readings.	In Class Weekly presentations
<b>Week 10 - 20 May 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Anorexia and Bulimia Case Formulation	<b>Ingram (2011)</b> - Chp 14 Social, Cultural, and Environmental Factors Check Moodle for additional weekly readings. <i>Suggested reading: Carr (2015) Chp 17 Anorexia and Bulimia</i>	
<b>Week 11 - 27 May 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Psychoeducation presentations and Peer Feedback		In Class Psychoeducation Presentations  <b>Reflective Practice Assessment</b> Due: Week 11 Monday (27 May 2019) 9:00 am AEST
<b>Week 12 - 03 Jun 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Psychoeducation presentations and Peer Feedback		In Class Psychoeducation Presentations  <b>Diagnostic and Psychoeducation Presentations</b> Due: Week 12 Monday (3 June 2019) 9:00 am AEST
<b>Review/Exam Week - 10 Jun 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 17 Jun 2019</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

# 1 Diagnostic and Psychoeducation Presentations

## Assessment Type

Presentation

## Task Description

You will be required to do three 10-15 minute presentations.

**Diagnostic Presentations:** (Each presentation will be marked out of 12.5)

You will be required to present two diagnostic 10-15 minute presentations in class during the term. Each presentation will be on a different disorder covered this term. The aim of the presentation is to facilitate both your, and your fellow students learning. All resources will be uploaded to moodle whereby students can then share their resources with each other to aid in their learning for this term. It should be noted this information will be extremely beneficial when sitting your National Psychology Examination.

Presentations can be delivered via medium of your choice (e.g. powerpoint, video etc) and a reference list must be included. Marking criteria and more specific information will be uploaded to Moodle in Week 1.

*Individual student topics will be randomly chosen by the Head of Course in Week 1 and provided to students. Topics will be chosen from the disorders covered in this unit this term.*

**Psychoeducation Presentation:** (marked out of 15)

You will be required to deliver one psychoeducation presentation during class time in week 11 or 12. You will use the knowledge gathered throughout the term to demonstrate how you would provide psychoeducation to a young client regarding a particular disorder. You may use tools/resources already constructed to aid your presentation if you wish.

You may choose from the following list:

Anxiety - Depression - Obsessive Compulsive Disorder - Autism

Marking criteria and more specific information will be uploaded to Moodle in Week 1.

## Assessment Due Date

Week 12 Monday (3 June 2019) 9:00 am AEST

All three presentations must be completed by due date.

## Return Date to Students

Week 12 Friday (7 June 2019)

Grades will be uploaded to moodle.

## Weighting

40%

## Assessment Criteria

**Assessment criteria for each Diagnostic Presentation will be out of 12.5 marks:**

Explains diagnosis clearly - 3 marks

Evidence of critical thinking and synthesis of information - 4 marks

Presentation within time limit - 1.5 marks

Delivery of presentation - 2 marks

References - 2 marks

**Assessment criteria for Psychoeducation Presentation will be out of 15 marks:**

Delivers psychoeducation in a manner that would be appropriate to the intended client - 4 marks

Evidence of critical thinking and synthesis of information (e.g. diagnostic features, case formulation, and intended treatment) - 5 marks

Presentation within time limit - 2 marks

Delivery of presentation - 2 marks

References - 2 marks

## Referencing Style

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

## Submission

Online

## Submission Instructions

Upload assessment to moodle

## Learning Outcomes Assessed

- Demonstrate advanced knowledge of mental disorder diagnostic criteria relevant to mental health issues experienced during childhood and adolescence



- Employ professional communication skills in a socially and culturally responsive manner.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## **2 Reflective Practice Assessment**

### **Assessment Type**

Reflective Practice Assignment

### **Task Description**

You will be required to engage in reflective practice throughout the term in relation to your learning and consider how it relates to components of your practice framework. You will be required to write two reflections (each to be 800 to 1,000 words in length).

A detailed Information Sheet will be provided on moodle and all assessment items will be discussed in detail in Week 1.

### **Assessment Due Date**

Week 11 Monday (27 May 2019) 9:00 am AEST

Reflective Assessment 1 is due in Week 6 and Reflective Assessment 2 is due in Week 11

### **Return Date to Students**

Week 12 Friday (7 June 2019)

Feedback and grade will be uploaded through Moodle

### **Weighting**

20%

### **Assessment Criteria**

#### **Marking Criteria for each Reflective Assessment:**

Demonstrated clear consideration of each stage of reflective practice (Mindful; consideration; consolidation) - 6 marks

Tied reflection to components of practice framework - 2

Demonstrated critical reflection, including reflexivity (*critical reflection of self*) - 2

Each reflective assessment item is worth 10%. The complete Reflective Practice Assessment is worth 20% of your overall unit grade.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Upload to moodle

### **Learning Outcomes Assessed**

- Apply relevant theoretical frameworks to case formulation for mental health disorders experienced during childhood and adolescence
- Employ professional communication skills in a socially and culturally responsive manner.

### **Graduate Attributes**

- Knowledge
- Communication
- Self-management
- Ethical and Professional Responsibility

## **Examination**

### **Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

40%

**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