



PSYC20054 Psychopathology and Formulation I

Term 1 - 2020

Profile information current as at 15/05/2024 01:12 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 - 2020

- 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. **Online Test**

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](#).

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 Have your say - student feedback

Feedback

Assessment was well designed and effective in facilitating learning and understanding for development as a therapist.

Recommendation

Retain current assessment format.

Feedback from Have your say - student feedback

Feedback

A few students indicated they would have liked the opportunity for more in class learning activities.

Recommendation

Increase number of activities (maximum of two additional) within PSYC20054 class time slightly. Advise students earlier in the term that substantial time will be spent in the sister unit PSYC20060 (term 2) exploring theoretical and practical constructs.

Feedback from Have your say - student feedback

Feedback

Presentations in class developed confidence and enhanced learning experience.

Recommendation

Retain presentations as part of assessment. Continue to provide students with opportunities to deliver in person, via zoom and by recording.

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%	•		•

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Reflective Practice Assignment - 20%		•	•
3 - Online Test - 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 - Online Test - 40%	○	○	○		○	○	○	

Textbooks and Resources

Textbooks

PSYC20054

Prescribed

Diagnostic and statistical manual of mental disorders (DSM-V)

Edition: Fifth edition (2013)

Authors: American Psychiatric Association

American Psychiatric Association

Arlington, VA, United States

ISBN: 978-0-89042-555-8

Binding: Paperback

PSYC20054

Prescribed

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

Third edition (2016)

Authors: Carr, Alan

Routledge

New York, NY, United States

ISBN: 978-1-138-80613-9

Binding: Paperback

PSYC20054

Supplementary

Publication manual of the American Psychological Association

Edition: Seventh (2019)

Authors: American Psychological Association

American Psychological Association

United States

ISBN: 978-1-4338-3216-1

Binding: Paperback

Additional Textbook Information

The prescribed text is also available as an ebook - ISBN: 978-1-315-74423-0

Publication manual of the American Psychological Association is available in hardcover (ISBN: 978-1-4338-3215-4), paperback (ISBN: 978-1-4338-3216-1) or spiral ringed (ISBN: 978-1-4338-3217-8) book.

There will be a grace period in changeover from sixth edition.

Copies are available for purchase 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

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Unit Introduction: Problem-based learning; diagnostic criteria; case formulation; assessment	READ: Carr (2016) - chapter 1 Normal development Dudgeon, Milroy, & Walker (2014) - chapter 1, 2 & 3 Familiarise yourself with the layout of DSM-V <i>Check weekly schedule on Moodle for any additional readings.</i>	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Case Formulation vs Diagnosis	READ: Carr (2016) - chapter 2 Influences on problem development and chapter 4 The consultation process and intake interviews <i>Check weekly schedule on Moodle for any additional readings.</i>	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Disorders in Childhood and Influences of Problem Development	READ: DSM-V: pages 189 to 233 Exclude agoraphobia and substance/medication-induced anxiety disorder as these will be covered in PSYC20060 in Term 2. Carr (2016) - chapter 12 Fear and anxiety problems <i>Check weekly schedule on Moodle for any additional readings.</i>	Email peer presentation feedback to Unit Coordinator as discussed

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Depressive Disorders and Non-suicidal Self-injury	READ: DSM-V: Depressive Disorders pg 155 - 188; Cyclothymic Disorder pg 139 - 141; Non-suicidal self-injury pg 803 - 806. Carr (2016) - chapter 16 Mood problems <i>Check weekly schedule on Moodle for any additional readings.</i>	Email peer presentation feedback to Unit Coordinator as discussed

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Trauma and Stressor Related Disorders	READ: DSM-V: pages 265 - 290 Carr (2016) - chapter 20 Emotional abuse and neglect <i>Suggested additional reading: Chapter 19 and 21</i> <i>Check weekly schedule on Moodle for any additional readings.</i>	Email peer presentation feedback to Unit Coordinator as discussed
Vacation Week - 13 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Week 6 - 20 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Neurodevelopmental Disorders	READ: DSM-V: pages 31-86 <i>Check weekly schedule on Moodle for any additional readings.</i>	Email peer presentation feedback to Unit Coordinator as discussed. Reflective Practice Assessment 1 due Friday of Week 6 at 11:59PM.
Week 7 - 27 Apr 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Obsessive-Compulsive and Related Disorders	READ: DSM-V: pages 235 - 257 Carr (2016) - chapter 13 Repetition problems <i>Check weekly schedule on Moodle for any additional readings.</i>	Email peer presentation feedback to Unit Coordinator as discussed
Week 8 - 04 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Disruptive, Impulse-Control, and Conduct Disorders	READ: DSM-V pages 461 - 480 <i>Check weekly schedule on Moodle for any additional readings.</i>	Email peer presentation feedback to Unit Coordinator as discussed
Week 9 - 11 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Feeding and Eating Disorders and Elimination Disorders	READ: DSM-V - pg 329 - 360 <i>Check Moodle for additional weekly readings.</i>	Email peer presentation feedback to Unit Coordinator as discussed
Week 10 - 18 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Psychoeducation presentations and peer feedback		In Class Psychoeducation presentations Note: Students enrolled in PSYC20055 will be in Rockhampton for a residential school this week Email peer presentation feedback to Unit Coordinator as discussed
Week 11 - 25 May 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Term Review and Assessment		Reflective Practice Due: Week 11 Friday (29 May 2020) 11:59 pm AEST Online Test Due: Week 11 Wednesday (27 May 2020) 3:00 pm AEST
Week 12 - 01 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Psychoeducation presentations and peer feedback

Email peer presentation feedback to Unit Coordinator as discussed

Diagnostic and Psychoeducation Presentations Due: Week 12
Wednesday (3 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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:

You will be required to present two diagnostic 10-15 minute presentations during term. One will be presented 'live' during class time and the other will be recorded via zoom. The recorded presentation will be uploaded to the Unit's Moodle page for viewing by Unit Coordinator and colleagues during the following week.

Each presentation will be on a different disorder experienced most often during childhood or adolescence. The aim of the presentation is to facilitate both your, and your fellow student's 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 will be delivered by yourself and include a powerpoint and a reference list.

Individual student topics and week of delivery will be randomly chosen during week 1 at the Residential school.

Psychoeducation Presentation:

You will be required to deliver one psychoeducation presentation during class time. 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, or create your own.

You may choose from the following list for your topic:

Anxiety - Depression - Obsessive Compulsive Disorder - Autism

Assessment Due Date

Week 12 Wednesday (3 June 2020) 5:00 pm AEST

All three presentations must be completed by due date.

Return Date to Students

Review/Exam Week Monday (8 June 2020)

Grades and feedback will be uploaded through Moodle.

Weighting

40%

Assessment Criteria

More detailed Marking Rubrics will be uploaded to Moodle in week 1 and will be based on the following criterion:

Diagnostic Presentations

- Explains diagnosis clearly
- Evidence of critical thinking and synthesis of information
- Presentation within time limit
- Delivery style of presentation
- Adherence to APA referencing style

Psychoeducation Presentation

- Delivers psychoeducation in a manner appropriate to the intended client
- Evidence of critical thinking and synthesis of information (e.g. diagnostic features, case formulation, and intended treatment)
- Presentation within time limit
- Delivery style of presentation
- Adherence to APA referencing style

Referencing Style

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

Submission

Online

Submission Instructions

Powerpoint and reference list to be emailed to Unit Coordinator

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 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).

The first reflection will be due Friday of week 6 (11:59PM AEST) and the second is due Friday of week 11 (11:59PM AEST).

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 Friday (29 May 2020) 11:59 pm AEST

Reflective Assessment 1 is due Friday of Week 6 and Reflective Assessment 2 is due Friday of Week 11

Return Date to Students

Week 12 Friday (5 June 2020)

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)

Tied reflection to components of practice framework

Demonstrated critical reflection, including reflexivity (critical reflection of self)

Adherence to APA style

Quality of writing

A Marking rubric will be uploaded to Moodle in Week 1. This will be found underneath the Assessment tab.

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
- Cognitive, technical and creative skills
- Self-management
- Ethical and Professional Responsibility

3 Online Test

Assessment Type

Online Test

Task Description

The online test will be completed via Moodle during class time. The test will open at the designated time on the day of testing, and the duration of the test will be two hours. The test will automatically save and close when your time is up. You will be tested on knowledge pertaining to readings, discussion and lecture content from this unit. The test will consist of four parts. Part A will be multiple choice questions and Parts B to D will be related to case scenario/formulation questions. You may utilise any course material you wish throughout the test to aid you. Please be mindful however, heavy reliance on additional resources will consume valuable time.

Further information will be provided on Moodle in Week 1 underneath the Assessment Tab.

Assessment Due Date

Week 11 Wednesday (27 May 2020) 3:00 pm AEST

Online test will automatically save and close

Return Date to Students

Week 12 Friday (5 June 2020)

Grades and feedback will be uploaded to Moodle

Weighting

40%

Assessment Criteria

The online test will be marked out of a possible score of 100 and is worth 40% of your overall unit grade.

Multiple Choice

Part A = 15 marks

Case Scenario/Formulation

Part B = 10 marks

Part C = 50 marks

Part D = 25 marks

Referencing Style

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

Submission

Online

Submission Instructions

Online test will automatically save and close

Learning Outcomes Assessed

- Demonstrate advanced knowledge of mental disorder diagnostic criteria relevant to mental health issues experienced during childhood and adolescence
- Apply relevant theoretical frameworks to case formulation for mental health disorders experienced during childhood and adolescence

Graduate Attributes

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

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