PSYC20054 *Psychopathology and Formulation I*
Term 1 - 2021

Profile information current as at 12/05/2024 10:56 pm

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 - 2021

- 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

Retain student presentations and peer feedback overall, but consider reducing the amount of peer feedback each student is required to complete.

Recommendation

Consideration to be given to reducing peer feedback from three to two for each peer.

Feedback from Have Your Say - student feedback

Feedback

Currently a lot of reading each week before class - could this be reduced to more specific readings.

Recommendation

Review of weekly readings to be undertaken to assist with student identification of those required prior to class and those students may find of interest.

Feedback from Have Your Say - student feedback and communication with Unit Coordinator

Feedback

Due to technology difficulties when COVID-19 restrictions first came into place students chose to stop watching peer presentations in class and watched recordings in their own time, suggest this format remains as students really enjoyed the additional time spent on case formulation skill development.

Recommendation

Continue with current format of students reviewing peer presentations outside of class time as this allows more time for in-class activities.

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

— N/A Level   ∘ Introductory Level   ∘ Intermediate Level   ● Graduate Level   ∘ Professional Level   ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Presentation - 40%	●		●
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

Supplementary

Diagnostic and Statistical Manual of Mental Disorders
fifth edition (2013)
Authors: American Psychiatric Association
American Psychiatric Association Publishing
Arlington , Virginia , United States
ISBN: 978-0890425558
Binding: Paperback

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 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Helen Mason Unit Coordinator
h.g.mason@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

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 *Check weekly schedule on Moodle for any additional readings.*	

Week 2 - 15 Mar 2021

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 *Check weekly schedule on Moodle for any additional readings.*	

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Infant Mental Health and Attachment	**READ:** DSM-V: pages 715 - 727 *Check weekly schedule on Moodle for any additional readings.*	Email peer presentation feedback to Unit Coordinator as discussed

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Trauma and Stressor Related Disorders, and the Emergence of Personality	**READ:** DSM-V: pages 265 - 290 Carr (2016) - chapter 20 Emotional abuse and neglect *Suggested additional reading: Chapter 19 and 21* *Check weekly schedule on Moodle for any additional readings.*	Email peer presentation feedback to Unit Coordinator as discussed

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Feeding and Eating Disorders and Elimination Disorders	**READ:** DSM-V - pg 329 - 360 *Check Moodle for additional weekly readings.*	Email peer presentation feedback to Unit Coordinator as discussed

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Apr 2021

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 *Check weekly schedule on Moodle for any additional readings.*	Email peer presentation feedback to Unit Coordinator as discussed. Reflective Practice Assessment 1 due Friday of Week 6 at 11:59PM. **Reflective Practice** Due: Week 6 Monday (19 Apr 2021) 11:59 pm AEST

Week 7 - 26 Apr 2021

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

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Neurodevelopmental Disorders	**READ:** DSM-V: pages 31-86 *Check weekly schedule on Moodle for any additional readings.*	Email peer presentation feedback to Unit Coordinator as discussed

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic

	READ:	
Obsessive-Compulsive and Related Disorders	DSM-V: pages 235 - 257 Carr (2016) - chapter 13 Repetition problems *Check weekly schedule on Moodle for any additional readings.*	Email peer presentation feedback to Unit Coordinator as discussed

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Disruptive, Impulse-Control, and Conduct Disorders	READ: DSM-V pages 461 - 480 *Check weekly schedule on Moodle for any additional readings.*	**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 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Online Test Due: Week 11 Wednesday (26 May 2021) 11:59 pm AEST

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Diverse Presentations and Term Review		Email peer presentation feedback to Unit Coordinator as discussed **Diagnostic Handouts and Psychoeducation Presentation** Due: Week 12 Wednesday (2 June 2021) 11:59 pm AEST

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 14 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Diagnostic Handouts and Psychoeducation Presentation

Assessment Type
Presentation

Task Description
You will be required to conduct one 10-15 minute presentation and develop two diagnostic handout.
Diagnostic Handout: (marked out of 25)
You will be required to develop two diagnostic handouts - one for your colleagues and another that would be helpful to provide to a young client or caregiver. Handouts are to be at least one A4 page, but no more than two. A list of references must be included (whilst in APA 7 format, the list does not need to be double line spacing or size 12 font). The aim of this task is to facilitate both your, and your fellow students, learning in conjunction with developing some practical and helpful resources for your professional practice.
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 (10 to 15 min). You will use the knowledge gathered throughout the term to demonstrate how you would provide psychoeducation to a young client and/or caregiver regarding a particular disorder. You may use tools/resources already constructed to aid your presentation if you wish. You will record your presentation and students will be required to watch each other's presentations in their own time,

and provide feedback for each other using a feedback form that we will develop together 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.

Assessment Due Date
Week 12 Wednesday (2 June 2021) 11:59 pm AEST

Return Date to Students

Feedback will be provided to students within one week of delivering their handouts/presentations.

Weighting
40%

Assessment Criteria
Assessment criteria for Diagnostic Handout will be out of 25 marks:
Quality and usefulness for target audience (including clarity, layout and presentation, and readability) - 8 marks
Explains diagnosis clearly - 5 marks
Evidence of critical thinking and synthesis of information - 6 marks
References - 6 marks

Assessment criteria for Psychoeducation Presentation will be out of 15 marks:
Deliver 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, client, treatment options) - 5 marks
Presentation within time limit - 2 marks
Style of delivery - 2 marks
References - 2 marks

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Upload through Assessment portal on 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 Type
Reflective Practice Assignment

Task Description
Reflective Practice Assignment
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 one reflection (800 to 1,000 words in length). This assignment should include clear and critical consideration of each stage of reflective practice, and tie your reflections to practice framework. It is expected any feedback provided in Term 1 (PSYC20054) will be incorporated to show growth in your work.
An Information Sheet and Marking rubric will be provided on Moodle in Week 1.

Assessment Due Date
Week 6 Monday (19 Apr 2021) 11:59 pm AEST

Return Date to Students

Feedback and grade will be uploaded through Moodle

Weighting
20%

Assessment Criteria
Demonstrated clear consideration of each stage of reflective practice - 6 marks
Tied reflection to components of practice framework - 2 marks
Demonstrated critical reflection, including reflexivity (critical reflection of self) - 3 marks
High quality academic writing - 5 marks
Adherence to APA 7 standards - 4 marks

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload through Assessment portal on 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
You will be required to complete an online test during normal class time in week 11. All content covered up to and including week 10 in this unit is to be considered when reviewing for this test.
The question format may be a vignette/scenario or direct question.

Assessment Due Date
Week 11 Wednesday (26 May 2021) 11:59 pm AEST

Return Date to Students

Grades and feedback will be uploaded to Moodle

Weighting
40%

Assessment Criteria
The marks awarded for questions will range from one to five, depending on the type of question.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

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