



PSYC20054 *Psychopathology and Formulation I*

Term 1 - 2022

Profile information current as at 28/04/2024 08:37 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 (using the Diagnostic and Statistical Manual 5 (DSM-5) and International Classification of Diseases 10 (ICD-10)), 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 - 2022

- Online

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).

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: Pass/Fail

2. **Reflective Practice Assignment**

Weighting: Pass/Fail

3. **Online Test**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

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, verbal feedback provided to staff.

Feedback

Students indicated that the psychoeducation handout and presentation assessment tasks were relevant and useful but they would have liked feedback earlier in the term.

Recommendation

Teaching team to review assessment due dates and return dates to allow provision of earlier feedback for the psychoeducation handouts and presentation assessment tasks.

Feedback from Have your say, verbal feedback provided to staff.

Feedback

Students reported that the case conceptualisation in the online test was difficult to complete in class as students were fatigued from compulsory classes held earlier in the day

Recommendation

Teaching team to review the case conceptualisation and in-class format of the online test.

Feedback from Have your say, verbal feedback provided to staff.

Feedback

Students enjoyed the interactive, case-based approach of the classes and indicated that this format supported their learning.

Recommendation

Retain interactive, case-based teaching approach for classes.

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 specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF), program of study criteria as stated by the Psychology Board of Australia (PsychBA), and the following core competencies stated by the Australian Psychology Accreditation Council (APAC):

- 3.2 Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways,
- 3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients,
- 3.5 Identify psychological disorders using a recognised taxonomy,
- 3.6 Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk, and
- 3.14 Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result (APAC, 2019, p.13-14).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Presentation - 0%	•		•
2 - Reflective Practice Assignment - 0%		•	•
3 - Online Test - 0%	•	•	

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			

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Alicia Carter Unit Coordinator

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Helen Mason Unit Coordinator

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Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction, Assessment, and Reflective Practice	Check weekly schedule on Moodle for required and additional readings.	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Case Formulation vs Diagnosis	Check weekly schedule on Moodle for required and additional readings.	

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Infant Mental Health and Attachment	Check weekly schedule on Moodle for required and additional readings.	Reflective Practice Assignment Due: Week 3 Friday (25 Mar 2022) 11:59 pm AEST

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Disorders in Childhood	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1 Note: Students enrolled in PSYC20055 and PSYC20058 will be in Rockhampton for a residential school this week

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Depressive Disorders and Non-suicidal Self-injury	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Trauma and Stressor Related Disorders	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Feeding and Eating Disorders and Elimination Disorders	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1
Week 8 - 02 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Obsessive-Compulsive and Related Disorders	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1
Week 9 - 09 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Disruptive, Impulse-Control, and Conduct Disorders	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1
Week 10 - 16 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Neurodevelopmental Disorders	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1
Week 11 - 23 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Case Presentation and Term Review	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class) and Diagnostic Handouts as organised in week 1
Week 12 - 30 May 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Online test		Online test to be completed in class time. Presentation and Psychoeducation Handouts Due: Week 12 Friday (3 June 2022) 11:59 pm AEST Online Test Due: Week 12 Wednesday (1 June 2022) 3:15 pm AEST
Review/Exam Week - 06 Jun 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 13 Jun 2022		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Presentation and Psychoeducation Handouts

Assessment Type

Presentation

Task Description

You will be required to conduct one 15min Presentation and develop two Psychoeducation Handouts. Individual student topics will be chosen from the disorders covered in this unit this term and randomly allocated by the Head of Course in week 1.

Presentation

You will work in groups throughout the term to examine case scenarios in detail. Each student will be required to deliver

one Case Presentation (maximum of 15mins) for their group and facilitate a discussion about the case in class. Groups and topics will allocated by the Head of Course in week 1. Further detail about this task will be provided in class and on moodle in week 1.

Psychoeducation Handouts

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 the learning of both you and your fellow students, in conjunction with developing some practical and helpful resources for your professional practice.

Assessment Due Date

Week 12 Friday (3 June 2022) 11:59 pm AEST

Presentations to be completed in class and Psychoeducation Handouts to be uploaded to moodle, as organised in week 1

Return Date to Students

Exam Week Friday (17 June 2022)

All feedback will be returned 2 weeks after submission date.

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Assessment criteria for both tasks will be based on the following:

Quality and usefulness for target audience

Clarity of information

Evidence of critical thinking and synthesis of information

References

Presentation within time limit

Referencing Style

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

Submission

Offline

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

2 Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

You will be required to engage in reflective practice 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.

An Information Sheet and Marking rubric will be provided on Moodle in Week 1.

Assessment Due Date

Week 3 Friday (25 Mar 2022) 11:59 pm AEST

Upload through Assessment portal on Moodle

Return Date to Students

Week 5 Friday (8 Apr 2022)

Feedback will be uploaded through assessment portal on Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

Assessment criteria will be based on the following:

Demonstrated clear consideration of each stage of reflective practice

Tied reflection to components of practice framework

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

High quality academic writing

Adherence to APA 7 standards

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

3 Online Test

Assessment Type

Online Test

Task Description

You will be required to complete an online test during normal class time in week 12. All content covered up to and including week 11 in this unit is to be considered when reviewing for this test.

The question format may be a vignette/scenario, direct question, or multiple-choice format.

Assessment Due Date

Week 12 Wednesday (1 June 2022) 3:15 pm AEST

To be completed via Moodle in class time

Return Date to Students

Exam Week Wednesday (15 June 2022)

Feedback will be uploaded through assessment portal on Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Submission Instructions

To be completed via Moodle in class time

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

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