



# PSYC20054 *Psychopathology and Formulation 1*

## Term 1 - 2023

Profile information current as at 27/04/2024 04:18 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 in which you will learn how professional knowledge of research and theory can be applied to practice related to high-prevalence psychological disorders across the lifespan, inclusive of culturally diverse populations. As a result, you will learn to conceptualise contemporary psychology cases and to formulate a treatment plan to help your clients. Specifically, this unit uses case-based learning to develop competency in self-reflective practices and the application of diagnostic classification systems to high prevalence psychological disorders, including the critical evaluation of diagnostic systems of taxonomy.

### 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 CG17 Master of Clinical Psychology or CL68 Master of Professional Psychology. Anti-req PSYC21005.

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 - 2023

- 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. **Project (applied)**

Weighting: Pass/Fail

2. **Portfolio**

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 Teaching staff

**Feedback**

The time allocated to content delivery was time pressured. This impacted active student engagement of the content by having limited time for discussion and reflections.

**Recommendation**

Reduce the time allocated to case presentations and consider provision of pre-recorded content so that students can reflect and ask questions during classes.

#### Feedback from Unit evaluation responses

**Feedback**

Students commented that time limits impacted the amount of time being allocated to group work when content ran over.

**Recommendation**

Teaching team to review the content and the timing of presentations to allow additional time for group collaborations.

#### Feedback from Unit evaluation responses

**Feedback**

Students commented that the amount of readings between weeks were inconsistent.

**Recommendation**

Teaching team to review reading requirements for consistency across topics and weeks.

## Unit Learning Outcomes

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

1. Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) to evaluate and classify high prevalence psychological disorders.
2. Interpret and synthesise psychological data to inform case formulation, diagnosis and intervention to guide evidence-based treatment planning in a culturally responsive manner.
3. Apply advanced psycho-developmental knowledge to biopsychosocialspiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a 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 - Portfolio - 0%	●	●	
2 - Project (applied) - 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.**

#### Additional Textbook Information

**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

[a.m.carter@cqu.edu.au](mailto:a.m.carter@cqu.edu.au)

**Helen Mason** Unit Coordinator

[h.g.mason@cqu.edu.au](mailto:h.g.mason@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2023

#### Module/Topic

Unit introduction, psychopathology over the lifespan, formulation vs diagnosis, and models of case conceptualisation.

#### Chapter

Check weekly schedule on Moodle for required and additional readings.

#### Events and Submissions/Topic

### Week 2 - 13 Mar 2023

#### Module/Topic

Models of case conceptualisation, and mood, anxiety, and somatic disorders.

#### Chapter

Check weekly schedule on Moodle for required and additional readings.

#### Events and Submissions/Topic

### Week 3 - 20 Mar 2023

#### Module/Topic

No lecture: residential school this week.

#### Chapter

#### Events and Submissions/Topic

Note: Students enrolled in PSYC20054 and PSYC20058 will be in Rockhampton for a residential school this week.

### Week 4 - 27 Mar 2023

#### Module/Topic

Mood, anxiety, and somatic disorders.

#### Chapter

Check weekly schedule on Moodle for required and additional readings.

#### Events and Submissions/Topic

**Week 5 - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
No lecture: Good Friday Holiday.		Diagnostic handouts due Monday. <b>Diagnostic handouts</b> Due: Week 5 Monday (3 Apr 2023) 11:59 pm AEST

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
No lecture: vacation Week		

**Week 6 - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Trauma, Stressor Related Disorders, and Attachment.	Check weekly schedule on Moodle for required and additional readings.	

**Week 7 - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Trauma, Stressor Related Disorders, and Attachment.	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class).

**Week 8 - 01 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Substance-related and addictive disorders.	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class).

**Week 9 - 08 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Neurodevelopmental Disorders.	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class).

**Week 10 - 15 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Neurodevelopmental Disorders.	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class).

**Week 11 - 22 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Neurocognitive disorders.	Check weekly schedule on Moodle for required and additional readings.	Case Presentations (in class).

**Week 12 - 29 May 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Case presentations, term overview.		Case Presentations (in class). <b>Case Presentation</b> Due: Week 12 Friday (2 June 2023) 12:00 pm AEST

**Review/Exam Week - 05 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic
		Online test. <b>Online Test</b> Due: Review/Exam Week Friday (9 June 2023) 6:00 pm AEST

**Exam Week - 12 Jun 2023**

Module/Topic	Chapter	Events and Submissions/Topic

## Term Specific Information

This is a non-graded (Pass/Fail) unit and therefore, in accordance with CQUniversity's Assessment Policy and Procedure (Higher Education Coursework), all assessment tasks must be passed in order to pass this unit. The minimum pass rate for each assessment task is 70% for this unit. Students who have made a reasonable attempt to complete an assessment task initially will have one opportunity to re-attempt a failed assessment task. The mark achieved for the re-attempted assessment task will be recorded as the final mark.

## Assessment Tasks

### 1 Diagnostic handouts

#### Assessment Type

Project (applied)

#### Task Description

You will be required to develop two (2) diagnostic handouts for a disorder allocated to you by the Unit Coordinator in week 1. You will develop one (1) diagnostic handout that would be appropriate for a colleague, and another that would be appropriate for a client. Handouts are to be one A4 page only (can be double-sided). APA formatting is not required for the handout content however 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 5 Monday (3 Apr 2023) 11:59 pm AEST

#### Return Date to Students

Week 6 Monday (17 Apr 2023)

#### Weighting

Pass/Fail

#### Minimum mark or grade

Pass: Minimum grade of 70%

#### Assessment Criteria

Your Diagnostic Handouts will be assessed according to the following criteria:

- Integrate, interpret, and synthesise psychological data to inform case formulation, diagnosis and intervention,
- Guide evidence-based treatment planning in a culturally responsive manner,
- Apply advanced psycho-developmental knowledge to bio-psycho-social-spiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

A more detailed marking rubric will be provided on Moodle.

#### Referencing Style

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

#### Submission

Online

#### Submission Instructions

Upload through Assessment portal on Moodle.

#### Learning Outcomes Assessed

- Interpret and synthesise psychological data to inform case formulation, diagnosis and intervention to guide evidence-based treatment planning in a culturally responsive manner.
- Apply advanced psycho-developmental knowledge to biopsychosocialspiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

### 2 Case Presentation

**Assessment Type**

Portfolio

**Task Description**

You will work in groups throughout the term to examine case scenarios in detail. Beginning in week 6, one pair of students from each group will present a brief Case Presentation (maximum 10 minutes) and one pre-recorded Psychoeducation Video (maximum 10 minutes) in class, and work together to facilitate class discussion (5-10 minutes). Groups and topics will be allocated by the Unit Coordinator in week 1. All content is to be submitted via Moodle before the beginning of class (09.00am), including a PowerPoint presentation (no more than 5 slides), psycho-education video and completed Group Work Assessment Form. Marks for this assessment task will be based on class engagement (asking questions and adding to class discussions), submission of Group Work Assessment Form, the Case Presentation, and Psychoeducation Video.

**Assessment Due Date**

Week 12 Friday (2 June 2023) 12:00 pm AEST

Upload presentation content through Assessment portal on Moodle by 9am Friday of the week allocated to you in week 1.

**Return Date to Students**

Exam Week Friday (16 June 2023)

You will receive your Case Presentation marks within 2 weeks of your submission.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass: Minimum grade of 70%

**Assessment Criteria**

Your Portfolio will be assessed according to the following criteria:

- Integrate, interpret, and synthesise psychological data to inform case formulation, diagnosis and intervention,
- Guide evidence-based treatment planning in a culturally responsive manner,
- Apply advanced psycho-developmental knowledge to bio-psycho-social-spiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

A more detailed marking rubric will be provided on Moodle.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Upload through Assessment portal on Moodle.

**Learning Outcomes Assessed**

- Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) to evaluate and classify high prevalence psychological disorders.
- Interpret and synthesise psychological data to inform case formulation, diagnosis and intervention to guide evidence-based treatment planning in a culturally responsive manner.

## 3 Online Test

**Assessment Type**

Online Test

**Task Description**

You will be required to complete an online test comprising vignette/scenario, direct question, or multiple-choice format. The test will be open in Moodle for 24 hours from 6pm on Thursday 8 June and you will have three (3) hours to complete this test during that time period. All content covered up to and including week 12 in this unit is to be considered when reviewing for this test.

**Assessment Due Date**

Review/Exam Week Friday (9 June 2023) 6:00 pm AEST



**Return Date to Students**

Exam Week Friday (16 June 2023)

Feedback will be uploaded through assessment portal on Moodle.

**Weighting**

Pass/Fail

**Minimum mark or grade**

Pass: Minimum grade of 70%

**Assessment Criteria**

Your Online Test will be assessed according to the following criteria:

- Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders-5 -TR and International Classification of Diseases-11),
- Evaluate and classify high prevalence psychological disorders,
- Apply advanced psycho-developmental knowledge to bio-psycho-social-spiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

To be completed via Moodle.

**Learning Outcomes Assessed**

- Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) to evaluate and classify high prevalence psychological disorders.
- Apply advanced psycho-developmental knowledge to biopsychosocialspiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

## 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