



PSYC20060 Psychopathology and Formulation II

Term 2 - 2020

Profile information current as at 15/05/2024 10:09 pm

All details in this unit profile for PSYC20060 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 second 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 adulthood. 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 develop and present your case formulations.

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 2 - 2020

- 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: 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 Student Feedback - "Have your say"

Feedback

Enjoyed and learnt a lot from the lectures where we did interactive learning - case formulations as a group.

Recommendation

This style of teaching will continue, and in line with other student feedback, attempts will be made to increase the opportunities to engage in this way.

Feedback from Student Feedback - "Have your say"

Feedback

Class presentations provide valuable information but also take up a lot of class time.

Recommendation

Reduce the number of student presentations delivered during lecture time. Students can review recorded presentations and provide feedback throughout the week at a time that suits them.

Feedback from Unit Coordinator

Feedback

Marking rubric for Assessment 1 did not allow for enough variation in grading and feedback.

Recommendation

Redevelop marking rubric for Assessment 1 to broaden criteria and opportunity for more specific student feedback.

Unit Learning Outcomes

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

1. Demonstrate advanced knowledge of mental disorder diagnostic criteria related to mental health issues experienced in adulthood
2. Apply relevant theoretical frameworks to case formulation for mental health disorders experienced during adulthood
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%		•	•

Assessment Tasks	Learning Outcomes		
	1	2	3
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

PSYC20060

Prescribed

Diagnostic and statistical manual of mental disorders

Fifth Edition (2013)

Authors: American Psychiatric Association

American Psychiatric Association

Arlington , Virginia , United States

ISBN: 978-0-89042-555-8

Binding: Paperback

PSYC20060

Prescribed

The handbook of adult clinical psychology: An evidence based practice approach

(2016)

Authors: Carr, A.. & McNulty, M.

Routledge

London , United Kingdom

ISBN: 978 1 1388 0630 6

Binding: Paperback

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Supplementary

Publication Manual of the American Psychological Association

Seventh edition (2019)

Authors: American Psychological Association

American Psychological Association

Washington , District of Columbia , United States

ISBN: 978-1-4338-3216-1

Binding: Paperback

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Supplementary

Treatment plans and interventions for depression and anxiety disorders

Second edition (2012)

Authors: Leahy R.L., Holland J.F., & McGinn, L.K.

Guilford Press

New York , New York , United States

ISBN: 978 1 60918 649 4

Binding: Paperback

Additional Textbook Information

If you prefer to study with a paper copy you can purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks can be purchased at the publisher's website.

[View textbooks at the CQUniversity Bookshop](#)

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

Jessica Paterson Unit Coordinator

jessica.paterson@cqu.edu.au

Doreen Canoy Unit Coordinator

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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and Term Overview Mood Disorders and Case Formulation	Readings are posted in weekly tab on Moodle	Allocation of topics for Diagnostic Handouts and Psychoeducation Presentations

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Disorders and Somatic Symptom Disorder	Readings are posted in weekly tab on Moodle	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Post-traumatic stress disorder and Substance Related and Addictive Disorders	Readings are posted in weekly tab on Moodle	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Toward Clinical and Cultural Competence	Readings are posted in weekly tab on Moodle	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Personality Disorders	Readings are posted in weekly tab on Moodle	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Schizophrenia Spectrum and other Psychotic Disorders	Readings are posted in weekly tab on Moodle	First Reflection due Monday 24 August 2020 11.45PM AEST.

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Neurocognitive Disorders	Readings are posted in weekly tab on Moodle	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Sexual and Gender Disorders	Readings are posted in weekly tab on Moodle	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Sleep Disorders	Readings are posted in weekly tab on Moodle	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review of course content - we may cover a new disorder, or spend more time on a disorder that we have already discussed. The content for this week will be decided by the class with the Unit Coordinator the week before (Week 9).	Revision for Online Test Readings relative to the chosen content for this week will be posted in Moodle	Reflective practice Due: Week 10 Monday (21 Sept 2020) 11:45 pm AEST

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review of course content - we may cover a new disorder, or spend more time on a disorder that we have already discussed. The content for this week will be decided by the class with the Unit Coordinator the week before (Week 10).	Revision for Online Test Readings relative to the chosen content for this week will be posted in Moodle	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Online Test	No readings this week	Diagnostic Handout and Psychoeducation Presentation Due: Week 12 Wednesday (7 Oct 2020) 11:45 pm AEST Online Test Due: Week 12 Wednesday (7 Oct 2020) 11:45 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Diagnostic Handout and Psychoeducation Presentation

Assessment Type

Presentation

Task Description

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 client. 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 an adult 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 (7 Oct 2020) 11:45 pm AEST

Return Date to Students

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

Weighting

40%

Assessment Criteria

Assessment criteria for Diagnostic Handout will be out of 25 marks:

Quality and usefulness of handout 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 related to mental health issues experienced in adulthood
- 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). These 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 10 Monday (21 Sept 2020) 11:45 pm AEST

Reflective task 1 is due in Week 6 and Reflective task 2 is due in Week 10.

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

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

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 adulthood
- 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 12. All content covered in this unit is to be considered when reviewing for this test.

Question format may be a vignette/scenario or direct question. Responses will be drawn from five possible options.

Assessment Due Date

Week 12 Wednesday (7 Oct 2020) 11:45 pm AEST

Return Date to Students

Week 12 Monday (5 Oct 2020)

Quiz will be marked immediately through 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

Submission Instructions

Online test will automatically close after time allowed or when student completes all questions - whichever comes first.

Learning Outcomes Assessed

- Demonstrate advanced knowledge of mental disorder diagnostic criteria related to mental health issues experienced in adulthood
- Apply relevant theoretical frameworks to case formulation for mental health disorders experienced during adulthood

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