PSYC20060 *Psychopathology and Formulation 2*
Term 2 - 2024

Profile information current as at 15/05/2024 05:19 pm

General Information

Overview

This unit is the second of two units in which you will learn how professional knowledge of research and psychological theory can be applied to practice related to low-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 low-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 PSYC21006.
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 - 2024

- 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 Student verbal feedback and SUTE unit comments

Feedback

Students felt certain questions on the quiz could be stated in a clearer manner to avoid confusion.

Recommendation

The questions and content of the quiz will be reviewed to improve the quality of this assessment for Term 2, 2024.

Feedback from SUTE Unit comments

Feedback

Students felt the structure with 1 hour blocks of presentations, lectures, and group work contributed to greater satisfaction and good outcomes on assessment tasks.

Recommendation

The structure of lectures will be maintained in 2024.

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 low 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 low 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

| — | 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 - Project (applied) - 0%		●	●
2 - Portfolio - 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

Information for Textbooks and Resources has not been released yet.
This information will be available on Monday 17 June 2024

Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.
This unit profile has not yet been finalised.