



# PSYC21005 *Psychopathology I*

## Term 1 - 2017

Profile information current as at 01/05/2024 05:52 am

All details in this unit profile for PSYC21005 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

The focus of Psychopathology I is on child and adolescent psychopathology. This unit is intended to provide knowledge in research, theory and practice related to child and adolescent psychopathology and examines the major psychopathologies in this population. Diagnosis and classification, various theories for the aetiology of child and adolescent psychopathology are considered, and the implications for diagnosis, consultation, and treatment are addressed. Students will be expected to develop competence in the application of diagnostic classification systems to child and adolescent presentations and will also be encouraged to critically evaluate such systems and be aware of their limitations in the general child and adolescent population. This unit is part of the sequence of units that culminates in the degree of Master in Clinical Psychology. This unit is intended to provide basic knowledge in research, theory and practice related to child and adolescent psychopathology necessary for working as a Clinical Psychologist.

### 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

Academic Course = CG17

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 - 2017

- Rockhampton

### 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. **Group Work**

Weighting: 10%

#### 2. **Portfolio**

Weighting: 50%

#### 3. **Examination**

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 comments

**Feedback**

Really enjoyed the course and learnt a lot PBL is a fantastic way to learn.

**Recommendation**

Keep PBL format.

**Action**

Keep PBL

## Unit Learning Outcomes

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

1. Describe the diagnostic criteria for common child and adolescent psychological disorders and evaluate the advantages and limitations of existing diagnostic systems.
2. Critically examine the essential features of common child and adolescent disorders as well as the existing evidence on the phenomenology, epidemiology, etiology, risk factors and course of these disorders.
3. Identify and critically evaluate psychological theories and models in relation to the onset and maintenance etiology of child and adolescent disorders.
4. Demonstrate relevant communication skills, and reflective professional and ethical practice consistent with a Clinical Psychologist role.

It is essential that, at the end of the Masters of Clinical Psychology Course, graduates meet the requirements for practising as a clinical psychologist as defined by the Australian Psychological Society. This unit links with APAC and APS standards and guidelines for accreditation of Master's Course in Clinical Psychology units.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Group Work - 10%</b>	•	•	•	•
<b>2 - Portfolio - 50%</b>	•	•	•	•
<b>3 - Examination - 40%</b>	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes



## Textbooks and Resources

### Textbooks

PSYC21005

#### Prescribed

#### Diagnostic and Statistical Manual of Mental Disorders DSM-5

5th Edition (2013)

Authors: American Psychiatric Association

American Psychiatric Association

America

Binding: Paperback

#### Additional Textbook Information

For this course, we will be using a Problem Based Learning Approach. There **is 1 required** textbook, the DSM-5, 5th Edition (2013, APA).

Please note that Morrison's (2014) DSM-5 Made Easy is not a compulsory textbook but may assist you in understanding the DSM-5 and child psychopathology. I will use material from this textbook in my lecture notes.

I have also asked the library to order in an E-book copy of all textbooks.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Compulsory on campus attendance Rockhampton (see timetabling information) for access to ISL facilities for PBL workshops Wed mornings

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Laurance Robillard** Unit Coordinator

[l.robillard@cqu.edu.au](mailto:l.robillard@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Course Introduction Introduction to Problem-based learning		See Moodle for further information

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Unipolar Mood Disorders	DSM-5 relevant chapters (ICD-10)	See Moodle for further information

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Anxiety Disorders	DSM-5 relevant sections (ICD-10)	See Moodle for further information
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#### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Intellectual Disability, Learning and Communication Disorders	DSM-5 relevant sections (ICD-10)	See Moodle for further information

#### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
ADD/ADHD	DSM-5 relevant sections (ICD-10)	See Moodle for further information

#### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Time to do some work on the Assignment! ;)		

#### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Disruptive, Impulse Control and Conduct Disorders	DSM-5 relevant sections (ICD-10)	See Moodle for further information

#### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
ASD	DSM-5 relevant sections (ICD-10)	See Moodle for further information

#### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
PTSD and Childhood Abuse and Neglect	DSM-5 relevant sections (ICD-10) where relevant	See Moodle for further information

#### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Sleep Disorders	DSM-5 relevant sections (ICD-10)	See Moodle for further information

#### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Feeding and Eating Disorders	DSM-5 relevant sections (ICD-10)	See Moodle for further information

#### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Elimination Disorders	DSM-5 relevant sections (ICD-10)	See Moodle for further information

#### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Wrap up		<b>Group Work: Participation Mark</b> Due: Week 12 Friday (2 June 2017) 5:00 pm AEST <b>Portfolio: Reflection, Outreach and Co-facilitation</b> Due: Week 12 Friday (2 June 2017) 5:00 pm AEST

## Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Examination during University examination period

## Term Specific Information

Please note that while the main focus is on DSM-5, we will also consider ICD-10 criteria (where relevant) for each weekly case so that you are familiar with both classification systems.

## Assessment Tasks

### 1 Group Work: Participation Mark

#### Assessment Type

Group Work

#### Task Description

This grade relates to your **overall weekly** participation, engagement and contribution as an active member of the class. Specifically, each week (to a maximum of 10%), you get 1% for:

- Presenting your material to the class in a succinct format. Participation in class discussion, including asking meaningful questions and providing relevant feedback re material discussed.
- Posting your topic area by the previous Friday
- Uploading your materials to the Moodle discussion site, by the relevant day prior to our discussion in PBL, in time for people to read and digest the material. To help your classmates, please write a succinct summary of what you have found and signpost the most relevant article (so people can read just one article if pressed for time).
- You are encouraged to engage with your peers on the Moodle site, however, monitoring of relevant questions/focus areas will be the responsibility of the course convenor and co-facilitator.

#### Assessment Due Date

Week 12 Friday (2 June 2017) 5:00 pm AEST

Your marks are 'collected' throughout the term.

#### Return Date to Students

Exam Week Friday (16 June 2017)

I will finalise your internal grades before the exam.

#### Weighting

10%

#### Assessment Criteria

As indicated above, your engagement and contribution each week results in a 1% accumulation towards your grade (to a maximum of 10%). I will be monitoring your weekly inputs and will give you feedback if the quality of your comments to your classmates can be improved. I expect you to make sure you have posted your material and comment(s).

#### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### Submission

Offline

#### Learning Outcomes Assessed

- Describe the diagnostic criteria for common child and adolescent psychological disorders and evaluate the advantages and limitations of existing diagnostic systems.
- Critically examine the essential features of common child and adolescent disorders as well as the existing evidence on the phenomenology, epidemiology, etiology, risk factors and course of these disorders.
- Identify and critically evaluate psychological theories and models in relation to the onset and maintenance etiology of child and adolescent disorders.

- Demonstrate relevant communication skills, and reflective professional and ethical practice consistent with a Clinical Psychologist role.

### **Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## **2 Portfolio: Reflection, Outreach and Co-facilitation**

### **Assessment Type**

Portfolio

### **Task Description**

This assessment item involves three pieces:

- A reflective diary (20%) handed in at the end of the term, where you summarise your learning about yourself as a learner, a scientist-practitioner and an emerging clinical psychologist. You will be asked to draw about your weekly contributions to the class, your assignment and your observations. Further details about the reflective diary will be provided on the Moodle site.
- An outreach assignment (20%), where the focus is on developing some psychological resource that is relevant to child and/or adolescent psychopathology, and that will incorporate the description, aetiology, assessment/diagnostic criteria, and to a lesser extent intervention, ethical and/or cultural issues and that is created for a general audience. You will also include a short (1-2 page) rationale explaining your choice of topic and resource with reference to the literature. Further details about the assignment will be provided on the Moodle site.
- Being a co-facilitator (10%) of the class at the Problem Based Learning (PBL) sessions that are held weekly. Your role is to observe, help with the integration of knowledge, ask questions that stimulate discussion and summarise your observations/integration by the end of the week that you were co-facilitating. During the week you are co-facilitating, you will not be working on a separate presentation to the class. Each student will get a turn at co-facilitating a session.

### **Assessment Due Date**

Week 12 Friday (2 June 2017) 5:00 pm AEST

### **Return Date to Students**

Exam Week Friday (16 June 2017)

### **Weighting**

50%

### **Assessment Criteria**

Marking guides will be discussed and available to students on the Moodle site.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Offline Online

### **Submission Instructions**

Hard copy. This will depend on the format of the outreach you choose. All written submissions are to be uploaded through Moodle and can also be emailed to the lecturer.

### **Learning Outcomes Assessed**

- Describe the diagnostic criteria for common child and adolescent psychological disorders and evaluate the advantages and limitations of existing diagnostic systems.
- Critically examine the essential features of common child and adolescent disorders as well as the existing evidence on the phenomenology, epidemiology, etiology, risk factors and course of these disorders.
- Identify and critically evaluate psychological theories and models in relation to the onset and maintenance etiology of child and adolescent disorders.
- Demonstrate relevant communication skills, and reflective professional and ethical practice consistent with a Clinical Psychologist role.

### **Graduate Attributes**



- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## Examination

### **Outline**

Complete an invigilated examination.

### **Date**

During the examination period at a CQUniversity examination centre.

### **Weighting**

40%

### **Length**

180 minutes

### **Exam Conditions**

Restricted.

### **Materials**

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## 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