



PSYC21005 *Psychopathology I*

Term 1 - 2018

Profile information current as at 30/04/2024 12:38 pm

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.

Corrections

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 - 2018

- 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

Some students commented that they would prefer to have the lecturer present on campus (vs teaching via ISL link).

Recommendation

Consider having Psychopathology II course taught by a Rockhampton based lecturer i.e. on campus (vs via ISL).

Feedback from Student comments

Feedback

Students commented that they enjoyed the PBL format

Recommendation

Keep PBL format.

Feedback from Student comments

Feedback

Some students felt that the reflective diary assessment task for Psychopathology I was too similar to the reflective diary assessment task in Clinic Team I

Recommendation

Perhaps consider changing the format/content of the reflective diary for Psychopathology I so that it doesn't overlap too much with Clinic Team I (e.g. perhaps consider using the original format I used in previous years asking students to also reflect on core APAC competencies they have met based on their learning in Psychopathology II.

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

Textbooks and Resources

Textbooks

There are no required textbooks.

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.

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Helen Madell Unit Coordinator

h.g.madell@cqu.edu.au

Schedule

Week 1 - Introduction to Psychopathology I - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to course content and problem-based learning	Reading material provided on Moodle for Week 1	

Week 2 - Unipolar and Bipolar Mood Disorders - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Unipolar and Bipolar Mood Disorders	<ul style="list-style-type: none">• DSM-5 Chapters on Bipolar Disorders and Depressive Disorders• ICD10 (Blue Book) F30- F39, (pp91-109)• Readings on Moodle	Submit weekly Reflective Journal piece relevant to the lecture and article presented during class. Due Date: March 16th 5.00 pm AEST

Week 3 - Anxiety Disorders - 19 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Disorders	<ul style="list-style-type: none">◦ DSM-5 relevant chapters on Anxiety Disorders◦ (ICD-10)◦ Readings on Moodle	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: March 23rd 5.00 pm AEST

Week 4 - Intellectual Disability, Learning and Communication Disorders - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Learning and Communication Disorders and Intellectual Disability	<ul style="list-style-type: none"> • DSM5: Intellectual Disability IDD (pp. 32-41) • DSM5: Communication and Learning Disorders (pp.41-49) • (ICD-10) • Readings on Moodle 	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: March 30th 5.00 pm AEST

Week 5 - ADHD / ADD - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Attention Deficit Hyperactivity Disorder and Attention Deficit Disorder	<ul style="list-style-type: none"> ◦ DSM-5 Neurodevelopmental Disorders (pp 59-66) ◦ ICD-10 ◦ Readings on Moodle 	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: April 6th 5.00 pm AEST

Vacation Week - 09 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Time to do some work on assessments		

Week 6 - Conduct Disorders, Disruptive, Impulse Control Disorders - 16 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Conduct Disorder and Oppositional Defiant Disorders	<ul style="list-style-type: none"> ◦ DSM-5 Chpt on Disruptive, Impulse-Control & Conduct Disorders (pp 461-475) ◦ ICD-10 ◦ Readings on Moodle 	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: April 20th 5.00 pm AEST

Week 7 - Autism Spectrum Disorder - 23 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
Child & Adolescent ASD	<ul style="list-style-type: none"> ◦ DSM-5 Neurodevelopmental Disorders (pp31-41, pp 50-58) ◦ ICD-10 ◦ Readings on Moodle 	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: April 27th 5.00 pm AEST

Week 8 - PTSD and Childhood Abuse and Neglect - 30 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> ◦ Trauma and Stressor related disorders ◦ Childhood Abuse and Neglect and Complex Trauma 	<ul style="list-style-type: none"> ◦ DSM-5 Trauma and Stressor related disorders (pp 265-290) ◦ ICD-10 ◦ Readings on Moodle 	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: May 4th 2018 5:00 pm AEST

Week 9 - Somatic and Sleep Wake Disorders - 07 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Somatic and Sleep Wake Disorders	<p>Somatic Readings</p> <ul style="list-style-type: none"> ◦ ICD-10 ◦ DSM5 (pp. 309-328) <p>Sleep Wake Disorders Readings</p> <ul style="list-style-type: none"> ◦ ICD-10 ◦ DSM5 Sleep Wake Disorders (361-422) 	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: May 10th 2018 5:00 pm AEST

Week 10 - Feeding and Eating Disorders - 14 May 2018

Module/Topic	Chapter	Events and Submissions/Topic

Feeding and Eating Disorders	<ul style="list-style-type: none"> • ICD-10 • DSM-5: Feeding and Eating Disorders (pp329-354) 	Submit Journal piece relevant to the lecture and article presented during class. Due Date: May 18th 2018 5:00 pm AEST
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Week 11 - Elimination Disorders - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Child and Adolescent Elimination Disorders	<ul style="list-style-type: none"> ◦ ICD-10 ◦ DSM-5 (pp 355-360) 	Submit Reflective Journal piece relevant to the lecture and article presented during class. Due Date: May 25th 2018 5:00 pm AEST

Week 12 - Psychopathology from an Indigenous perspective - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Health	Readings to be uploaded on Moodle	Submit Reflective Journal piece relevant to the lecture and article presented during class. Submit Outreach assignment Due Date: June 1st 2018 5:00 pm Participation in class and group work Due: Week 12 Friday (1 June 2018) 5:00 pm AEST Portfolio: including Outreach assignment, Co-facilitation and weekly reflective diary Due: Week 12 Friday (1 June 2018) 5:00 pm AEST

Exam Week - 04 Jun 2018

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

Exam Week - 11 Jun 2018

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

Term Specific Information

Please note that the main focus will be on DSM-5 classification system, the ICD-10 criteria will also be considered (where relevant) for each weekly paper case. This will improve familiarity with both classification systems.

Assessment Tasks

1 Participation in class and group work

Assessment Type

Group Work

Task Description

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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, participation in meaningful class discussion.
- Posting and uploading relevant topics and materials on Moodle, in time for people to read and digest the material.

Assessment Due Date

Week 12 Friday (1 June 2018) 5:00 pm AEST

Return Date to Students

Exam Week Friday (15 June 2018)

Weighting

10%

Assessment Criteria

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 Wednesday, ahead of our discussion in class , 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).

Referencing Style

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

Submission

Online

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: including Outreach assignment, Co-facilitation and weekly reflective diary

Assessment Type

Portfolio

Task Description

1. Outreach Assignment (20%). The focus is on developing some psychological resource or product that is useful to your child or adolescent clients (and/or parents). Marks are awarded for identifying and addressing a clear issue, for providing a good justification of your product using the literature and for providing a useful comprehensive and professional looking product, creativity, and rationale for the product.
2. Co-facilitation (10%). Your role is to monitor the Moodle site along with the course convenor and respond to questions, help in ensuring questions are not too broad and to assess usefulness of questions/topic areas suggested on Moodle. In PBL, your role is to observe, help with the integration of knowledge, ask questions that stimulate discussion and summarise your observations/integration into your reflective journal by the end of the week that you were co-facilitating.
3. The reflective diary (20%) is aimed at getting you to explore your own personal journey in becoming a clinical psychologist and scientist practitioner. In particular one of the aims to help you make the link between your learning about the weekly case study, and your critical analysis of the case study, the class discussion around it and the presentation by the convenor.

Assessment Due Date

Week 12 Friday (1 June 2018) 5:00 pm AEST

Return Date to Students

Exam Week Friday (15 June 2018)

Weighting

50%

Assessment Criteria**Outreach assignment assessment criteria:**

Overall marks for product (psychological content and quality of material) /40. Creativity of material /10. Includes references, resource list, understandable to general audience/useful client resource /10.

Rationale – short 1-2 pages (approx. +/-1000words) includes: Choice of topic explained – why did you choose this subject, what population is it aimed at and how will it benefit this population including reference to the literature? Marks out of /20

Rationale for format (webinar, PowerPoint) explained /10

Spelling, grammar, style, succinctness, reference list /10

Co-facilitation assessment criteria:

Sufficient monitoring and responding to Moodle questions and relevant feedback to peers, Integrating viewpoints, endeavouring to encourage and stimulate discussion/10

Reflective diary assessment criteria:

Has a story and a narrative /10

Is succinct and creative /10

Reflections are deep and move beyond description to exploring own emotional world, reactions, values, beliefs systems, and assumptions in relation to material covered /45

Includes critical analysis of the course content and the weekly discussions and other people's comments /20

Consideration of other people's suggestions with examples /10

Spelling, grammar, style, succinctness, reference list /5

Referencing Style

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

Submission

Online

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

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