



# PSYC21005 *Psychopathology I*

## Term 1 - 2019

Profile information current as at 01/05/2024 04:32 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

Unit Profile Correction added on 06-05-20

The exam for Term 1 2020 will be replaced by an online test. The format of the online test will be the same as the previously planned exam. The online test will be available to students on Moodle for three hours on 11 June, 9.00 to 12.00. Please refer to the Moodle site for more details.

## 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 - 2019

- 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 2018 Unit Coordinator

##### Feedback

Reflective journal

##### Recommendation

It is recommended the reflective journal to be amended to weekly reflective diaries. Reflective practice is essential to help students process and understand psychopathology and the PBL format. In the current format, the students produce one piece of assessment that is a reflection on the whole term, which does not give the student the opportunity to build on the learnings as the weeks progress through the term. It would be more conducive to learning if reflections were weekly.

#### Feedback from 2018 Unit Coordinator

##### Feedback

Outreach project

##### Recommendation

Recommend the outreach project due date be shifted to week 6 so students can complete the task without impact of other assessment items from other subjects in the clinical masters program. An earlier due date might provide stronger results for the student and produced a high standard of outreach recourses.

## 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

 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	4
<b>1 - Group Work - 10%</b>	•	•	•	•



## Textbooks and Resources

### Textbooks

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

For further information, see the Assessment Tasks.

## Teaching Contacts

**Helen Madell** Unit Coordinator  
[h.g.madell@cqu.edu.au](mailto:h.g.madell@cqu.edu.au)

**Claire Thompson** Unit Coordinator  
[c.l.thompson@cqu.edu.au](mailto:c.l.thompson@cqu.edu.au)

## Schedule

### Week 1 - Introduction to Psychopathology I - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to course content and problem-based learning	Reading material provided on Moodle for Week 1	<b>Submit weekly Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: March 15th 2019, 11.55 pm AEST

### Week 2 - Mental Health from an Indigenous perspective - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Health	• Readings on Moodle	<b>Submit weekly Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: March 22nd 2019, 11.55 pm AEST

### Week 3 - Anxiety Disorders - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Disorders	◦ DSM-5 relevant chapters on Anxiety Disorders ◦ (ICD-10) ◦ Readings on Moodle	<b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: March 29th 2019, 11.55 pm AEST

### Week 4 - Unipolar and Bipolar Mood Disorders - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Unipolar and Bipolar Mood Disorders	<ul style="list-style-type: none"> <li>• Readings on Moodle</li> <li>• DSM-5 Chapters on Bipolar Disorders and Depressive Disorders</li> <li>• ICD10 (Blue Book) F30- F39, (pp91-109)</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: April 05th 2019, 11.55 pm AEST</p>
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### Week 5 - ADHD / ADD - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Attention Deficit Hyperactivity Disorder and Attention Deficit Disorder	<ul style="list-style-type: none"> <li>◦ DSM-5 Neurodevelopmental Disorders (pp 59-66)</li> <li>◦ ICD-10</li> <li>◦ Readings on Moodle</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: April 12th 2019, 11.55 pm AEST</p>

### Vacation Week - 15 Apr 2019

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

### Week 6 - Conduct Disorders, Disruptive, Impulse Control Disorders - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Conduct Disorder and Oppositional Defiant Disorders	<ul style="list-style-type: none"> <li>◦ DSM-5 Chpt on Disruptive, Impulse-Control &amp; Conduct Disorders (pp 461-475)</li> <li>◦ ICD-10</li> <li>◦ Readings on Moodle</li> </ul>	<p><b>Submit Reflective Journal:</b> Content relevant to the lecture and article presented during class. Due Date: April 27th 2019, 11.55 pm AEST</p> <p><b>Submit Outreach assignment</b> Due Date: April 28th 2019, 11:55 pm AEST</p>

### Week 7 - Autism Spectrum Disorder - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Child & Adolescent ASD	<ul style="list-style-type: none"> <li>◦ DSM-5 Neurodevelopmental Disorders (pp31-41, pp 50-58)</li> <li>◦ ICD-10</li> <li>◦ Readings on Moodle</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: 3rd May 2019, 11.55 pm AEST</p>

### Week 8 - PTSD and Childhood Abuse and Neglect - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>◦ Trauma and Stressor related disorders</li> <li>◦ Childhood Abuse and Neglect and Complex Trauma</li> </ul>	<ul style="list-style-type: none"> <li>◦ DSM-5 Trauma and Stressor related disorders (pp 265-290)</li> <li>◦ ICD-10</li> <li>◦ Readings on Moodle</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: May 10th 2019, 11:55 pm AEST</p>

### Week 9 - Intellectual Disability, Learning and Communication Disorders - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Learning and Communication Disorders and Intellectual Disability	<ul style="list-style-type: none"> <li>• DSM5: Intellectual Disability IDD (pp. 32-41 )</li> <li>• DSM5: Communication and Learning Disorders (pp.41-49)</li> <li>• (ICD-10)</li> <li>• Readings on Moodle</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: May 17th 2019, 11:55 pm AEST</p>

### Week 10 - Somatic and Sleep Wake Disorders - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic

Somatic and Sleep Wake Disorders	<ul style="list-style-type: none"> <li>• <b>Somatic Readings</b> <ul style="list-style-type: none"> <li>◦ ICD-10</li> <li>◦ DSM5 (pp. 309-328)</li> </ul> </li> <li>• <b>Sleep Wake Disorders Readings</b> <ul style="list-style-type: none"> <li>◦ ICD-10</li> <li>◦ DSM5 Sleep Wake Disorders (361-422)</li> </ul> </li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: May 24th 2019, 11:55 pm AEST</p>
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### Week 11 - Feeding and Eating Disorders - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Feeding and Eating Disorders	<ul style="list-style-type: none"> <li>◦ ICD-10</li> <li>◦ DSM-5: Feeding and Eating Disorders (pp329-354)</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: May 31st 2019, 11:55 pm AEST</p>
Child and Adolescent Elimination Disorders	<ul style="list-style-type: none"> <li>◦ ICD-10</li> <li>◦ DSM-5 (pp 355-360)</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: May 31st 2019, 11:55 pm AEST</p>

### Week 12 - Elimination Disorders - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Child and Adolescent Elimination Disorders	<ul style="list-style-type: none"> <li>◦ ICD-10</li> <li>◦ DSM-5 (pp 355-360)</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: June 7th 2019, 11:55 pm AEST</p>

### Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Examination during university examination period		<p><b>Participation in class and group work</b> Due: Review/Exam Week Monday (10 June 2019) 12:00 am AEST</p>

### Exam Week - 17 Jun 2019

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

## Assessment Tasks

### 1 Participation in class and group work

#### 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, 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

Review/Exam Week Monday (10 June 2019) 12:00 am AEST

Criteria outlined in Marking Matrix on Moodle

#### Return Date to Students

Review/Exam Week Monday (10 June 2019)



Results posted up on moodle

### 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% Due Wk6: 28th April 2019).** The focus is on developing a psychological resource or product that is useful to a child or adolescent client (and/or parents). Marks are awarded for identifying and addressing a clear issue, providing a good justification of your product, using the literature, providing a useful comprehensive and professional looking product that would appeal to youth.

**2. Co-facilitation (10%).** For one week in the term, your role is to monitor the Moodle site along with the course convener and respond to questions, help in ensuring questions are not too broad, to assess usefulness of questions/topic areas suggested on Moodle and provide a synopsis on moodle of the material presented in class, for the group to access. 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. Weekly reflective diary (20% overall from 12 weeks of submissions: Due 11:55pm every Friday).** The weekly reflective diary 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 convener. Content of the reflective diary should express themes covered in Psychopathology class that week.

### Assessment Due Date

### Return Date to Students

Marked assignments will be returned one week after their due date

**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

**Minimum mark or grade**

40%

**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