



# PSYC21005 *Psychopathology I*

## Term 1 - 2020

Profile information current as at 01/05/2024 03:36 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

This unit is intended to provide clinical knowledge of the research, theory and practice related to child and adolescent psychopathology. In this unit you will examine psychopathology in a variety of culturally diverse populations, including Aboriginal and Torres Strait Islander peoples. Specifically, you will use Case Based Learning to develop competencies in the application of diagnostic classification systems to child and adolescent 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

There are no requisites for this unit.

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 - 2020

- 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 feedback

##### Feedback

PBL (Problem Based Learning) takes some getting used to, but was interesting and works well. The input from the lecturer is always helpful in assisting with the case study as students learned something new every week besides what they had to research on their own.

##### Recommendation

Continue teaching using Problem Based Learning format.

#### Feedback from Student feedback

##### Feedback

There was some early confusion about PBL process.

##### Recommendation

Provide further information to students about Problem Based Learning process and requirements in the first class. Explaining learning is around a case and students are required to seek evidence based information on certain criteria points. 1. ICD & DSM criteria for diagnosis 2. DSM 5 specifies & subtypes: level of distress &/or impairment, Comorbidities & associated factors 3. Differential diagnosis, cultural, medical & substance use considerations 4. Professional issues (including ethical/legal) 5. Risk &/or Protective factors 6. Other conditions that may be of focus (DSM5 pp.715-732) 7. Trajectories & course of disorder 8. Formulation, which will include for example, the 5 P's of formulation (Presenting, Predisposing/aetiology, Precipitating, Perpetuation, Protective/Positives) & the bio-psycho-social-cultural aspects of formulation

## Unit Learning Outcomes

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

1. Synthesise psychological knowledge and relevant international taxonomies to evaluate and classify psychological disorders in children and adolescents
2. Apply advanced psychological theories of the aetiology, progression, precursors and sequelae of psychological disorders in children and adolescents
3. Apply advanced psycho-developmental knowledge to biopsychosocial models of mental health as they apply to the conceptualisation of psychological disorders in children and adolescents.

The Learning Outcomes for this unit align with the 2019 Australian Psychology Accreditation Council accreditation guidelines for aetiology and conceptualisation of clinical psychology.

## 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
<b>1 - Project (applied) - 20%</b>		●	●

Assessment Tasks	Learning Outcomes		
	1	2	3
2 - Portfolio - 40%	•	•	
3 - Examination - 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 - Project (applied) - 20%	○		○	○				
2 - Portfolio - 40%	○	○	○	○		○		
3 - Examination - 40%	○	○	○	○				

## Textbooks and Resources

### Textbooks

PSYC21005

#### Prescribed

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

Fifth Edition (2013)

Authors: American Psychiatric Association (APA)

American Psychiatric Association (APA)

Arlington, VA, United States of America

ISBN: 978-0-89042-554-1

Binding: Paperback

#### Additional Textbook Information

Copies are available for purchase at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

### 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)

## Schedule

### Week 1 - Introduction to Psychopathology I - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to course content and Case-Based Learning (CBL).	<ul style="list-style-type: none"><li>◦ Piaget: Stage 1 - Sensorimotor, object permanence video: 2008.</li><li>◦ Johnstone (2018).</li><li>◦ Love (2018).</li><li>◦ <b>Optional clips and readings</b>,</li><li>◦ Code of Ethics, Australian Psychological Society (2010).</li></ul>	<b>Submit weekly Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: March 13th 2020, 5pm AEST

### Week 2 - Mental Health from an Indigenous perspective - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous Health.	<ul style="list-style-type: none"><li>- Close the Gap - 10 year review (2018).</li><li>- Liyarn, Archie Roach (n.d.).</li></ul>	<b>Submit weekly Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: March 20th 2020, 5pm AEST

### Week 3 - Anxiety Disorders - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety Disorders.	<ul style="list-style-type: none"> <li>◦ DSM-5 relevant chapters on Anxiety Disorders.</li> <li>◦ ICD-10.</li> <li>◦ <b>Optional clips and readings</b></li> <li>◦ Silverman, Pina &amp; Viswesvaran (2008).</li> <li>◦ Sepulveda, Alcazar, Alcazar &amp; Storch (2014).</li> <li>◦ Negreiros &amp; Miller (2014).</li> <li>◦ Slade, Johnston, Browne, Andrews &amp; Whiteford (2007).</li> <li>◦ Armfield (2005).</li> <li>◦ Behar, DiMarco, Hekler, Mohlman &amp; Staples (2008).</li> <li>◦ John Watson (2006).</li> <li>◦ Dr Michael Catchpole (2009).</li> <li>◦ Cheryl Jackson (2009).</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: March 27th 2020, 5pm AEST</p>

#### Week 4 - Unipolar and Bipolar Mood Disorders - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Unipolar and Bipolar Mood Disorders.	<ul style="list-style-type: none"> <li>- DSM-5 Chapters on Bipolar Disorders and Depressive Disorders.</li> <li>- ICD-10 (Blue Book) F30- F39, (pp91-109).</li> <li><b>Optional clips and readings</b></li> <li>- Jones (n.d.).</li> <li>- Kelly (2009).</li> <li>- Cheung, Kozloff &amp; Sacks (2013).</li> <li>- Clark, Jansen &amp; Cloy (2010).</li> <li>- Youngstrom, Freeman &amp; Jenkins (2008).</li> <li>- Youngstrom, Jenkins, Doss &amp; Youngstrom (2012).</li> <li>- Howcast.com (2012).</li> <li>- Knopf (2012).</li> <li>- Leibenluft (2010).</li> <li>- Johnson (2015).</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: April 03rd 2020, 5pm AEST</p>

#### Week 5 - ADHD and Elimination Disorders - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic

Attention Deficit Hyperactivity Disorder.  
Child and Adolescent Elimination Disorders.

- DSM-5 Neurodevelopmental Disorders (pp 59-66).
- ICD-10.
- DSM-5 (pp 355-360).
- **Optional clips and readings**
- Nigg (2012).
- Cassone (2013).
- Watson, Richels, Michalek & Raymer (2015).
- Weinstein, Stafelback & Biaggio (2000).
- Aka, Aysev & Aycan (2011).
- Walker (2012).
- Brown, Pope & Brown (2010).
- Goodman (2013).
- Harari (2011).
- Henriksen & Peterson (2012).
- Wassom & Christophersen (2014).
- Ritterband, et al. (2013).
- Shapira & Dahlem (2010).
- Couric (2014).
- Howcast.com (2010).
- Barkley (2012).
- Winter (2011).
- Neilsen-Hewett (2012).
- Hodges (2014).

**Submit Reflective Journal** Content relevant to the lecture and article presented during class.  
Due Date: April 09th 2020, 5pm AEST

#### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### Week 6 - Conduct Disorders, Disruptive, Impulse Control Disorders - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Conduct Disorder and Oppositional Defiant Disorders.

- DSM-5 Chapter on Disruptive, Impulse-Control & Conduct Disorders (pp 461-475).
- ICD-10.
- **Optional clips and readings**
- Alyward (2003).
- Frick, Ray, Thornton & Kahn (2014).
- Scott (2008).
- Rowe, Costello, Angold, Copeland & Maughan (2010).
- Barry, Golmaryami, Rivera-Hudson & Frick (2013).
- Schwartz (2013).
- Defiore (2012).
- Butten (2008).
- Tvoparents (2010).
- Tvoparents (2010).
- Dadds (2012).
- ABC (2012).

**Submit Reflective Journal:** Content relevant to the lecture and article presented during class.  
Due Date: April 27th 2020, 5pm AEST  
**Submit Outreach assignment**  
Due Date: April 24th 2020, 5pm AEST

#### Week 7 - Psychopharmacology workshop - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
		<b>no weekly reflection this week</b>

#### Week 8 -Autism Spectrum Disorder - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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◦ Child & Adolescent ASD.

- DSM-5 Neurodevelopmental Disorders (pp31-41, pp 50-58).
- ICD-10.
- Baron-Cohen (2017).
- **Optional clips and readings**
- ASD screener (n.d.).
- Smith, Richow & Volkmar (2015).
- Vasa et al. (2014).
- Baxter et al. (2007).
- Hartley, Sikora & McCoy (2008).
- Macintosh & Dissanayake (2004).
- Centre for Disease Control and Prevention (2008).
- Kennedy Krieger Institute (2013).
- CBS (2011).
- NYU Langone Health (2013).
- Centre for Autism and Related Disorders (2013).

**Submit Reflective Journal** Content relevant to the lecture and article presented during class.

Due Date: May 08th 2020, 5pm AEST

### Week 9 - PTSD and Childhood Abuse and Neglect - 11 May 2020

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>• Perry (2001).</li> <li>• <b>Optional clips and readings</b></li> <li>• Arvidson et al. (2011).</li> <li>• Cloitre et al. (2009).</li> <li>• Perry (2002).</li> <li>• Perry (2005).</li> <li>• Regional Research Institute for Human Services (2015).</li> <li>• Smith (2011).</li> <li>• D`Andrea, Ford, Stolback, Spinazzola &amp; van der Kolk (2012).</li> <li>• Craven, Brown &amp; Gilchrist (2006).</li> <li>• Finkelhor, Ormrod, Turner &amp; Hamby (2005).</li> <li>• Ford et al. (20013).</li> <li>• van der Kolk (n.d.).</li> <li>• Trauma Assessment (2011).</li> <li>• Luxenberg et al. (2001).</li> <li>• Ellis et al. (2011).</li> <li>• Kaiser, Gillette &amp; Spinazzola (2010).</li> <li>• Warner, Koomar, Lary &amp; Cook (2013).</li> <li>• Stolback et al. (2013).</li> <li>• van der Kolk (2007).</li> <li>• Brown, McCauley, Navalta &amp; Saxe (2013).</li> <li>• Briere &amp; Lantree (2008).</li> <li>• Briere (2009).</li> <li>• Anxiety Canada (2009).</li> <li>• Post institute (2013).</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class.</p> <p>Due Date: May 15th 2020, 5pm AEST</p>

### Week 10 - Intellectual Disability, Learning and Communication Disorders - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>◦ Learning and Communication Disorders and Intellectual Disability.</li> </ul>	<ul style="list-style-type: none"> <li>• DSM-5: Intellectual Disability IDD (pp. 32-41 ).</li> <li>• DSM-5: Communication and Learning Disorders (pp.41-49).</li> <li>• ICD-10.</li> <li>• <b>Optional clips and readings</b></li> <li>• The National Center for Learning Disabilities (2012).</li> <li>• Toeplitz-Winiewska (n.d.).</li> </ul>	<p><b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class.</p> <p>Due Date: May 22nd 2020, 5pm AEST</p>



## Week 11 - Somatic and Sleep Wake Disorders - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
◦ Somatic and Sleep Wake Disorders.	<b>Somatic Readings</b> <ul style="list-style-type: none"><li>- ICD-10.</li><li>- DSM-5 (pp. 309-328).</li></ul> <b>Sleep Wake Disorders Readings</b> <ul style="list-style-type: none"><li>- ICD-10.</li><li>- DSM-5 Sleep Wake Disorders (361-422).</li></ul> <b>Optional clips and readings</b> <ul style="list-style-type: none"><li>- Mayo Clinic (2014).</li><li>- Mayo Clinic (2014).</li><li>- Mayo Clinic (2014).</li><li>- TGP Digital (2014).</li><li>- Wane (2012).</li><li>- Today Tonight Adelaide (2013).</li><li>- Khan Academy (2015).</li><li>- Howard Country General Hospital (2013).</li><li>- Koppel (2009).</li><li>- ABC (2009).</li><li>- MedCram (2012).</li><li>- iHealth Tube.com (2008).</li><li>- Stocks (2014).</li><li>- ABC (2013).</li></ul>	<b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: May 29th 2020, 5pm AEST

## Week 12 - Feeding and Eating Disorders Elimination Disorders - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
◦ Feeding and Eating Disorders.	<ul style="list-style-type: none"><li>◦ DSM-5: Feeding and Eating Disorders (pp329-354).</li><li>◦ ICD-10.</li></ul> <b>Optional readings and clips</b> <ul style="list-style-type: none"><li>◦ Luck et al. (2002).</li><li>◦ Wikipedia.org (2019).</li><li>◦ Touyz (2012).</li><li>◦ Healthy Place Mental Health (2011).</li><li>◦ Healthy Place Mental Health (2011).</li><li>◦ Kelty Mental Health (2011).</li><li>◦ Charley Newhouse (2015).</li></ul>	<b>Submit Reflective Journal</b> Content relevant to the lecture and article presented during class. Due Date: June 5th 2020, 5pm AEST

## Exam Week - 08 Jun 2020

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

## Exam Week - 15 Jun 2020

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 assessment 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. Relevant topics include 1. ICD 10 & DSM-5 criteria for diagnosis 2. DSM-5 specifiers & subtypes: level of distress &/or impairment, comorbidities & associated factors. 3. Differential diagnosis, cultural, medical & substance use considerations. 4. Professional issues (including ethical/legal). 5. Risk&/or protective factors 6. Other conditions that may be of focus (DSM-5 pp. 715-732). 7. Trajectories & course of disorder 8. Treatment options for disorder 9. Formulation, which will include for example, the 5 P formulation (Presenting, Predisposing/aetiology, Precipitating, Perpetuation, Protective/Positives) & the bio-psycho-social-cultural aspects of formulation. 10. Other formulation models to explain how disorder manifests & maintains.

## Assessment Due Date

Criteria outlined in Marking Matrix on Moodle

## Return Date to Students

Results posted up on moodle

## Weighting

10%

## Minimum mark or grade

50%

## Assessment Criteria

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 regarding 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 Week 6: 5pm AEST, 24th April 2020).** 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 unit convenor 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 Case Based Learning (CBL), 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 11 weeks of submissions: Due 5pm AEST every Friday except Week 7).** The weekly reflective diary is aimed at getting you to explore your own personal journey in becoming a clinical psychologist, scientist practitioner and active practitioner. The primary aim is 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. Content of the reflective diary should express themes covered in Psychopathology class that week.

## Assessment Due Date

Criteria outlined in Marking Matrix on Moodle

## Return Date to Students

Marked assignments will be returned one week after their due date

## Weighting

50%

## Minimum mark or grade

50%

## Assessment Criteria

### Outreach assignment assessment criteria (Overall: 20%):

Creativity of material, reasons for product developed and literature support for such a product (40/100 marks)

Word Choice in the product itself and in the 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? (20/100 marks)

Conclusion in rationale for the creation of the product (20/100 marks)

Spelling, grammar, style, succinctness, reference list (20/100 marks)

### Co-facilitation assessment criteria (Overall 10%):

Consistent monitoring and responding to Moodle questions and relevant feedback to peers (3/10 marks)

Integrating viewpoints (4/10 marks)

Endeavouring to encourage and stimulate discussion in lecture (3/10 marks)

### Reflective diary assessment criteria (Overall 20%):

Has a story and a narrative (10/100 marks)

Is succinct and creative (10/100 marks)

Reflections are deep and move beyond description to exploring own emotional world, reactions, values, beliefs systems, and assumptions in relation to material covered (45/100 marks)

Includes critical analysis of the course content and the weekly discussions and other people's comments (20/100 marks)

Consideration of other peoples suggestions with examples (10/100 marks)

Spelling, grammar, style, succinctness, reference list (5/100 marks)

## 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**

50%

### **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