



PSYC21005 *Psychopathology I*

Term 1 - 2021

Profile information current as at 19/05/2022 09:33 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.

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 - 2021

- 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. **Project (applied)**

Weighting: 20%

2. **Portfolio**

Weighting: 40%

3. **Online Test**

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

Students enjoyed the outreach assessment task but thought it should be weighted more as it was time-consuming and required so much creativity.

Recommendation

Assessments task weightings were reviewed with the Head of Course and a change is planned to the assessment weightings for 2021.

Feedback from Student Feedback

Feedback

The teaching staff are extremely supportive and loved the discussion of the cultural implications in the CBL. This has enhanced my clinical awareness further.

Recommendation

Continue with cross cultural case studies and weekly discussions on cultural considerations.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Portfolio - 30%	•	•	
2 - Project (applied) - 30%		•	•
3 - Online Test - 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 - Portfolio - 30%	○	○	○	○		○		
2 - Project (applied) - 30%	○		○	○				
3 - Online Test - 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 American

ISBN: 978-0-89042-554-1

Binding: Paperback

Additional Textbook Information

It will be necessary for their exam at the end of the unit.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Helen Madell Unit Coordinator

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Claire Thompson Unit Coordinator

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Schedule

Week 1 - Introduction to Psychopathology I - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
◦ Introduction to unit content and Case-Based Learning (CBL).	Johnstone, L. (2018). Psychological formulation as an alternative to psychiatric diagnosis. <i>Journal of Humanistic Psychology</i> , 58(1), 30-46. doi: 10.1177/0022167817722230 Mayers, S. T. & Agnew, E. R. E. (2019). Moving beyond diagnosis: Shifting paradigms in psychology. <i>Inpsych</i> , 41. https://www.psychology.org.au/for-members/publications/inpsych/2019/February-Issue-1/Moving-beyond-diagnosis Optional clips and readings Code of Ethics - Australian Psychological Society (2018).	Submit weekly Reflective Journal Content relevant to the lecture and article presented during class. Due Date: March 12th 2021, 5 pm AEST

Week 2 - Mental Health from an Indigenous Australian perspective - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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<ul style="list-style-type: none"> ◦ Mental Health from an Indigenous Australian perspective 	<p>Australian Human Rights Commission (2018). Close the Gap - 10 year review (2018). https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/close-gap-10-year-review</p> <p>Roach, A (n.d.). Liyarn</p>	<p>Submit weekly Reflective Journal Content relevant to the lecture and article presented during class.</p> <p>Due Date: March 19th 2021, 5pm AEST</p>
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Week 3 - Anxiety Disorders - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> ◦ Anxiety Disorders. 	<ul style="list-style-type: none"> ◦ DSM-5 relevant chapters on Anxiety Disorders. ◦ ICD-10 (Blue Book) ◦ Optional clips and readings ◦ Silverman, Pina & Viswesvaran (2008). ◦ Sepulveda, Alcazar, Alcazar & Storch (2014). ◦ Negreiros & Miller (2014). ◦ Slade, Johnston, Browne, Andrews & Whiteford (2007). ◦ Armfield (2005). ◦ Behar, DiMarco, Hekler, Mohlman & Staples (2008). ◦ John Watson (2006). ◦ Catchpole (2009). ◦ Jackson (2009). 	<p>Submit Reflective Journal Content relevant to the lecture and article presented during class. Due Date: March 26th 2021, 5pm AEST</p>

Week 4 - Unipolar and Bipolar Mood Disorders - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> ◦ Unipolar and Bipolar Mood Disorders. 	<ul style="list-style-type: none"> ◦ DSM-5 Chapters on Bipolar Disorders and Depressive Disorders. ◦ ICD-10 (Blue Book) F30- F39, (pp91-109). ◦ Optional clips and readings <ul style="list-style-type: none"> ■ Jones (n.d.). ■ Kelly (2009). ■ Cheung, Kozloff & Sacks (2013). ■ Clark, Jansen & Cloy (2010). ■ Youngstrom, Freeman & Jenkins (2008). ■ Youngstrom, Jenkins, Doss & Youngstrom (2012). ■ Howcast.com (2012). ■ Knopf (2012). ■ Leibenluft (2010). ■ Johnson (2015). 	<p>Submit Reflective Journal Content relevant to the lecture and article presented during class. Due Date: April 02nd 2021, 5pm AEST</p>

Week 5 - ADHD and Elimination Disorders - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- 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).

- Akca, 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).

- Attention Deficit Hyperactivity Disorder.
- Child and Adolescent Elimination Disorders.

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

Due Date: April 09th 2021, 5pm AEST

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - Conduct Disorders, Disruptive, Impulse Control Disorders - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- 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).

- Conduct Disorder and Oppositional Defiant Disorders.

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

Due Date: April 26th 2021, 5pm AEST

Submit Outreach assignment

Due Date: April 23th 2021, 5pm AEST

Outreach Project Due: Week 6

Friday (23 Apr 2021) 11:45 pm AEST

Week 7 - Autism spectrum disorder - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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- 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: April 30th 2021, 5pm AEST

Week 8 -PTSD and other stress disorders - 03 May 2021

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. ◦ Perry (2001). ◦ Optional clips and readings ◦ Arvidson et al. (2011). ◦ Cloitre et al. (2009). ◦ Perry (2002). ◦ Perry (2005). ◦ Regional Research Institute for Human Services (2015). ◦ Smith (2011). ◦ D`Andrea, Ford, Stolback, Spinazzola & van der Kolk (2012). ◦ Craven, Brown & Gilchrist (2006). ◦ Finkelhor, Ormrod, Turner & Hamby (2005). ◦ Ford et al. (20013). ◦ van der Kolk (n.d.). ◦ Trauma Assessment (2011). ◦ Luxenberg et al. (2001). ◦ Ellis et al. (2011). ◦ Kaiser, Gillette & Spinazzola (2010). ◦ Warner, Koomar, Lary & Cook (2013). ◦ Stolback et al. (2013). ◦ van der Kolk (2007). ◦ Brown, McCauley, Navalta & Saxe (2013). ◦ Briere & Lantree (2008). ◦ Briere (2009). ◦ Anxiety Canada (2009). ◦ Post institute (2013). 	<p>Submit Reflective Journal Content relevant to the lecture and article presented during class.</p> <p>Due Date: May 07th 2021, 5pm AEST</p>

Week 9 - Intellectual Disability, Learning and Communication Disorders - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> ◦ Learning and Communication Disorders and Intellectual Disability. 	<ul style="list-style-type: none"> • DSM-5: Intellectual Disability IDD (pp. 32-41). • DSM-5: Communication and Learning Disorders (pp.41-49). • ICD-10. • Optional clips and readings • The National Center for Learning Disabilities (2012). • Toeplitz-Winiewska (n.d.). 	<p>Submit Reflective Journal Content relevant to the lecture and article presented during class.</p> <p>Due Date: May 14th 2021, 5pm AEST</p>

Week 10 - Somatic and Sleep Wake Disorders - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">◦ Somatic and Sleep Wake Disorders.	<p>Somatic Readings</p> <ul style="list-style-type: none">◦ ICD-10.◦ DSM-5 (pp. 309-328). <p>Sleep Wake Disorders Readings</p> <ul style="list-style-type: none">◦ ICD-10.◦ DSM-5 Sleep Wake Disorders (361-422). <p>Optional clips and readings</p> <ul style="list-style-type: none">◦ Mayo Clinic (2014).◦ Mayo Clinic (2014).◦ Mayo Clinic (2014).◦ TGP Digital (2014).◦ Wane (2012).◦ Today Tonight Adelaide (2013).◦ Khan Academy (2015).◦ Howard Country General Hospital (2013).◦ Koppel (2009).◦ ABC (2009).◦ MedCram (2012).◦ iHealth Tube.com (2008).◦ Stocks (2014).◦ ABC (2013).	<p>Submit Reflective Journal Content relevant to the lecture and article presented during class. Due Date: May 21st 2021, 5pm AEST</p>

Week 11 - Feeding and Eating Disorders Elimination Disorders - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">◦ Feeding and Eating Disorders.	<ul style="list-style-type: none">◦ DSM-5: Feeding and Eating Disorders (pp329-354).◦ ICD-10. <p>Optional readings and clips</p> <ul style="list-style-type: none">◦ Luck et al. (2002).◦ Wikipedia.org (2019).◦ Touyz (2012).◦ Healthy Place Mental Health (2011).◦ Healthy Place Mental Health (2011).◦ Kelty Mental Health (2011).◦ Charley Newhouse (2015).	<p>Submit Reflective Journal Content relevant to the lecture and article presented during class. Due Date: May 28th 2021, 5pm AEST</p>

Week 12 - Online test - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
		<p>Submit Online Test. Due Date: June 3rd 2021, Midday AEST</p> <p>Online Test in Class Due: Week 12 Thursday (3 June 2021) 12:00 pm AEST</p>

Term Specific Information

Due to COVID-19 regulations, if you have any COVID like symptoms you are required to attend any lectures VIA the ZOOM link.

Assessment Tasks

1 Outreach Project

Assessment Type

Project (applied)

Task Description

1. Outreach Assignment (20% Due Week 6: 5pm AEST, 23th April 2021). 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.

Assessment Due Date

Week 6 Friday (23 Apr 2021) 11:45 pm AEST
Criteria outlined in Marking Matrix on Moodle

Return Date to Students

Results posted up on moodle

Weighting

20%

Minimum mark or grade

40% for each assessment

Assessment Criteria

1. 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)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Online

Learning Outcomes Assessed

- Apply advanced psychological theories of the aetiology, progression, precursors and sequelae of psychological disorders in children and adolescents
- Apply advanced psycho-developmental knowledge to biopsychosocial models of mental health as they apply to the conceptualisation of psychological disorders in children and adolescents.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

2 Participation, co-facilitation and Reflective Journals

Assessment Type

Portfolio

Task Description

1. Participation assessment (10%) 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 the formulation. 10. Other formulation models to explain how the disorder manifests & maintains.

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 the 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 5 pm AEST every Friday except Week 6). 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

40%

Minimum mark or grade

40% for each assessment

Assessment Criteria

1. Participation Assessment

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).

2. Co-facilitation Assessment

- Consistent monitoring and responding to Moodle questions and relevant feedback to peers (3/10 marks).
- Integrating viewpoints (4/10 marks)

3. 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 7th Edition \(APA 7th edition\)](#)

Submission

No submission method provided.

Submission Instructions

Online and in class

Learning Outcomes Assessed

- Synthesise psychological knowledge and relevant international taxonomies to evaluate and classify psychological disorders in children and adolescents
- Apply advanced psychological theories of the aetiology, progression, precursors and sequelae of psychological disorders in children and adolescents

Graduate Attributes

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

3 Online Test in Class

Assessment Type

Online Test

Task Description

Online test

The test will be **3 hours** long with **15 min** perusal time and you will be allowed to bring in a DSM-5 for use during the test. You will need to record your responses in a word document which you then upload into Moodle. You can use either two word documents (one for each case study) or one document to record all your responses.

Given it is an online exam, you will be able to access the web and are able to use information external to the DSM 5 and ICD 10. However, if you are using external sources where possible provide a quick reference. It need not be in APA format, a web link will suffice.

The test will consist of 2 case studies which will be the same format as the case studies provided for CBL and discussed in CBL. The 2 cases will be based on common child-related presenting issues not including Bipolar Disorders or Sleep disorders).

One case study will focus on an internalising disorder, one case study will focus on an externalising disorder.

Consistent with the case studies provided in class, the cases will be complex (i.e. there may be more than one diagnosis, and possible co-morbid conditions).

Each case will be worth 20 marks and will have 5-6 questions. Each question will indicate the total marks allocated to it. The questions will be related to the topic areas covered in the course and in your summaries although you will not be asked about prevention, obstacles, assessment or treatment options.

Attendance on campus IS expected unless contravening COVID-19 guidelines.

Assessment Due Date

Week 12 Thursday (3 June 2021) 12:00 pm AEST

Return Date to Students

2 weeks after submission

Weighting

40%

Minimum mark or grade

40% of assessment weight

Assessment Criteria

Possible areas assessed include:

- Diagnostic criteria, specifiers, subtypes, differential diagnosis and comorbidity – for example, you may be asked to come up with a main diagnosis, or you may be asked to provide a few diagnoses and to indicate which criteria the person meets as well as examples from the text to justify your response(s). If you are asked to provide differential diagnoses, you may be asked to provide a few differential diagnoses, criteria for the diagnoses and examples from the text to justify your responses. The same applies to subtypes and comorbidity.
- Risk and protective factors – you may be asked to provide risk and/or protective factors and examples.
- You may be asked to provide possible outcomes/trajectories based on the presenting issues.
- You may be asked to provide ethical and/or professional issues associated with the case.
- You may be asked to provide hypotheses and a formulation (but not including prevention, assessment or treatment).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

You will need to record your responses in a word document which to write your responses, and upload the document to moodle. You can use either two word documents (one for each case study) or one document to record all your responses. Given it is an online exam, you will be able to access the web and are able to use information external to the DSM 5 and ICD 10. However, if you are using external sources where possible provide a quick reference. It need not be in APA format, a weblink will be suffice.

Learning Outcomes Assessed

- Synthesise psychological knowledge and relevant international taxonomies to evaluate and classify psychological disorders in children and adolescents
- Apply advanced psycho-developmental knowledge to biopsychosocial models of mental health as they apply to the conceptualisation of psychological disorders in children and adolescents.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research

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