



PSYC21006 *Psychopathology II*

Term 2 - 2018

Profile information current as at 30/04/2024 03:13 am

All details in this unit profile for PSYC21006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

The focus of Psychopathology II is on adult and older adult psychopathology. This unit is intended to provide knowledge in research, theory and practice related to adult (and older adult) psychopathology and examines the major psychopathologies in this population. Diagnosis and classification, various theories for the aetiology of adult and older adult 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 adult and older adult presentations and will also be encouraged to critically evaluate such systems and be aware of their limitations in the general adult population.

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

Pre-requisite PSYC21005 Psychopathology I

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 2 - 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 requested having Problem Based Learning run on campus with lecturer present (vs teaching via ISL link).

Recommendation

Recommend that Psychopathology Problem Based Learning classes and lectures remain on campus subject to availability of suitable clinical staff.

Feedback from Student comments

Feedback

Students commented that they enjoyed the Problem Based Learning format.

Recommendation

Retain Problem Based Learning format.

Unit Learning Outcomes

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

1. Describe the diagnostic criteria for common adult and older adult psychological disorders and evaluate the advantages and limitations of existing diagnostic systems.
2. Critically examine the essential features of common adult and older adult 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 adult and older adult disorders.
4. Demonstrate relevant communication skills, and reflective professional and ethical practice consistent with a Clinical Psychologist role.

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 |
| 1 - Group Work - 10% | • | • | • | • |
| 2 - Portfolio - 50% | • | • | • | • |
| 3 - Examination - 40% | • | • | • | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 | 2 | 3 | 4 |
| 1 - Knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 - Communication | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 - Cognitive, technical and creative skills | | | <input type="checkbox"/> | |
| 4 - Research | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 - Self-management | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 6 - Ethical and Professional Responsibility | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 - Leadership | | | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 - Group Work - 10% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2 - Portfolio - 50% | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3 - Examination - 40% | <input type="checkbox"/> | <input type="checkbox"/> | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | |

Textbooks and Resources

Textbooks

PSYC21006

Prescribed

DSM5 Diagnostic and Statistical Manual of Mental Disorders

(2013)

Authors: APA

American Psychological Association

Washington , DC , USA

Binding: Paperback

Additional Textbook Information

[View textbooks at the CQUniversity Bookshop](#)

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

Claire Thompson Unit Coordinator

c.l.thompson@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Course Overview Mood disorders in adults No face to face class this week, until week 2, when PBL starts. | ICD-10 Mood Disorders DSM-5 Chapter on Unipolar Disorders Optional reading: Wiley Blackwell Handbook of Mood Disorders · CBT for depression chapter · Suicide and Suicide attempt chapter Links to these chapters will be on Moodle | No face to face class this week Participate in Discussion Forum on Moodle. You will need to nominate yourself on the discussion board: · to be a facilitator for one of the 9 case study PBL classes and · also as a co-facilitator for another one. |

Week 2 - 16 Jul 2018

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------------------------------|------------------------------|
| Bipolar and related disorders | Relevant DSM-5 & ICD-10 chapter | |

| Week 3 - 23 Jul 2018 | | |
|--|---|---|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Schizophrenia | Relevant DSM-5 & ICD-10 chapter | |
| Week 4 - 30 Jul 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Pharmacology and Psychophysiology | No text chapter. See Powerpoint Slides on Moodle. | No face to face class this week. The slides are on Moodle. You should also upload your reflective journal for weeks 2 and 3 for feedback. |
| Week 5 - 06 Aug 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Anxiety, OCD and related disorders | Relevant DSM-5 & ICD-10 chapter | |
| Mid-term break - 13 Aug 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| No class this week | No readings this week | |
| Week 6 - 20 Aug 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Trauma and stressor related disorders and dissociative disorders | Relevant DSM-5 & ICD-10 chapter | |
| Week 7 - 27 Aug 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Eating and eating disorders | Relevant DSM-5 & ICD-10 chapter | |
| Week 8 - 03 Sep 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Sexual dysfunction & paraphilias | Relevant DSM-5 & ICD-10 chapter | |
| Week 9 - 10 Sep 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Substance related disorders | Relevant DSM-5 & ICD-10 chapter | |
| Week 10 - 17 Sep 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Neurocognitive disorders | Relevant DSM-5 & ICD-10 chapter | |
| Week 11 - 24 Sep 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Personality disorders | Relevant DSM-5 & ICD-10 chapter | |
| Week 12 - 01 Oct 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Review and wrap up session | No specific readings this week. Optional readings will be placed on Moodle if required. | Participation Due: Week 12 Friday (5 Oct 2018) 11:55 pm AEST Portfolio Due: Week 12 Friday (5 Oct 2018) 11:55 pm AEST |
| Review/Exam Week - 08 Oct 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | Reflective diaries are due. End of Year Exam in Official Examination period. |
| Exam Week - 15 Oct 2018 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | |

Term Specific Information

There is no face to face class in weeks 1 or 4. These are self-study and online discussion weeks. Formative feedback on Reflective Journals will be provided in week 4 for any entries uploaded to Moodle by Friday evening of week 4.
For each of the 9 PBL classes, we will have a facilitator and co-facilitator to run the PBL session in class.

Assessment Tasks

1 Participation

Assessment Type

Group Work

Task Description

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

- presenting your material to the class in a succinct format. Participation in class discussion, including asking meaningful questions and providing relevant feedback re material discussed.
- uploading your materials to the Moodle discussion site, by the relevant week day, ahead of our discussion on class, in time for people to read and digest the material. Write a succinct summary of what you have found and signpost the most relevant article (so people can read just one article if pressed for time).

You are encouraged to engage with your peers on the Moodle site, however, monitoring of relevant questions/focus areas will be the responsibility of the unit convenor and co-facilitator.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:55 pm AEST

It is expected that participation will occur throughout the semester and all postings will be complete by week 12.

Return Date to Students

Review/Exam Week Friday (12 Oct 2018)

I will finalise your participation grade before your final exam.

Weighting

10%

Minimum mark or grade

5

Assessment Criteria

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.

Engaging on Moodle discussion board.

Posting your topic area by the previous Friday

Uploading your materials to the Moodle discussion site, by the relevant week day, ahead of our discussion on class, in time for people to read and digest the material.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Please see requirements above.

Learning Outcomes Assessed

- Describe the diagnostic criteria for common adult and older adult psychological disorders and evaluate the advantages and limitations of existing diagnostic systems.
- Critically examine the essential features of common adult and older adult 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 adult and older adult 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

Assessment Type

Portfolio

Task Description

This assessment item involves three pieces:

- A reflection (20%) handed in at the end of the term, where you summarise your learning about yourself as a learner, a scientist-practitioner and an emerging clinical psychologist. You will be asked to reflect about your weekly contributions to the class, your assignment and your observations. There will be a dropbox available on Moodle in Week 4 for your journals for weeks 2 and 3. This is to provide you with feedback on your journals.
- An assignment (20%), where the focus is on developing some psychological resource that is relevant to adult or older adult psychopathology, and that will incorporate the description (e.g., classification, epidemiology), aetiology, assessment, basic diagnostic criteria, intervention/prevention and ethical and/or cultural issues and that is created for a general audience.
- Being a co-facilitator (10%) of the class at the Problem Based Learning (PBL) sessions that are held weekly. Your role is to observe, help with the integration of knowledge, ask questions that stimulate discussion and summarise your observations/integration by the end of the week that you were co-facilitating. During the week you are co-facilitating, you will not be working on a separate presentation to the class.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 11:55 pm AEST

Return Date to Students

Exam Week Friday (19 Oct 2018)

I will grade and return feedback on Moodle.

Weighting

50%

Minimum mark or grade

25

Assessment Criteria

The assignment component of the portfolio should be a useful resource for a specific area of adult or older adult psychopathology.

Consider the means of delivering psychological resources for the general population (e.g. psycho- education), and prepare a portfolio (e.g. video or powerpoint presentation) incorporating description (e.g., classification, epidemiology), aetiology, assessment including basic diagnostic criteria (can be included as appendix), intervention/prevention and relevant ethical/cultural considerations. Provide a short 1-2 page summary providing the rationale for your topic and format of project with reference to the literature. See marking guide below for more details.

Marks will be allocated for identifying and addressing a need, creativity, professionalism, usefulness and rationale with

reference to the literature.

Marking guide (out of 100%):

“Product” Material is professionally presented, comprehensive and incorporates all relevant information, psycho-education component, and DSM5 diagnostic criteria (criteria can be included as appendix or link to DSM5 criteria) and is a useful client resource. Marks out of /40.

Creativity of material /10.

Psychological content is present and understandable to general audience /10.

Rationale – short 1-2 pages (approx. +/-1000 words)

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

Rationale for format (webinar, powerpoint) explained /10.

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

Marking Criteria for Co-facilitator role: (Total marks out of 10)

| | |
|---|--|
| 0 Did not participate, did not monitor or respond to moodle queries from peers | 3 Monitoring and responding to Moodle questions and relevant feedback to peers |
| 0 Did not post a summary of observations/integration by the end of the week (An extension is possible if advised) | 4 Posted a summary that helped integrate viewpoints as well as open up questions. Posted observations that allowed for others to reflect. |
| 0 No attempt to ask stimulating questions and encourage discussion, encourage a learning-conducive atmosphere | 3 Tried something in order to encourage a discussion, stimulate discussion. To help me mark this, please alert me to what you tried to do. |

Referencing Style

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

Submission

Online

Submission Instructions

There will be a Moodle dropbox created for this.

Learning Outcomes Assessed

- Describe the diagnostic criteria for common adult and older adult psychological disorders and evaluate the advantages and limitations of existing diagnostic systems.
- Critically examine the essential features of common adult and older adult 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 adult and older adult 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

20

Exam Conditions

Open Book.

Materials

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

Law dictionaries, Business and Law dictionaries (discipline specific dictionaries) are authorised.

Calculator - non-programmable, no text retrieval, silent only

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