PSYC21006 *Psychopathology II*
Term 2 - 2019

Profile information current as at 13/05/2024 12:25 pm

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 - 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 Student feedback

Feedback

While the assessment (Outreach) was fun, having it due prior to week 6, instead of week 12, would make it easier - as it would not clash with other deadlines

Recommendation

The due date for this assignment could be moved forward to week 6.

Feedback from Student feedback

Feedback

We weren't given any feedback on assessments until after the course finished so this did not help my learning in this area

Recommendation

This could be addressed by moving the due date for the Outreach Assignment forward to week 6, so that some feedback is received before other assessment tasks are due.

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	○	○	○	○
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 - Group Work - 10%	○	○	○	○	○	○	○	
2 - Portfolio - 50%	○	○	○	○	○	○	○	
3 - Examination - 40%	○	○		○	○	○		

Textbooks and Resources

Textbooks

PSYC21006

Prescribed

DSM5 Diagnostic and Statistical Manual of Mental Disorders
Edition: 5 (2013)
Authors: American Psychiatric Association
American Psychiatric Association
USA
ISBN: 978-0-89042-555-8
Binding: Paperback

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 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Unit Overview Discussion and planning for Problem based Learning (PBL) Pharmacology and Psychophysiology (online)	DSM-5 section 1, pp. 5 - 24. ICD-10 chapter 5, pp. 8 - 23.	This week we will plan our PBL. You will need to nominate yourself to be a facilitator for one or more of the 10 case study PBL classes and to be assigned to a topic for each week that you will research and present in each class that you are not in the facilitator role. We will do the 5 Ps for the case study for week 2. Access powerpoint slides on Moodle to review Pharmacology and Psychophysiology

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Mood disorders in adults	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 1 by Wednesday afternoon.

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Bipolar and related disorders	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 2 by Wednesday afternoon.

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Schizophrenia	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 3 by Wednesday afternoon.

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Anxiety, OCD and related disorders	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 4 by Wednesday afternoon. Outreach assignment due to be submitted via Moodle by Friday afternoon.

Mid-term break - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
No class this week	No readings this week	

Week 6 - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Trauma and stressor related disorders and dissociative disorders	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 5 by Wednesday afternoon.

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Eating and eating disorders	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 6 by Wednesday afternoon.

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Substance related disorders (cross-unit PBL)	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 7 by Wednesday afternoon.

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Sexual dysfunction & paraphilias	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 8 by Wednesday afternoon.

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Neurocognitive disorders	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 9 by Wednesday afternoon.

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Personality disorders	Relevant DSM-5 & ICD-10 chapter	Upload your reflective journal for week 10 by Wednesday afternoon.

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review session Discussion of exam requirements	No specific readings this week. Optional readings will be placed on Moodle if required.	Upload your reflective journal for week 11 by Wednesday afternoon.

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Upload your reflective journal for week 12 by Wednesday afternoon.
End of term exam will be held in the official examination period.

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
		End of term exam will be held in the official examination period.

Term Specific Information

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; participating in class discussion including asking meaningful questions and providing relevant feedback re material discussed; uploading your materials to the Moodle discussion site by each Thursday morning, a day ahead of our discussion in 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 weekly facilitator.

Assessment Due Date

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

Return Date to Students

I will finalise your participation grade before your final exam.

Weighting
10%

Minimum mark or grade
4 marks out of 10

Assessment Criteria
Posting your topic for the week on Moodle discussion board by Thursday morning in time for people to read and digest the material before the class on Friday morning.
Presenting your material to the class in a succinct format during the PBL discussion.
Participation in class discussion, including asking meaningful questions and providing relevant input re material discussed.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Offline Online

Submission Instructions
Via Moodle and presented in class each week.

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 of work done throughout the term:
- A reflection (20%) handed in each week, 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 and your experience in the class. There will be a dropbox available on Moodle each Week for your reflective journals to be submitted.
- An outreach 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. This is to be submitted in Week 5 via Moodle.
- Being a 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 facilitating. During the week you are facilitating, you will not be working on a separate presentation to the class.

Assessment Due Date

Reflections are due each week before the following week's class. The outreach assignment is due Friday of week 5 at 4 p.m. Facilitation occurs in class and on the moodle discussion board.

Return Date to Students

I will grade and return feedback on Moodle within two weeks of items being submitted for grading.

Weighting
50%

Minimum mark or grade
20 marks out of 50

Assessment Criteria
The outreach 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, poster, 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 for Outreach Assignment: (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	2 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 or encourage discussion and a learning-conducive atmosphere	4 Tried something in order to encourage and stimulate discussion.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission

Offline Online

Submission Instructions

There will be a Moodle dropbox created for each assessment item.

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

16 marks out of 40

Exam Conditions
Open Book.

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