



# PSYC21006 *Psychopathology II*

## Term 2 - 2022

Profile information current as at 20/04/2024 04:52 pm

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

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

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 - 2022

- 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. **Portfolio**

Weighting: 30%

#### 2. **Project (applied)**

Weighting: 30%

#### 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 found the unit interesting and enjoyed the shared learning approach of case-based learning.

**Recommendation**

Continue to use this problem-based learning approach.

#### Feedback from Unit Coordinator feedback.

**Feedback**

Feedback on Assessment Tasks was given weekly throughout the term, however this created a high load for the Unit Coordinator.

**Recommendation**

Provide weekly feedback for class-based activities using a rubric instead of providing feedback on a weekly reflective journal submission.

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

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

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

#### Additional Textbook Information

Students should bring their DSM to class.

### 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

**Claire Thompson** Unit Coordinator

[c.l.thompson@cqu.edu.au](mailto:c.l.thompson@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Unit Overview</li><li>• Discussion and planning for Case Based Learning (CBL)</li><li>• Pharmacology and psychophysiology (online)</li></ul>	<ul style="list-style-type: none"><li>• DSM-5 section 1, pp. 5 - 24</li><li>• ICD-11 overview</li><li>• Moodle resources for week 1</li><li>• e-Reading list for week 1</li></ul>	<ul style="list-style-type: none"><li>• Planning for CBL. Nomination of facilitators for each of the 10 CBL classes and assignment to topics to research and present in class each week.</li><li>• 5P formulation for the case study for week 2.</li><li>• Access powerpoint slides on Moodle to review pharmacology and psychophysiology.</li></ul>

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"><li>• Depressive and Bipolar related disorders in adults</li></ul>	<ul style="list-style-type: none"><li>• Relevant DSM-5 chapter</li><li>• Relevant ICD-11 chapter</li><li>• Moodle resources for week 2</li><li>• e-Reading list for week 2</li></ul>	

**Week 3 - 25 Jul 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Trauma, stressor and dissociative disorders</li> </ul>	<ul style="list-style-type: none"> <li>Relevant DSM-5 chapter</li> <li>Relevant ICD-11 chapter</li> <li>Moodle resources for week 3</li> <li>e-Reading list for week 3</li> </ul>	<ul style="list-style-type: none"> <li>Upload your reflective journal for week 2.</li> </ul>

**Week 4 - 01 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Anxiety disorders</li> </ul>	<ul style="list-style-type: none"> <li>Relevant DSM-5 chapter</li> <li>Relevant ICD-11 chapter</li> <li>Moodle resources for week 4</li> <li>e-Reading list for week 4</li> </ul>	<ul style="list-style-type: none"> <li>Upload your reflective journal for week 3.</li> </ul>

**Week 5 - 08 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Somatic symptom disorders</li> <li>Sexual dysfunction &amp; paraphilias</li> </ul>	<ul style="list-style-type: none"> <li>Relevant DSM-5 chapter</li> <li>Relevant ICD-11 chapter</li> <li>Moodle resources for week 5</li> <li>e-Reading list for week 5</li> </ul>	<ul style="list-style-type: none"> <li>Upload your reflective journal for week 4.</li> <li>Submit outreach assignment via Moodle.</li> </ul> <p><b>Outreach Project</b> Due: Week 5 Thursday (11 Aug 2022) 4:59 pm AEST</p>

**Mid-term break - 15 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 22 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>OCD</li> </ul>	<ul style="list-style-type: none"> <li>Relevant DSM-5 chapter</li> <li>Relevant ICD-11 chapter</li> <li>Moodle resources for week 6</li> <li>e-Reading list for week 6</li> </ul>	<ul style="list-style-type: none"> <li>Upload your reflective journal for week 5.</li> </ul>

**Week 7 - 29 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Eating disorders</li> <li>Gender dysphoria</li> </ul>	<ul style="list-style-type: none"> <li>Relevant DSM-5 chapter</li> <li>Relevant ICD-11 chapter</li> <li>Moodle resources for week 7</li> <li>e-Reading list for week 7</li> </ul>	<ul style="list-style-type: none"> <li>Upload your reflective journal for week 6.</li> </ul>

**Week 8 - 05 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Substance related disorders</li> </ul>	<ul style="list-style-type: none"> <li>Relevant DSM-5 chapter</li> <li>Relevant ICD-11 chapter</li> <li>Moodle resources for week 8</li> <li>e-Reading list for week 8</li> </ul>	<ul style="list-style-type: none"> <li>Upload your reflective journal for week 7.</li> </ul>

**Week 9 - 12 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>Psychosis and related disorders</li> </ul>	<ul style="list-style-type: none"> <li>Relevant DSM-5 chapter</li> <li>Relevant ICD-11 chapter</li> <li>Moodle resources for week 9</li> <li>e-Reading list for week 9</li> </ul>	<ul style="list-style-type: none"> <li>Upload your reflective journal for week 8.</li> </ul>

**Week 10 - 19 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic

- Personality disorders
- Relevant DSM-5 chapter
- Relevant ICD-11 chapter
- Moodle resources for week 10
- e-Reading list for week 10
- Upload your reflective journal for week 9.

### Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
• Neurocognitive disorders	<ul style="list-style-type: none"> <li>• Relevant DSM-5 chapter</li> <li>• Relevant ICD-11 chapter</li> <li>• Moodle resources for week 11</li> <li>• e-Reading list for week 11</li> </ul>	• Upload your reflective journal for week 10.

### Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> <li>• Review session</li> <li>• Discussion of requirements of online test</li> </ul>	• Moodle resources for week 12	<ul style="list-style-type: none"> <li>• Upload your reflective journal for week 11.</li> </ul> <p><b>Participation &amp; Co-facilitation Due:</b> Week 12 Thursday (6 Oct 2022) 12:55 pm AEST</p>

### Week 13: Online Test - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
• The online test is 3 hours long and will consist of two case studies with associated questions to be answered.		<ul style="list-style-type: none"> <li>• The Online Test will be held on Friday morning of this week (14/10/2022) starting at 9 a.m.</li> </ul> <p><b>Week 13 - Case Studies Test Due:</b> Review/Exam Week Thursday (13 Oct 2022) 12:01 pm AEST</p>

## Assessment Tasks

### 1 Participation & Co-facilitation

#### Assessment Type

Portfolio

#### Task Description

1. Participation (20%) relates to your overall weekly participation, engagement and contribution as an active member of the class. Specifically each week (to a maximum of 20%), you get 2% 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 11 & 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

- In the week before class: monitor the Moodle site and respond to questions and help in ensuring questions are answered (with the Unit Coordinator); combine the contribution of each student to the weekly CBL into a single document to be presented by the group in class;
- In class: facilitate discussion, including time management, in the CBL class;
- After class: provide a synopsis on Moodle of the Case-Based Learning (CBL) material presented and discussed in class for the group to access.

**Assessment Due Date**

Week 12 Thursday (6 Oct 2022) 12:55 pm AEST

Grading will be based on weekly contributions to Moodle discussion board and in class

**Return Date to Students**

Review/Exam Week Thursday (13 Oct 2022)

Via Moodle

**Weighting**

30%

**Minimum mark or grade**

15/30 for the entire portfolio

**Assessment Criteria**

1. Participation

Each week of CBL you can get up to 2 marks (to a maximum of 20 all term) for:

- Presenting relevant material to the class in a succinct format
- Participation in class discussion, including asking meaningful questions and providing relevant contributions regarding the material discussed
- Posting your topic to the Moodle discussion board before class (by the relevant Wednesday) in sufficient time for the facilitator to combine contributions in preparation for class
- Uploading materials to the Moodle discussion site 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).

Participation will be graded weekly using this rubric:

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	
<b>Content</b>	Lacking essential information	Limited information	Useful information, helped group understand the topic	Useful information reflecting advanced knowledge of the topic	/8
<b>Visuals</b>	No visuals used	Some visuals, with errors or missing information	Useful, clear visuals that enhance presentation	Interesting visuals that demonstrate facts and spark relevant group discussion	/4
<b>References</b>	None	Not in APA format or with multiple errors, or not relevant	APA format with few errors or not especially relevant	Relevant, in APA format, no errors	/4
<b>Contribution to discussion</b>	Absent or silent; read own contribution	Contributed somewhat, could have done more	Contributed well without interrupting or excluding others	Contributed well including some outstanding contribution, without interrupting or excluding others	/4
<b>Professionalism; contribution to process</b>	Absent, or non-professional behaviour (lateness, on phone/texting, interrupting others)	Some issues	Prepared for class, respectful and cooperative with others	Actively sought to assist the process	/4

## 2. Co-facilitation Assessment (to a maximum of 10%)

- Consistent monitoring and responding to Moodle discussion and relevant feedback to peers (3/10 marks).
- Integrating viewpoints into a single document for the group to present in class and providing an updated copy that incorporates the main points of class discussion after class (4/10 marks)
- In lecture co-facilitation (3/10 marks)

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### Referencing Style

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

### Submission

Offline Online

### Submission Instructions

Moodle discussion board and in-class

### Learning Outcomes Assessed

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

### Graduate Attributes

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

## 2 Outreach Project

### Assessment Type

Project (applied)

### Task Description

This assignment requires you to develop some psychoeducational resource that is relevant to adult psychopathology, and that will incorporate a description, aetiology, assessment, intervention, prevention and ethical and/or cultural issues and that is created for a general audience. The primary purpose of the resource you create is to increase mental health literacy among your target audience. The project may cite research, but should use language appropriate to the audience and so does not need to be in APA format.

You are also required to provide a 1-page summary providing the rationale for your project content and audience. This should be in a separate document in APA format and should present the research evidence or other rationale for your resource. References must be cited in your rationale must be in APA format.

### Assessment Due Date

Week 5 Thursday (11 Aug 2022) 4:59 pm AEST

Via Moodle

### Return Date to Students

Week 7 Thursday (1 Sept 2022)

Via Moodle

### Weighting

30%

### Minimum mark or grade

50/100, contributing a minimum of 15/30% to your grade

### Assessment Criteria

Product:

- Material is professionally presented, comprehensive and incorporates all relevant psychoeducation components and is a useful client resource. Marked out of 40.
- Creativity of material. Marked out of 10.
- Psychological content is understandable to a general audience. Marked out of 10.

Rationale:

- Choice of topic explained – why did you choose this subject, what population is it aimed at, how will it be distributed, and how will it benefit this population - including reference to the literature? Marked out of 25.
- Rationale for format (e.g. poster, webinar, PowerPoint) explained. Marked out of 10.
- Spelling, grammar, style, succinctness, reference /resource list included. Marked out of 5.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Via Moodle

### Learning Outcomes Assessed

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

### Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research

## 3 Week 13 - Case Studies Test

### Assessment Type

Online Test

### Task Description

The online test is three hours long and will consist of two case studies with associated questions to be answered for each. The test paper will become available on Moodle at 9.00 a.m. and responses must be uploaded by 12 midday.

### Assessment Due Date

Review/Exam Week Thursday (13 Oct 2022) 12:01 pm AEST

Via Moodle

### Return Date to Students

### Weighting

40%

### Minimum mark or grade

20/40

### Assessment Criteria

Each question will be worth a set number of marks which will be indicated on the question paper. The assessment will be graded out of 100 marks and weighted to 40% of your grade.

### Referencing Style

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

### Submission

Online

### Submission Instructions

via Moodle. The response must be uploaded to Moodle between 9.00 and 12.01 on the day of the test.

### Learning Outcomes Assessed

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

## 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