



PSYC8994

Psychological Assessment and Child and Adult Psychopathology 3

Session 1, In person-scheduled-weekday, North Ryde 2024

School of Psychological Sciences

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General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

(PSYC988 or PSYC8988) and (PSYC989 or PSYC8989)

Corequisites

Co-badged status

Unit description

This unit covers theoretical models regarding the development of psychopathology, health, and illness across the lifespan, as well as evidence-based assessment of adult and child mental and neurological disorders. Material will focus on stress and trauma-related disorders including adjustment disorder and complex trauma, autism spectrum disorder, chronic pain, blood-injection-injury (BII) phobia, cardiovascular disease, cancer, and HIV. Methods for differential diagnosis as well as case formulation and treatment planning for comorbidity will be covered. Models relevant to clinical health psychology will be discussed, including sociocultural factors in health. Assessment techniques of these disorders will include clinical interviews, self-report measures, and behavioural observations where appropriate.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

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

ULO1: Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan.

ULO2: Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan.

ULO3: Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan.

ULO4: Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning.

ULO5: Demonstrate competency in interpreting neurological test reports.

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due
In class short answer and essay style questions	30%	Yes	Week 3
Case Report	30%	Yes	Week 6
Case Report	40%	Yes	Week 13

In class short answer and essay style questions

Assessment Type ¹: Examination

Indicative Time on Task ²: 25 hours

Due: **Week 3**

Weighting: **30%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

In class short answer and essay style questions. Closed book.

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models)

of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan.

- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan.
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan.
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning.

Case Report

Assessment Type ¹: Report

Indicative Time on Task ²: 25 hours

Due: **Week 6**

Weighting: **30%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

This report involves interpretation of neuropsychological test results

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan.
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan.
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan.
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning.

- Demonstrate competency in interpreting neurological test reports.

Case Report

Assessment Type ¹: Report

Indicative Time on Task ²: 25 hours

Due: **Week 13**

Weighting: **40%**

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

Students will be required to describe health-related models, assessment, and case formulation based upon a vignette.

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan.
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan.
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan.
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning.
- Demonstrate competency in interpreting neurological test reports.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of face-to-face, and at times online, learning activities, including readings, online modules, videos, lectures, practical skill demonstrations etc. Details can be found on the iLearn site for this unit.

Recommended and required readings can also be found on the iLearn site via weekly modules and Leganto.

Technology Used:

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA

student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Inclusion & Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to

avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2024.01R of the [Handbook](#)