PSYN843
Behavioural Management and Psychopathology
S1 Day 2015
Department of Psychology

Contents
General Information ........................................... 2
Learning Outcomes ........................................... 3
Assessment Tasks ............................................. 3
Delivery and Resources ..................................... 5
Unit Schedule .................................................. 6
Policies and Procedures .................................... 8
Graduate Capabilities ....................................... 9

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# General Information

<table>
<thead>
<tr>
<th>Unit convenor and teaching staff</th>
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<tbody>
<tr>
<td>Unit Convenor</td>
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<tr>
<td>Susanne Meares</td>
</tr>
<tr>
<td>Contact via <a href="mailto:sue.meares@mq.edu.au">sue.meares@mq.edu.au</a></td>
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<tr>
<td>C3A510</td>
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<td>By appointment</td>
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<table>
<thead>
<tr>
<th>Lecturer</th>
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<tbody>
<tr>
<td>Jane Southwell</td>
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<td>Antoinette Hodge</td>
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<tr>
<th>Lecturer</th>
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<tr>
<td>Matthew Conroy</td>
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<table>
<thead>
<tr>
<th>Credit points</th>
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<tbody>
<tr>
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<thead>
<tr>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>Admission to MClinNeuro or DClinNeuro</td>
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<tr>
<th>Corequisites</th>
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<td>Co-badged status</td>
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<tr>
<th>Unit description</th>
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<td>The aims of this unit are to develop a basic understanding of common psychological disorders (such as depression, anxiety, psychosis, substance abuse and post-traumatic stress disorder), their evaluation using appropriate assessment tools, and their presentation within common neuropsychological conditions. Students are introduced to the Diagnostic and Statistical Manual diagnostic classification system, the Mental Status Examination and their applicability to the neuropsychological assessment. The neuropsychology of psychological diagnoses such as schizophrenia and bipolar disorder, and the basic management of behavioural and psychological disorders in patients with acquired brain injury are discussed.</td>
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Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes
1. To understand the role of the neuropsychologist in the assessment of psychiatric disorders in an adult population
2. To identify common psychiatric disorders that develop in adults following acquired brain injury
3. To differentiate among common adult psychiatric disorders using diagnostic classification systems (i.e., DSM-IV and DSM-5)
4. To apply the principles of a mental status examination when assessing an adults with both neuropsychological and psychological disorders
5. To evaluate the presence of psychological disorders using appropriate measurement tools
6. To demonstrate an understanding of basic interviewing and counselling skills
7. To understand the application of neuropsychologically informed interventions in individuals with schizophrenia and acquired brain injury

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Exam</td>
<td>20%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Case Report</td>
<td>30%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Essay</td>
<td>50%</td>
<td>Week 12</td>
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</tbody>
</table>

Exam
Due: Week 5
Weighting: 20%

The class test draws on material from the previous four weeks of lectures.

This Assessment Task relates to the following Learning Outcomes:
- To understand the role of the neuropsychologist in the assessment of psychiatric disorders in an adult population
• To identify common psychiatric disorders that develop in adults following acquired brain injury
• To differentiate among common adult psychiatric disorders using diagnostic classification systems (i.e., DSM-IV and DSM-5)
• To apply the principles of a mental status examination when assessing an adults with both neuropsychological and psychological disorders
• To evaluate the presence of psychological disorders using appropriate measurement tools

Case Report

Due: Week 7
Weighting: 30%

The aim of the case report is to examine the students’ case formulation skills based on a client vignette.

This Assessment Task relates to the following Learning Outcomes:
• To identify common psychiatric disorders that develop in adults following acquired brain injury
• To differentiate among common adult psychiatric disorders using diagnostic classification systems (i.e., DSM-IV and DSM-5)
• To apply the principles of a mental status examination when assessing an adults with both neuropsychological and psychological disorders
• To evaluate the presence of psychological disorders using appropriate measurement tools

Essay

Due: Week 12
Weighting: 50%

As part of developing the students’ knowledge of psychological disorders that are associated with acquired brain injury and to evaluate research skills, students are asked to write an essay on the presentation of depression in one of three neurological disorders.

Penalties will be levied for late submission of the case report and the essay.

The penalty for late submissions is a percentage of the maximum mark (5%) for every day late.

The case report is worth 30% of the overall assessment for the Unit. If submitted one day late then (5%x30=1.5), 1.5 marks are subtracted from whatever the student received for the case report.
The essay is worth 50% of the overall assessment for the Unit. If submitted one day late then (5% x 50 = 2.50), 2.50 marks are subtracted from whatever the student received for the essay.

This Assessment Task relates to the following Learning Outcomes:

- To understand the role of the neuropsychologist in the assessment of psychiatric disorders in an adult population
- To identify common psychiatric disorders that develop in adults following acquired brain injury
- To differentiate among common adult psychiatric disorders using diagnostic classification systems (i.e., DSM-IV and DSM-5)
- To evaluate the presence of psychological disorders using appropriate measurement tools
- To demonstrate an understanding of basic interviewing and counselling skills
- To understand the application of neuropsychologically informed interventions in individuals with schizophrenia and acquired brain injury

**Delivery and Resources**

**Lectures**

Lectures take place on campus. Approximately 3 hours of lectures will be provided each week for the 13 weeks of the semester.

**Attendance**

Students are expected to attend and participate in all lectures. Attendance at the Interviewing and Counselling Workshop and at the lecture on the Assessment of Suicide are a requirement of the unit. Late attendances are disruptive to all participants, and compromise the late student's full participation in the lecture content. Due to the practical nature of the unit any missed sessions are unable to be adequately compensated through the usual ways of listenting to audio recordings, reading and discussion with fellow students. If there are exceptional circumstances where you will be late or a session must be missed this needs to be discussed with the unit convenor beforehand.

**Online resources**

Relevant journal articles will be provided on the iLearn site for this unit.

**Recommended Texts**


Unit Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
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</table>
| 1    | Introduction to PSYN843;  
      | An Introduction to Diagnostic Classification of Psychiatric Disorders in Neuropsychology |
| 2    | The Mental Status Examination in Neuropsychology;  
<pre><code>  | Delirium |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>3</td>
<td>Mood Disorders</td>
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<td>4</td>
<td>Anxiety Disorders</td>
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<tr>
<td>5</td>
<td><strong>CLASS EXAM</strong>&lt;br&gt;Overview of CBT</td>
</tr>
<tr>
<td>6</td>
<td>Assessment of Suicide&lt;br&gt;<em>FEEDBACK FROM CLASS EXAM</em></td>
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<tr>
<td>7</td>
<td><strong>CASE REPORT DUE</strong>&lt;br&gt;Interviewing and Counselling Workshop, Part II</td>
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<tr>
<td>8</td>
<td>Interviewing and Counselling Workshop, Part II</td>
</tr>
<tr>
<td>9</td>
<td>Neuropsychologically Informed Interventions: The Evolving Role of the Clinical Neuropsychologist, Part I&lt;br&gt;Guest Lecturer: Dt Matt Conroy</td>
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<tr>
<td>10</td>
<td>Neuropsychologically Informed Interventions: The Evolving Role of the Clinical Neuropsychologist, Part II&lt;br&gt;Guest Lecturer: Dr Matt Conroy</td>
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<tr>
<td>11</td>
<td>Giving Feedback following Neuropsychological Assessment</td>
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<td>12</td>
<td><strong>ESSAY DUE</strong>&lt;br&gt;The Neuropsychology of Schizophrenia&lt;br&gt;Guest Lecturer: Dr Antoinette Redoblado Hodge</td>
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<tr>
<td>13</td>
<td>Psychotic Disorders following TBI; The Neuropsychology of Chronic Pain</td>
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Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

Results

Results shown in iLearn, 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.

Student Support

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser
Student Enquiry Service
For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity Support
Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT Help
For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities
PG - Discipline Knowledge and Skills
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes
- To understand the role of the neuropsychologist in the assessment of psychiatric disorders in an adult population
- To identify common psychiatric disorders that develop in adults following acquired brain injury
- To differentiate among common adult psychiatric disorders using diagnostic classification systems (i.e., DSM-IV and DSM-5)
- To apply the principles of a mental status examination when assessing an adults with both neuropsychological and psychological disorders
- To evaluate the presence of psychological disorders using appropriate measurement tools
- To demonstrate an understanding of basic interviewing and counselling skills
- To understand the application of neuropsychologically informed interventions in individuals with schizophrenia and acquired brain injury

Assessment tasks
- Exam
PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcome

- To evaluate the presence of psychological disorders using appropriate measurement tools

Assessment tasks

- Exam
- Case Report
- Essay

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- To identify common psychiatric disorders that develop in adults following acquired brain injury
- To differentiate among common adult psychiatric disorders using diagnostic classification systems (i.e., DSM-IV and DSM-5)
- To apply the principles of a mental status examination when assessing an adult with both neuropsychological and psychological disorders
- To evaluate the presence of psychological disorders using appropriate measurement tools
- To understand the application of neuropsychologically informed interventions in individuals with schizophrenia and acquired brain injury
Assessment tasks

- Exam
- Case Report
- Essay

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- To apply the principles of a mental status examination when assessing an adults with both neuropsychological and psychological disorders
- To understand the application of neuropsychologically informed interventions in individuals with schizophrenia and acquired brain injury

Assessment tasks

- Case Report
- Essay

PG - Engaged and Responsible, Active and Ethical Citizens
Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

- To understand the role of the neuropsychologist in the assessment of psychiatric disorders in an adult population
- To demonstrate an understanding of basic interviewing and counselling skills

Assessment tasks

- Case Report
- Essay
PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- To understand the role of the neuropsychologist in the assessment of psychiatric disorders in an adult population
- To identify common psychiatric disorders that develop in adults following acquired brain injury
- To differentiate among common adult psychiatric disorders using diagnostic classification systems (i.e., DSM-IV and DSM-5)
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Assessment tasks

- Exam
- Case Report
- Essay