



# COGS201

## Disorders and Delusions of Mind

S2 Day 2015

*Department of Cognitive Science*

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit is designed to provide you with an understanding of the basic cognitive disorders and higher-level delusions that can arise either developmentally or as a result of brain injury. You will learn about the characteristic features of these disorders and delusions, and about how the patterns of symptoms displayed can be accounted for in terms of models of normal cognitive processing. Where relevant, you will be familiarised with theories about the underlying causes of the conditions, and with experimental investigations of the efficacy of particular treatments. Patterns of similarities and differences of conditions will be critically examined. Conditions covered include: dyslexia, specific language impairment (SLI), aphasia, agnosia, amnesia, autism, synaesthesia, auditory hallucination, delusion and schizophrenia.

## 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:

The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions: specifically, the capacity to evaluate critically, integrate, and apply carefully key concepts used in relevant areas of social policy, healthcare, psychiatry, and the cognitive sciences.

The ability to apply findings from empirical research on psychological disorders to real-world contexts in which debates about normality, personal identity, and psychological health arise.

## General Assessment Information

### More Information about the Assignment (Research Report)

- The research report should be submitted on TURNITIN. The submission procedure will be provided on iLearn or in a tutorial.
- Assignments will be returned to students via iLearn.
- **Late Penalties.** Late submission of an assignment will attract a penalty of 5% of the maximum mark for every day that the assignment is late (including weekend days). For example, if the assignment is worth 40 marks and your assignment is submitted 2 days late, a penalty of  $2 \times 5\% \times 40 = 4$  marks will be applied and subtracted from the awarded mark for the assignment. Work submitted more than 14 days after the submission deadline will not be marked and will receive a mark of 0. Please note that it is the student's responsibility to notify the University of a disruption to their studies and that requests for extensions for assignments must be made via the University's Ask MQ System (as outlined in the [Disruption to Studies Policy](#)).
- All requests for extensions should be made prior to the due date for the assignment.

### More Information about the End of the Semester Exam

- **The University Examination period in Semester 2, 2015 is from Nov. 9<sup>th</sup> to Nov. 27<sup>th</sup>.** You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations

and in Final form approximately four weeks before the commencement of the examinations. <http://www.timetables.mq.edu.au/exam>

- The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you must submit a request via the University's Ask MQ System (as outlined in the [Disruption to Studies Policy](#)).
- If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. Students applying to sit for the supplementary examination must check the web for information. Supplementary exams are only offered to students who have completed all other assessments for the unit. You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester; that is the final day of the official examination period.
- Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam.
- You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

### **Requirement to pass the unit**

- A passing grade is contingent on submission of the **research report** and completion of the **final exam**. Failure to do so will automatically result in a fail grade and any subsequent pieces of work will not be assessed.
- **Students must attend a minimum of 80% of tutorials in order to pass the course.** If students miss two consecutive tutorials, it is the university policy that the students must submit a request via the University's Ask MQ System (as outlined in the [Disruption to Studies Policy](#)).

**Final Grade** Your final grade is determined by your performance in meeting the learning outcomes for the unit. The Standard Numerical Grade (SNG) reflects the extent to which your performance matches the grade descriptors, as outlined in the [Macquarie University Grading Policy](#). Please note that your final mark may be scaled and therefore may not necessarily be a raw sum of the marks received for the individual assessment tasks.

## Assessment Tasks

Name	Weighting	Due
<a href="#">Online Quiz</a>	15%	During semester
<a href="#">Research Report</a>	45%	September 25th, 5pm
<a href="#">Formal Exam</a>	40%	Examination period

### Online Quiz

Due: **During semester**

Weighting: **15%**

This quiz is low risk and will cover basic course content.

On successful completion you will be able to:

- The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

### Research Report

Due: **September 25th, 5pm**

Weighting: **45%**

In this written assignment, you will critically evaluate a cognitive impairment in the context of a cognitive account. Further information will be provided on iLearn and in tutorials. The report should be a maximum of 2,000 words. The word limit includes in-text referencing but does **not** include the reference list at the end, tables, figures and appendices.

On successful completion you will be able to:

- The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions: specifically, the capacity to evaluate critically, integrate, and apply carefully key concepts used in relevant areas of social policy, healthcare, psychiatry, and the cognitive sciences.

- The ability to apply findings from empirical research on psychological disorders to real-world contexts in which debates about normality, personal identity, and psychological health arise.

## Formal Exam

Due: **Examination period**

Weighting: **40%**

The examine will include multiple choice questions and two to three short essay questions.

On successful completion you will be able to:

- The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

## Delivery and Resources

The lectures will be fully online via iLearn, with interactive activities, and each topic in the course will be delivered by experts in the field of cognitive science. In addition students will attend face-to-face tutorials weekly.

It is essential that students have adequate access to the internet as most of the course material and activities are accessed online in the form of:

- video interviews
- audio and video lectures
- online activities and quizzes
- online database research
- participating in online discussion forums

Access to a reasonably fast internet connection would be ideal, given the large amount of video content. Also, please note that in order to access Resources and Activities in your online unit, you will need a browser such as Firefox or Chrome. iLearn will operate on the following browsers, it is recommended that you upgrade your browser to the most recent version:

- Firefox
- Chrome
- Safari
- Internet Explorer 8 or later

## Unit Schedule

Topic 1: Delusions

Topic 2: Dyslexia

Topic 3: Aphasia

Topic 4: Specific language Impairment

Topic 5: Synaesthesia

Topic 6: Agnosia

Topic 7: Autism

Topic 8: Amnesia

Topic 9: Modelling Delusions Using Hypnosis

Topic 10: Hearing Voices

Topic 11: Schizophrenia

## 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:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *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/>

## 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 Services and 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.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## 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

### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:



## Learning outcome

- The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

## Assessment tasks

- Online Quiz
- Research Report
- Formal Exam

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## Learning outcome

- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions: specifically, the capacity to evaluate critically, integrate, and apply carefully key concepts used in relevant areas of social policy, healthcare, psychiatry, and the cognitive sciences.

## Assessment tasks

- Research Report
- Formal Exam

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcome

- The ability to explain contemporary issues concerning a range of psychological disorders

in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

## Assessment task

- Research Report

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcome

- The ability to apply findings from empirical research on psychological disorders to real-world contexts in which debates about normality, personal identity, and psychological health arise.

## Changes since First Published

Date	Description
28/07/2015	More information on the assessments