



PSY 919

Developmental Psychopathology

S2 Day 2016

Department of Psychology

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General Information

Unit convenor and teaching staff

Viviana Wuthrich

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Credit points

4

Prerequisites

(Admission to MCLinPsych or DCLinPsych) and PSY904 and PSY961 and (PSY962 or PSY978) and (PSY965 or PSY977) and ((PSY927 and PSY928) or PSY979)

Corequisites

Co-badged status

Unit description

This unit provides an overview of theoretical approaches to developmental psychopathology for a variety of emotional problems in children and adolescents. There is a multiple focus on theory, research and practice throughout the course, however in general more emphasis is placed on practical applications. Developmental theories are used to examine childhood emotional disorders, as well as problems related to key developmental periods in middle and older adulthood. The nature of development in 'high risk' groups (eg, infants with problematic attachment styles, or family environments) and in children with developmental disabilities and ADD is also surveyed.

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:

To gain a theoretical understanding of the development of mental disorders across the lifespan.

To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.

To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.

Develop further skills in communication, interpersonal interactions, critical analysis,

problem-solving and creative thinking.

General Assessment Information

- In total there are 3 assessments that you will be graded on and will in combination form the final grade for CBT-PSY919.
- Each student must complete all 3 assessments to a satisfactory standard (as outlined in the Clinical Psychology Handbook, 2016), and the final grade for PSY919 must be completed to a **minimum of a Pass grade standard in order to pass this unit.**
- **Information regarding general assessment procedures, Turnitn, late and over limit penalties are available in the unit outline.**

Assessment Tasks

Name	Weighting	Due
Video Role Play	20%	4pm, 13th September, 2016
Case Report	40%	4pm, 11th October, 2016
Exam	40%	4pm, 8th November 2016

Video Role Play

Due: **4pm, 13th September, 2016**

Weighting: **20%**

See the unit outline for more information.

On successful completion you will be able to:

- To gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- Develop further skills in communication, interpersonal interactions, critical analysis, problem-solving and creative thinking.

Case Report

Due: **4pm, 11th October, 2016**

Weighting: **40%**

See the unit outline for more information.

On successful completion you will be able to:

- To gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.
- Develop further skills in communication, interpersonal interactions, critical analysis, problem-solving and creative thinking.

Exam

Due: **4pm, 8th November 2016**

Weighting: **40%**

See unit outline for more information.

On successful completion you will be able to:

- To gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.
- Develop further skills in communication, interpersonal interactions, critical analysis, problem-solving and creative thinking.

Delivery and Resources

You must read the PSY919 Unit Outline.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy 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/

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) 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

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.

Graduate Capabilities

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 gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.
- Develop further skills in communication, interpersonal interactions, critical analysis, problem-solving and creative thinking.

Assessment tasks

- Video Role Play
- Case Report
- Exam

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 gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.

Assessment tasks

- Video Role Play
- Case Report
- 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 outcomes

- To gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.
- Develop further skills in communication, interpersonal interactions, critical analysis, problem-solving and creative thinking.

Assessment tasks

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- Exam

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 gain a theoretical understanding of the development of mental disorders across the lifespan.

- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.
- Develop further skills in communication, interpersonal interactions, critical analysis, problem-solving and creative thinking.

Assessment tasks

- Video Role Play
- Case Report
- Exam

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 gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.
- Develop further skills in communication, interpersonal interactions, critical analysis, problem-solving and creative thinking.

Assessment tasks

- Video Role Play
- Case Report
- Exam

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 gain a theoretical understanding of the development of mental disorders across the lifespan.
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders.
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults.
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