



COGS101

Delusions and Disorders of the Mind and Brain

S2 Day 2016

Department of Cognitive Science

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General Information

Unit convenor and teaching staff

Convenor

Anne Castles

anne.castles@mq.edu.au

Contact via E-mail / Office Hour

AHH Room 3.816

Wednesday 12 - 1pm

Convenor

Hua-Chen Wang

huachen.wang@mq.edu.au

Contact via E-mail / Office Hour

AHH Room 3.819

Tuesday 12 - 1pm

Tutor

Katherine Hardwick

katherine.hardwick@mq.edu.au

Tutor

Nikki Dargue

nikki.dargue@mq.edu.au

Tutor

Lina Teichmann

lina.teichmann@mq.edu.au

Tutor

Rebecca Gelding

rebecca.gelding@mq.edu.au

Tutor

Adam Vujic

adam.vujic@mq.edu.au

Tutor

Ana Murteira

ana.murteira@students.mq.edu.au

Tutor

Andrew McKinnon

andrew.mckinnon@hdr.mq.edu.au

Tutor

Olivia Brancatisano

olivia.brancatisano@mq.edu.au

Tutor

Rachael Johnston

rachael.johnston@mq.edu.au

Katya Numbers

katya.numbers@mq.edu.au

Credit points

3

Prerequisites

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 describe the characteristic features of a range of delusions and cognitive disorders; and to explain key concepts and issues in light of scholarly cognitive theory and empirical work in the cognitive sciences.

The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions; and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare 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 Penalty.** 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 Formal Exam (End of the Semester)

- **The University Examination period.** 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.
- 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 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.

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](#).

Assessment Tasks

Name	Weighting	Due
Research Report	35%	September 30th, 5pm
Formal Exam	40%	Examination period
Online Quiz	15%	During semester
Participation	10%	During semester

Research Report

Due: **September 30th, 5pm**

Weighting: **35%**

In this written assignment, you will critically evaluate a cognitive impairment in the context of a cognitive theory. Further information will be provided on iLearn and in tutorials. The report should be a maximum of 1,500 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 describe the characteristic features of a range of delusions and cognitive disorders; and to explain key concepts and issues in light of scholarly cognitive theory and empirical work in the cognitive sciences.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions; and to critique popular or prejudicial

claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Formal Exam

Due: **Examination period**

Weighting: **40%**

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

On successful completion you will be able to:

- The ability to describe the characteristic features of a range of delusions and cognitive disorders; and to explain key concepts and issues in light of scholarly cognitive theory and empirical work in the cognitive sciences.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions; and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

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 describe the characteristic features of a range of delusions and cognitive disorders; and to explain key concepts and issues in light of scholarly cognitive theory and empirical work in the cognitive sciences.

Participation

Due: **During semester**

Weighting: **10%**

This assessment will be marked according to your attendance and participation in face-to-face tutorials (5%) and your online activity participation (5%). Tutorial participation includes a small assignment outlining your research report, and online participation includes posting your thoughts on the discussion forum under each topic. Attending tutorials and participating in activities in the tutorials and online will contribute to your writing and critical thinking skills.

On successful completion you will be able to:

- The ability to describe the characteristic features of a range of delusions and cognitive disorders; and to explain key concepts and issues in light of scholarly cognitive theory and empirical work in the cognitive sciences.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions; and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

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
- Unit readings
- Online activities and quizzes
- Online database research
- Participation 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: Dyslexia

Topic 2: Aphasia

Topic 3: Specific language Impairment

Topic 4: Autism

Topic 5: Synaesthesia

Topic 6: Amnesia

Topic 7: Agnosia

Topic 8: Delusions

Topic 9: Schizophrenia

Topic 10: Modelling Delusions Using Hypnosis

Topic 11: Disorders of the Self

Note that the lectures for all topics are fully online and are accessible through the relevant section on the iLearn page. The topics will be discussed in more detail during the weekly face-to-face tutorials.

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

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 outcomes

- The ability to describe the characteristic features of a range of delusions and cognitive disorders; and to explain key concepts and issues in light of scholarly cognitive theory and empirical work in the cognitive sciences.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions; and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment tasks

- Research Report
- Formal Exam
- Online Quiz
- Participation

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 outcomes

- The ability to describe the characteristic features of a range of delusions and cognitive disorders; and to explain key concepts and issues in light of scholarly cognitive theory and empirical work in the cognitive sciences.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions; and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment tasks

- Research Report
- Formal Exam
- Online Quiz
- Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions; and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment tasks

- Research Report
- Participation

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:

Assessment tasks

- Research Report
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment task

- Participation

Frequently Asked Questions

Questions about the unit and tutorials:

Your tutor can answer most of the questions that you may have about the unit, including questions about the unit in general and specific questions about the tutorials. If you experience difficulty in this unit, you should approach your tutor first. You can get in touch with your tutor before or after your tutorial, via email, or via the dialogue tool on iLearn. Contact details for tutors can be found at the top of this unit guide. Please note that your tutor is your first point of contact for any of these questions. The unit convenor is to be contacted only when absolutely necessary, and is to be contacted during the specified contact hours or via email only.

Questions about content:

Please post content-related questions on the unit's General Discussion Forum on iLearn so that other students can also join in and benefit from the discussion.

Questions about uploading assignments via iLearn:

You are required to submit one of the assessment tasks (Research Report) via iLearn, using the Turnitin submission tool. Please use the following step-to-step guides for instructions on how to access iLearn and how to submit a Turnitin assignment.

Requests for extensions, medical leave and/or disruption to studies:

Please note that it is the student's responsibility to notify the University of a disruption to their studies. All requests for extensions, medical leave and/or disruption to studies should be made prior to the due date for the assignment, are to be made directly via the University's online Ask MQ system (as outlined in the Disruption to Studies Policy).

Requests for tutorial changes:

Changes to tutorials need to be done online via eStudent only. After week 2, no further changes

will be entertained unless supporting documentation about the reason for changing is provided and there is space in the tutorial you wish to enrol in. Please note that changes to tutorials cannot be made by the unit convenor or tutor.

Questions about workload:

The number of credit points a unit is worth is determined by how many hours the student is expected to spend each week at formal classes, writing essays, preparing for tutorials and in study related to the unit. For a half year unit 4 hours is allowed per credit point, so it would be expected that a student would spend 3 (credit points) by 4 hours = 12 hours per week on this unit.

Changes since First Published

Date	Description
25/07/2016	Changes to wording of tutorial attendance and highlighting the online nature of the lectures.