



COGX101

Delusions and Disorders of the Mind and Brain

SP2 OUA 2016

Department of Cognitive Science

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General Information

Unit convenor and teaching staff

Unit Convenor

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AHH 3.819

By appointments

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, amnesia, agnosia, synaesthesia, autism, auditory hallucination, delusion and schizophrenia. All enrolment queries should be directed to Open Universities Australia (OUA): see

www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-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.

Assessment Tasks

Name	Weighting	Due
<u>Online Quiz</u>	15%	End of Week 12 (Sunday 5pm)
<u>Research Report</u>	45%	End of week 7 (Sunday 5pm)
<u>Formal Exam</u>	40%	Examination period

Online Quiz

Due: **End of Week 12 (Sunday 5pm)**

Weighting: **15%**

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

Students are strongly recommended to complete the online quizzes on iLearn each week, however, the quizzes will be available until the end of Week 12 (Sunday 5pm). There are 10-15 quiz questions every week (**worth 15%**).

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: **End of week 7 (Sunday 5pm)**

Weighting: **45%**

This report will critically evaluate a cognitive account of an impairment within a particular disorder or an abnormality of processing. Further information will be provided on iLearn in week 3. The report should be a maximum of 1,500 words, double-spaced, and printed in 12-point font with 2.54 cm margins. The word limit includes in-text referencing but does not include the reference list at the end, nor the tables and figures, or appendices.

Please note that **5%** out of the 45% in Task 2 will be marked according to your online activity

participation as participating activities online will contribute to your writing and critical thinking skills. This online participation will be posting your thoughts on the online discussion forum under each topic.

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 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

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for

assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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.m](#)

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 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.