



# PSYC994

## Psychological Assessment and Child and Adult Psychopathology 3

S1 Day 2019

*Department of Psychology*

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## General Information

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Credit points

4

Prerequisites

PSYC988 and PSYC989

Corequisites

Co-badged status

### Unit description

This unit will cover theoretical models of development of psychopathology across the lifespan, as well as evidence based assessment of adult and child mental and neurological disorders including memory and cognitive disorders; autism spectrum disorders; sleep disorders and stress and trauma-related disorders including Adjustment disorder and Complex trauma. Methods for differential diagnosis as well as treatment planning for comorbidity will be covered. Assessment techniques of these disorders using clinical interviews and will also involve knowledge of self-report measures, and use of behavioural observations where appropriate.

## 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:

Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan

Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan

Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan

Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning

Demonstrate competency in interpreting neurological test reports

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Case Report</a>	30%	Yes	Week 5 - 27th March 2019
<a href="#">Short-Answer Exam</a>	40%	Yes	Week 6 - 3rd April 2019
<a href="#">Reflective Report 1</a>	10%	Yes	Week 10

Name	Weighting	Hurdle	Due
<a href="#">Reflective Report 2</a>	10%	Yes	Week 11
<a href="#">Reflective Report 3</a>	10%	Yes	Week 12

## Case Report

Due: **Week 5 - 27th March 2019**

Weighting: **30%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

This report involves interpretation of neuropsychological test results.

The assessment task will involve:

- Understanding the difference between psychological and neuropsychological assessment
- Demonstrating skill in interpretation of neuropsychological test results including base rate analysis
- Understanding how cognitive functions can be disrupted
- Understanding of how neuropsychological disorders typically manifest

A case report will be required to be submitted comprising 2000 words.

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan
- Demonstrate competency in interpreting neurological test reports

## Short-Answer Exam

Due: **Week 6 - 3rd April 2019**

Weighting: **40%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle**

## assessment tasks)

Based upon content covered across first 5 seminars and full day workshop, involving relevant conceptually informed methods of assessing clients presenting with stress, trauma-related disorders, and health-related conditions across the lifespan.

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning

## Reflective Report 1

Due: **Week 10**

Weighting: **10%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Identify and describe health-related models, assessment, and case formulation based upon a choice of short written case studies/vignettes provided one week prior (i.e., week 9). 500 words.

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning

## Reflective Report 2

Due: **Week 11**

Weighting: **10%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Identify and describe health-related models, assessment, and case formulation based upon a choice of short written case studies/vignettes provided one week prior (i.e., week 10). 500 words.

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning

## Reflective Report 3

Due: **Week 12**

Weighting: **10%**

**This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)**

Identify and describe health-related models, assessment, and case formulation based upon a choice of short written case studies/vignettes provided one week prior (i.e., week 11). 500 words.

On successful completion you will be able to:

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning

## Delivery and Resources

There will be a one 2-hour seminar per week, on Wednesdays 9am - 11am each week of session (except Week 3). For Week 3, there will be a full day workshop scheduled on Friday 15th March, which students are required to attend.

In addition, students are required to attend the first 7 seminars (weeks 1 through to 7) from the PSYN840 unit scheduled on Tuesdays in Session 1, 2019 (which consist of 2 hourly weekly seminars covering neurological disorders).

Students will be required to prepare for both seminars and workshop by completing required readings.

## Unit Schedule

Week	Date	Topic	Lecturer
1	27 Feb	Intro, overview & context	PG/ MK
2	6 March	Intro to health models	KS
3	*FRIDAY* 15 March	Friday Full day workshop	MK
4	20 March	Health models	KS
5	27 March	Health models	KS
6	3 April	In-class exam	KS
7	10 April	Autism spectrum disorder	PG
MID-SEMESTER BREAK			
8	1 May	Intro to working with health pops – chronic pain – part 1	PG
9	8 May	Chronic pain – part 2	PG
10	15 May	Cardiovascular assessment & theories –part 1	PG
11	22 May	Cardiovascular assessment & theories –part 2	PG
12	29 May	Cancer & chronic illnesses	PG
13	5 June	No class	PG

Timetables for seminars can be found on the University website at: <https://timetables.mq.edu.au/2019/>

## Learning and Teaching Activities

### Seminars

Engagement with material and participation in class is essential

### Role play

On occasion, there will be role play practice of key skills

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA



student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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/](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

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions

and common health conditions across the lifespan

- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning
- Demonstrate competency in interpreting neurological test reports

## **Assessment tasks**

- Case Report
- Short-Answer Exam
- Reflective Report 1
- Reflective Report 2
- Reflective Report 3

## **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**

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology

conceptual frameworks, case-formulation, and treatment planning

- Demonstrate competency in interpreting neurological test reports

## **Assessment tasks**

- Case Report
- Short-Answer Exam
- Reflective Report 1
- Reflective Report 2
- Reflective Report 3

## **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**

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning
- Demonstrate competency in interpreting neurological test reports

## **Assessment tasks**

- Case Report
- Short-Answer Exam
- Reflective Report 1
- Reflective Report 2

- Reflective Report 3

## 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

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning
- Demonstrate competency in interpreting neurological test reports

### Assessment tasks

- Case Report
- Short-Answer Exam
- Reflective Report 1
- Reflective Report 2
- Reflective Report 3

## 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

- Describe and critically appraise relevant theoretical models (inc. biopsychosocial models of health) and mechanisms that contribute to psychopathology, neurological conditions and common health conditions across the lifespan
- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Outline and describe relevant assessment techniques using clinical interviews, neurological tests, validated self-report measures, and behavioural observations when working with clients presenting with stress/trauma-related, neurological, and health-related conditions across the lifespan
- Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning
- Demonstrate competency in interpreting neurological test reports

## Assessment tasks

- Case Report
- Short-Answer Exam
- Reflective Report 1
- Reflective Report 2
- Reflective Report 3

## 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

- Demonstrate understanding and applications of evidence-based approaches to the assessment of neurological conditions, stress/trauma-related disorders, autism disorder, and common health-related conditions across the lifespan
- Demonstrate competency in interpreting neurological test reports

## Assessment tasks

- Case Report

- Short-Answer Exam
- Reflective Report 1
- Reflective Report 2
- Reflective Report 3