PSYC987

Child and Adult Psychopathology 1

S1 Day 2019

Department of Psychology

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Melissa Norberg
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C3A 714
by appt

Credit points
4

Prerequisites
Admission to MClinPsych

Corequisites

Co-badged status
PSY961

Unit description
This unit aims to develop students' conceptual and diagnostic understanding of the mental disorders contained within the DSM-5's categories of bipolar and related disorders, depressive disorders, anxiety disorders, trauma-and stressor-related disorders, and the obsessive-compulsive and related disorders. Importantly, this unit will discuss the evidence (or lack of evidence) for these disorders and their existing theoretical models in light of the history of the DSM and its alternatives. Moreover, this unit will take a lifespan approach, by exploring potential variations in mental disorders in childhood, adulthood, and later life. Lastly, this unit will provide an overview of the biological bases of and pharmacology for the anxiety disorders, depressive disorders, substance-related and addictive disorders, and for schizophrenia spectrum and other psychotic disorders.

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:

Recognise and differentially diagnose DSM disorders, taking into account an individual's context.

Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.

Choose a theoretical model for understanding a disorder and for guiding its treatment based on scientific evidence.

Explain the history of the DSM, its strengths and weaknesses, and alternative classification models.

Demonstrate understanding of the neuroscience and pharmacology of common mental disorders.

Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

General Assessment Information

Exams and presentation take place during class hours, while case reports are to be submitted via Turnitin. Any extensions must be requested via ask.mq.edu.au. Additionally, please be sure to talk to the Course Director and Unit Convenor.

Assessment Tasks

Name	Weighting	Hurdle	Due
Abstract Selection	5%	No	see PSYN841 Unit Guide
Exam: Short-answer	15%	Yes	Week 13
Exam: Multiple-choice	20%	Yes	See PSYN841 Unit Guide
Case Report: Mood Disorder	25%	Yes	Week 5
Case Report: Anxiety Disorder	25%	Yes	Week 12
Psychoeducation Presentation	10%	Yes	Throughout the Semester

Abstract Selection

Due: **see PSYN841 Unit Guide**
Weighting: **5%**

Retrieve 5 PubMed Abstracts abstracts detailing a pharmacological treatment for a disorder. For each abstract, students must list the drug and its mechanism of action and the disorder its used to treat.

On successful completion you will be able to:

- Demonstrate understanding of the neuroscience and pharmacology of common mental disorders.

Exam: Short-answer

Due: **Week 13**
Weighting: **15%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Four short-answer questions. Students need to demonstrate their knowledge about the DSM and alternative classification models, appropriate behaviour as a clinical psychologist, and how to tell the difference between science and pseudoscience.

Hurdle Requirement. This task is a hurdle requirement. The assessment allows demonstration of 'fitness to practice' as a clinical psychologist, which is essential prior to the first placement in the Macquarie University Psychology Clinic. Consistent with the Assessment Policy of the University, students who make a serious attempt at the task but fail to meet the required standards, will be provided with one additional opportunity to complete the task to a satisfactory standard. Failure of the second attempt will result in a Fail (FH) grade for the entire unit (even if the raw mark for the Unit is over 50) and this, in turn, will result in a delay in starting the Clinic placement or further placements. The required standard is that each section be judged to be at the "Meets Expectations" standard. When any section is judged to be "Below Expected Standards", you will be given a mark of 49% for the assessment task and be asked to complete the task again. If on the second attempt, students meet the hurdle requirement, the maximum mark awarded for the task will be 50%.

On successful completion you will be able to:

- Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.
- Explain the history of the DSM, its strengths and weaknesses, and alternative classification models.
- Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

Exam: Multiple-choice

Due: **See PSYN841 Unit Guide**
Weighting: **20%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

40 multiple-choice questions. This exam will allow students to demonstrate their knowledge about the biological bases and pharmacology of the anxiety disorders, depressive disorders,

substance-related and addictive disorders, and schizophrenia spectrum and other psychotic disorders.

Hurdle Requirement. This task is a hurdle requirement. The assessment allows demonstration of 'fitness to practice' as a clinical psychologist, which is essential prior to the first placement in the Macquarie University Psychology Clinic. Consistent with the Assessment Policy of the University, students who make a serious attempt at the task but fail to meet the required standards, will be provided with one additional opportunity to complete the task to a satisfactory standard. Failure of the second attempt will result in a Fail (FH) grade for the entire unit (even if the raw mark for the Unit is over 50) and this, in turn, will result in a delay in starting the Clinic placement or further placements. The required standard is that each section be judged to be at the "Meets Expectations" standard. When performance is judged to be "Below Expected Standards", you will be given a mark of 49% for the assessment task and be asked to complete the task again. If on the second attempt, students meet the hurdle requirement, the maximum mark awarded for the task will be 50%.

On successful completion you will be able to:

- Demonstrate understanding of the neuroscience and pharmacology of common mental disorders.

Case Report: Mood Disorder

Due: **Week 5**
Weighting: **25%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will be provided with a case and they will have to establish a diagnosis(es) and provide support for that diagnosis(es). They will also need to describe a theoretical model for that disorder, provide scientific evidence for that model, and describe how the patient's symptoms fit that model. (1500 words)

Hurdle Requirement. This task is a hurdle requirement. The assessment allows demonstration of 'fitness to practice' as a clinical psychologist, which is essential prior to the first placement in the Macquarie University Psychology Clinic. Consistent with the Assessment Policy of the University, students who make a serious attempt at the task but fail to meet the required standards, will be provided with one additional opportunity to complete the task to a satisfactory standard. Failure of the second attempt will result in a Fail (FH) grade for the entire unit (even if the raw mark for the Unit is over 50) and this, in turn, will result in a delay in starting the Clinic placement or further placements. The required standard is that each section be judged to be at the "Meets Expectations" standard. When any section is judged to be "Below Expected Standards", you will be given a mark of 49% for the assessment task and be asked to complete the task again. If on the second attempt, students meet the hurdle requirement, the maximum mark awarded for the task will be 50%.

On successful completion you will be able to:

- Recognise and differentially diagnose DSM disorders, taking into account an individual's context.
- Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.
- Choose a theoretical model for understanding a disorder and for guiding its treatment based on scientific evidence.
- Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

Case Report: Anxiety Disorder

Due: **Week 12**
Weighting: **25%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will be provided with a case and they will have to establish a diagnosis(es) and provide support for that diagnosis(es). They will also need to describe a theoretical model for that disorder, provide scientific evidence for that model, and describe how the patient's symptoms fit that model. (1500 words)

Hurdle Requirement. This task is a hurdle requirement. The assessment allows demonstration of 'fitness to practice' as a clinical psychologist, which is essential prior to the first placement in the Macquarie University Psychology Clinic. Consistent with the Assessment Policy of the University, students who make a serious attempt at the task but fail to meet the required standards, will be provided with one additional opportunity to complete the task to a satisfactory standard. Failure of the second attempt will result in a Fail (FH) grade for the entire unit (even if the raw mark for the Unit is over 50) and this, in turn, will result in a delay in starting the Clinic placement or further placements. The required standard is that each section be judged to be at the "Meets Expectations" standard. When any section is judged to be "Below Expected Standards", you will be given a mark of 49% for the assessment task and be asked to complete the task again. If on the second attempt, students meet the hurdle requirement, the maximum mark awarded for the task will be 50%.

On successful completion you will be able to:
- Recognise and differentially diagnose DSM disorders, taking into account an individual's context.
- Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.
- Choose a theoretical model for understanding a disorder and for guiding its treatment

based on scientific evidence.

- Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

Psychoeducation Presentation

Due: **Throughout the Semester**
Weighting: **10%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Throughout the semester, articles covering the various disorders discussed during this class are assigned. Students are expected to read these articles and adequately participate in class discussions about these articles. In addition, students are required to present one of the articles to the class. This presentation will require the student, who will act as the therapist, to talk to another student in the class, who will act as the client. The student therapist will present the theoretical rationale and its corresponding evidence to the student client as if he/she were delivering the psychoeducation portion of a treatment to a new client.

Hurdle Requirement. This task is a hurdle requirement. The assessment allows demonstration of 'fitness to practice' as a clinical psychologist, which is essential prior to the first placement in the Macquarie University Psychology Clinic. Consistent with the Assessment Policy of the University, students who make a serious attempt at the task but fail to meet the required standards, will be provided with one additional opportunity to complete the task to a satisfactory standard. Failure of the second attempt will result in a Fail (FH) grade for the entire unit (even if the raw mark for the Unit is over 50) and this, in turn, will result in a delay in starting the Clinic placement or further placements. The required standard is that each section be judged to be at the "Meets Expectations" standard. When any section is judged to be "Below Expected Standards", you will be given a mark of 49% for the assessment task and be asked to complete the task again. If on the second attempt, students meet the hurdle requirement, the maximum mark awarded for the task will be 50%.

On successful completion you will be able to:
- Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.
- Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

Delivery and Resources

1. American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.)

2. Leonard, BE (2003). Fundamentals of Psychopharmacology. (Third Edition). Wiley Press.

3.   Weekly, 2-3hr seminars. Students are required to participate in the seminars, and in order to do so, must read the relevant DSM-5 sections and assigned journal articles prior to presenting to the seminar.

4. A variety of journal articles (see iLearn).

Unit Schedule

See ilearn page.

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). 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). 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).

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 or if you are a Global MBA student contact 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) 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

If you are a Global MBA student contact 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/.

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

- Recognise and differentially diagnose DSM disorders, taking into account an individual's context.
- Explain key demographic and epidemiological characteristics of the main disorders,

along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.

- Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

Assessment tasks

- Exam: Short-answer
- Case Report: Mood Disorder
- Case Report: Anxiety Disorder
- Psychoeducation Presentation

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

- Recognise and differentially diagnose DSM disorders, taking into account an individual's context.
- Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.
- Choose a theoretical model for understanding a disorder and for guiding its treatment based on scientific evidence.
- Explain the history of the DSM, its strengths and weaknesses, and alternative classification models.
- Demonstrate understanding of the neuroscience and pharmacology of common mental disorders.

Assessment tasks

- Abstract Selection
- Exam: Short-answer
- Exam: Multiple-choice
- Case Report: Mood Disorder
- Case Report: Anxiety Disorder
- Psychoeducation Presentation

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

- Recognise and differentially diagnose DSM disorders, taking into account an individual's context.

- Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.

- Choose a theoretical model for understanding a disorder and for guiding its treatment based on scientific evidence.

Assessment tasks

- Abstract Selection
- Exam: Short-answer
- Case Report: Mood Disorder
- Case Report: Anxiety Disorder
- Psychoeducation Presentation

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

- Explain key demographic and epidemiological characteristics of the main disorders, along with the main psychological theories underlying their aetiology and maintenance, the evidence supporting them, and risk and protective factors.

- Choose a theoretical model for understanding a disorder and for guiding its treatment based on scientific evidence.

Assessment tasks

- Abstract Selection
- Exam: Short-answer
- Case Report: Mood Disorder
- Case Report: Anxiety Disorder
- Psychoeducation Presentation

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

- Explain the history of the DSM, its strengths and weaknesses, and alternative classification models.
- Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

Assessment tasks

- Case Report: Mood Disorder
- Case Report: Anxiety Disorder
- Psychoeducation Presentation

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

- Choose a theoretical model for understanding a disorder and for guiding its treatment based on scientific evidence.
- Act as a scientist-practitioner: i.e., a clinician who integrates scientific findings into their practice in order to make informed mental health care decisions for their patients.

Assessment tasks

- Case Report: Mood Disorder
- Case Report: Anxiety Disorder
- Psychoeducation Presentation