



PSYC8987

Child and Adult Psychopathology 1

Session 1, Weekday attendance, North Ryde 2020

Department of Psychology

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General Information

Unit convenor and teaching staff

Convenor and Lecturer

Melissa Norberg

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Lecturer

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Credit points

10

Prerequisites

Admission to MCLinPsych

Corequisites

Co-badged status

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://students.mq.edu.au/important-dates>

Learning Outcomes

ULO1: Recognise and differentially diagnose DSM disorders, taking into account an individual's context.

ULO2: Explain key demographic and epidemiological characteristics, along with the

psychological theories underlying their aetiology and maintenance, the evidence supporting them, as well as risk and protective factors of the main disorders.

ULO3: Identify an appropriate theoretical model for understanding a disorder and for guiding its treatment based on scientific evidence.

ULO4: Explain the history of the DSM, its strengths and weaknesses, and alternative classification models.

ULO5: Demonstrate understanding of the neuroscience and pharmacology of common mental disorders.

ULO6: 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 presentations take place during class hours, while case reports are to be submitted via Turnitin.

Late submissions

All assessment tasks have a strict due date. Ordinarily, no extensions of time for submission of assessment tasks will be granted. If students experience unexpected, unavoidable, and serious circumstances affecting submission of assessable work they may lodge an application for Special Consideration via ask.mq.edu.au with supporting documentary evidence. All requests for special consideration must be made no later than five working days after the due date of the assessment task, and when possible, should be requested in advance as there is no guarantee for extensions. When special consideration has not been granted, late submissions will not be accepted.

Hurdle requirements

All of the assessment tasks, other than the Mood Disorders Case Report, are hurdle requirements - they require a minimum level of performance in order for students to pass the Unit. The assessment tasks allow 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 standards for the hurdle tasks will be provided via iLearn prior to completion of the task.

Assessment Tasks

Name	Weighting	Hurdle	Due
In class test	20%	Yes	23/03/2020 at 2pm (Week 5)
Final examination	20%	Yes	01/06/2020 at 9am (Week 13)
Case Report: Mood Disorder	25%	No	23/03/2020 at 9am (Week 5)
Psychoeducation Presentation	10%	Yes	TBA
Case Report: Anxiety disorder	25%	Yes	25/05/2020 at 9am (Week 12)

In class test

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 18 hours

Due: **23/03/2020 at 2pm (Week 5)**

Weighting: **20%**

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

Test of 40 multiple choice questions in 1 hour

On successful completion you will be able to:

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

Final examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 22 hours

Due: **01/06/2020 at 9am (Week 13)**

Weighting: **20%**

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

Five short answer questions in 2 hours

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, along with the psychological theories underlying their aetiology and maintenance, the evidence

supporting them, as well as risk and protective factors of the main disorders.

- Identify an appropriate 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.
- 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: Mood Disorder

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 18 hours

Due: **23/03/2020 at 9am (Week 5)**

Weighting: **25%**

In this 1500 word report, 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, describe how the patient's symptoms fit that model and select an appropriate intervention.

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, along with the psychological theories underlying their aetiology and maintenance, the evidence supporting them, as well as risk and protective factors of the main disorders.
- Identify an appropriate 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

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 3 hours

Due: **TBA**

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, as well as present one of the articles to the class within 20

minutes.

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, along with the psychological theories underlying their aetiology and maintenance, the evidence supporting them, as well as risk and protective factors of the main disorders.
- Identify an appropriate 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

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 18 hours

Due: **25/05/2020 at 9am (Week 12)**

Weighting: **25%**

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

In this 1500 word report, 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, describe how the patient's symptoms fit that model and select an appropriate intervention.

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, along with the psychological theories underlying their aetiology and maintenance, the evidence supporting them, as well as risk and protective factors of the main disorders.
- Identify an appropriate 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.

¹ If you need guidance or support to understand or complete this type of assessment, please contact the Learning Skills Team

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Three-hour seminars are held weekly. Students are required to prepare for seminars by completing the required readings beforehand (see iLearn), so that they can fully engage in discussion with their classmates and convenor. Students must purchase two textbooks for this unit:

1. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Author. 2. Leonard, BE (2003). *Fundamentals of Psychopharmacology*. (3rd ed.). Wiley Press.

Students are expected to present to all seminars on time. Late arrivals and missed seminars must be discussed in advance with the Unit Convenor/Course Director.

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.*)

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 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 Enquiry Service

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

Equity 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.

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.