



PSYC8994

Psychological Assessment and Child and Adult Psychopathology 3

Session 1, Weekday attendance, North Ryde 2021

Department of Psychology

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Notice

As part of [Phase 3 of our return to campus plan](#), most units will now run tutorials, seminars and other small group activities on campus, and most will keep an online version available to those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face activities for your unit, please go to [timetable viewer](#). To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff

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Credit points

10

Prerequisites

(PSYC988 or PSYC8988) and (PSYC989 or PSYC8989)

Corequisites

Co-badged status

Unit description

This unit covers theoretical models regarding the development of psychopathology, health, and illness across the lifespan, as well as evidence-based assessment of adult and child mental and neurological disorders. Material will focus on stress and trauma-related disorders including adjustment disorder and complex trauma, autism spectrum disorder, chronic pain, blood-injection-injury (BII) phobia, cardiovascular disease, cancer, and HIV. Methods for differential diagnosis as well as case formulation and treatment planning for comorbidity will be covered. Models relevant to clinical health psychology will be discussed, including sociocultural factors in health. Assessment techniques of these disorders will include clinical interviews, self-report measures, and behavioural observations where appropriate.

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

On successful completion of this unit, you will be able to:

ULO1: 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.

ULO2: 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.

ULO3: 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.

ULO4: Describe relevant methods for differential diagnosis, clinical health psychology conceptual frameworks, case-formulation, and treatment planning.

ULO5: Demonstrate competency in interpreting neurological test reports.

General Assessment Information

Please see links to the Assessment Policy and the Special Consideration Policy in the Policies and Procedures section of this Unit Guide.

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. Where special consideration has not been granted, late submissions will not be accepted.

Hurdle requirements

All of the assessment tasks 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. 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
Case Report	30%	Yes	Week 6
In class short answer and essay style questions	40%	Yes	Week 6
Reflective Report	30%	Yes	Week 13

Case Report

Assessment Type ¹: Report

Indicative Time on Task ²: 25 hours

Due: **Week 6**

Weighting: **30%**

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

This 2000 word report involves interpretation of neuropsychological test results

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.
- Demonstrate competency in interpreting neurological test reports.

In class short answer and essay style questions

Assessment Type ¹: Examination

Indicative Time on Task ²: 25 hours

Due: **Week 6**

Weighting: **40%**

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

In class short answer and essay style questions

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

Assessment Type ¹: Report

Indicative Time on Task ²: 25 hours

Due: **Week 13**

Weighting: **30%**

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

Students will be required to describe in 1500 words, health-related models, assessment, and case formulation based upon a vignette.

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.
- Demonstrate competency in interpreting neurological test reports.

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Learning Skills Unit](#) for academic skills support.

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

There will be weekly Seminars, with exceptions for Weeks 3, 6 and 13. For Week 3, a full day workshop is scheduled on the Friday (12 March, 2021). For Week 6, students will be required to complete an in-class exam. For Week 13, students will be required to complete VIVA assessments.

Teaching will include seminar presentations, and emphasis on class discussions, some practical skills training, occasional role-plays, and video clips. There will be weekly required readings. Additional resources and required reading material may be provided on Leganto throughout the Unit.

As part of this unit, students will also be required to attend Weeks 1 to 6 of PSYN8840 (scheduled for Tuesdays).

Unit Schedule

Week	Topic	Lecturer
1	Intro, overview & context	PG/KS/MK
2	Health models and health inequalities	KS
3	Friday Full day workshop 9-5pm (No class on Wed)	MK
4	Health models & managing chronic conditions	KS
5	Health models & managing chronic conditions	KS

6	In-class exam	MK/KS
MID-SEMESTER BREAK		
7	Cardiac clinical psychology	PG
8	Psycho-oncology	KS/PG
9	Pain - part 1	PG
10	Pain - part 2	PG
11	Additional topics in clinical health psychology	PG
12	Autism spectrum disorder	PG
13	No class (Vivas will take place for PSYC8993)	N/A

*Students also attend first six weeks of A/Prof. Jennifer Batchelor's Neuro unit (**PSYN8840**).

PSYN8840 is scheduled for Tuesdays (9-11am -NB: for all Units, always verify University timetables for final class location & times: timetables.mq.edu.au).

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

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

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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 help you improve your marks and take control of your study.

- [Getting help with your assignment](#)
- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

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.

Changes since First Published

Date	Description
26/01/2021	There was an error in the times listed for the full day trauma workshop. The Full day workshop scheduled for Friday 12th March is from 9am until 5pm (as per the official University timetable). However the originally approved unit outline noted the time incorrectly as 10-6pm.