PSYC8994

Psychological Assessment and Child and Adult Psychopathology 3

Session 1, In person-scheduled-weekday, North Ryde 2022

School of Psychological Sciences

Contents

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General Information

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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://www.mq.edu.au/study/calendar-of-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. Please note that special consideration must be made no later than the University-specified number of working days after the due date of the assessment task (see ask.mq.edu.au for details). 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
In class short answer and essay style questions	30%	Yes	Week 3
Case Report	30%	Yes	Week 6
Case Report	40%	Yes	Week 13

In class short answer and essay style questions

Assessment Type [1]: Examination
Indicative Time on Task [2]: 25 hours
Due: **Week 3**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

In class short answer and essay style questions. Closed book.

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.

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 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.

Case Report

Assessment Type [1]: Report
Indicative Time on Task [2]: 25 hours
Due: **Week 13**
Weighting: **40%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will be required to describe 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.

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[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 Writing Centre 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

Teaching will include weekly seminars (e.g., didactic methods, debates, and self-reflection), group work and discussions, videos/audio clips, some practical skills training, and use of other materials. NB: a portion of this work will occur outside of the seminar time -e.g., as recommended preparation for weekly seminars as indicated on iLearn. This Unit will aim to integrate science, theory, and critical thinking as the foundation for approaches to clinical practice which can be subsequently applied. Students are required to prepare for seminars by completing readings and/or material (e.g., videos, links, etc.) available via iLearn. Additional resources and reading material will be provided throughout the course during the relevant sections. Engagement with material and participation in class is essential.

In line with Public Health guidelines, the approach to delivery in this Unit will be revised if and when necessary due to the COVID pandemic, and in alignment with University policy. Changes or updates will be communicated via iLearn and/or emails sent to student email accounts. Students should stay up to date with the latest University advice at the following website: https://www.mq.edu.au/about/coronavirus-faqs/information-for-students.

Unit Schedule

Please see iLearn for schedule. Timetables for seminars, where applicable, can be found on the University website at: https://timetables.mq.edu.au/2022

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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
- Assessment Procedure
- Complaints Resolution 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). 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) 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

Academic Integrity

At Macquarie, we believe academic integrity – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free online writing and maths support, academic skills development and wellbeing consultations.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

The Writing Centre

The Writing Centre provides resources to develop your English language proficiency, academic writing, and communication skills.

- Workshops
- Chat with a WriteWISE peer writing leader
- Access StudyWISE
- Upload an assignment to Studiosity
- Complete the 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 Services and Support

Macquarie University offers a range of Student Support Services including:

- IT Support
- Accessibility and disability support with study

- Mental health support
- Safety support to respond to bullying, harassment, sexual harassment and sexual assault
- Social support including information about finances, tenancy and legal issues

Student Enquiries

Got a question? Ask us via AskMQ, or contact Service Connect.

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.