



PSYC8987

Child and Adult Psychopathology 1

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

School of Psychological Sciences

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General Information

Unit convenor and teaching staff

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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 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:

ULO1: Recognise, differentially diagnose, and assess 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.

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

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

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

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). When 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
<u>Case Report</u>	25%	Yes	Week 7
<u>Final examination</u>	30%	Yes	Week 13
<u>In class test</u>	20%	Yes	Week 5
<u>Psychoeducation Presentation</u>	25%	Yes	TBD

Case Report

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 18 hours

Due: **Week 7**

Weighting: **25%**

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

In this 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 and assessment plan.

On successful completion you will be able to:

- Recognise, differentially diagnose, and assess 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 assessment and 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.

Final examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 22 hours

Due: **Week 13**

Weighting: **30%**

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

Final examination in final week of semester, in accordance with relevant requirements.

On successful completion you will be able to:

- Recognise, differentially diagnose, and assess 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 assessment and 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.

In class test

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 36 hours

Due: **Week 5**

Weighting: **20%**

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

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.

Psychoeducation Presentation

Assessment Type ¹: Clinical performance evaluation

Indicative Time on Task ²: 3 hours

Due: **TBD**

Weighting: **25%**

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

On successful completion you will be able to:

- Recognise, differentially diagnose, and assess 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 assessment and 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 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

This unit is delivered in two parts. The first part consists of 12 weekly, 3-hour seminars followed by a final exam during week 13. The second part of unit requires students to present to 4 weekly, 2-hour lectures related to psychopharmacology during the beginning of the semester, and on the fifth week sit a related exam.

Students are required to prepare for seminars and lectures by completing the required readings beforehand (see iLearn), so that they can fully engage in discussion with their classmates and the lecturer and adequately complete the assessments. 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/lectures on time. Late arrivals and missed seminars/lectures 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://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](#)
- [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) (<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

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](#).

Grading

Macquarie University follow standards-based assessment of student performance. All individual assessment tasks are subject to moderation, consistent with the Assessment Policy and Procedure. A student's final mark for this unit, and associated grade, must reflect their attainment of the unit learning outcomes, and isn't necessarily a simple summation of their individual assessment items.

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.