PSYN8841
Clinical Neuropsychopharmacology
Session 1, In person-scheduled-weekday, North Ryde 2023
School of Psychological Sciences

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General Information

Unit convenor and teaching staff
Jennifer Cornish
jennifer.cornish@mq.edu.au

Credit points
10

Prerequisites
Admission to MClinNeuro

Corequisites

Co-badged status
The first 5 weeks are co-badged with PSYC8987

Unit description
This unit provides an overview of the basic principles of neuropharmacology with particular emphasis on the disorders seen in the clinical practice of neuropsychologists and clinical psychologists. It begins with a review of basic principles and then covers the major neurotransmitter systems and how they are disordered in brain injury and psychological disorders such as depression, schizophrenia and the anxiety 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:** Demonstrate knowledge of the neuropharmacology of common psychological disorders and pharmacotherapies for these disorders.
  **ULO2:** Critically evaluate research literature and theoretical issues relevant to psychopharmacology.
  **ULO3:** Effectively communicate concepts in psychopharmacology using information technology and in written and oral formats.
  **ULO4:** Demonstrate self-awareness through identifying and setting targets for time management of assessment completion
  **ULO5:** Critically evaluate the relevance and accuracy of neuroscience data in order to
formulate evidence based arguments

**General Assessment Information**

General assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](https://unitguides.mq.edu.au/unit_offerings/159034/unit_guide/print).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the Assessment Procedure (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

**Late Submissions**

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

<table>
<thead>
<tr>
<th>Number of days (hours) late</th>
<th>Total Possible Marks</th>
<th>Deduction</th>
<th>Raw mark</th>
<th>Final mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day (1-24 hours)</td>
<td>100</td>
<td>5</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>2 days (24-48 hours)</td>
<td>100</td>
<td>10</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>3 days (48-72 hours)</td>
<td>100</td>
<td>15</td>
<td>75</td>
<td>60</td>
</tr>
<tr>
<td>7 days (144-168 hours)</td>
<td>100</td>
<td>35</td>
<td>75</td>
<td>40</td>
</tr>
<tr>
<td>&gt;7 days (&gt;168 hours)</td>
<td>100</td>
<td>-</td>
<td>75</td>
<td>0</td>
</tr>
</tbody>
</table>

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class presentation</td>
<td>15%</td>
<td>No</td>
<td>One of Week 9-12</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
<td>No</td>
<td>During Week 9-12</td>
</tr>
<tr>
<td>In class test</td>
<td>30%</td>
<td>No</td>
<td>Week 5, In class</td>
</tr>
<tr>
<td>Psychopharmacology essay</td>
<td>45%</td>
<td>No</td>
<td>May 28th, 2023</td>
</tr>
</tbody>
</table>

In class presentation

Assessment Type 1: Presentation
Indicative Time on Task 2: 20 hours
Due: One of Week 9-12
Weighting: 15%

Students are required to present and critique a journal article in oral format for 10 minutes

On successful completion you will be able to:

- Demonstrate knowledge of the neuropharmacology of common psychological disorders and pharmacotherapies for these disorders.
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- Effectively communicate concepts in psychopharmacology using information technology and in written and oral formats.
- Demonstrate self-awareness through identifying and setting targets for time management of assessment completion
- Critically evaluate the relevance and accuracy of neuroscience data in order to formulate evidence based arguments

Class participation

Assessment Type 1: Participatory task
Indicative Time on Task 2: 24 hours
Due: During Week 9-12
Weighting: 10%

Students are expected to participate in class discussions particularly during oral presentations to foster an understanding and critical evaluation of research papers that are read prior to class
On successful completion you will be able to:

- Demonstrate knowledge of the neuropharmacology of common psychological disorders and pharmacotherapies for these disorders.
- Critically evaluate research literature and theoretical issues relevant to psychopharmacology.
- Effectively communicate concepts in psychopharmacology using information technology and in written and oral formats.
- Demonstrate self-awareness through identifying and setting targets for time management of assessment completion.
- Critically evaluate the relevance and accuracy of neuroscience data in order to formulate evidence-based arguments.

**In class test**

Assessment Type: Quiz/Test
Indicative Time on Task: 25 hours
Due: Week 5, In class
Weighting: 30%

Forty multiple choice questions in 1 hour

On successful completion you will be able to:

- Demonstrate knowledge of the neuropharmacology of common psychological disorders and pharmacotherapies for these disorders.
- Demonstrate self-awareness through identifying and setting targets for time management of assessment completion.

**Psychopharmacology essay**

Assessment Type: Essay
Indicative Time on Task: 45 hours
Due: May 28th, 2023
Weighting: 45%

Students submit a 1500 word essay on a contemporary psychopharmacology topic.

On successful completion you will be able to:

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• Demonstrate self-awareness through identifying and setting targets for time management of assessment completion
• Critically evaluate the relevance and accuracy of neuroscience data in order to formulate evidence based arguments

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**

As a student enrolled in this unit, you will engage in a range of face-to-face learning activities, including readings, online resources, videos and lectures. Details can be found on the iLearn site for this unit.

**Recommended Readings**

Any Psychopharmacology textbook is appropriate. A free on-line resource from the library is ‘Fundamentals of Psychopharmacology’ by BE Leonard. Lectures will detail other readings you may like to engage with to deepen your understanding of the topic.

**Technology Used**

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

**Unit Schedule**

**Weekly list of topics to be covered in 2023:**

**Week 1** (Feb 21st): Review of basic physiology & pharmacology

**Week 2** (Feb 28th): Drug Abuse, Schizophrenia

**Week 3** (March 7th): Anxiety, Affective Disorders

https://unitguides.mq.edu.au/unit_offerings/159034/unit_guide/print
Week 4 (March 14th): ADHD, Autism

Week 5 (March 21st): In class examination (on week 1-4 inclusive)

Week 6 (March 28th): Neurogenesis & Neuroplasticity

Week 7 (April 4th): Alzheimer’s Disease

SESSION BREAK

Week 8 (April 25th): Anzac Day, no Lecture

Week 9 (May 2nd): Student Presentations

Week 10 (May 9th): Student Presentations

Week 11 (May 16th): Student Presentations

Week 12 (May 23th): Student Presentations

Week 13 (May 30th): Parkinson’s Disease (ESSAYS DUE Sunday May 28th)

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
• Complain about Student Support

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.
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 Advocacy provides independent advice on MQ policies, procedures, and processes

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.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers’ responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive
sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.