COGS201
Disorders and Delusions of Mind
S2 Day 2013
Cognitive Science

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General Information

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Credit points
3

Prerequisites
12cp

Corequisites

Co-badged status

Unit description
This unit is designed to provide you with an understanding of the basic cognitive disorders and higher-level delusions that can arise either developmentally or as a result of brain injury. You will learn about the characteristic features of these disorders and delusions, and about how the patterns of symptoms displayed can be accounted for in terms of models of normal cognitive processing. Where relevant, you will be familiarised with theories about the underlying causes of the conditions, and with experimental investigations of the efficacy of particular treatments. Patterns of similarities and differences of conditions across cultures will be critically examined. Conditions covered include: dyslexia, specific language impairment (SLI), aphasia, agnosia, amnesia, autism and schizophrenia.

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

1. The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
2. The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions: specifically, the capacity to evaluate critically, integrate, and apply carefully key concepts used in relevant areas of social policy, healthcare, psychiatry, and the cognitive sciences.

3. The ability to apply findings from empirical research on psychological disorders to real-world contexts in which debates about normality, personal identity, and psychological health arise.

Assessment Tasks

<table>
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<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tr>
<td>Online Quiz</td>
<td>15%</td>
<td>During semester</td>
</tr>
<tr>
<td>Research Report</td>
<td>45%</td>
<td>After Mid Semester break</td>
</tr>
<tr>
<td>Formal Exam</td>
<td>40%</td>
<td>Examination period</td>
</tr>
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Online Quiz

Due: **During semester**

Weighting: 15%

This quiz is low risk and will cover basic course content.

This Assessment Task relates to the following Learning Outcomes:

- The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

Research Report

Due: **After Mid Semester break**

Weighting: 45%

The research report will involve a critical evaluation of the experimental literature surrounding delusions and cognitive disorders.

This Assessment Task relates to the following Learning Outcomes:

- The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an
informed and evidence-based perspective.

• The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders and delusions: specifically, the capacity to evaluate critically, integrate, and apply carefully key concepts used in relevant areas of social policy, healthcare, psychiatry, and the cognitive sciences.

• The ability to apply findings from empirical research on psychological disorders to real-world contexts in which debates about normality, personal identity, and psychological health arise.

Formal Exam
Due: **Examination period**
Weighting: **40%**

This Assessment Task relates to the following Learning Outcomes:

• The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

Delivery and Resources

The lectures will be fully online via iLearn, with interactive activities, and each topic in the course will be delivered by experts in the field of cognitive science. In addition students will attend face-to-face tutorials on a fortnightly basis.

It is essential that students have adequate access to the internet as most of the course material and activities are accessed online in the form of:

• video interviews
• audio and video lectures
• online activities and quizzes
• online database research
• participating in online discussion forums

Access to a reasonably fast internet connection would be ideal, given the large amount of video content. Also, please note that in order to access Resources and Activities in your online unit, you will need a browser such as Firefox or Chrome. iLearn will operate on the following browsers, it is recommended that you upgrade your browser to the most recent version:

• Firefox
Unit Schedule

Topic 1: Delusions
Topic 2: Dyslexia
Topic 3: Aphasia
Topic 4: Specific language Impairment
Topic 5: Synaesthesia
Topic 6: Agnosia
Topic 7: Autism
Topic 8: Amnesia
Topic 9: Modelling Delusions Using Hypnosis
Topic 10: Hearing Voices
Topic 11: Schizophrenia

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Special Consideration Policy: http://www.mq.edu.au/policy/docs/special_consideration/policy.html

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: http://students.mq.edu.au/support/
Student Enquiry Service
Details of these services can be accessed at http://www.student.mq.edu.au/ses/.

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
If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

Graduate Capabilities
Engaged and Ethical Local and Global citizens
As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome
- The ability to apply findings from empirical research on psychological disorders to real-world contexts in which debates about normality, personal identity, and psychological health arise.

Discipline Specific Knowledge and Skills
Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where
relevant, professional technical competence and meet professional standards. They will be able
to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific
knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary
solutions to problems.

This graduate capability is supported by:

**Learning outcome**

- The ability to explain contemporary issues concerning a range of psychological disorders
  in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to
  critique popular or prejudicial claims about delusions, disorders, and the mind from an
  informed and evidence-based perspective.

**Assessment tasks**

- Online Quiz
- Research Report
- Formal Exam

**Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate
and synthesise learning and knowledge from a range of sources and environments; to be able to
critique constraints, assumptions and limitations; to be able to think independently and
systemically in relation to scholarly activity, in the workplace, and in the world. We want them to
have a level of scientific and information technology literacy.

This graduate capability is supported by:

**Learning outcome**

- The ability to analyse the strengths and weaknesses of competing explanations and
  theories of psychological disorders and delusions: specifically, the capacity to evaluate
  critically, integrate, and apply carefully key concepts used in relevant areas of social
  policy, healthcare, psychiatry, and the cognitive sciences.

**Assessment tasks**

- Research Report
- Formal Exam

**Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms
effective with different audiences. We want our graduates to take with them the capability to
read, listen, question, gather and evaluate information resources in a variety of formats, assess,
write clearly, speak effectively, and to use visual communication and communication
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technologies as appropriate.

This graduate capability is supported by:

**Learning outcome**

- The ability to explain contemporary issues concerning a range of psychological disorders in light of scholarly cognitive theory and empirical work in the cognitive sciences, and to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

**Assessment task**

- Research Report