



COGX101

Delusions and Disorders of the Mind and Brain

S2 OUA 2018

Department of Cognitive Science

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Disclaimer

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General Information

Unit convenor and teaching staff

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Prerequisites

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 will be critically examined. Conditions covered include: dyslexia, specific language impairment (SLI), aphasia, amnesia, agnosia, synaesthesia, autism, auditory hallucination, delusion and schizophrenia. All enrolment queries should be directed to Open Universities Australia (OUA): see

www.open.edu.au

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

Learning Outcomes

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

The ability to describe the characteristic features of a range of delusions and cognitive disorders.

The ability to explain key concepts and theories about the underlying causes of these conditions.

The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders.

The ability to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

General Assessment Information

More Information about the Assignment (Research Report)

- The research report should be submitted on TURNITIN. The submission procedure will be provided on iLearn or in a tutorial.
- Assignments will be returned to students via iLearn.
- Late Penalty. Late submission of an assignment will attract a penalty of 5% of the maximum mark for every day that the assignment is late (including weekend days). For example, if the assignment is worth 40 marks and your assignment is submitted 2 days late, a penalty of $2 \times 5\% \times 40 = 4$ marks will be applied and subtracted from the awarded mark for the assignment. Work submitted more than 14 days after the submission deadline will not be marked and will receive a mark of 0.
- Please note that it is the student's responsibility to notify the University of a disruption to their studies and that requests for extensions for assignments must be made via the University's Ask MQ System (as outlined in the Special Consideration Policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>).
- All requests for extensions should be made prior to the due date for the assignment.

More Information about the Formal Exam (End of the Semester)

- The University Examination period. You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.
- The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you must submit a request via the University's Ask MQ System (as outlined in the Special Consideration Policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>).

- If a Supplementary Examination is granted as a result of the Special Consideration process the examination will be scheduled after the conclusion of the official examination period. Students applying to sit for the supplementary examination must check the web for information.
- Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam.
- You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Research Report</u>	40%	No	September 28th 5pm
<u>Final Exam</u>	40%	No	Examination period
<u>Online Quiz</u>	15%	No	During semester
<u>Participation</u>	5%	No	During semester

Research Report

Due: **September 28th 5pm**

Weighting: **40%**

In this written assignment, you will critically evaluate a cognitive impairment in the context of a cognitive theory. Further information will be provided on iLearn and in tutorials. The report should be a maximum of 1,500 words. The word limit includes in-text referencing but does not include the reference list at the end, tables, figures and appendices.

On successful completion you will be able to:

- The ability to describe the characteristic features of a range of delusions and cognitive disorders.
- The ability to explain key concepts and theories about the underlying causes of these conditions.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders.
- The ability to critique popular or prejudicial claims about delusions, disorders, and the

mind from an informed and evidence-based perspective.

- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Final Exam

Due: **Examination period**

Weighting: **40%**

The exam will include multiple choice questions and two to three short essay questions.

On successful completion you will be able to:

- The ability to describe the characteristic features of a range of delusions and cognitive disorders.
- The ability to explain key concepts and theories about the underlying causes of these conditions.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders.
- The ability to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.

Online Quiz

Due: **During semester**

Weighting: **15%**

The quizzes are low risk and will cover basic course content.

On successful completion you will be able to:

- The ability to describe the characteristic features of a range of delusions and cognitive disorders.
- The ability to explain key concepts and theories about the underlying causes of these conditions.

Participation

Due: **During semester**

Weighting: **5%**

This assessment will be marked according to your online activity participation (5%). Online participation includes posting your thoughts on the discussion forum under each topic. These online activities will contribute to your writing and critical thinking skills.

On successful completion you will be able to:

- The ability to describe the characteristic features of a range of delusions and cognitive disorders.
- The ability to explain key concepts and theories about the underlying causes of these conditions.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders.
- The ability to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

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. 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
- Unit readings (note that there is no prescribed textbook for this unit)
- Online activities and quizzes
- Online database research
- Participation 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
- Chrome
- Safari
- Internet Explorer 8 or later

Unit Schedule

- Topic 1: Dyslexia
- Topic 2: Aphasia

- Topic 3: Specific Language Impairment
- Topic 4: Autism
- Topic 5: Synaesthesia
- Topic 6: Amnesia
- Topic 7: Disorders of the Self
- Topic 8: Agnosia
- Topic 9: Delusions
- Topic 10: Schizophrenia
- Topic 11: Modelling Delusions With Hypnosis

Note that the lectures for all topics are fully online and are accessible through the relevant section on the iLearn page.

Policies and Procedures

Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

Extension Request

Special Consideration Policy and Procedure
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements

5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Outcome

Once your submission is assessed, an appropriate outcome will be organised.

OUA Specific Policies and Procedures

Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). 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](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

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

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, 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.

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 improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

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.

Graduate Capabilities

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 outcomes

- The ability to describe the characteristic features of a range of delusions and cognitive disorders.
- The ability to explain key concepts and theories about the underlying causes of these conditions.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders.
- The ability to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment tasks

- Research Report
- Final Exam
- Online Quiz
- Participation

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 outcomes

- The ability to describe the characteristic features of a range of delusions and cognitive disorders.
- The ability to explain key concepts and theories about the underlying causes of these conditions.
- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders.
- The ability to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
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Assessment tasks

- Research Report
- Final Exam
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- Participation

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- The ability to analyse the strengths and weaknesses of competing explanations and theories of psychological disorders.
- The ability to critique popular or prejudicial claims about delusions, disorders, and the mind from an informed and evidence-based perspective.
- The ability to integrate and apply knowledge about psychological disorders to real-world

social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment tasks

- Research Report
- Participation

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 technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment tasks

- Research Report
- Participation

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- The ability to integrate and apply knowledge about psychological disorders to real-world social policy and healthcare contexts in which debates about normality, personal identity, and psychological health arise.

Assessment task

- Participation