PSY 919

Developmental Psychopathology

S2 Day 2018

Department of Psychology

Contents

General Information 2

Learning Outcomes 2

General Assessment Information 3

Assessment Tasks 3

Delivery and Resources 4

Policies and Procedures 4

Graduate Capabilities 6

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff
Convenor
Viviana Wuthrich
viviana.wuthrich@mq.edu.au

Lecturer
Jennifer Hudson
Jennie.Hudson@mq.edu.au

Credit points
4

Prerequisites
Admission to MClinPsych and PSY904 and (PSY961 or PSYC987) and (PSY962 or PSY978 or PSYC986) and (PSY965 or PSY977) and ((PSY927 and PSY928) or PSY979)

Corequisites

Co-badged status

Unit description
This unit provides an overview of theoretical approaches and clinical applications for common mental disorders across the lifespan. An understanding of the developmental changes at difference life stages is used to examine key differences in the understanding and treatment of mental disorders at different ages of life. Key age groups focused on in this course are childhood, adolescence, and older adult populations.

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:

To gain a theoretical understanding of the development of mental disorders across the lifespan

To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders

To develop competence in the cognitive and behavioural assessment and treatment of

common mental disorders in older adults

General Assessment Information

A copy of the assignment must be kept as proof that the assignment was completed and submitted. Role plays are to be submitted via DVD or USB **ONLY with your name and student number clearly listed.** The case report is to be submitted electronically **via iLearn only.**

PENALTIES: Penalties will be levied for late submission of the assessment. For late assignments, 5% will be deducted for every day late. Role plays will incur a penalty of 5% for every 2 minutes over the set time limit. Case Reports that exceed the word limit by > 8% will also incur a 5% penalty.

EXTENSIONS: If unforeseen circumstances arise during the course of the session which hamper your progress towards completing assignments on time, you may request an extension for medical or other extenuating circumstances by lodging a request to ask.mq.edu.au. Your request will then be forwarded to the unit convenor. All requests for extensions will be considered on a case by case basis, and appropriate documentary evidence will need to be provided to substantiate your claim (such as medical certificate, counsellor note, or similar). If an extension is granted, the time-frame will also be determined on an individual basis.

TURNITIN: You are required to submit your assignment to the Turnitin anti-plagiarism detection software via the iLearn page for this unit. Your assignment will be automatically compared to the work of your classmates; previous students from Macquarie; and other universities with material available on the Internet and both freely available and subscription-based electronic journals and book chapters. The final results of the Turnitin assessment will be sent only to the unit convenor, who will analyse them with reference to the University's Policy on Academic Honesty.

Assessment Tasks

Name	Weighting	Hurdle	Due
Video Role Play	30%	Yes	Week 5 in-class
Case Report	30%	Yes	Week 8
In-Class Exam	40%	No	9am Wednesday 7th Nov 2018

Video Role Play

Due: **Week 5 in-class**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Video role play to be submitted demonstrating clinical assessment and treatment of youth. See iLearn for more information.

On successful completion you will be able to:

- To gain a theoretical understanding of the development of mental disorders across the lifespan

Case Report

Due: **Week 8**
Weighting: **30%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Case Report on Older Adults. See iLearn for more information.

On successful completion you will be able to:

- To gain a theoretical understanding of the development of mental disorders across the lifespan
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

In-Class Exam

Due: **9am Wednesday 7th Nov 2018**
Weighting: **40%**

Closed Book examination.

On successful completion you will be able to:

- To gain a theoretical understanding of the development of mental disorders across the lifespan
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

Delivery and Resources

Information in seminars will be presented using a variety of formats including power point presentations (slides will be available on iLearn), videos and audio clips, class discussions, additional reading material, role play enactments, as well as in-class role plays conducted by students.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.m

q.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). 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).

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

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- To gain a theoretical understanding of the development of mental disorders across the lifespan
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

Assessment tasks

- Video Role Play
- Case Report
- In-Class Exam

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- To gain a theoretical understanding of the development of mental disorders across the lifespan
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

Assessment tasks

- Video Role Play
- Case Report
- In-Class Exam

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- To gain a theoretical understanding of the development of mental disorders across the lifespan
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

Assessment tasks

- Video Role Play
- Case Report
- In-Class Exam

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and

problem solving.

This graduate capability is supported by:

Learning outcomes

- To gain a theoretical understanding of the development of mental disorders across the lifespan
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

Assessment tasks

- Video Role Play
- Case Report
- In-Class Exam

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

Assessment tasks

- Video Role Play
- Case Report
- In-Class Exam

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- To gain a theoretical understanding of the development of mental disorders across the lifespan
- To develop competence in the cognitive and behavioural assessment and treatment of common childhood mental disorders
- To develop competence in the cognitive and behavioural assessment and treatment of common mental disorders in older adults

Assessment tasks

- Video Role Play
- Case Report
- In-Class Exam