



PSYC20054 *Psychopathology and Formulation 1*

Term 1 - 2024

Profile information current as at 29/07/2024 03:12 pm

All details in this unit profile for PSYC20054 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit is the first of two units in which you will learn how professional knowledge of research and theory can be applied to practice related to high-prevalence psychological disorders across the lifespan, inclusive of culturally diverse populations. As a result, you will learn to conceptualise contemporary psychology cases and to formulate a treatment plan to help your clients. Specifically, this unit uses case-based learning to develop competency in self-reflective practices and the application of diagnostic classification systems to high prevalence psychological disorders, including the critical evaluation of diagnostic systems of taxonomy.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students must be enrolled in CG17 Master of Clinical Psychology or CL68 Master of Professional Psychology. Anti-req PSYC21005.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Project (applied)**

Weighting: Pass/Fail

2. **Portfolio**

Weighting: Pass/Fail

3. **Online Test**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student Evaluations.

Feedback

Students commented that there were too many readings for some weeks and it was not clear how they all complemented the lecture topic.

Recommendation

The weekly reading list will be reviewed to ensure the amount of pre-reading required is appropriate and that readings clearly link to the lecture topic.

Feedback from Student Evaluations, Moodle & Class.

Feedback

Students enjoyed the case-based learning and group work approach, particularly in relation to the collaboration with peers.

Recommendation

Retain the case-based learning and group work approach.

Feedback from Student Evaluations, Moodle & Class.

Feedback

Students reported finding the group assessment schedule confusing and difficult to follow.

Recommendation

The group assessment schedule will be reviewed to support clarity for students.

Unit Learning Outcomes

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

1. Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) to evaluate and classify high prevalence psychological disorders.
2. Interpret and synthesise psychological data to inform case formulation, diagnosis and intervention to guide evidence-based treatment planning in a culturally responsive manner.
3. Apply advanced psycho-developmental knowledge to biopsychosocialspiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

Learning outcomes are drawn from specifications for study at level 9 as indicated by the Australian Qualifications Framework (AQF), program of study criteria as stated by the Psychology Board of Australia (PsychBA), and the following core competencies stated by the Australian Psychology Accreditation Council (APAC):

- 3.2 Apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways,
- 3.3 Employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients,
- 3.5 Identify psychological disorders using a recognised taxonomy,
- 3.6 Conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk, and
- 3.14 Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result (APAC, 2019, p.13-14).

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | |
|-----------------------------------|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Portfolio - 0% | ● | ● | |
| 2 - Project (applied) - 0% | | ● | ● |
| 3 - Online Test - 0% | ● | | ● |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | |
|---|-------------------|---|---|
| | 1 | 2 | 3 |
| 1 - Knowledge | ○ | ○ | ○ |
| 2 - Communication | | | ○ |
| 3 - Cognitive, technical and creative skills | ○ | | ○ |
| 4 - Research | ○ | ○ | |
| 5 - Self-management | | | |
| 6 - Ethical and Professional Responsibility | | ○ | |
| 7 - Leadership | | | |
| 8 - Aboriginal and Torres Strait Islander Cultures | | | |

Textbooks and Resources

Textbooks

PSYC20054

Prescribed

Diagnostic and statistical manual of mental disorders : DSM-5-TR

Fifth edition, text revision (2022)

Authors: American Psychiatric Association.; First, Michael B., 1956- editor.; American Psychiatric Association, issuing body.

Washington, DC : American Psychiatric Association Publishing

Washington , DC , America

ISBN: 9780890425770

Binding: Other

Additional Textbook Information

Diagnostic and Statistical Manual of Mental Disorders (DSM) 5th edition is able to be used however it is the responsibility of the individual learner to ensure they are familiar with any difference between editions and manage their assigned readings accordingly.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Alicia Carter Unit Coordinator

a.m.carter@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|---|
| Introduction, Diagnosis and Case Formulation | - Ingram, B. L. (2011). Clinical case formulations: Matching the integrative treatment plan to the client. John Wiley & Sons. - DSM-5-TR Introduction. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday March 8th, 9 am - 12 pm (AEST) |

Week 2 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | | |
|---|--|--|
| Attachment, Depressive Disorders and, Bipolar and Related Disorders | <ul style="list-style-type: none"> - DSM-5-TR Bipolar & Related Disorders. - DSM-5-TR Depressive Disorders. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday March 15th, 9 am - 12 pm (AEST) |
|---|--|--|

Week 3 - 18 Mar 2024

| | | |
|---------------------|----------------|-------------------------------------|
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | No class due to Residential School |

Week 4 - 25 Mar 2024

| | | |
|---------------------|----------------|-------------------------------------|
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | No class due to Good Friday |

Week 5 - 01 Apr 2024

| | | |
|---------------------------------------|---|---|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Anxiety Disorders & Somatic Disorders | <ul style="list-style-type: none"> - DSM-5-TR Anxiety Disorders - DSM-5-TR Somatic Disorders Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday April 5th, 9 am - 12 pm (AEST) Diagnostic handouts Due: Week 5 Tuesday (2 Apr 2024) 9:00 am AEST |

Vacation Week - 08 Apr 2024

| | | |
|---------------------|----------------|-------------------------------------|
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | |

Week 6 - 15 Apr 2024

| | | |
|---------------------------------------|--|--|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Trauma and Stressor related disorders | <ul style="list-style-type: none"> - DSM-5-TR Trauma and Stressor Related Disorders. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday April 19th, 9 am - 12 pm (AEST) |

Week 7 - 22 Apr 2024

| | | |
|-------------------------|--|--|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Substance Use Disorders | <ul style="list-style-type: none"> - DSM-5-TR Substance Use Disorders. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday April 26th, 9 am - 12 pm (AEST) |

Week 8 - 29 Apr 2024

| | | |
|-------------------------------|--|---|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Neuro-Developmental Disorders | <ul style="list-style-type: none"> - DSM-5-TR Neuro-Developmental Disorders. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday May 3rd, 9 am - 12 pm (AEST) |

Week 9 - 06 May 2024

| | | |
|-------------------------------|--|--|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Neuro-Developmental Disorders | <ul style="list-style-type: none"> - DSM-5-TR Neuro-Developmental Disorders. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday May 10th, 9 am - 12 pm (AEST) |

Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---------------------------|---|--|
| Neuro-Cognitive Disorders | - DSM-5-TR Neuro-Cognitive Disorders. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday May 17th, 9 am - 12 pm (AEST) |

Week 11 - 20 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|--|
| Disruptive, Impulse-Control and Conduct Disorders | - DSM-5-TR Disruptive, Impulse-Control and Conduct Disorders. Check Moodle for any additional required readings that have been assigned to the learning content for this week. | Lecture Friday May 24th, 9 am - 12 pm (AEST) |

Week 12 - 27 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|---|
| Final presentations and Assessment 3 preparation | | Lecture Friday May 31st, 9 am - 12 pm (AEST) Case Presentation Due: Week 12 Friday (31 May 2024) 9:00 am AEST |

Review/Exam Week - 03 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|--|
| | | Online Test Due: Review/Exam Week Friday (7 June 2024) 4:59 pm AEST |

Exam Week - 10 Jun 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Term Specific Information

This is a non-graded (Pass/Fail) unit and therefore, in accordance with CQUniversity's Assessment Policy and Procedure (Higher Education Coursework), all assessment tasks must be passed in order to pass this unit. The minimum pass rate for each assessment task is 70% for this unit. Students who have made a reasonable attempt to complete an assessment task initially will have one opportunity to re-attempt a failed assessment task. The mark achieved for the re-attempted assessment task will be recorded as the final mark.

Assessment Tasks

1 Diagnostic handouts

Assessment Type

Project (applied)

Task Description

You will be required to develop two (2) diagnostic handouts for a disorder allocated to you by the Unit Coordinator in Week 1. You will develop one (1) diagnostic handout that would be appropriate for a colleague, and one (1) that would be appropriate for a client. The size and format should be suited for its purpose and referencing of all content (including images and diagrams) should be appropriate.

To successfully pass this assessment, you must receive a grade 70% or higher on both handouts. If a grade lower than 70% is given you will be given one (1) opportunity to re-submit to receive a passing grade. The re-submitted assessment piece will be due one (1) week after marks have been awarded. To pass this unit, all assessment pieces must be passed.

Assessment Due Date

Week 5 Tuesday (2 Apr 2024) 9:00 am AEST

Both handouts are due by 9:00am (AEST) on Tuesday the 2nd of June via Moodle.

Return Date to Students

Week 7 Tuesday (23 Apr 2024)

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

Assessment for this task will be based upon:

- Clarity, accuracy, relevance and the practical use of the content that is included in the handout;
- The ability to communicate the content professionally to the relevant audience in a way that is visually appealing and demonstrates critical thinking;
- Overall understanding of the topic;
- Usefulness of information;
- and the display of cultural considerations for practice within Australia.

A more detailed marking rubric will be provided on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload through Assessment portal on Moodle.

Learning Outcomes Assessed

- Interpret and synthesise psychological data to inform case formulation, diagnosis and intervention to guide evidence-based treatment planning in a culturally responsive manner.
- Apply advanced psycho-developmental knowledge to biopsychosocialspiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

2 Case Presentation

Assessment Type

Portfolio

Task Description

You will work in groups throughout the term to examine case scenarios in detail. You will be assigned to your groups in Week 1 and begin working on your first allocated case study in Week 5 for delivery in Week 6. Each week, time will be provided in class for you to work on the allocated case study for delivery the following week. This process will continue up to and including Week 12.

Each week groups will be assigned a case study to work on together and that case study will be presented by the allocated *Team Lead* the following week. Each student will be allocated one of approx. 6 tasks (depending on group sizes) and each student will take turns in completing each task (and being the *Team Lead*). The *Team Lead* will hold a discussion with the *Team Leads* of the other groups during class time in their presenting week. This discussion will be an overview of the case study that their group worked on and provide an opportunity for other *Team Leads* to ask questions and comment on the presented case study. In addition, the *Team Lead* will submit a pre-recorded case presentation (and slides, maximum 5 slides including reference list and title) (maximum 15 minutes) on their allocated case study as well as submit a review of their group members' engagement, participation and quality of assistance provided in the activity.

Topics will be allocated by the Unit Coordinator in Week 1. Pre-recorded video, slides and group assessment form is to be submitted via Moodle before the beginning of class (09:00am AEST). Marks for this assessment task will be based on class engagement (asking questions, adding to class discussions and Teams Channel communication), group work review by group members and the pre-recorded case presentation.

All aspects of this assessment require a grade of 70% or higher to pass this assessment. If a grade lower than 70% is

given you will be given one (1) opportunity to re-submit to receive a passing grade. The re-submitted assessment piece will be due one (1) week after marks have been awarded. To pass this unit, all assessment pieces must be passed.

Assessment Due Date

Week 12 Friday (31 May 2024) 9:00 am AEST

Upload all components of the assessment to Moodle through the Assessment portal on Moodle by 9am (AEST) Friday of your allocated presenting week. The pre-recorded video will need to be uploaded to Moodle via Echo.

Return Date to Students

Week 12 Friday (31 May 2024)

You will receive your Case Presentation marks within 2 weeks of your submission.

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

Assessment for this task will be based upon:

- Group work collaboration;
- Ability to take on feedback;
- The facilitation and engagement of class discussions;
- The professional standard of communication shown in the delivery of content;
- and the conceptualisation of learning materials that are displayed in the case study presentation (class delivery and submitted recording).

A more detailed marking rubric will be provided on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Upload through Assessment portal on Moodle.

Learning Outcomes Assessed

- Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) to evaluate and classify high prevalence psychological disorders.
- Interpret and synthesise psychological data to inform case formulation, diagnosis and intervention to guide evidence-based treatment planning in a culturally responsive manner.

3 Online Test

Assessment Type

Online Test

Task Description

You will be required to complete an online test comprising vignette/scenario, direct question, and multiple-choice format questions. The test will be open in Moodle for 24 hours from 4:59pm (AEST) on Thursday the 6th June until 4:59pm (AEST) Friday the 7th of June. You will have three (3) hours to complete this test. All teaching content covered in the unit from Week 1 up to and including Week 12 (lecture and reading material) is assessable and should be reviewed when preparing for this test. If a grade lower than 70% is given you will be contacted by the Unit Coordinator for re-assessment. You will be given one (1) opportunity for re-assessment. Re-assessment must be completed within 1 week of marks being released. To pass this unit, all assessment pieces must be passed.

Assessment Due Date

Review/Exam Week Friday (7 June 2024) 4:59 pm AEST

The online test will be open for 24hrs from 4:59pm (AEST) Thursday the 6th of June until 4:59pm (AEST) Friday the 7th of June for students to complete. Students will have 3 hours to complete the test once the test has begun.

Return Date to Students

Exam Week Friday (14 June 2024)

Feedback will be uploaded through assessment portal on Moodle.

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

The online test will assess your ability to:

- Recall information;
- Demonstrate clinical understanding of psychological disorders (presentation, diagnostic criteria, prevalence, development and outcomes);
- Accurately apply case conceptualisation models and theoretical frameworks to real-life scenarios of psychological disorders;
- Critically analyse;
- Make culturally appropriate considerations;
- Clearly articulate and justify your decisions.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

To be completed via Moodle.

Learning Outcomes Assessed

- Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders and International Classification of Diseases) to evaluate and classify high prevalence psychological disorders.
- Apply advanced psycho-developmental knowledge to biopsychosocialspiritual models of mental health as they apply to the conceptualisation and communication of high prevalence psychological disorders in a culturally responsive manner.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem