



PSYC20060 *Psychopathology and Formulation 2*

Term 2 - 2024

Profile information current as at 05/09/2024 02:24 pm

All details in this unit profile for PSYC20060 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.

Corrections

Unit Profile Correction added on 29-07-24

Week 8 from the Schedule: The official terminology of these categories, according to the Diagnostic and Statistical Manual of Mental Disorders fifth version (DSM-V), is sexual dysfunctions and gender dysphoria. All information from the University, such as lecture slides, resources, amongst others, will adhere to these official terms.

General Information

Overview

This unit is the second of two units in which you will learn how professional knowledge of research and psychological theory can be applied to practice related to low-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 low-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 PSYC21006.

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 2 - 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 verbal feedback and SUTE unit comments

Feedback

Students felt certain questions on the quiz could be stated in a clearer manner to avoid confusion.

Recommendation

The questions and content of the quiz will be reviewed to improve the quality of this assessment for Term 2, 2024.

Feedback from SUTE Unit comments

Feedback

Students felt the structure with 1 hour blocks of presentations, lectures, and group work contributed to greater satisfaction and good outcomes on assessment tasks.

Recommendation

The structure of lectures will be maintained in 2024.

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 low 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 low 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 - Project (applied) - 0%		•	•
2 - Portfolio - 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

PSYC20060

Prescribed

Diagnostic and Statistical Manual of Mental Disorders

Fifth Edition, Text Revision (2022)

Authors: American Psychiatric Association

American Psychiatric Association

Washington , USA

ISBN: 978-0-89042-576-3

Binding: Paperback

IT Resources

You will need access to the following IT resources:

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

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

Tom De Pauw Unit Coordinator

t.depauw@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction and Term Overview CBL groups and tasks Personality disorders	Check weekly schedule on Moodle for required additional readings.	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Personality disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Obsessive compulsive and related disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Schizophrenia spectrum and other disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1 Note: Professional Psychology students enrolled full-time will be in Cairns for a residential school this week
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Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Schizophrenia spectrum and other disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1 Resources Due: Week 5 Friday (9 Aug 2024) 4:59 pm AEST

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sleep disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sleep disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sexual and Gender disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Feeding and eating disorders and elimination disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Feeding, eating disorders and elimination disorders	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Term overview + additional content	Check weekly schedule on Moodle for required additional readings.	Case Presentations (in class) and resources as organised in week 1

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Online Test	No readings this week	Online test to be completed in class time. Online Test Due: Week 12 Friday (4 Oct 2024) 12:00 am AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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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 reattempted assessment task will be recorded as the final mark.

Assessment Tasks

1 Resources

Assessment Type

Project (applied)

Task Description

You will be required to develop two (2) resources for a disorder allocated to you by the Unit Coordinator in week 1. You will develop one (1) resource that would be appropriate for a colleague, and another that would be appropriate for a client. The size of the resources should be suited for its purpose, as formatting and referencing of the resource should be appropriate. The aim of this task is to facilitate the learning of both you and your fellow students, in conjunction with developing some practical and helpful resources for your professional practice.

Assessment Due Date

Week 5 Friday (9 Aug 2024) 4:59 pm AEST

Return Date to Students

Week 7 Friday (30 Aug 2024)

Upload through Assessment portal on Moodle.

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

Your resources will be assessed according to the following criteria:

- Integrate, interpret, and synthesise psychological data to inform case formulation, diagnosis and intervention,
- Guide evidence-based treatment planning in a culturally responsive manner,
- Apply advanced psycho-developmental knowledge to bio-psycho-social-spiritual models of mental health as they apply to the conceptualisation and communication of low prevalence psychological disorders in a culturally responsive manner.

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 low 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 as part of a portfolio of work. Beginning in week 2, a student from each group will present a Case Presentation (maximum 20 minutes + question time) and facilitate class discussion (5-10 minutes). Groups and topics will be allocated by the Unit Coordinator in week 1. You will also complete one pre-recorded Psychoeducation Video (maximum 10 minutes). All content is to be submitted via Moodle before the beginning of class (09.00am), including a PowerPoint presentation, psycho-education video and completed Group Work Assessment Form. Marks for this assessment task will be based on class engagement (asking questions and adding to class discussions), submission of Group Work Assessment Form, the Case Presentation, and Psychoeducation Video.

Assessment Due Date

Week 12 Friday (4 Oct 2024) 4:59 pm AEST

Upload presentation content through Assessment portal on Moodle by 9am Friday of the week allocated to you in week 1.

Return Date to Students

Exam Week Friday (18 Oct 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

Your Portfolio will be assessed according to the following criteria:

- Integrate, interpret, and synthesise psychological data to inform case formulation, diagnosis and intervention,
- Guide evidence-based treatment planning in a culturally responsive manner,
- Apply advanced psycho-developmental knowledge to bio-psycho-social-spiritual models of mental health as they apply to the conceptualisation and communication of low prevalence psychological disorders in a culturally responsive manner.

A more detailed marking rubric will be provided on Moodle.

Referencing Style

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

Submission

Online

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 low prevalence psychological disorders.
- Apply advanced psycho-developmental knowledge to biopsychosocialspiritual models of mental health as they apply to the conceptualisation and communication of low prevalence psychological disorders 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, or multiple-choice format.

The test will be completed in class time and you will have three (3) hours to complete this test during that time period. All content covered up to week 12 in this unit is to be considered when reviewing for this test.

Assessment Due Date

Week 12 Friday (4 Oct 2024) 12:00 am AEST

This test will be completed in the class time

Return Date to Students

Exam Week Friday (18 Oct 2024)

Feedback will be uploaded through the assessment portal on Moodle

Weighting

Pass/Fail

Minimum mark or grade

Pass: Minimum grade of 70%

Assessment Criteria

Your Online Test will be assessed according to the following criteria:

- Synthesise and apply psychological knowledge and relevant international taxonomies (i.e. Diagnostic and Statistical Manual of Mental Disorders-5 -TR and International Classification of Diseases-11),
- Evaluate and classify low prevalence psychological disorders,
- Apply advanced psycho-developmental knowledge to bio-psycho-social-spiritual models of mental health as they apply to the conceptualisation and communication of low prevalence psychological disorders in a culturally responsive manner.

Referencing Style

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

Submission

No submission method provided.

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 low 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.

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