



OVERVIEW

Course Description	Mental health disorders are a major public health burden with significant impacts on individuals' wellbeing. This course will focus on introducing evidence-based, clinical psychological practice with adults, the scientist-practitioner model and the skills of identification, diagnosis, assessment, and treatment planning for the more common adult psychological disorders. The course includes instruction on assessment, diagnosis and methods of treatment. Major intervention strategies for common mental health problems in adulthood will be addressed including psychotherapy, pharmacotherapy, and e-health interventions. This course uses the blended learning format and students are expected to engage with readings and online tasks each week. Seminars will be held fortnightly and will centre on problem-based learning exercises.
Requisites	This course is only available to students enrolled in the Master of Professional Psychology [40117], the Master of Clinical Psychology [40187], or the Doctor of Philosophy (Clinical Psychology) [11539].
Assumed Knowledge	It is assumed that students will have completed a four-year program in Psychology which has been accredited by the Australian Psychology Accreditation Council (APAC).
Contact Hours	Callaghan Seminar Face to Face on Campus 3 hour(s) per Fortnight for Full Term Non-Seminar weeks: 3 hours of guided learning online and 7 hours of independent study Seminar weeks: 3 hours of guided learning online to prepare for the seminar, 3-hour seminar and 4 hours of independent study.
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr. Jayanthi (Jay) Raman jay.raman@newcastle.edu.au Consultation: email, by appointment.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Psychological Sciences W210 - Behavioural Sciences Building Callaghan psyc-admin@newcastle.edu.au +61 2 4921 5505

SYLLABUS

Course Content	<ul style="list-style-type: none">• The aetiology and presentation of common psychological disorders including anxiety, depression, PTSD, and substance use.• Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM 5) diagnosis and assessment of common psychological disorders• Problem formulations and transdiagnostic perspectives• Planning evidence-based interventions• Psychopharmacological interventions for common psychological disorders• Cultural awareness and responsiveness in diagnosis, assessment, problem formulation, and intervention• Relevant professional and ethical issues in assessment and intervention• Models of care in contemporary mental health settings
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Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Critically evaluate psychological theories of the aetiology, progression and/or recovery, precursors and sequelae of common psychological disorders, including incidence, prevalence and predisposing, risk, protective and maintenance factors to example cases. (Competencies 3.16, 4.2.1.i)2. Relate the developmental systems and biopsychosocial models of health (in an appropriate cultural context) to common psychological disorders as well as the multiple factors that impinge on mental health. (Competency 3.2, 4.2.1.ii)3. Apply the DSM 5 classification system and relevant international taxonomies of classification of common psychological disorders at professional standard levels of competency. (Competencies 3.5, 4.2.1.iii)4. Explain the role of psychopharmacology within psychological practice for management of common psychological disorders. (Competency 4.2.1.iv)5. Incorporate assessment data and knowledge of psychopathology to inform case formulation, diagnosis and treatment planning in a culturally sensitive manner. (Competencies 3.2, 4.2.3.i, 4.2.3.iv)6. Apply evidence-based professional practice techniques in the diagnosis and management of psychological disorders and across modalities such as e-health approaches. (Competencies 3.2, 4.2.3.iv)
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Course Materials	<p>Recommended Reading:</p> <ul style="list-style-type: none">- Barlow, D. H. (2021). Clinical handbook of psychological disorders. 6th edition. New York, NY: Guilford Press.- American Psychiatric Association (2022). Diagnostic and statistical manual of mental disorders (5th ed. Text Revision). Arlington, VA: American Psychiatric Association
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	<p>Required Reading:</p> <ul style="list-style-type: none">- Consult the course Canvas site for the list of required reading.
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COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Course Assessment Requirements:

- Assessment 1 - Quiz: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 - Case Study / Problem Based Learning: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 3 - Written Assignment: Pass Requirement - Students must pass this assessment item to pass the course.

SCHEDULE

Location: W238

Week	Class Date & Time	Topic	Presented by	Learning Activity	Laboratory/Workshop
1	28 Feb 2024 1:00 to 4:00 PM	Introduction to the course: Evidence-based practice, diagnosis (DSM-5), and problem formulation.	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Exercise 1: Group 1
2	6 Mar 2024 1:00 to 4:00 PM	Anxiety Disorders: Panic and agoraphobia	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Exercise 1: Group 2
3	13 Mar 2024 1:00 to 4:00 PM	Anxiety Disorders: Generalised Anxiety Disorder	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Oren Griffiths	Online lectures, videos, and readings.	Problem Based Learning Presentation 1: Group 1
4	20 Mar 2024 1:00 to 4:00 PM	Depressive Disorders: Part 1	A/Prof. Ross Wilkinson (Pre-recorded) Ms. Sonja Pohlman	Online lectures, videos, and readings.	Problem Based Learning Presentation 1: Group 2
5	27 Mar 2024 1:00 to 4:00 PM	Depressive Disorders: Part 2	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Exercise 2: Group 1
6	3 Apr 2024 1:00 to 4:00 PM	Substance-Related and Addictive Disorders: Alcohol	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Exercise 2: Group 2
7	10 Apr 2024 1:00 to 4:00 PM	Substance-Related and Addictive Disorders: Other Substances	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Presentation 2: Group 1
Mid Term Break					
Mid Term Break					
8	1 May 2024 1:00 to 4:00 PM	Trauma and PTSD: Part 1	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Presentation 2: Group 2
9	8 May 2024 1:00 to 4:00 PM	Trauma and PTSD: Part 2	A/Prof. Ross Wilkinson (Pre-	Online lectures, videos, and	Problem Based Learning Exercise 3: Group 1

			recorded) Dr. Jay Raman	readings.	
10	15 May 2024 1:00 to 4:00 PM	Common Disorders of Older Age	A/Prof. Michelle Kelly Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Exercise 3: Group 2
11	22 May 2024 1:00 to 4:00 PM	Trans-Diagnostic and Trans-Theoretical Approaches	A/Prof. Ross Wilkinson (Pre-recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Presentation 3: Group 1
12	29 May 2024 1:00 to 4:00 PM	"e" Mental Health and Contemporary Models of Care in Mental Health Services.	A/Prof. Ross Wilkinson (Pre – recorded) Dr. Jay Raman	Online lectures, videos, and readings.	Problem Based Learning Presentation 3: Group 2
13	5 June 2024	No Class		No Class	No Class
Examination Period					
Examination Period					

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online quizzes*	15 March, 29 March, 12 April, 10 May, 31 May.	Individual	20%	1, 2, 3, 4
2	Case Study Presentation*	Group 1: 13 March, 10 April, 22 May. Group 2: 20 March, 1 May, 29 May.	Group	35%	3, 4, 5, 6
3	Essay/Case Study*	10 June	Individual	45%	1, 3, 5, 6

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Online quizzes

Assessment Type

Quiz

Purpose

The purpose of these review questions is to enable students to monitor progress through the course and to encourage engagement with the course materials at the relevant time.

Description

Around every two to three weeks there will be an online quiz comprised of 5 multiple choice questions. There will be five quizzes in total. The questions will be based on the online lecture material from the previous two or three weeks. A schedule is provided on Canvas outlining the material assessed for each quiz.

Weighting

20%

Compulsory Requirements

Pass Requirement - Students must pass this assessment item to pass the course.

Due Date

15 March, 29 March, 12 April, 10 May, 31 May.

Submission Method

Online

Return Method

Online

Feedback Provided

Online

Opportunity to Reattempt

Students WILL be given the opportunity to reattempt this assessment.

Students may be permitted to re-attempt one failed compulsory course requirement and can achieve a maximum possible mark of 50% for that assessment item.

Assessment 2 - Case Study Presentation

Assessment Type

Case Study / Problem Based Learning

Purpose

To develop students' skills in diagnosis, assessment planning, problem formulation, treatment planning, collaborative practice, and case presentation.

Description

Problem-based learning exercises involving group-based case analysis, research, planning,

Weighting	and presentations. 35%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Group 1: 13 March, 10 April, 22 May. Group 2: 20 March, 1 May, 29 May.
Submission Method	In Class
Return Method	Online
Feedback Provided	Online
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. Students may be permitted to re-attempt one failed compulsory course requirement and can achieve a maximum possible mark of 50% for that assessment item.

Assessment 3 - Essay/Case Study

Assessment Type	Written Assignment
Purpose	To develop students' skills in evaluating relevant literature, developing an evidenced-based argument, selecting appropriate treatment protocols, and written professional communication.
Description	Written assignment in the form of a proposal to establish a specialised clinic. A selection of targeted mental health problems and populations will be provided to choose from.
Weighting	45%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Length	Max. 3000 words (excluding references). Word limits include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices and footnotes. The word limit will allow a tolerance of 10% and any work after the maximum word limit will not be included within the allocation of marks. In other words, the marker will STOP reading at 3300 words.
Due Date	10 th June
Submission Method	Online
Return Method	Online
Feedback Provided	Online
Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. Students may be permitted to re-attempt one failed compulsory course requirement and can achieve a maximum possible mark of 50% for that assessment item.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail	Failure to satisfactorily achieve learning outcomes. If all

	(FF)	compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.
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*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face-to-face meetings or supervision.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

Reasonable Adjustment Plan (RAP)

If you are registered with Accessibility and have been provided with a Reasonable Adjustment Plan (RAP), please ensure that you provide your Course Coordinator with a copy as soon you can or let your Course Coordinator know that you are still waiting for your RAP.

Important Policy Information

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.

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