# Draft Feedback Report for: assessment term 2 Sophie Clapham

\*\*Draft Feedback for Your Year 10 Psychology Case Study\*\*

This is a good initial attempt at your case study. You've demonstrated a basic understanding of psychological disorders and treatment approaches. Here's some feedback to help you refine your work and strengthen your analysis.

\*\*1. Knowledge & Symptom Analysis\*\*

\* \*\*What's working well:\*\* You've attempted to categorize symptoms into "normal" and "disorder-related" categories. You've also included a definition of a psychological disorder, though it could be more precise.

\* \*\*Areas for development & suggestions:\*\*

\* Your definition of a psychological disorder is quite general. The rubric emphasizes the need for a precise definition that includes key aspects like "clinically significant pattern," "dysfunction in psychological, biological, or developmental processes," and "distress or impairment." Review the DSM-5 definition for a more precise and accurate statement.

\* Your symptom categorization needs significant improvement. The rubric requires a minimum of five examples in each category (normal and pathological). Furthermore, you need to explicitly link each symptom to the concept of \*impairment\*. For each "disorder-related" symptom, explain \*how\* it impacts Olivia's daily functioning—academically, socially, or emotionally. For example, instead of just listing "fear of judgment," explain how this fear leads to avoidance of social situations, impacting her friendships or academic performance.

\* The B-P-S section needs significant development. You've mentioned the three factors but haven't thoroughly described them or explained how they interact to cause the disorder. The rubric specifically wants to see how each factor (biological, psychological, and social) interacts with the others to contribute to the disorder.

\*\*2. Knowledge of Applying Diagnostic Criteria to Disorders\*\*

\* \*\*What's working well:\*\* You've identified core symptoms relevant to anxiety disorders and attempted to justify a primary and secondary diagnosis.

\* \*\*Areas for development & suggestions:\*\*

\* While you've listed core symptoms, you haven't explicitly mapped them to the specific DSM-5 criteria for Social Anxiety Disorder (SAD) or Generalized Anxiety Disorder (GAD). The rubric requires you to clearly demonstrate how Olivia's symptoms meet the criteria outlined in the DSM-5. You need to systematically explain how each symptom fits a specific diagnostic criterion. For example, state which DSM-5 criteria for SAD are met by each symptom you've listed.

\* Your justification for choosing SAD over GAD needs more depth. While you mention the social triggers, you need to more clearly \*compare and contrast\* the symptoms and diagnostic criteria of both disorders, providing evidence to support your choice of SAD as primary. The “rule out” process is a key aspect of differential diagnosis. Explain why the evidence better supports SAD as the primary diagnosis rather than GAD.

\* The duration of symptoms is vaguely stated. Use specific dates or timeframes to illustrate the persistence of symptoms, as this is crucial for meeting diagnostic criteria. The rubric emphasizes the need for this justification.

\*\*3. Knowledge of Treatments for Psychological Disorders\*\*

\* \*\*What's working well:\*\* You have chosen an appropriate treatment (CBT) and outlined some of its components.

\* \*\*Areas for development & suggestions:\*\*

\* While you've described CBT generally, you need to link the specific techniques of CBT more directly to Olivia's specific symptoms. For example, explain how cognitive restructuring would address her negative thought patterns ("If I freeze everyone will stream it on snap"), and how exposure therapy would help her overcome her avoidance behaviours. The rubric asks for detailed links between treatment and specific symptoms.

\* Your explanation of how CBT would reduce Olivia's symptoms is fairly general. You need to be more specific and link the CBT techniques to the specific symptom reduction. For instance, explain how exposure therapy would specifically tackle avoidance behaviours and how cognitive restructuring would target her fear of judgment.

\* Consider adding information on the delivery method of CBT (e.g., individual therapy, group therapy) and whether medication might be considered as an adjunct to CBT, particularly given the severity and duration of her symptoms.

\*\*Overall Suggestions for Your Next Draft:\*\*

Focus on strengthening the connections between your observations, the DSM-5 criteria, and the chosen treatment plan. Ensure that you explicitly address each point in the rubric and provide detailed justification for your claims. Pay close attention to the requirements of each band in the rubric to understand how to improve. This will significantly enhance the quality of your case study.

\*\*Key Areas for Improvement (Summary):\*\*

\* \*\*Knowledge & Symptom Analysis:\*\* Provide a precise definition of a psychological disorder, and expand your symptom categorization with a minimum of five examples in each category, explicitly justifying the impairment caused by each "disorder-related" symptom. Thoroughly describe and explain the interaction of B-P-S factors.

\* \*\*Knowledge of Applying Diagnostic Criteria to Disorders:\*\* Explicitly map Olivia's symptoms to the DSM-5 criteria for Social Anxiety Disorder and Generalized Anxiety Disorder, providing a detailed comparison and justification for your chosen primary diagnosis. Clearly state the duration of her symptoms using specific dates or timeframes.

\* \*\*Knowledge of Treatments for Psychological Disorders:\*\* Directly link the specific techniques of CBT to Olivia's specific symptoms and explain precisely how the treatment will address each symptom. Specify the method of administering CBT and consider discussing potential adjunctive medication.