# 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 a 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 aim for higher bands on the rubric:

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

\* \*\*What's working well:\*\* You've attempted to define a psychological disorder and categorize symptoms into "normal" and "disorder-related" categories.

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

\* Your definition of a psychological disorder is quite general. The rubric's top band requires a precise definition that incorporates key elements like "clinically significant pattern," "dysfunction," and "distress or impairment." Consider revising your definition to be more precise and aligned with the DSM-5's approach.

\* Your categorization of symptoms needs more detail and justification. The rubric requires at least five examples in each category, with clear explanations of \*why\* each symptom belongs in its assigned category, particularly emphasizing how the "disorder-related" symptoms cause \*functional impairment\*. For instance, how does "persistent worrying" specifically impact Olivia's functioning in her daily life (academically, socially, emotionally)? Be specific.

\* To reach a higher band, explicitly link each symptom to the concept of impairment. How are Olivia's symptoms making it harder for her to function in various areas of her life (school, social, etc.)?

\*\*2. Biological, Psychological & Social (B-P-S) Factors\*\*

\* \*\*What's working well:\*\* You've mentioned the three domains (biological, psychological, and social).

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

\* The rubric emphasizes \*interaction\* between these factors. Your current response lists factors but doesn't fully explain how they \*interrelate\* to contribute to Olivia's anxiety. For example, how might a genetic predisposition (biological) interact with negative thought patterns (psychological) and stressful social situations (social) to create and maintain her anxiety?

\* To improve, explicitly discuss the interplay of these factors. Show how they work together, rather than just listing them separately. Develop your arguments about how biological, psychological and social factors \*interact\* to produce the symptoms. Explain the causal chain.

\* Make sure you have included at least one factor within each of the three domains and clearly explain their interactions.

\*\*3. Diagnostic Reasoning (Primary)\*\*

\* \*\*What's working well:\*\* You've identified a primary diagnosis (Social Anxiety Disorder).

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

\* The rubric requires you to map each DSM-5 criterion for your chosen disorder onto the evidence presented in the case study. You have mentioned several symptoms, but you need to explicitly connect each one to the specific DSM-5 criteria for Social Anxiety Disorder. Cite the DSM-5 directly (with APA referencing).

\* You need to explicitly justify the duration of Olivia's symptoms. The rubric emphasizes the importance of justifying the duration of the disorder based on the DSM-5's criteria. Reference specific evidence from Olivia's history to support your statement about the duration exceeding the threshold required for diagnosis.

\* To reach a higher band, ensure each DSM-5 criterion is clearly mapped to specific details from Olivia’s experiences and that your justification for the duration is strong and explicit.

\*\*4. Differential Diagnosis\*\*

\* \*\*What's working well:\*\* You've identified a secondary diagnosis (Generalized Anxiety Disorder).

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

\* While you named a secondary disorder, your comparison is weak. The rubric's top band asks for a \*clear comparison\* and justification for \*ruling out\* the secondary diagnosis. Explicitly explain why Social Anxiety Disorder is a better fit than Generalized Anxiety Disorder, using specific evidence from Olivia's case to support your reasoning. What features of her experience strongly support Social Anxiety over Generalized Anxiety?

\* This requires a stronger discussion of the similarities and differences between the two diagnoses, using evidence from Olivia's experiences to justify your primary diagnosis. Show why GAD is less likely.

\* Strengthen the comparison by directly contrasting the diagnostic criteria of each disorder, as they relate to Olivia’s presentation.

\*\*5. Treatment & Justification\*\*

\* \*\*What's working well:\*\* You've chosen an appropriate treatment (CBT).

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

\* Your explanation of CBT is quite general. The rubric requires you to explain how CBT would specifically address Olivia's \*symptoms\*. This requires you to explicitly link the components of CBT (e.g., cognitive restructuring, exposure therapy) to her specific experiences of anxiety and avoidance. Explain how each CBT technique targets a particular symptom.

\* You need to strengthen the justification for your chosen treatment by explaining why CBT is evidence-based for Social Anxiety Disorder. You could mention relevant research or guidelines to support your claim.

\* Show a more thorough understanding of CBT treatment components, their application to Olivia’s case, and their empirical support.

\*\*6. Communication & Referencing\*\*

\* \*\*What's working well:\*\* Your writing is generally understandable.

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

\* The rubric requires you to use APA or Harvard referencing correctly throughout your paper, both in-text and in a reference list. Ensure all sources are properly cited. Check for consistency and accuracy.

\* Review your writing for clarity and precision. Precise language is critical in academic writing.

\* Improve clarity and organisation, and ensure the referencing is done appropriately using APA style guide or Harvard style guide. Proofread carefully for grammar and spelling errors.

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

This is a promising start. Focus on strengthening the connections between your analysis of Olivia's experiences, the DSM-5 criteria, and the evidence-based rationale for your treatment choice. Ensure that you clearly articulate the interactions of B-P-S factors and directly address each point in the rubric. Pay close attention to referencing and word count.

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

\* \*\*Knowledge & Symptom Analysis:\*\* Provide a more precise definition of a psychological disorder and justify each symptom categorization using the concept of functional impairment, with at least 5 examples in each category.

\* \*\*B-P-S Factors:\*\* Clearly explain how the biological, psychological, and social factors interact to contribute to Olivia's anxiety.

\* \*\*Diagnostic Reasoning (Primary):\*\* Explicitly map each DSM-5 criterion to evidence from the case study and justify the duration of symptoms.

\* \*\*Differential Diagnosis:\*\* Provide a stronger comparison of Social Anxiety Disorder and Generalized Anxiety Disorder, justifying your primary diagnosis with specific evidence.

\* \*\*Treatment & Justification:\*\* Explain how CBT specifically targets Olivia's symptoms and justify its evidence-based rationale.

\* \*\*Communication & Referencing:\*\* Improve the clarity of your writing, ensuring proper APA or Harvard style referencing throughout.