



## UNSW Course Outline

# PSYC5115 Developmental Psychopathology - 2024

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## General Course Information

**Course Code :** PSYC5115

**Year :** 2024

**Term :** Hexamester 6

**Teaching Period :** KV

**Is a multi-term course? :** No

**Faculty :** Faculty of Science

**Academic Unit :** School of Psychology

**Delivery Mode :** Online

**Delivery Format :** Standard

**Delivery Location :** Distance Education

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course forms part of the Graduate Certificate in Child Development (7419). This course will provide an in-depth examination of the most common developmental disorders affecting children and adolescents, including attention-deficit hyperactivity disorder (ADHD), conduct

disorder (CD), oppositional defiance disorder (ODD) and eating disorders (ED), anxiety and autism spectrum disorder (ASD). Course content will address contemporary research findings and theories relating to the aetiology and treatment of these conditions, as well as discussion around what is and is not a disorder in the context of official diagnostic criteria and individual variation in developmental milestones and capabilities. Students will gain experience in the design and implementation of empirical research into developmental disorders, as well as the application of psychological tools and interventions in clinical settings. This course is taught entirely online, using a variety of lectures, tutorials (synchronous and asynchronous options), self-paced learning modules, readings and revision exercises.

## **Course Aims**

This course aims to provide students with advanced knowledge and understanding of the nature, aetiology and treatment of common developmental disorders, including ADHD, CD, ODD, and ED, anxiety and autism spectrum disorder (ASD). In addition, this course aims to provide students with the skills to conduct and analyse empirical research within the context of developmental disorders, and to apply the findings of such research for solving problems within and beyond clinical settings.

## **Relationship to Other Courses**

This course forms part of the Graduate Certificate in Child Development. Prerequisites for this course include PSYC5111 Evaluating Evidence, PSYC5112 Introduction to Psychology, PSYC5113 Child Development, and PSYC5114 Learning and Cognition.

# Course Learning Outcomes

Course Learning Outcomes
CL01 : Identify and describe current research and theory pertaining to the nature, aetiology, and treatment of common developmental disorders.
CL02 : Discuss contemporary issues pertaining to research in the domain of developmental psychopathology, and in translating this research to inform clinical practice and policies in broader contexts.
CL03 : Design and evaluate novel experimental studies in the domain of developmental psychopathology by applying advanced skills in critical thinking and research methodology.
CL04 : Discuss the importance of codes of conduct when dealing with clinical populations, and the implementation of evidence-based diagnostic tools, interventions, and treatment strategies in clinical practice.
CL05 : Employ sophisticated skills in scientific writing to effectively and concisely convey details of novel research and findings in the format of an academic research article.
CL06 : Synthesise knowledge of developmental psychopathology in order to solve problems and formulate suggestions for improving policy and practice in broader societal contexts (e.g. education, health, and legal systems).

Course Learning Outcomes	Assessment Item
CLO1 : Identify and describe current research and theory pertaining to the nature, aetiology, and treatment of common developmental disorders.	<ul style="list-style-type: none"> <li>• Thought Paper</li> <li>• Full Research Report</li> <li>• Weekly Quizzes</li> </ul>
CLO2 : Discuss contemporary issues pertaining to research in the domain of developmental psychopathology, and in translating this research to inform clinical practice and policies in broader contexts.	<ul style="list-style-type: none"> <li>• Thought Paper</li> <li>• Full Research Report</li> <li>• Weekly Quizzes</li> </ul>
CLO3 : Design and evaluate novel experimental studies in the domain of developmental psychopathology by applying advanced skills in critical thinking and research methodology.	<ul style="list-style-type: none"> <li>• Thought Paper</li> <li>• Full Research Report</li> </ul>
CLO4 : Discuss the importance of codes of conduct when dealing with clinical populations, and the implementation of evidence-based diagnostic tools, interventions, and treatment strategies in clinical practice.	<ul style="list-style-type: none"> <li>• Weekly Quizzes</li> <li>• Thought Paper</li> <li>• Full Research Report</li> </ul>
CLO5 : Employ sophisticated skills in scientific writing to effectively and concisely convey details of novel research and findings in the format of an academic research article.	<ul style="list-style-type: none"> <li>• Full Research Report</li> </ul>
CLO6 : Synthesise knowledge of developmental psychopathology in order to solve problems and formulate suggestions for improving policy and practice in broader societal contexts (e.g. education, health, and legal systems).	<ul style="list-style-type: none"> <li>• Weekly Quizzes</li> <li>• Thought Paper</li> <li>• Full Research Report</li> </ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

## Learning and Teaching in this course

This is a fully online course; all materials, lectures and tutorials are delivered through Moodle.

The course will be delivered over six weeks, covering six major topic areas. The major topics will be delivered in Weeks 1 to 6, with a new topic presented each week. Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is 18-19 hours per week, including preparation for the “secured” quizzes and written assessments.

Each week students can expect the following:

**Lectures** will be digitally recorded. Links to the lecture recordings will be available on the course

web page. Lecture slides will be also available on the Moodle course page. There will be 6 x 20-minute lectures covering the main concepts for each topic presented each week.

**Online Tutorials** will be held in weeks 1-6. There are six (6), two (2) hour tutorials delivered through Blackboard Collaborate on the Moodle course page each week. All tutorials will be live streamed for synchronous participation and recorded for asynchronous participation, should a student be unable to join the synchronous tutorial at the designated time. Students will be able access the recorded tutorials for the remainder of the course. Tutorial discussions are based on lecture content and readings. In order to participate in class discussions, you will need to prepare for tutorials by reviewing the available materials.

**Online activities:** Each week there will be a range of online activities, including revision quizzes and interactive learning modules using a range of adaptive learning platforms (e.g. H5P, textbook resources). These activities will allow students to explore the topics of the week in greater depth and engage informative assessment and revision opportunities.

The formative topic revision quizzes available for students provide an opportunity to evaluate understanding of course material on a weekly basis. Timely completion of the weekly quizzes will assist students in gaining a clear understanding of each topic so that this knowledge can be built on in future content. **NB: These formative quizzes do not contribute to the student's final grade and are not to be confused with the "secured weekly quizzes".**

**Readings:** Each week there will be assigned readings that cover the major topic of the week. Students will need to complete the readings in order to prepare for the online tutorials. In addition, as part of this preparation students are encouraged to post one comment/discussion point on the Discussion Forum and reply to the comment of at least two other students in the course (4.5 hours).

**The Discussion Forum** connects students in the course and provides a platform for students to discuss of weekly content, revision, or topics of interest with each other. Regular engagement in the Discussion Forum will help students gain an understanding of the material, critique the contributions of fellow students, and help develop written communication skills.

**The Q and A Discussion Forum** provides students with an opportunity to question and clarify the concepts and ideas mentioned in the lectures. Students are strongly encouraged to engage with this forum by posting questions or comments, and reading, answering, or replying to other students' posts to enhance understanding of the content, critical thinking, and written

communication skills.

## Additional Course Information

The [Program Guide](#) contains School policies and procedures relevant for all students enrolled in the Graduate Certificate in Child Development, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

The course Moodle page contains lectures, tutorials, content topic materials, assessment materials, and any updated information. You are expected to check Moodle regularly. You are also expected to regularly check your UNSW email. All news and announcements will be made on the “Announcements” forum on the Moodle page and/or by email. It is the student’s responsibility to check Moodle and their student emails regularly to keep up to date.

Given that the course content and all assessable components are delivered online, it is the responsibility of the student to ensure that they have access to a computer with a stable internet connection and a browser capable of handling the features of the Moodle eLearning website and any of its content. There will be no special consideration granted due to internet connection or computer issues arising from personal technical issues. If an internet disconnection takes place during an assessment/exam, there will be no way of changing a mark and these will be allocated according to the progress that was saved. To help students establish whether or not their computer/internet access is suitable for the online exam/s, a test quiz is available. This quiz will not contribute to final marks and will be able to be completed multiple times in order to test computer/internet connection prior to assessments/exams.

The Moodle forum should be the first line of contact with the Course Convenor (meeting requests, personal or Equitable Learning Support matters can be sent by email in the first instance). Due to the online nature of the course, under no circumstances are specific exam/quiz questions/answers to be discussed in online forums or via email. Such matters can only be discussed during in person virtual appointments with the Course Convenor.

**NOTE: THIS COURSE REQUIRES SIGNIFICANT WEEKLY ASSESSABLE ENGAGEMENT THROUGH MOODLE.** Students are expected to engage with all materials delivered each week. There will be a combination of formative and summative assessments throughout the course. The expected level of engagement is on average 18-19 hours per week (in the 6-week term). Average engagement levels are as follows: (a) 2 hours of engagement with the lecture content (6 x 20-minute lectures per week); (b) Tutorial attendance, 3 hours per week including preparation for the tutorial discussion. Note we recommend that you complete the synchronous tutorial, however completion of the recorded asynchronous tutorial will also be accepted; (c) 4.5 hours to complete the assigned activities, including revision modules; (d) 4.5 hours to complete the assigned weekly readings that accompany the content for each lecture topic; (e) 4-5 hours to complete the weekly assessments (secured quizzes) and prepare for the major assessments.

Under no circumstances will employment be accepted as an excuse not to meet expectations for class participation or assessments. Remember, the term times are very short, so it is your responsibility to ensure that you do not fall behind with the ongoing assessment demands of the course.

**Tutorial Attendance:** Attendance and participation in tutorials is compulsory. All tutorials will be delivered in an online mode, through Blackboard Collaborate. Given that this is a fully online course, it is understood that some students may be unavailable at the designated live tutorial time. Therefore, students will be required to participate in the tutorial in either a synchronous (as the tutorial is streamed live) or asynchronous (via a recorded version of the tutorial) format.

**NB:** Engagement with online tutorials and timely completion of asynchronous online tutorials is essential in accordance with UNSW Assessment Implementation Procedure.

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration within the framework of the Graduate Certificate special consideration policies and procedures if they are unable to complete an assignment/exam due to illness and/or misadventure.

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Thought Paper Assessment Format: Individual	20%	Due Date: Sunday Week 3
Full Research Report Assessment Format: Individual	30%	Due Date: Sunday Week 6
Weekly Quizzes Assessment Format: Individual	50%	Due Date: Sunday each week

## Assessment Details

### Thought Paper

#### Assessment Overview

You will be given a range of scientific articles to choose from. The task will be to read the chosen article, provide a brief summary of the findings, and then relate these findings to a real-world scenario in which there are implications for policy or practice. You should detail these implications, as well as make suggestions for follow-up research that could further investigate these and/or outline the potential application of the findings in a real-world setting. Your paper should be approximately 750 words, and is to be submitted online at the end of Week 3. Feedback will be provided in the form of marks and written comments.

#### Course Learning Outcomes

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- CL03 : Design and evaluate novel experimental studies in the domain of developmental psychopathology by applying advanced skills in critical thinking and research methodology.
- CL04 : Discuss the importance of codes of conduct when dealing with clinical populations, and the implementation of evidence-based diagnostic tools, interventions, and treatment strategies in clinical practice.
- CL06 : Synthesise knowledge of developmental psychopathology in order to solve problems and formulate suggestions for improving policy and practice in broader societal contexts (e.g. education, health, and legal systems).

#### Assessment Length

750 words



### Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### Generative AI Permission Level

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Full Research Report**

### Assessment Overview

You will be supplied with a research question and a dataset to accompany it. The task will be to produce a full research report in the style of an academic article, structured around this research question and dataset. It should include the following components: abstract, introduction, methods, results, discussion, and references. The report should be approximately 1500-2000 words, and is to be submitted online at the end of Week 6. You will receive feedback in the form of marks and written comments.

### Course Learning Outcomes

- CL01 : Identify and describe current research and theory pertaining to the nature, aetiology, and treatment of common developmental disorders.
- CL02 : Discuss contemporary issues pertaining to research in the domain of developmental psychopathology, and in translating this research to inform clinical practice and policies in broader contexts.
- CL03 : Design and evaluate novel experimental studies in the domain of developmental psychopathology by applying advanced skills in critical thinking and research methodology.
- CL04 : Discuss the importance of codes of conduct when dealing with clinical populations,

and the implementation of evidence-based diagnostic tools, interventions, and treatment strategies in clinical practice.

- CL05 : Employ sophisticated skills in scientific writing to effectively and concisely convey details of novel research and findings in the format of an academic research article.
- CL06 : Synthesise knowledge of developmental psychopathology in order to solve problems and formulate suggestions for improving policy and practice in broader societal contexts (e.g. education, health, and legal systems).

### **Assessment Length**

1500-2000 words

### **Assignment submission Turnitin type**

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

### **Generative AI Permission Level**

#### **Planning/Design Assistance**

You are permitted to use generative AI tools, software or services to generate initial ideas, structures, or outlines. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the tool, software or service should not be a part of your final submission. You should keep copies of your iterations to show your Course Authority if there is any uncertainty about the originality of your work.

If your Convenor has concerns that your answer contains passages of AI-generated text or media that have not been sufficiently modified you may be asked to explain your work, but we recognise that you are permitted to use AI generated text and media as a starting point and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

## **Weekly Quizzes**

### **Assessment Overview**

You will be required to complete 6 timed quizzes designed to be taken as closed-book exams. These quizzes will assess your knowledge of lecture and reading content. The quizzes will be held in weeks 1-6 and will cover content presented in the week they are released. The quizzes form part of a cumulative assessment; of the 6 quizzes completed, the best 5 scores will contribute towards the 50% total weighting (10% each quiz). Each quiz will comprise 20 multiple

choice questions. You will receive automated online feedback in the form of marks and question answers once each quiz is closed.

### Course Learning Outcomes

- CL01 : Identify and describe current research and theory pertaining to the nature, aetiology, and treatment of common developmental disorders.
- CL02 : Discuss contemporary issues pertaining to research in the domain of developmental psychopathology, and in translating this research to inform clinical practice and policies in broader contexts.
- CL04 : Discuss the importance of codes of conduct when dealing with clinical populations, and the implementation of evidence-based diagnostic tools, interventions, and treatment strategies in clinical practice.
- CL06 : Synthesise knowledge of developmental psychopathology in order to solve problems and formulate suggestions for improving policy and practice in broader societal contexts (e.g. education, health, and legal systems).

### Assessment Length

20 multiple choice questions

### Assignment submission Turnitin type

Not Applicable

### Generative AI Permission Level

Not Applicable

Generative AI is not considered to be of assistance to you in completing this assessment. If you do use generative AI in completing this assessment, you should attribute its use.

For more information on Generative AI and permitted use please see [here](#).

## **General Assessment Information**

**Special Consideration:** Students who experience circumstances outside of their control that prevent them from completing an assessment task by the assigned due date due can apply for Special Consideration. Special Consideration applications should include a medical certificate or other documentation and be submitted via myUNSW within 3 days of the sitting/ due date.

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination

or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Once your application has been assessed, you will be contacted via your student email address and advised of the official outcome. If the special consideration application is approved, you may be given an extended due date. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>.

**Alternative assessments:** there will be no alternative assessments due to the intensive nature of the course. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

**Supplementary examinations:** Students may apply for a supplementary exam, providing that this is not an ongoing issue. If students are unable to engage in all aspects of the course for two weeks or longer, the student will be required to submit an application to withdraw from the course without penalty. Please refer to the Graduate Certificate in Child Development (7419) Program Guide for policies and procedures relating to misadventure.

All course assessments have been designed and implemented in accordance with [UNSW Assessment Policy](#).

The APA (7<sup>th</sup> edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately: [APA 7th edition](#).

### **Grading Basis**

Standard

### **Requirements to pass course**

Students must attain a final grade of at least 50/100 to pass this course.

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 21 October - 27 October	Lecture	Topic: What is and isn't a disorder
	Tutorial	Online discussion of Week 1 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Thought Paper
	Assessment	Week 1 Quiz: Due 11:59pm Sunday
Week 2 : 28 October - 3 November	Lecture	Topic: Disruptive behaviour disorders
	Tutorial	Online discussion of Week 2 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Thought Paper
	Assessment	Week 2 Quiz: Due 11:59pm Sunday
Week 3 : 4 November - 10 November	Lecture	Topic: Internalising disorders
	Tutorial	Online discussion of Week 3 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 1: Thought Paper
	Assessment	Week 3 Quiz: Due 11:59pm Sunday Assessment 1 Thought Paper: Due 11:59pm Sunday
Week 4 : 11 November - 17 November	Lecture	Topic: ADHD
	Tutorial	Online discussion of Week 4 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Full research report
	Assessment	Week 4 Quiz: Due 11:59pm Sunday
Week 5 : 18 November - 24 November	Lecture	Topic: Eating Disorders
	Tutorial	Online discussion of Week 5 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Full research report
	Assessment	Week 5 Quiz: Due 11:59pm Sunday
Week 6 : 25 November - 1 December	Lecture	Topic: Autism
	Tutorial	Online discussion of Week 6 content
	Other	Weekly readings Weekly activities/formative quiz Work on Assessment 2: Full research report
	Assessment	Week 6 Quiz: Due 11:59pm Sunday Assessment 2 Full Research Report: Due 11:59pm Sunday

## Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

## General Schedule Information

Each week this course typically consists of 2 hours of online lecture material, 2 hours of online tutorial classes (synchronous and asynchronous options), and 1-2 hours of online activities. Students are expected to spend additional time each week to complete self-determined study, and work on assessments, readings, and exam preparation.

# Course Resources

## Prescribed Resources

There is no prescribed textbook for this course. There are optional, supplementary readings and activities relating to each set of lectures and tutorials that will be made available on Moodle.

## Recommended Resources

[UNSW Library](#)

[Academic skills](#)

[ELISE](#)

[Turnitin](#)

[Student Code of Conduct](#)

[Academic integrity and plagiarism](#)

[Email policy](#)

[UNSW Anti-racism policy statement](#)

[UNSW Equity, Diversity and Inclusion Policy](#)

## Course Evaluation and Development

At the end of term students are strongly encouraged to complete the myExperience survey to provide feedback on the course and teaching. This feedback is used to improve the learning experience of future students.

## Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Program director	Stephanie Roughley				By appointment	No	Yes
Administrator	Deliana Freky				By appointment	No	No
Convenor	Kate Hutton-Bedbrook				By Appointment	Yes	No

# Other Useful Information

## School Contact Information

Please email [psychonline@unsw.edu.au](mailto:psychonline@unsw.edu.au) for any enquiry related to the following programs & its courses:

- Graduate Diploma in Psychology (5331); courses: PSYC5001 - PSYC5010
- Graduate Diploma in Advanced Psychology (5332); courses: PSYC5201 - PSYC5213
- Graduate Certificate in Child Development (7419); courses: PSYC5111 - PSYC5116