Course Outline

Code: MHN701
Title: Mental Health and Neuroscience: Translational Research

School: Thompson Institute

Teaching Session: Semester 2, 2020
Year: 2020
Course Coordinator: Associate Lecturer Christina Driver
Course Moderator: Professor Daniel Hermens

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?
1.1 Description
Mental and substance-use disorders differ across the lifespan, in terms of their onset, type, and complexity. Current diagnostic approaches and treatments remain limited and (in some aspects) lacking. This course will allow you to focus on translational research to better understand these disorders and provide optimal treatments. You will explore recent and novel approaches to diagnosis, such as staging models, and treatments, such as psychedelics and brain stimulation. Leading academics and clinicians will provide you with the latest research findings in important, emerging areas of mental health, such as cyberbullying and lifestyle medicine.

1.2 Field trips, WIL placements or activities required by professional accreditation


<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
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2. What level is this course?
700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?
12 units

4. How does this course contribute to my learning?

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to:</td>
</tr>
<tr>
<td>Interpret and communicate the evidence base surrounding mental health disorders, diagnosis, and treatment approaches.</td>
<td>1 – Oral, and written piece 2 – Written piece 3 – Artefact - Creative</td>
<td>USC Graduate Attribute: - Knowledgeable</td>
</tr>
</tbody>
</table>

USC Graduate Attribute: - Knowledgeable
Specific Learning Outcomes
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Assessment tasks
You will be assessed on the learning outcomes in task/s:

Graduate Qualities or Professional Standards mapping
Completing these tasks successfully will contribute to:

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<th>Assessment tasks</th>
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</tr>
</thead>
</table>
| Critically appraise the current diagnostic approaches to mental health conditions and mental health and substance use disorders across the lifespan. | 1 – Oral, and written piece 2 – Written piece | USC Graduate Attribute:  
- Creative & Critical |
| Synthesize themes within mental health and substance use disorders to develop a different perspective. | 2 – Written piece | USC Graduate Attribute:  
- Creative & Critical |
| Provide meaningful and constructive feedback when undertaking peer review processes. | 2 – Written piece | USC Graduate Attribute:  
- Ethical |
| Communicate neuroscience to a broad audience incorporating and distilling audio-visual mediums. | 1 – Oral, and written piece 3 – Artefact - Creative | USC Graduate Attribute:  
- Empowered |

5. Am I eligible to enrol in this course?
5.1 Enrolment restrictions
This course is only available to students enrolled in the Graduate Certificate in Mental Health and Neuroscience.

6. How am I going to be assessed?
6.1 Grading scale
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress
Tutorials held in Weeks 3 and 4 will include learning activities and opportunities to practice your oral presentation skills with feedback provided by your tutor. Tutorials will include extended discussion and review of the assessment tasks requirements and scope.

6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral, and Written Piece</td>
<td>Individual</td>
<td>30</td>
<td>16 slides, 10 minutes audio</td>
<td>Week 5</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>2</td>
<td>Written Piece</td>
<td>Individual</td>
<td>40</td>
<td>1500 words</td>
<td>Week 11</td>
<td>Online Assignment</td>
</tr>
</tbody>
</table>
### Course Outline: AR503 Graduate Certificate in Mental Health and Neuroscience

#### Assessment 1: Classification Systems

**Goal:** This assessment has been designed to develop your skills in interpretation of an evidence base and critical appraisal in the context of current diagnostic approaches to mental health conditions. Strong critical appraisal skills are essential when reviewing and critiquing evidence and determining its applicability to a particular context.

You will develop a PowerPoint presentation (slides and spoken audio) that articulates the advantages and disadvantages of classification systems for a given mental or substance use disorder at any stage in the lifespan.

**Product:** Oral and Written Piece

**Format:**
- PowerPoint presentation
- 16 slides maximum
- 10 minutes audio maximum
- Individual work

**Criteria:**
1. Interpretation of evidence-base
2. Critical appraisal and synthesis
3. Communication
4. Structure and presentation
5. Use of audio-visual media

### Assessment Task 2: Perspectives Piece

**Goal:** The “Perspectives” assessment emulates the type of written work required of an academic researcher pursuing journal publication and undertaking peer review. You will be assessed on your critical appraisal and synthesis skills in the context of mental health and substance use research.

Your task is to incorporate at least two of the themes from the second block of this unit (weeks 4 – 9) to prepare a ‘Perspectives’ piece as per the ‘Medical Journal of Australia’ Author Guidelines.

Following submission of your piece, you will step into the role of reviewer to assess one of your peers’ submissions. You will provide feedback on your peer’s assignment, and your ability to assess your peer will be critiqued and contribute to 25% of your grade for this assessment task, which equates to 10% of your overall course grade.

Note: your piece will be reviewed by one of your fellow students.

**Product:** Written Piece

**Format:**
- Written article presented as per ‘Medical Journal of Australia’ Author Guidelines “Perspectives” (2-page article)
- 1500 words
- Individual work
Course Outline: AR503 Graduate Certificate in Mental Health and Neuroscience

- Author Guidelines will be provided in your task folder

| Criteria: | 1. Interpretation of evidence-base  
|          | 2. Critical appraisal and synthesis  
|          | 3. Application of Medical Journal of Australia Author Guidelines  
|          | 4. Structure and presentation  
|          | 5. Provision of meaningful and constructive feedback via peer review |

Assessment Task 3: Science Communication

Goal: This assessment has been designed to challenge your science communication skills. The ability to effectively communicate scientific evidence to broad audiences promotes transparency and informed decision making, which is of particular relevance in the context of treating mental health disorders.

You will create and present an audio-visual artefact explaining the strengths and weaknesses of a novel intervention area in mental health for the general public.

The artefact must be either:

(i) a single static screen/image (e.g. in the form of a poster) with audio explanation, or
(ii) a video (using diagrams or other images).

In either format the audio/video cannot exceed 3 minutes.

Product: Artefact - Creative

Format:
- Audio-visual presentation
- 3 minutes maximum
- Individual work
- Examples will be provided in your task folder

Criteria:
1. Interpretation of evidence-base
2. Communication
3. Structure and presentation
4. Use of audio-visual media
7. Directed study hours
The directed study hours listed here are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
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<tr>
<th>Location:</th>
<th>Directed study hours for location</th>
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<tbody>
<tr>
<td>Online</td>
<td>This course will take approximately 12.5 hours per week and may include a combination of: webinar, peer to peer collaboration, asynchronous online materials, and synchronous lecturer and peer zoom meetings.</td>
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</tbody>
</table>

8. What resources do I need to undertake this course?
Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader
Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
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<tr>
<th>Publication</th>
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8.2 Specific requirements
All work submitted for assessment is to be word processed and submitted electronically. It is expected that students will have ready access to a computer with common productivity software and reliable Internet access.

9. How are risks managed in this course?
Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10. What administrative information is relevant to this course?
10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%

b) The course is graded using the Standard Grading scale

c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services
Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, AccessAbility Services can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to Student Hub, email studentwellbeing@usc.edu.au or accessibility@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures
For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.7 General Enquiries
In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** studentcentral@usc.edu.au
## Appendix 1 - Course Content

### Mental Health and Neuroscience: Translational Research (12 CP)

**Course Code:** MHN701

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic/Presenter</th>
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<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td></td>
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</table>
| **Week 1** | Introduction to the Course of study  
Traditional classification systems for mental disorders  
**Prof Daniel Hermens** |
| **Week 2** | New approaches to classification of mental disorders  
**Prof Daniel Hermens** |
| **Week 3** | Clinical staging models for mental disorders  
**Prof Daniel Hermens** |
| **Block 2** | |
| **Week 4** | Mental Disorders in Childhood  
**Dr Gabrielle Simcock** |
| **Week 5** | Mental Disorders in Youth  
**Prof Daniel Hermens** |
| **Week 6** | Social connectedness and digital life  
**Dr Larisa McLoughlin** |
| **Week 7** | Stress-Related Disorders  
**Prof Jim Lagopoulos** |
| **Week 8** | Substance use disorders  
**Prof Jan Copeland** |
| **Week 9** | Ageing and Dementia  
**Dr Ben Isbel** |
| **Block 3** | |
| **Week 10** | Psychedelics treatment in mental disorders  
**Dr Sam Manger** |
| **Week 11** | Transcranial magnetic stimulation  
**Megan Dutton** |
| **Week 12** | EEG: Neurofeedback and Brain Computer Interfacing  
**Dr Paul Schwenn** |
| **Week 13** | Lifestyle Medicine and Mental Health  
**Dr Sam Manger** |