COURSE OUTLINE

MHN701 Mental Health and Neuroscience: Translational Research

School: School of Health - Psychology

2026 | Trimester 1

Online — ONLINE — You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au 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

Across the lifespan mental disorders differ in their onset, type, and complexity. Current diagnostic approaches and treatments remain limited and (in some aspects) lacking. In this course you will focus on translational research to better understand disorders and optimal treatments, and how the latest scientific research findings are put into practice. You will explore recent and novel approaches to diagnosis, such as staging models, and treatments such as transcranial magnetic stimulation (TMS) and EEG neurofeedback.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE			
Online – The online activities will include a variety of asynchronous, interactive learning materials, and options for lecturer and peer to peer collaborations, and lecturer and peer zoom drop-ins.	3hrs	Week 1	12 times

1.3. Course Topics

- What is translational research
- An overview of mental health disorders across the lifespan
- Traditional classification systems for mental health disorders
- Alternate and emerging classification systems for mental health disorders
- An overview of current treatment approaches to mental health disorders
- An introduction to novel treatment approaches to mental health disorders

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?

COURSE LEARNING OUTCOMES On successful completion of this course, you should be able to...		GRADUATE QUALITIES Completing these tasks successfully will contribute to you becoming...
1	Interpret and communicate the neuroscientific evidence base surrounding mental health disorders, diagnosis, and treatment approaches.	Knowledgeable
2	Critically appraise the current diagnostic approaches to mental health conditions and mental health and substance use disorders across the lifespan.	Creative and critical thinker
3	Synthesise themes within mental health and substance use disorders to develop a different perspective.	Creative and critical thinker
4	Provide meaningful and constructive feedback when undertaking peer review processes.	Ethical
5	Communicate neuroscience to a broad audience incorporating appropriate skills relevant to presentation genre.	Empowered

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

This course is only available to students enrolled in AR503, AR602, or AR706

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

6.2. Details of early feedback on progress

You will be provided with multiple opportunities to gain early formative feedback relevant to your first assessment task by engaging with your learning materials. These include interactive self-check activities in the modules, posting responses to discussion forums and responding to your practice activities in the indicated manner.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Portfolio	Individual	60%	Maximum 40 questions plus equivalent of 1000-2000 words.	Refer to Format	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	40%	500 words peer review (MCQs and short answer responses) AND 1500 words evidence-based critique.	Refer to Format	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Learning Portfolio

GOAL:	The goal of this assessment task is to interpret and use neuroscientific evidence to inform and raise awareness of mental health disorders and effectively communicate this scientific evidence to a broad audience.
PRODUCT:	Portfolio
FORMAT:	Submit Weeks 3, 6, & 9. You will respond to a series of activities throughout the first two blocks of the course. You will submit these according to the guidelines provided at the timepoints of Week 3, 6, and 9. The activities will progress from quiz style questions to short answers and summaries in Parts A & B. Your final submission will build on your foundational knowledge gained, to develop a recorded presentation (slides and spoken audio) according to the guidelines provided, with the general public as your target audience. Full details provided in Canvas.
CRITERIA:	**No.** / **Learning Outcome assessed** 1 Interpretation and communication of the neuroscientific evidence base for chosen mental health disorder/s — 1 2 Interpretation and communication of neuroscientific evidence base to explain novel treatment interventions. — 1 3 Communicate neuroscience to a broad audience incorporating appropriate skills relevant to presentation genre. — 5
GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 2: Evidence-based critique

GOAL:	The goal is to critically appraise and synthesise current literature in the context of mental health diagnosis, treatment and the classification systems utilised, to develop a new perspective on why alternative approaches to classification may be appropriate.
PRODUCT:	Written Piece
FORMAT:	Submit: Week 11 and exam period. First you will review an example of a peer submission, and complete an online activity (MCQs and short answer), to critique and provide feedback. This will then help in your preparation of your evidence-based critique. You will submit this in week 11. Then you will critically appraise and synthesise current literature to prepare an evidence-based critique, with a focus on one mental health disorder, for an academic audience. You will present your piece in line with the relevant guidelines and format available in Canvas. This will be submitted in the Exam period
CRITERIA:	

No.		Learning Outcome assessed
1	Interpretation of neuroscientific evidence-base surrounding mental health disorders and diagnosis	1
2	Critical appraisal of current literature	2
3	Synthesis of themes within mental health disorders to develop a new perspective	3
4	Communication of neuroscience relevant to audience and presentation genre.	5
5	Provision of meaningful and constructive feedback via peer review	4

GENERIC SKILLS:	Communication, Problem solving, Information literacy

7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

> There are no required/recommended resources for this course.

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 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 and to familiarise yourself with the University's general health and safety principles by reviewing the online induction training 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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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%; and
(b) The course is graded using the Standard Grading scale

10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central