



Course Outline

PSYC7212

Adult and Child Clinical Psychology 1

School of Psychology

Faculty of Science

T1, 2023

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Prof Jessica Grisham	jessicag@unsw.edu.au	By appointment Mathews 1303	Please contact via email
Lecturers	Prof Jessica Grisham Prof Michelle Moulds Prof Eva Kimonis Prof Bronwyn Graham Dr Anna McKinnon	jessicag@unsw.edu.au m.moulds@unsw.edu.au e.kimonis@unsw.edu.au bgraham@psy.unsw.edu.au anna.mckinnon@mq.edu.au	By appointment Mathews 1303 Mathews 1301 Mathews 1102 Mathews 1302 N/A	Please contact via email

2. Course information

Units of credit:	6
Pre-requisite(s):	Honours Degree in Psychology
Teaching times and locations:	Classes will be held on Tuesdays from 9am-12pm, as well as Wed 15 Feb and Wed 19 April, also from 9am-12pm. Classes will be located in MAT1616 with the exception of Wed 15 Feb, which will be held in MAT927

2.1 Course summary

This course provides theoretical knowledge and practical skills in child and adult clinical psychology for students undertaking postgraduate training in clinical psychology. The focus is on aetiology, assessment, diagnosis, case conceptualisation, and empirically-supported treatment of clinical disorders across the lifespan. These problems will be considered within the individual client's relevant sociocultural context, with consideration given to providing culturally-responsive approaches to clinical care and collaboration with other professionals if indicated. A strong emphasis will be placed on links between evidence-based psychology and clinical practice. The course also includes consideration of the professional obligation of clinical psychology to conduct safe and ethical practice and to protect the public while delivering evidence-based treatment. The teaching activities will include lectures, interactive activities (e.g., group discussions, roleplays), and suggested readings. The key topics are theory, assessment and treatment approaches for prevalent clinical disorders.

2.2 Course aims

The course aims to provide students with advanced knowledge about major theoretical frameworks for various forms of psychopathology across the lifespan and practical skills for intervening with clinical populations. This course will introduce candidates to assessment, diagnosis, and intervention approaches for several psychological disorders of childhood and adulthood, as guided by a scientist-practitioner approach. Demonstrations of assessment and therapeutic procedures and an opportunity to practice these skills will be provided in the practical sessions, with a particular emphasis on providing candidates with opportunities to practice implementing safe practice guidelines with clinical populations.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Apply advanced psychological knowledge of the following to their practice in clinical psychology, including theories of psychological disorders, models of health, and international taxonomies, to their practice in clinical psychology, as it relates to common psychological disorders.
2. Apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including use of assessment processes, development of case formulation and evaluation of client processes, as it relates to common psychological disorders.
3. Apply advanced psychological knowledge, including selection of interventions, appreciation of contextual issues and collaboration with other professionals, to culturally-responsive interventions in clinical psychology, as it relates to common psychological disorders.

2.4 Relationship between course and program learning outcomes and assessments

CLO	Program Learning Outcomes								Assessment
	1. Knowledge	2. Ethics & Professional	3. Assessment	4. Interventions	5. Research & Evaluation	6. Communication & Interpersonal	7. Working with diverse groups	8. Practice across the lifespan	
1.	Lectures, in-class practical exercises, online resources	Lectures, in-class practical exercises, online resources			Lectures, in-class practical exercises, online resources		Lectures, in-class practical exercises, online resources	Lectures, in-class practical exercises, online resources	Intervention plan, take-home exam
2.	Lectures, in-class practical exercises, online resources		Lectures, in-class practical exercises, online resources			Lectures, in-class practical exercises, online resources		Lectures, in-class practical exercises, online resources	Intervention plan, take-home exam
3.	Lectures, in-class practical exercises, online resources			Lectures, in-class practical exercises, online resources		Lectures, in-class practical exercises, online resources		Lectures, in-class practical exercises, online resources	Intervention plan, take-home exam

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Content and Teaching Approach are based on the basic knowledge necessary for competence as a clinical or forensic psychologist operating within a scientist-practitioner framework. To achieve the learning outcomes outlined above, you will need to attend all of the lectures. Attendance is compulsory. The end of session exam and written assignment will each provide you with an opportunity to test your understanding of the Learning Outcomes outlined above.

3.2 Expectations of students

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

It is expected that students have read through the School of Psychology Student Guide

To achieve the learning outcomes outlined above, you will need to attend all of the lectures. Attendance is compulsory.

All news updates 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.

Students registered with Equitable Learning Services must contact the course co-ordinator immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Letters of support must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

This course will begin in Week 1. It consists of 3 hours of lecture material and 2 hours of practical activities/videos/online resources. It will be held on Tuesdays except for in Week 1 and Week 10, where it will be held **on both Tuesday and Wednesday**. Class will be from **9am - 12noon**. Students are expected to take an additional 6 hours of self-determined study to complete assessments, readings, and exam preparation.

Week	Topic	Activity	
Week 1 (TUES) 14 Feb	Introduction to CBT/Behavioural Analysis and Case Formulation	Video and/or online resources	JG
Week 1 (WED) 15 Feb	Dsm-5 diagnoses and specific phobia *PLEASE NOTE THIS CLASS IS ON A WED AND WILL BE HELD IN 927	Video and/or online resources	BG
Week 2 21 Feb	Social Anxiety and Building Hierarchies	Video and/or online resources	BG

Week 3 28 Feb	Panic Disorder and Interoceptive exposure	Video and/or online resources	JG
Week 4 7 March	Developmental Psychopathology framework, Clinical Child Assessment & Case Formulation 1	Video and/or online resources	EK
Week 5 14 March	Developmental Psychopathology framework, Clinical Child Assessment & Case Formulation 2	Video and/or online resources	EK
Week 6 21 March	Child Externalising Disorders 1	Video and/or online resources	EK
Week 7 28 March	Child Externalising Disorders 2	Video and/or online resources	EK
Week 8 4 April	Child Internalizing Disorders 1	Video and/or online resources	AM
Week 9 11 April	Child Internalizing Disorders 2	Video and/or online resources	AM
Week 10 18 April	Mood Disorders	Video and/or online resources	MM
Week 10 19 April (WED)	Cognitive Therapy *PLEASE NOTE THIS CLASS IS ON A WED	Video and/or online resources	MM

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date
Assessment 1: Intervention plan	2,500 words	N/A	Satisfactory/Unsatisfactory*	Midnight on Friday week 9 (14/04/2023)
Assessment 2: Take-home written final examination	24 hours	N/A	Satisfactory/Unsatisfactory*	Exam period

Assessment 1: You will be required to submit a written assignment in essay format in Week 9. The questions and instructions for this assignment will be released by the end of Week 5. You will be

required to write an intervention plan for one client case, detailing the approach that you would take for the initial assessment, including selection of assessment tools, the treatment approach you would be considering, and how you would evaluate progress and outcome. You will receive the information required to complete an intervention plan via the lectures and case formulation reading materials. Marks and feedback will be returned to you at the end of Week 11 and no submissions will be accepted after this date – any essay submitted after the end of Week 11 will not be marked and will receive a Fail mark. All assessments use competency-based standards. You must receive satisfactory on all assessment items to pass the course.

Assessment 2: You will be expected to submit a 24-hour take-home examination on Moodle during the University examination period (time TBA). The examination will include two parts: short answer questions and an intervention plan for one case. Both parts will cover all course lectures and reading material. Your grade will be released during the University release of examination results period. You may request feedback on the final exam from the course convenor.

All assessments use competency-based standards. You must receive satisfactory on all assessment items to pass the course.

UNSW grading system: <https://student.unsw.edu.au/grades>

UNSW assessment policy: <https://student.unsw.edu.au/assessment>

* NB: The above assessment structure is currently being reviewed by UNSW and all candidates will be informed of any changes to the assessment structure.

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Intervention plan: In accordance with UNSW Assessment Policy this must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: deduction of marks for late submissions will be in accordance with School policy (see: [Psychology Student Guide](#)).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see <https://student.unsw.edu.au/special-consideration>.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

Supplementary examinations: will be made available for students with approved special consideration application and implemented in accordance with UNSW Assessment Policy.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Intervention plan	28/04/2023	Lecturers	Online	Moodle
Written final examination	N/A	N/A	N/A	N/A

6. Academic integrity, referencing and plagiarism

The APA (7th 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.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at <https://student.unsw.edu.au/referencing>

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.¹ At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site <https://student.unsw.edu.au/plagiarism>, and
- The *ELISE* training site <http://subjectguides.library.unsw.edu.au/elise/presenting>

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: <https://student.unsw.edu.au/conduct>.

7. Readings and resources

Textbook	There is no set textbook for this course. Reading lists will be provided at lectures, as appropriate. However, below are some
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¹ International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	<p>references that you may find helpful to this course and to your clinical practice:</p> <p>Important American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). Washington, DC: Author. Beck, A.T. (1976) <i>Cognitive therapy and the emotional disorders</i>. New York: International Universities Press. Barlow, D. (2008). <i>Clinical handbook of psychological disorders</i>. (4th Ed.). NY: Guilford. Nathan, P.E., & Gorman, J.M. (2007). <i>A guide to treatments that work</i>. (3rd Ed.). Oxford University Press.</p> <p>Additional Beck, J.S. (2011). <i>Cognitive therapy: Basics and beyond</i>. 2nd Edition. NY: Guilford Press. Bennett-Levy, J., Butler, G., Fennell, M., Hackmann, A., Mueller, M., & Westbrook, D. (2004). <i>Oxford guide to behavioural experiments in cognitive therapy</i>. New York: Oxford University Press. Clark, D.M., & Fairburn, C.G. (1997). <i>Science and practice of cognitive behaviour therapy</i>. New York: Oxford University Press. Greenberger, D., & Padesky, C.A. (1995). <i>Mind over mood: Changing the way you feel by changing the way you think</i>. NY: Guilford Press.</p>
Course information	Available on Moodle
Required readings	School of Psychology Student Guide .
Recommended internet sites	UNSW Library UNSW Learning centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy UNSW Equity, Diversity and Inclusion policy

8. Administrative matters

The [School of Psychology Student Guide](#) contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, 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.

9. Additional support for students

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills and Support: <https://student.unsw.edu.au/academic-skills>
- Student Wellbeing, Health and Safety: <https://student.unsw.edu.au/wellbeing>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/>