Course Outline

PSYC7222

Advanced Topics in Clinical Psychology

School of Psychology

Faculty of Science

T1, 2023

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor & Lecturer	Dr Chien Hoong Gooi	c.gooi@unsw.edu.au	By appointment Mathews 805	9065 7754
Lecturer	Shane Vassallo	s.vassallo@unsw.edu.au	Arranged via email Mathews 804	9065 7756
Lecturer	Prof Angela Nickerson	a.nickerson@unsw.edu.au	By appointment Mathews 1101A	Email
Lecturer	Peter Smith	petepsych111@hotmail.com	N/A	Via email
Lecturer	Tony Merritt	Tony@sydneyclinicalpsychology.com.au	N/A	Via email
Lecturer	Dr Cristina Bornhofen	cbornhofen@gmail.com	N/A	Via email
Lecturer	Dr Maurice Finn	Maurice.Finn@health.nsw.gov.au	N/A	Via email
Lecturer	Dr Paul Gertler	paul@gertlerpsychology.com.au	N/A	Via email

2. Course information

Units of credit: 6

Pre-requisite(s):   PSYC7212, PSYC7224 & PSYC7221

Teaching times and locations: PSYC7222 Timetable

2.1 Course summary

This is an advanced course within the MPsych(Clin) program and comprising a workshop series that explores complex clinical issues, including working with severe client presentations and specific client populations. Candidates will be encouraged to take an evidence-based approach, linking research evidence, clinical judgment and diversity factors. This course introduces the theory and practice of more severe psychological conditions, including defining features and characteristics; diagnostic and assessment issues; evidence-based intervention strategies; and procedures for evaluating outcome of interventions. This course emphasises the importance of individual and cultural diversity factors in the practice of clinical psychology when working with clients from diverse backgrounds. The course also focuses on developing the understanding of candidates in inter-professional learning and practice, including consultation and collaboration with other professionals particularly in the context of complex client presentations.

2.2 Course aims

The aim of the course is to develop the knowledge and clinical judgment of candidates in diagnosing, assessing and providing treatment to clients with complex presentations or who belong to specific populations in an individually and culturally responsive manner.

2.3 Course learning outcomes (CLO)

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

1. Apply advanced psychological knowledge, including theories of psychological disorders, models of health and international taxonomies, to their practice in clinical psychology as it relates to severe and complex mental health issues.

2. Apply advanced psychological knowledge to assessment in clinical psychology, including use of assessment processes, development of case formulation and evaluation of client processes, as it relates to severe and complex mental health issues.

3. Apply advanced psychological knowledge to interventions in clinical psychology, including selection of interventions and appreciation of contextual issues, as it relates to severe and complex mental health issues.

4. Integrate consideration of diversity issues and culturally responsive practice into the application of psychological knowledge, assessment and interventions in clinical psychology.

5. Integrate inter-professional learning and practice principles, including consultation and collaboration with other professionals, in clinical psychology practice.

2.4 Relationship between course and program learning outcomes and assessments

CLO	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	Assessment
1.	Workshops	Workshops	Workshops	Workshops	Workshops		Workshops	Workshops	Reflection Papers, Essay, Intervention plan
2.	Workshops	Workshops	Workshops	Workshops		Workshops	Workshops	Workshops	Reflection Papers, Essay, Intervention plan
3.	Workshops	Workshops	Workshops	Workshops		Workshops	Workshops	Workshops	Reflection Papers, Essay, Intervention plan
4.	Workshops	Workshops	Workshops	Workshops		Workshops	Workshops	Workshops	Reflection Papers, Essay, Intervention plan
5.	Workshops	Workshops	Workshops	Workshops		Workshops	Workshops	Workshops	Reflection Papers, Essay, Intervention plan

3. Strategies and approaches to learning

3.1 Learning and teaching activities

The clinical workshops in this course will provide advanced training in the assessment, diagnosis and treatment of a range of complex clinical conditions. They follow on, and assume knowledge, from PSYC7212, PSYC7204 and PSYC7221. The scientist-practitioner focus of the course is exemplified by the emphasis on and coverage of both dominant theoretical models and up-to-date developments in evidence-based practice.

To achieve the learning outcomes outlined above, you will need to attend all of the workshops. Attendance is compulsory. The written assignments will 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, Program Guide and statement on Inherent Requirements of the Master of Psychology programs on the [Program website](#).

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 Convenor 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. An Equitable Learning Plan must be emailed to the course coordinator as soon as they are made available.

4. Course schedule and structure

This course consists of 20 hours of workshop material, which will be presented via workshop teaching.

Date/Time	Workshop Topic (Presenter Initials)
10/02/2023 9am – 11am MAT1616	Working with Intellectual Disabilities (PG)
10/02/2023 12noon – 2pm MAT1616	Working with Older Adults (MF)
10/02/2023 3pm – 5pm MAT1616	Inter-professional Learning and Practice (SV)
15/02/2023 9am – 11am MAT1616	Cognitive Rehabilitation (CB)
15/02/2022 2pm – 4.30pm MAT1616	Cross Cultural Considerations in Clinical Psychology (AN)
17/02/2022 9am – 12noon MAT1616	Working with Personality Disorders (TM)
22/02/2022 9am – 3pm MAT1616	Indigenous Mental Health and Cultural Responsiveness (PS)

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 (Fridays, 4pm)
Assessment 1: Inter-professional Practice Reflection Paper	750 words	N/A	Satisfactory/Unsatisfactory	Week 2
Assessment 2: Working with Indigenous Clients and Communities Reflection Paper	1000 words	N/A	Satisfactory/Unsatisfactory	Week 4
Assessment 3: Cultural Responsiveness Practice Essay	1500 words	N/A	Satisfactory/Unsatisfactory	Week 6
Assessment 4: Assessment & Intervention Plan	1200 - 1500 words	N/A	Satisfactory/Unsatisfactory	Week 8

Assessment 1: You will be asked to submit a 750-word (max) reflection paper on inter-professional learning and practice. In the paper, you will be asked to reflect on your scores on a self-assessment measure around your inter-professional practice competencies and articulate ways that you can improve your ability and comfort in working as part of an inter-professional team. This paper is due in Week 2 and feedback will be provided through marker comments and follow-up discussions.

Assessment 2: You will be asked to submit a 1000-word (max) reflection paper on culturally responsive practice, specifically relating to clinical work with indigenous clients and communities. In the paper, you will be asked to reflect on the potential challenges that Aboriginal and Torres Strait Islander people face when accessing clinical psychology services based on historical and contextual factors. You will also be asked to articulate what actions you have taken (or plan to take) to be a good ally for Aboriginal and Torres Strait Islander People personally and professionally within clinical psychology. This paper is due in Week 4 and feedback will be provided through marker comments and follow-up discussions.

Assessment 3: You will write a 1500-word (max) essay on culturally responsive practice of Clinical Psychology. In the essay, you will be asked to identify some key cultural assumptions that you bring to clinical practice and consider how these may differ from those of a client from another culture and the impact on your clinical practice. You will also be asked to discuss how you would manage these discrepancies in therapy. The essay is due in week 6 and feedback will be provided through marker comments on your essay.

Assessment 4: You will be asked to prepare an assessment and intervention plan (between 1200 and 1500 words) based on a client case vignette. In the plan, you will be required to consider what additional information you need and the way in which you would further assess areas of the client's presenting issues and functioning. You will need to consider some hypotheses about what is happening for the client based on the information available and try to integrate these hypotheses together in the form of a coherent formulation. You will also be asked to provide a tentative treatment

plan based on the information provided and hypotheses generated. The assessment and intervention plan is due in Week 8 and feedback will be provided through marker comments.

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

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

Assessments: In accordance with UNSW Assessment Policy written pieces of assessment 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: N/A.

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
Inter-professional Practice Reflection Paper	Week 4	Shane Vassallo	Email/Moodle	Written
Working with Indigenous Clients	Week 6	Shane	Email/Moodle	Written

and Communities Reflection Paper		Vassallo		
Cultural Responsiveness Practice Essay	Week 8	Angela Nickerson	Email/Moodle	Written
Assessment & Intervention Plan	Week 10	Chien Gooi	Email/Moodle	Written

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	No set text
Course information	Available on Moodle
Required readings	- Readings provided by lecturers on Moodle - School of Psychology Student Guide.
Recommended internet sites	UNSW Library UNSW Learning Centre ELISE

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[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

	Turnitin
	Student Code of Conduct
	Policy concerning academic honesty
	Email policy
	UNSW Anti-racism policy statement
	UNSW Equity and Diversity policy statement
	UNSW Equal opportunity in education policy statement

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
- Disability Support 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://www.student.unsw.edu.au/els
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html