



# Course Outline

PSYC7212

Adult and Child Clinical Psychology 1

School of Psychology

Faculty of Science

T1, 2022

## 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Prof Jessica Grisham	jessicag@unsw.edu.au	By appointment Mathews 1303	9385 3031
Lecturers	Prof Jessica Grisham Prof Eva Kimonis A/Prof Bronwyn Graham Dr Anna McKinnon Dr Aliza Werner Seidler	jessicag@unsw.edu.au e.kimonis@unsw.edu.au bgraham@psy.unsw.edu.au anna.mckinnon@mq.edu.au a.werner-seidler@blackdog.org.au	By appointment Mathews 1303 Mathews 1102 Mathews 1302 N/A N/A	9385 3031 9065 7559 9385 3886 N/A N/A

## 2. Course information

<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	Honours Degree in Psychology
<b>Teaching times and locations:</b>	<a href="#">PSYC7212 Timetable</a>

### 2.1 Course summary

This course takes a scientist-practitioner approach, linking conceptual models of the aetiology and maintenance of clinical disorders with empirically-supported clinical interventions. A strong emphasis will be placed on links between experimental psychology and clinical practice. The course also includes consideration of our professional obligation to conduct safe and ethical practice and to protect the public while delivering evidence-based treatment.

### 2.2 Course aims

This course aims to address relevant clinical skills and procedures, such as diagnosis, behavioural analysis, and an introduction to cognitive-behavioural treatments. This course will introduce students to the theory and practice of several major psychological disorders, including their defining features, dominant theoretical accounts, assessment issues, and intervention strategies. We will also consider the application of these clinical skills across the lifespan and to different cultural populations. Demonstrations of assessment and therapeutic procedures and an opportunity to practice these skills will be provided in the practical sessions.

## **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 to culturally responsive interventions in the area of clinical psychology, including selection of interventions, appreciation of contextual issues and collaboration with other professionals, as it relates to common psychological disorders.

## 2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes							
CLO	1. Knowledge	2. Ethics & Professional	3. Assessment	4. Interventions	5. Research & Evaluation	6. Communication & Interpersonal	Assessment
1.	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	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	Intervention plan, take-home exam

## 3. Strategies and approaches to learning

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### 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

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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, where it will be held **on both Tuesday and Wednesday**. Class will be from 10am - 1pm **except for the two classes with Dr. McKinnon (5/4 and 12/4), which will be held 9am - 12noon**. Students are expected to take an additional 6 hours of self-determined study to complete assessments, readings, and exam preparation.

All workshops for this course will have the same back-up Zoom link (below) for those who are unable to attend the training in person due to public health orders (e.g., required to self-isolate, having symptoms). Please inform the Course Convenor by email as soon as possible if the Zoom link needs to be used for any of the workshops. In such instances, it is the expectation that both video and audio functions need to be enabled by attendees for the duration of the training session.

<https://unsw.zoom.us/j/86506048925?pwd=c1BvVzNNaHZ6bVINSS94ZW9NOFVxZz09>

Password: 001954

Week	Topic	Activity	
<b>Week 1 (TUES)</b> <b>15 Feb</b>	Introduction to CBT/Behavioural Analysis and Case Formulation	Video and/or online resources	JG
<b>Week 1 (WED)</b> <b>16 Feb</b>	DSM-5 Diagnoses and Specific Phobia <b>*PLEASE NOTE THIS CLASS IS ON A WED</b>	Video and/or online resources	BG
<b>Week 2</b> <b>22 Feb</b>	Social Anxiety and Building Hierarchies	Video and/or online resources	BG
<b>Week 3</b> <b>1 March</b>	Panic Disorder and Interoceptive exposure	Video and/or online resources	JG
<b>Week 4</b> <b>8 March</b>	Developmental Psychopathology framework, Clinical Child Assessment & Case Formulation 1	Video and/or online resources	EK
<b>Week 5</b> <b>15 March</b>	Developmental Psychopathology framework, Clinical Child Assessment & Case Formulation 2	Video and/or online resources	EK
<b>Week 6</b> <b>22 March</b>	Child Externalising Disorders 1	Video and/or online resources	EK
<b>Week 7</b> <b>29 March</b>	Child Externalising Disorders 2	Video and/or online resources	EK
<b>Week 8</b> <b>5 April</b>	Child Internalizing Disorders 1 <b>*PLEASE NOTE THIS CLASS BEGINS AT 9AM</b>	Video and/or online resources	AM
<b>Week 9</b> <b>12 April</b>	Child Internalizing Disorders 2 <b>*PLEASE NOTE THIS CLASS BEGINS AT 9AM</b>	Video and/or online resources	AM
<b>Week 10</b> <b>19 April</b>	Mood Disorders	Video and/or online resources	AWS
<b>Week 11</b> <b>26 April</b>	Cognitive Therapy	Video and/or online resources	AWS

## 5. Assessment

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### 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
<b>Assessment 1:</b> Intervention plan	2,500 words	N/A	Satisfactory/ Unsatisfactory*	Midnight on Monday week 10 (18/04/2022)
<b>Assessment 2:</b> Take-home written final examination	24 hours	N/A	Satisfactory/ Unsatisfactory*	Exam period

**Assessment 1:** A written assignment in essay format will be required for submission in Week 10 (Monday 18/04/2022; 5pm AEST). Students are required to produce a researched written piece to be submitted online via Turnitin. The question and instructions for this assignment will be released in Week 6 (Tuesday 22/03/2022). Students will be required to write an intervention plan for one case, detailing the approach they would take for the initial assessment, including selection of assessment devices, the treatment approach they would be considering, and how they would evaluate progress and outcome. The essay is Pass/Fail will be worth 50% of the total course mark. Marks and feedback will be returned to students by Monday 02/05/2022 and no submissions will be accepted after this date – any essay submitted after 02/05/2022 will not be marked and will receive a Fail mark.

**Assessment 2:** There will be a 24-hour take-home examination submitted 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 lecture and reading material. The final exam is Pass/Fail and will be worth 50% of the total course mark. Further details regarding the exact time of the exam will be released on myUNSW as they become available.

**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	02/05/2022	Lecturers	Online	Moodle
Written final examination	N/A	N/A	N/A	N/A

## 6. Academic integrity, referencing and plagiarism

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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.**

**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.<sup>1</sup> 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:

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<sup>1</sup> International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.



- 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

<b>Textbook</b>	<p>There is no set textbook for this course. Reading lists will be provided at lectures, as appropriate. However, below are some references that you may find helpful to this course and to your clinical practice:</p> <p><b>Important</b>  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., &amp; Gorman, J.M. (2007). <i>A guide to treatments that work</i>. (3rd Ed.). Oxford University Press.</p> <p><b>Additional</b>  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., &amp; Westbrook, D. (2004). <i>Oxford guide to behavioural experiments in cognitive therapy</i>. New York: Oxford University Press.  Clark, D.M., &amp; Fairburn, C.G. (1997). <i>Science and practice of cognitive behaviour therapy</i>. New York: Oxford University Press.  Greenberger, D., &amp; Padesky, C.A. (1995). <i>Mind over mood: Changing the way you feel by changing the way you think</i>. NY: Guilford Press.</p>
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	<a href="#">School of Psychology Student Guide</a> .
<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Learning centre</a> <a href="#">ELISE</a> <a href="#">Turnitin</a> <a href="#">Student Code of Conduct</a> <a href="#">Policy concerning academic honesty</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy</a> <a href="#">UNSW Equity, Diversity and Inclusion policy</a>

## 8. Administrative matters

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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

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- 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/>