



## UNSW Course Outline

# PSYC7212 Adult and Child Clinical Psychology 1 - 2024

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## General Course Information

**Course Code :** PSYC7212

**Year :** 2024

**Term :** Term 1

**Teaching Period :** T1

**Is a multi-term course? :** No

**Faculty :** Faculty of Science

**Academic Unit :** School of Psychology

**Delivery Mode :** In Person

**Delivery Format :** Standard

**Delivery Location :** Kensington

**Campus :** Sydney

**Study Level :** Postgraduate

**Units of Credit :** 6

### Useful Links

[Handbook Class Timetable](#)

## Course Details & Outcomes

### Course Description

This course provides theoretical knowledge and practical skills in child and adult clinical psychology for candidates 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.

## Course Aims

The course aims to provide candidates 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.

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : 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 common psychological disorders.
CLO2 : Apply advanced psychological knowledge, including use of assessment processes, development of case formulation and evaluation of client processes, to culturally-responsive assessment in clinical psychology, as it relates to common psychological disorders.
CLO3 : 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.

Course Learning Outcomes	Assessment Item
CLO1 : 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 common psychological disorders.	<ul style="list-style-type: none"><li>• Intervention Plan</li><li>• Written final examination</li></ul>
CLO2 : Apply advanced psychological knowledge, including use of assessment processes, development of case formulation and evaluation of client processes, to culturally-responsive assessment in clinical psychology, as it relates to common psychological disorders.	<ul style="list-style-type: none"><li>• Intervention Plan</li><li>• Written final examination</li></ul>
CLO3 : 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.	<ul style="list-style-type: none"><li>• Intervention Plan</li><li>• Written final examination</li></ul>

# Learning and Teaching Technologies

Moodle - Learning Management System

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Intervention Plan Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: 12/04/2024 11:00 PM
Written final examination Assessment Format: Individual	50%	Due Date: Term 1 exam period

## Assessment Details

### Intervention Plan

#### Assessment Overview

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 in Week 6. 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 in Week 11 and no submissions will be accepted after this date – any essay submitted after 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.

#### Course Learning Outcomes

- CLO1 : 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 common psychological disorders.
- CLO2 : Apply advanced psychological knowledge, including use of assessment processes, development of case formulation and evaluation of client processes, to culturally-responsive assessment in clinical psychology, as it relates to common psychological disorders.
- CLO3 : 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.

#### Assessment Length

2500 words

## **Written final examination**

### **Assessment Overview**

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.

### **Course Learning Outcomes**

- CLO1 : 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 common psychological disorders.
- CLO2 : Apply advanced psychological knowledge, including use of assessment processes, development of case formulation and evaluation of client processes, to culturally-responsive assessment in clinical psychology, as it relates to common psychological disorders.
- CLO3 : 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.

## **General Assessment Information**

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

### **Grading Basis**

Satisfactory

### **Requirements to pass course**

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

# Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 12 February - 18 February	Seminar	TUES 13 Feb Introduction to CBT/Behavioural Analysis and Case Formulation - Jessica Grisham WED 14 Feb DSM-5 Diagnoses and Specific Phobia - Bronwyn Graham *PLEASE NOTE THIS CLASS IS ON A WED IN MAT106
Week 2 : 19 February - 25 February	Seminar	TUES 20 Feb Social Anxiety and Building Hierarchies - Bronwyn Graham
Week 3 : 26 February - 3 March	Seminar	TUES 27 Feb Panic Disorder and Interoceptive exposure -Jessica Grisham
Week 4 : 4 March - 10 March	Seminar	TUES 5 March Developmental Psychopathology framework, Clinical Child Assessment & Case Formulation 1 - Eva Kimonis
Week 5 : 11 March - 17 March	Seminar	TUES 12 March Developmental Psychopathology framework, Clinical Child Assessment & Case Formulation 2 - Eva Kimonis
Week 6 : 18 March - 24 March	Seminar	TUES 19 March Child Externalising Disorders 1 - Eva Kimonis
Week 7 : 25 March - 31 March	Seminar	TUES 26 March Child Externalising Disorders 2 - Eva Kimonis
Week 8 : 1 April - 7 April	Seminar	TUES 2 April Child Internalising Disorders 1 - Anna McKinnon
Week 9 : 8 April - 14 April	Seminar	TUES 9 April Child Internalising Disorders 2 - Anna McKinnon
Week 10 : 15 April - 21 April	Seminar	TUES 16 April Mood Disorders - Michelle Moulds WED 17 April Cognitive Therapy - Michelle Moulds *PLEASE NOTE THIS CLASS IS ON A WED in MAT311

## Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

## General Schedule Information

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.

Classes will be located in MAT1616 with the exception of the two Wednesday classes. Class on Wed 14 Feb will be held in MAT106 and class on Wed 17 April will be held in MAT311.

# Course Resources

## Prescribed Resources

There is no set textbook for this course. Reading lists will be provided at lectures, as appropriate.

## Recommended Resources

Below are some references that you may find helpful to this course and to your clinical practice:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.

Barlow, D. (2021). *Clinical handbook of psychological disorders*. (6th Ed.). NY: Guilford.

Nathan, P.E., & Gorman, J.M. (2015). A guide to treatments that work. (4th Ed.). Oxford University Press.

Beck, A.T. (1976) *Cognitive therapy and the emotional disorders*. New York: International Universities Press.

Bennett-Levy, J., Butler, G., Fennell, M., Hackmann, A., Mueller, M., & Westbrook, D. (2004). *Oxford guide to behavioural experiments in cognitive therapy*. New York: Oxford University Press.

Clark, D.M., & Fairburn, C.G. (1997). *Science and practice of cognitive behaviour therapy*. New York: Oxford University Press.

Greenberger, D., & Padesky, C.A. (2015). 2<sup>nd</sup> Edition. *Mind over mood: Changing the way you feel by changing the way you think*. NY: Guilford Press.

Hofmann, S. G., & Asmundson, G. J. (Eds.). (2017). *The science of cognitive behavioral therapy*. Academic Press.

Martell, C. R., Dimidjian, S., & Herman-Dunn, R. (2021). *Behavioral activation for depression: A clinician's guide*. Guilford Publications.

Moulds, M. L., Grisham, J. R., & Graham, B. M. (2022). Cognitive Behavioral Therapy for Anxiety. In *Oxford Research Encyclopedia of Psychology*.

Tolin, D. F. (2024). *Doing CBT*. Guilford Publications.

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Jessica Grisham		Mathews 1303		Please contact via email	No	Yes
Lecturer	Michelle Moulds		Mathews 1301		Please contact via email	No	No
	Eva Kimonis		Mathews 1102		Please contact via email	No	No
	Bronwyn Graham		Mathews 1302		Please contact via email	No	No
	Anna McKinnon		N/A		Please contact via email	No	No

## Other Useful Information

### Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

### Academic Honesty and Plagiarism

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. 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, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

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

## Submission of Assessment Tasks

### Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

*Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.*

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

### Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

**Important note:** UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

## Faculty-specific Information

### Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)