

PSYC6509: Advanced Clinical Psychology with Adults

Callaghan

Semester 1 - 2024



OVERVIEW

Course Description	Clinical psychologists are expected to be competent in working with clients presenting severe, complex, and chronic mental illnesses. This course introduces students to the aetiology and assessment of the less common and more refractory disorders of adults, including substance-related disorders, schizophrenia, bipolar disorder, personality disorders, trauma, and eating disorders. This course also includes methods of intervention for these problems, including pharmacotherapy, psychodynamic psychotherapy, and dialectical behaviour therapy.
Requisites	This course is only available to students enrolled in the Master of Clinical Psychology [40187] or the Doctor of Philosophy (Clinical Psychology) [11539 or 12452].
Assumed Knowledge	It is assumed that students will have completed a four-year program in Psychology which has been accredited by the Australian Psychology Accreditation Council (APAC). It is also assumed that students will have completed PSYC6503 Clinical Psychology with Adults.
Contact Hours	Callaghan Seminar Face to Face On Campus 36 hour(s) per Term Full Term This course is taught in intensive mode before commencement of Semester 1, 36 hours over 6 days Please check the daily schedule in the course outline for further information.
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator

Callaghan
Professor Lynne McCormack
Lynne.Mccormack@newcastle.edu.au
4985 4543
Consultation: by appointment

Teaching Staff

Other teaching staff will be advised on the course Canvas site.

School Office

School of Psychological Sciences
W210 - Behavioural Sciences Building
Callaghan
psyc-admin@newcastle.edu.au
+61 2 4921 5505

SYLLABUS

Course Content

The aetiology, presentation and assessment of complex clinical difficulties and disorders (e.g., complex trauma, schizophrenia-spectrum, bipolar, personality, eating behaviours, addictions), and advanced methods of interventions.

- Developing, implementing, and evaluating evidence-based interventions for complex presentations.
- Psychopharmacological interventions for complex psychological disorders
- Develop culturally and socially appropriate responsive treatment plans and therapeutic alliances.
- Reference classification guidelines: International Classification of Diseases 11th Revision (ICD-11) and Diagnostic and Statistical Manual of Mental Disorders 5th Edition (DSM-5) diagnosis and assessment of complex psychological disorders.

Course Learning Outcomes

On successful completion of this course, students will be able to:

1. Identify the factors determining the formation and maintenance of the less common and more refractory psychological disorders of adults. (Competency 4.2.1)
2. Develop socially and culturally appropriate treatment plans for the amelioration of the more refractory problems of adults. (Competencies 4.2.3i, 4.2.3iii)
3. Communicate the conclusions of assessments of the problems of adults to the clients themselves and to others involved in their care in a culturally responsive manner. (Competencies 3.3, 4.2.2ii)
4. Engage adults in culturally responsive therapeutic alliances appropriate to the implementation of treatment plans. (Competency 3.7)
5. Implement and modify socially and culturally responsive treatment plans and evaluate their success. (Competencies 3.7, 3.9, 4.2.3i, 4.2.3ii, 4.2.3iv)
6. Identify signs that adults are a danger to themselves or to others and take appropriate action within professional ethical and legal frameworks. (Competency 3.6)

Course Materials

Recommended Reading:

- Clinical Psychology: Science, Practice, and Diversity (5th Ed) (2020). Andrew M. Pomerantz Sage: London
- Handbook of Assessment and Treatment Planning for Psychological Disorders, 2/E By Martin M. Antony (Edited by), David H. Barlow (Edited by) (2011)
- Brief Treatments for the Traumatized: A Project of the Green Cross Foundation 1st Edition, Kindle Edition Charles R. Figley (Author)
- Creamer, M., Forbes, D., Phelps, A., & Humphreys, L. (2007) Treating traumatic stress: Conducting imaginal exposure in PTSD.
- Davey, Graham. (2008). Clinical Psychology. Hodder Education
- Joseph, S. (2010). Theories of Counselling and Psychotherapy. An introduction to the Different Approaches. UK: Palgrave MacMillen
- Joseph, S. (2022). Think Like a Therapist. Piatkus: London.
- McCormack, L. & Bennett, N. (2021). Relentless, Aggressive and Pervasive: Exploring gender minimisation and sexual abuse experienced by women ex-military veterans. Psychological Trauma: Therapy, Research, Practice and Policy. DOI: <https://DOI.org/10.1037/tra0001157>

- Redshaw, R. & McCormack, L., (2021). Pixies, monkeys and living in-the-moment: Toward a new conception of ADHD. *Advances in Neurodevelopmental Disorders*. <https://doi.org/10.1007/s41252-00227-5>
- McWilliams, N. (2011). *Understanding Personality Structure in the Clinical Process: Psychoanalytic Diagnosis*. New York: Guilford Press
- Beck, A. T., Rector, N.A, Stolar, N., & Grant, P. (2008) *Schizophrenia: Cognitive Theory, Research, and Therapy*. New York: Gilford Press
- Lam, D.H., Jones, S.H., Hayward, p., & Bright, J.A. (1999) *Cognitive Therapy for Bipolar Disorder: A Therapists Guide to Concepts, Methods and Practice*. Chichester: Wiley.
- Linehan, M.M. (1993). *Cognitive-Behavioural Treatment of Borderline Personality Disorder*. London: The Guilford Press.
- Kay-Lambkin, F.J., Baker, A., & Lewin, T.J. (2004). The 'co-morbidity roundabout': a framework to guide assessment and intervention strategies and engineer change among people with co-morbid problems. *Drug and Alcohol Review*, 23, 407-423.
- *The Oxford Handbook of Eating Disorders (Oxford Library of Psychology)* by W. Stewart Agras and Athena Robinson, Jan 22, 2018.

COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

Course Assessment Requirements:

- Assessment 1 - Journal: Pass Requirement - Students must pass this assessment item to pass the course. Students must pass this assessment task to gain a pass in this course.
- Assessment 2 - Viva Voce: Pass Requirement - Students must pass this assessment item to pass the course. Students must pass this assessment task to gain a pass in this course

SCHEDULE

Day	Date	Topic	Teacher
Friday	16 th February Time: 9am-12	Pharmacotherapy and treatment adherence with serious mental illness. In class case work – critical evaluation and self-reflection.	Dr Nick Bendit
Friday	16 th February Time: 1-4pm	Psychodynamic psychotherapy for disorders of personality. In class case work – critical evaluation and self-reflection.	Dr Nick Bendit
Monday	19 th February Time: 8.30-4pm	Dialectical Behaviour Therapy in borderline personality disorder. Evaluation, critical assessment, and self-reflection.	Prof. Chris Willcox
Tuesday	20 th February Time: 9-12	Assessment, aetiology, and symptomatology of schizophrenia-spectrum disorders	A/P Sean Halpin
Tuesday	20 th February Time: 1-4	CBT and other treatments for schizophrenia-spectrum disorders. In class case work – Critical evaluation and self-reflection when working with this population.	A/P Sean Halpin
Wednesday	21 st February Time: 9-12	Complex trauma – systems, organisations, and biopsychosocial considerations. Evaluation, assessment, psychosocial considerations.	Prof Lynne McCormack

Wednesday	21 st February Time: 1-4pm	PBL – complex trauma interventions – case studies, critical evaluations, reflections in group presentations	Prof Lynne McCormack
Thursday	22 nd February, Time: 9-12	Evaluation, assessment, psychological treatment in eating disorders. In class case work - critical evaluation and self-reflection.	Dr Jay Raman
Thursday	22 nd February Time: 1-4	Evaluation, assessment, psychological treatment in bipolar disorder. In class individual and group case work - critical evaluation and self-reflection.	Dr Gillian Maddock
Friday	23 rd February Time: 9am-12	Evaluation, assessment, psychological treatment with co-existing mental health and drug problems/alcohol problems. In class case work - critical evaluation and population specific self-reflection.	Dr Sally Hunt
Friday	23 rd February Time: 1-4pm	Evaluation, assessment, psychological treatment using EMDR Intervention in the post-natal period with a focus on Indigenous trauma – In class case work - critical evaluation, assessment, and self-reflection.	Dr Stacey McMullen
Week 12: End of Semester vivas	Over 1/2 days Times to be advised - Monday 27 th and Tuesday 28 th May, 2024.	Clinical vivas.	Prof. Chris Willcox/Lynne McCormack

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Reflective Diary*	10 reflective journal entries approximately 350 words (1 page) (2 per day: Friday, Tuesday, Thursday, Friday. 1 per Day: Monday and Wednesday) sent to co-ordinator daily.	Individual	50%	3, 4, 6
2	Clinical Viva*	Monday and Tuesday 27 th and 28 th May, 2024. Individual times will be allocated by the end of lectures.	Individual	50%	1, 2, 3, 4, 5, 6

* This assessment has a compulsory requirement.

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Reflective Diary

Assessment Type	Journal
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	6 reflective journal entries (1 per Day) sent to co-ordinator daily.
Submission Method	Email to co-coordinator daily in the body of the email.
Assessment Criteria	<ul style="list-style-type: none">• Approximately 350 words (1 page) are required following each lecture – 6 reflections in all. Reflection entries must focus on awareness of personal biases and presuppositions that may lead to discomfort, feelings of personal threat, and risk poor integration of knowledge and practice when working with less common and/or more refractory mental health problems. Importantly, any interest and positive responses to those clientele who are the subject of each lecture, should also be reflected upon and critiqued.• Presentation style is free flowing writing similar to a diary entry.• Each reflection will contribute to an overall 50% for the completed collection.<ul style="list-style-type: none">• Reflective diary entries need to reach the co-ordinator by 8am each day for the previous day's reflections. Late submission will result in a reduced grade.

As coursework is a compulsory component of your final registration, absences from lectures will attract an additional précis of the lecture notes of approximately 2 pages followed by the 300-word reflection. Word limits include headings, sub-heading, in-text citations, quotes and referencing but does not include the list of references, appendices, and footnotes. The word limit will allow a tolerance of 10% and any work after the maximum word limit will not be included within the allocation of marks. In other words, the marker will STOP reading at 385 words.

Feedback Provided	In Person - As reflections are a very personal thing, developing your own style of interpersonal/intrapersonal reflecting is what is important especially any triggers from clientele groups that are presented in the lectures. There is no right or wrong. The reflection should not be about the content of the lecture but your reflective response of the impact on you from the client group presented in the lectures and how you will incorporate this in your practice, learning, and clinical exposure.
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Opportunity to Reattempt	Students WILL be given the opportunity to reattempt this assessment. Students may be permitted to re-attempt one failed compulsory course requirement and can achieve a maximum possible mark of 50% for that assessment item.
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Assessment 2 - Clinical Viva

Assessment Type	Viva Voce
Weighting	50%
Compulsory Requirements	Pass Requirement - Students must pass this assessment item to pass the course.
Due Date	Monday 27 th May and Tuesday 28 th May 2024. Individual times will be allocated by the end of the intensive lecture's week.
Submission Method	Specific Location – report to Psychology Office 20 minutes prior to your viva time. Vivas will run all day Monday, 27 th and as necessary, 28 th May, 2024. Individual times will be allocated by the end of the intensive week. No alternate times will be allocated. You are free to swap times with each other BUT any changes must be advised to: psyc-admin@newcastle.edu.au ; and cc'd to Professor Lynne McCormack: Lynne.McCormack@newcastle.edu.au ; with subject heading: "Timetable change to PSYC6509 vivas"
Assessment Criteria	1:1 Clinical viva <ul style="list-style-type: none">• It is your responsibility to make note of the week vivas will be held. Attendance is compulsory. Individual times will be provided at the end of the intensive course. Organise to be released from work or placement etc at the time you are due to sit your viva.• Present yourself to the Administration staff at the front office of the School of Psychological Sciences 20 minutes prior to your allotted viva time.• You will be escorted by staff to a waiting room 20 minutes prior to your appointment and presented with the information (problem, dilemma), in the form of a vignette. Please

arrange for all notes or textbooks, computers, handbags, phones etc to be safely stored elsewhere as you will not be allowed to take them with you once the process has begun.

- You can jot down prompt notes during the 20 minutes preparation time on paper provided by staff and take that only with you to the viva.
- At your allotted time, you will be escorted to another room for the viva.
- Clinical vivas involve face-to-face interviews with a clinician/s.
- They are intended to assess your ability to consider and discuss information for which you have had little or no specific preparation similar to seeing a new client. PSYC6509 Coursework content and level of training are taken into consideration.
- The information presented will concern a problem or dilemma where there is more than one possible answer or more than one possible course of action.
- You will be assessed on your answers (the usual checks, how you prepare, greet, conduct yourself, how you work towards formulation, hypotheses, testing hypotheses and engage you and the client in therapy - is it reasonable, ethical, practical?). Similarly, you will be expected to justify your approach e.g.:
 - the scientific,
 - ethical,
 - professional,
 - practical basis for your choice, and
 - the other possibilities that you consider.
- At the completion of your viva, all paperwork from the viva must be handed back to the Administration staff. **Please remain confidential concerning the vignette with colleagues until the vivas are completed.**

Return Method
Feedback Provided
Opportunity to Reattempt

Not Returned
In Person - Grades provided at end of semester exam result date for both assessments.
Students WILL be given the opportunity to reattempt this assessment.
Students may be permitted to re-attempt one failed compulsory course requirement and can achieve a maximum possible mark of 50% for that assessment item.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods	Communication methods used in this course include: <ul style="list-style-type: none">- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.- Email: Students will receive communications via their student email account.- Face to Face: Communication will be available via face-to-face meetings or supervision.
Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where: <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system.3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Reasonable Adjustment Plan (RAP)	If you are registered with Accessibility and have been provided with a Reasonable Adjustment Plan (RAP), please ensure that you provide your Course Coordinator with a copy as soon you can or let your Course Coordinator know that you are still waiting for your RAP.
Important Policy Information	The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies, and procedures.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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