

PSYC6510: Advanced Clinical Psychology with Children and Adolescents

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description Clinical psychologists assess and treat complex cases across the lifespan. This course introduces students to the aetiology and assessment of the more complex psychological disorders of children and adolescents including problems of severe affect disturbance, eating disorders, self-harm, and psychosis. The teaching also integrates instruction and discussion of methods of intervention.

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].

Contact Hours **Callaghan Seminar**
Face to Face On Campus
3 hour(s) per Week for Full Term

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 Dr Tanya Hanstock Tanya.Hanstock@newcastle.edu.au (02) 4921 5641 Consultation: Consultation: Please email me in the first instance or please phone or arrange a time to meet face to face in my office W120.
Teaching Staff	Emma Langham (Clinical Psychologist) Dr Lee Sturgeon (Clinical Psychologist) Dr Stephen Hirneth (Clinical Psychologist) Dr Rahul Gupta (Child and Adolescent Psychiatrist)
School Office	School of Psychological Sciences W210 - Behavioural Sciences Building Callaghan psyc-admin@newcastle.edu.au +61 2 4921 5505

SYLLABUS

Course Content	<ol style="list-style-type: none">1. Oppositional Defiant Disorders and conduct disorder2. Bipolar Disorder and psychosis3. Self-harm and suicidal ideation4. Eating problems and disorders5. Substance use and risk-taking behaviours6. Evidence-based interventions with children and adolescents7. Psychopharmacology with children and adolescents
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Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Identify the factors determining the formation and maintenance of common and complex psychological disorders of children and adolescents including cultural context. (Competencies 3.4, 3.5, 3.6, 4.2.1.i, 4.2.1.ii)2. Apply appropriate assessment procedures to presenting cases. (Competencies 3.4, 3.5, 3.6, 3.7, 4.2.2.ii)3. Explain and discuss the various intervention strategies appropriate to children and adolescents. (Competencies 3.9, 3.12, 4.2.3.i)4. Explain the concept of 'best practice' as determined by evidence-based treatments for the amelioration of problems of for older children and adolescents. (Competencies 3.16, 4.2.1.ii, 4.2.3.iv)5. Identify the impact of problems and interventions on children and adolescents' social milieu. (Competency 4.2.3.ii)
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COMPULSORY REQUIREMENTS

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

Course Assessment Requirements:

- Assessment 1 - Case Study / Problem Based Learning: Pass Requirement - Students must pass this assessment item to pass the course.
- Assessment 2 - Presentation: Pass Requirement - Students must pass this assessment item to pass the course.

SCHEDULE

Week	Week Begins	Lecture	Topic	Presented By
1	26 Feb	Wednesday 28 th February 1:00-4:00pm W104	Introduction and Somatic Problems (Reading is Chapter 14 of Carr textbook)	Dr Tanya Hanstock
2	4 Mar	Wednesday 6 th March 1:00-4:00pm W104	Life Stressors and Adjustment (Readings are chapters 22-24 of Carr textbook)	Dr Tanya Hanstock
3	11 Mar	Wednesday 13 th March 1:00-4:00pm W104	ADHD, ODD and CD (Readings are chapters 10 and 11 of Carr textbook)	Dr Tanya Hanstock
4	18 Mar	Wednesday 20 th March 1:00-4:00pm W104	Psychopharmacology in Children and Adolescents	Dr Rahul Gupta
5	25 Mar	Wednesday 27 th March 1:00-4:00pm W104	Adolescent Therapy	Dr Tanya Hanstock
6	1 Apr	Wednesday 3 rd April 1:00-4:00pm W104	Substance use, Risk Taking and headspace (Reading is chapter 15 of Carr textbook)	Dr Stephen Hirneth
7	8 Apr	Wednesday 10 th April 1:00-4:00pm W104	Autism Spectrum Disorder (ASD) (Reading is chapter 9 of Carr textbook)	Dr Lee Sturgeon
Mid Semester Break				
Mid Semester Break				
8	29 Apr	Wednesday 1 st May 1:00-4:00pm W104	Parenting Programs Children and Adolescents	Dr Tanya Hanstock
9	6 May	Wednesday 8 th May 1:00-4:00pm W104	Eating Problems in Children and Adolescents	Emma Langham
10	13 May	Wednesday 15 th May 1:00-4:00pm W104	Repetition Problems (Reading is chapter 13 of Carr textbook)	Dr Tanya Hanstock
11	20 May	Wednesday 22 nd May 1:00-4:00pm W104	Early Psychosis and Bipolar Disorder (Reading is Chapter 16 and 18 of the Carr textbook)	Dr Tanya Hanstock
12	27 May	Wednesday 29 th May 1:00-4:00pm W104	Peer supervision video session watching and practicing reflective supervision	Dr Tanya Hanstock

***Please note the guest lecturers days may need to be swapped around due to availability.**

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	Case Study*	Sunday 14th April 11:59pm	Group	50%	1, 2, 5
2	Therapy Demonstration*	Video due in class Wed 29th May One page reflection due Sun 2 nd June	Individual	50%	3, 4

* 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 - Case Study

Assessment Type Case Study / Problem Based Learning

Purpose To develop practical skills for working in a team/group on a complex child psychology issue and to present this as a group presentation.

Description Group Presentation on the Case Study on 'Charlie' and his family

Weighting 50%

Compulsory Requirements Pass Requirement - Students must pass this assessment item to pass the course.

Length 5 minute presentation video for each group member

Due Date Sunday 14th April 11:59pm

Submission Method Zoom Recording file sent via OTeams

Assessment Criteria The pseudo client will be Charlie who is featured in The Black Balloon DVD. I will provide the DVD in class in Week 1 for you to borrow to watch or you can watch it on Netflix and start working with your group on their Problem Based Learning (PBL) assessment task outlined below.

The class will be divided into four groups in week 1. Each group will work out what each group member is going to present on:

Please note for the assessment task purpose Charlie and Thomas are both 12-year-old boys/twins (with Charlie being the first-born twin) and the family identify as Aboriginal and are living off country when devising your assessment, treatment and case management plans.

The pseudo clients come and see you the next day after the assault (where Thomas has assaulted Charlie for being sexually inappropriate towards Jackie at Thomas' birthday dinner). The scene is towards the end of the film. Charlie appears to have ASD, ADHD, anxiety and an intellectual impairment (moderate).

Each group will decide which group members are going to present on what topics; assessment, treatment and case management plan for the family.

Things to include are: Outline your assessment plan to clarify the diagnoses of Charlie and develop a preliminary case formulation.

Outline your assessment and plan for individual psychological treatment plan for Charlie. Outline your psychological treatment plan for Charlie's family including Thomas. Outline your case management and working within or with a multidisciplinary team plan including identifying and addressing cultural, diversity and any child protection issues. Please ensure cultural sensitive assessment and therapeutic practices in your presentations.

Each group member will present for 5 minutes maximum to the class in the final week of lectures what they have done/will do with their allocated task as the pseudo treating team for Charlie.

Group/tutorial participation and contribution: The purpose of group activity is to enable peer-to-peer learning; develop oral communication skills and the ability to find and collate useful clinical resources, breaking work into equal parts for group members, synthesise an

opinion and convey this clearly in a well presented and articulate manner. The main aim is to work as a cohesive clinical team on a client problem and plan culturally appropriate assessment, individual treatment, family treatment and case management. Please remember to stick to your time of 5 minutes as you will be timed and going over time will involve having marks deducted. This presentation is similar to what you would do in a grandrounds or a presentation to a multi-disciplinary team.

A detailed grading rubric for these assignments will be provided to students in class in lecture 1, and will also be available on CANVAS. This assessment task is done in a group; however each student's presentation is marked individually.

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.

Assessment 2 - Therapy Demonstration

Assessment Type

Presentation

Purpose

This assessment is for you to demonstrate your clinical skills around conducting therapy with an adolescent.

Description

You will film yourself conducting a minimum of 30-minute therapeutic session with a class member who will role play being an adolescent or young person. This session involves introducing a therapeutic strategy (see the list of suggested therapeutic techniques supplied in class at the first lecture) to the role-played client. The assessment task will involve send the link to your Zoom recording or sending vrecording via Teams to the Course Coordinator as well as talking about how your session went within a small peer supervision group (this will be decided upon in the first day of lecture) and showing them some of your session on a laptop. Examples of reflective supervision questions will be provided by the Course Coordinator in the supervision session (Week 12). You will also write a one-page reflection on this assessment task (the outline will be supplied on the first day of lectures).

Weighting

50%

Compulsory

Pass Requirement - Students must pass this assessment item to pass the course.

Requirements

Length

30 mins via a Zoom recording link via Teams

Due Date

Recording due to be playable on your laptop in class Wed 29th May

One page reflection due Sun 2nd June

Submission Method

A 30 min recording via Teams.

Bring the recording to class in week 12 to show a small group of peers (have access to the recording on your laptop via a Zoom link etc).

A one page reflection submitted via Teams.

Assessment Criteria

Marking Rubrics to be provided in Lecture 1 and on CANVAS.

Opportunity to

Students WILL be given the opportunity to reattempt this assessment.

Reattempt

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:

- 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 provided 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. This year the course will move away from blended learning based on student feedback.

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:

1. the assessment item is a major assessment item; or
2. 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; or
4. the course has a compulsory attendance requirement.

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>

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 button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at

<https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

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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