
PSYC324: Assessment and Intervention

Subject Outline

6 credit points

Subject Information

Autumn, 2026, Wollongong
On Campus

On-Campus Delivery This subject is delivered in-person and includes on-campus or other location-based learning activities that cannot be undertaken by students studying Online/Distance. Students unable to attend campus or any other nominated physical delivery location should not enrol in this subject.

Subjects with a delivery mode of On Campus and/or Flexible with International Student enrolments will be delivered in accordance with the ESOS National Code. That is, online learning experiences (such as lectures, tuition, and resources) will be supplementary to in-person learning experiences such as scheduled classes and/or scheduled contact hours.

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

The Faculty of Science, Medicine and Health

The Faculty of Science, Medicine and Health offers a range of undergraduate and postgraduate programs designed to meet the needs of a diverse student population. We carry out world-leading research which is strongly aligned with our teaching program

As a student of our faculty, you will be actively engaged in learning with extensive clinical, laboratory and/or field work experiences, use of advanced educational technologies and opportunities for enriching work experience. More information about the Faculty of Science, Medicine and Health and our School is available on our web pages: <https://www.uow.edu.au/science-medicine-health/>

Within many of our courses, attending a workplace experience or clinical placement is an exciting part of your course program. Whilst integral to your learning, these health-related placements also let you experience what it's like to work as a professional in real-life workplace settings. More information about requirements for Health Placements is available on our webpage: <https://www.uow.edu.au/student/health-placements/>

Psychology Inherent Requirements

Inherent requirements are the essential components of a course or unit that demonstrate the abilities, knowledge and skills to achieve the core learning outcomes of the course or unit, while preserving the academic integrity of the University's learning, assessment and accreditation process. The inherent requirements are the abilities, knowledge and skills needed to complete the course that must be met by all students.

3 year degrees - [Inherent requirements - 3 year course - University of Wollongong – UOW](#)

Honours degrees - [Inherent requirements - Honours - University of Wollongong – UOW](#)

Teaching Staff

Teaching Role	Name	Telephone	Email	Room	Consultation Times
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Tutor	Carl Rushworth		crushworth@uow.edu.au		

Expectations of Students

UOW values are intellectual openness, excellence and dedication, empowerment and academic freedom, mutual respect and diversity, recognition and performance. We will provide a safe, equitable and orderly environment for the University community, and expect each member of our community to behave responsibly and ethically ([Student Conduct Rules](#)).

We expect that students demonstrate these values and professional behaviour, both face to face and online, making genuine efforts to complete their studies successfully, arriving on time to class, taking part constructively in class discussions and activities, demonstrating appropriate professional and ethical conduct in all communication with UOW staff and community members, and submitting assignments on time (or completing a request for Academic Consideration in advance if needed).

Appropriate Online Behaviour

The University is committed to providing a safe, respectful, equitable and orderly environment for the University community, and expects each member of that community to behave responsibly and ethically. Students must comply with the University's [Student Conduct Rules](#) and related policies including the [IT Acceptable Use Policy](#) and [Bullying Prevention Policy](#), whether undertaking their studies face-to-face, online.

For more information on appropriate communication and etiquette in the online environment please refer to the guide [Online and Email Etiquette](#).

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Commonwealth of Australia

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Hardcopies of this document are considered uncontrolled please refer to your Moodle site for the latest version.

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Section A: General Information

Learning Outcomes

Subject Learning Outcomes

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

1. Demonstrate an understanding of appropriate values and ethics in psychology including the use of digital technologies (including generative AI) in clinical practice.
2. Identify the common assessment techniques and intervention strategies used in the treatment of common psychological problems
3. Demonstrate an understanding of the principles and constraints behind the administration of common psychological tests
4. Identify and discuss issues related to professional practice as a psychologist, including principles of self-care
5. Critically evaluate psychological interventions for a range of common clinical conditions
6. Demonstrate understanding of culturally appropriate practices when working with diverse communities, including with Indigenous Australians and Indigenous Communities

Subject Description

This subject provides students with an overview of widely used psychological assessment procedures (including personality and intelligence assessments). Intervention programs and their efficacy will also be discussed, as well as ethical and legislative requirements and consumer and carer participation. Areas of focus will include both clinical and non clinical settings. The subject will also deal with the counselling process by introducing students to basic interviewing skills used in counselling. Seminar and Workshop Sessions will provide students with an opportunity to observe counselling micro-skills and participate in group discussions and seminars.

Course Handbook

Information about subject pre-requisites, co-requisites and restrictions as well as course completion requirements and Course Learning Outcomes can be found in the [Course Handbook](#).

Subject Details: Practical Activities, eLearning, Readings and Materials

Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via your SOLS page.

Safety Guidelines

Lab/Practical/Fieldwork/Simulation Safety Guidelines

The rules below are general rules that are required when participating in labs or practical activities. Before commencing these activities, you are to ensure that you understand specific procedures and policy related to safety.

- Before commencing any activity, you are to ensure that you understand specific procedures and policy related to the lab in which you work and safety in general.
- You may need to review a Risk Assessment and complete a Participant Acknowledgement form before commencing any experiments/practical work. These materials will be made available by the lab supervisor/Subject Coordinator.
- You must inform the Subject Coordinator of any medical conditions which may impact upon your ability to participate in these activities before commencing the practical.

- All Reasonable Adjustment cases must be discussed with the Subject Coordinator prior to commencing the activity
- Participation in the lab/practical/field/simulation activities may be denied to students who do not abide by these, and other conditions which may be specified by the Subject Coordinator.
- Never use any equipment or attempt any experiment without checking the safety implications with your laboratory supervisor or experienced delegated laboratory worker.
- Undergraduate students are not permitted to work after hours unless there is appropriate approval and supervision.

FOUNDATIONAL Work Integrated Learning

This subject contains elements of 'Foundational WIL'. Students in this subject will observe, explore or reflect on possible career pathways or a work-related aspect of their discipline.

Additional Subject Details

APAC FOUNDATIONAL COMPETENCIES (LEVEL 1)	
1.1	Comprehend and apply a broad and coherent body of knowledge of psychology, with depth of understanding of underlying principles, theories and concepts in the discipline, using a scientific approach, including the following topics: i. the history and philosophy underpinning the science of psychology and the social, cultural, historical and professional influences on the practice of psychology ii. critical thinking and identification of bias to promote inclusivity iii. psychological health and well-being iv. psychological disorders and evidence-based interventions v. learning and memory vi. cognition, language and perception vii. motivation and emotion viii. neuroscience and the biological bases of behaviour ix. lifespan developmental psychology x. social psychology xi. culturally appropriate psychological assessment and measurement xii. research methods and statistics
1.2	Apply knowledge and skills of psychology in a manner that is reflexive, culturally appropriate and sensitive to the diversity of individuals.
1.3	Analyse and critique theory and research in the discipline of psychology and communicate these in written and oral formats.
1.4	Demonstrate an understanding of appropriate values and ethics in psychology, including those relevant to professional conduct (for example, the PsyBA Code of conduct for psychologists)
1.5	Demonstrate interpersonal skills and teamwork, including establishing and maintaining respectful and culturally safe working relationships with others
1.6	Demonstrate self-directed pursuit of scholarly inquiry in psychology.
1.7	Understand principles of self-care
1.8	Demonstrate ethical use of digital technologies in psychology

Assessment Type	Weighting (%)	SLOs						APAC Level 1 competencies								
		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	
Essay	35	x			x				x	x				x	x	
Presentation	20		x			x		x		x				x		
Final Exam	45	x	x	x	x	x	x	x	x	x					x	x

Using Generative Artificial Intelligence (GenAI)

UOW is committed to embracing gen AI as a tool to enhance learning and development of important digital and work-readiness skills.

Your subject coordinator will provide specific guidance on the use of gen AI in your assessment tasks via your Subject Outline and/or your subject Moodle site. If gen AI use is permitted, it should be used thoughtfully, critically, and in ways that support your own learning.

Guidance on appropriate use of AI in assessments, including how to [acknowledge GenAI](#) can be found on the [Using Generative Artificial Intelligence in Assessment website](#)

You are responsible for all work you submit, and ethical use of gen AI is an important part of maintaining academic integrity. Misuse or unauthorised use may breach the [Academic Integrity Policy](#).

Major Text(s)

- Cormier, S., Nurius, P.S. & Osborn, C. J. (2018). Interviewing and Change Strategies for Helpers (8th edition). Belmont, CA: Brooks/Cole.

If there is a textbook available for purchase, you can find the details at University Bookshop <https://unishop.uow.edu.au/>

Recommended Readings and Other Resources

<https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Code-of-conduct.aspx>

This is not an exhaustive list of references. Students should also use the library catalogue and databases to locate additional resources.

Additional Materials

Nil

Lectures, Tutorials and Attendance Requirements

Lecture Times *

UOW may need to modify teaching locations, teaching delivery, and assessment delivery at short notice in response to unforeseen circumstances such as health or environmental factors.

For up-to-date information please refer to your subject's Moodle site.

Up to date timetable and delivery information is located at <http://www.uow.edu.au/student/timetables/index.html>

You can access your personal timetable by logging into SOLS and selecting 'My Timetable'

Lecture Program *

Week	Commencing	Topics Covered	Readings
1	03 Mar 2026	Introduction to Assessment and Intervention The initial Interview	Ch. 2, 9, 11
2	10 Mar 2026	Characteristics of the Helping Relationship. Interviewing Skills.	Ch 3,4,5,6,7

3	17 Mar 2026	Cognitive-Behavioural Therapy Cognitive Strategies and their Applications 1	Ch 8.
4	24 Mar 2026	Cognitive Strategies and their Applications 2, 3	Ch. 10, 13, 14
5	31 Mar 2026	Discovering the Origin of the Problem? Working with Emotion	
6	07 Apr 2026	Research Week, No Lecture	
7	14 Apr 2026	Behavioural Strategies and their Application	Ch. 15, 17, 18
	20 Apr 2026	Mid-Session Recess	
8	28 Apr 2026	Psychological testing 1	
9	05 May 2026	Psychological testing 2	
10	12 May 2026	Ethics & Legislation	Psychology Board of Australia Code of Conduct.
11	19 May 2026	Ethics & Legislation continued working with Indigenous Australians and Indigenous Communities AI in clinical practice	Psychology Board of Australia Code of Conduct.
12	26 May 2026	Provision of Services to Indigenous Australians. Suicide Assessment and Intervention.	
13	02 Jun 2026	Self-care in clinical practice. Closing therapy.	
	08 Jun 2026	Study Recess	
	13 Jun 2026	Examinations	
	20 Jun 2026	Examinations	

* The above times and program may be subject to change. Students will be notified of any change via SOLS.

Recording of Teaching and Learning Activities

The University of Wollongong supports the recording of UOW educational content as a supplemental study tool, to provide students with equity of access, and as a technology-enriched learning strategy to enhance the student experience.

If you make your own recording of a lecture, class, seminar, workshop or any other educational session provided as part of your course of study you can only do so with the explicit permission of the lecturer and those people who are also being recorded.

You may only use educational content recorded through the delivery of subject or course content, whether they are your own or recorded by the university, for your own educational purposes. Recordings cannot be altered, shared or published on another platform, without permission of the University, and to do so may contravene the University's Copyright Policy, Privacy Policy, Intellectual Property Policy, IT Acceptable Use Policy and Student Conduct Rules. Unauthorised sharing of recordings may also involve a breach of law under the Copyright Act 1969.

Most lectures in this subject will be recorded, when they are scheduled in venues that are equipped with lecture recording technology and made available via the subject Moodle site within 48 hours.

Your Privacy - Recording of Teaching and Learning

In accordance with the Student Privacy & Disclosure Statement, and Lecture Recording Procedures when undertaking our normal teaching and learning activities, the University may collect your personal information. This collection may occur incidentally during the recording of lectures in equipped venues (i.e. when your identity can be ascertained by your image, voice or opinion), or via the delivery of online content therefore the University further advises students that:

- Lecture recordings are made available to students, university staff, and affiliates, securely via the Learning Platform;
- Recordings are made available only for the purpose for which they were recorded, for example, as a supplemental study tool or to support equity and access to educational resources;

If you have any concerns about the use or accuracy of your personal information collected in a lecture recording, you may approach your Subject Coordinator to discuss your particular circumstances.

The University is committed to ensuring your privacy is protected. If you have a concern about how your personal information is being used or managed, please refer to the University's Privacy Policy or consult our Privacy webpage <https://www.uow.edu.au/privacy/>

Tutorial/Seminar/Workshop Times

The Faculty uses the SMP Online Tutorial System and your class times and locations can be found at <https://www.uow.edu.au/student/timetables/index.html>. Please note that class times on the timetable are provisional and may change.

Tutorial/Seminar/Workshop Program

Where the restrictions require temporary adjustments for delivery and tutorial/seminar/workshop arrangements, any necessary changes will be advised and provided by your Subject Coordinator. Please check Subject Moodle site regularly

Week	Week Commencing	Topics Covered	Readings and Activities
1	02 Mar 2026	No Seminar	
2	09 Mar 2026	Seminar	Presentation topics set, see Moodle for list of topics.
3	16 Mar 2026	Seminar	Counselling Micro skills
4	23 Mar 2026	Seminar	Counselling Micro skills
5	30 Mar 2026	Online activity, NO face to face Seminar.	Self-Paced Assignment 1. See Moodle for activity details
6	06 Apr 2026	Research Week no Seminar	
7	13 Apr 2026	Online activity, NO face to face Seminar	Self-Paced Assignment 2. See Moodle for activity details
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	Seminar	Presentations
9	04 May 2026	Seminar	Presentations
10	11 May 2026	Seminar	Presentations
11	18 May 2026	Seminar	Presentations
12	25 May 2026	Seminar	Presentations
13	01 Jun 2026	Seminar	Presentations
	08 Jun 2026	Study Recess	
	13 Jun 2026	Examinations	
	20 Jun 2026	Examinations	

The above program may be subject to change.

Recent Improvements to Subject

The Faculty of Science, Medicine and Health is committed to continual improvement in teaching and learning and takes into consideration student feedback from many sources including, direct student feedback to tutors and lecturers and responses to the Subject and Course Evaluation Surveys. Feedback is also used to inform comprehensive reviews of subjects and courses.

The subject learning outcomes were modified in 2026 to meet the APAC requirements.

Extraordinary Changes to the Subject Outline

In extraordinary circumstances the provisions stipulated in this Subject Outline may require amendment after the Subject Outline has been distributed. All students enrolled in the subject must be notified and have the opportunity to provide feedback in relation to the amendment, where practicable, prior to the amendment being finalised.

Learning Analytics

Learning Analytics data (such as student engagement with Moodle, access to recorded lectures, University Library usage, task marks, and use of SOLS) may be used by the Subject Coordinator and your faculty's Head of Students to assist in analysing student engagement, and to identify and recommend support for students identified who may be in need of assistance. If you have questions about the kinds of data the University uses, how we collect it, and how we protect your privacy in the use of this data, please refer to <https://www.uow.edu.au/privacy/>

Section B: Assessment

Assessment Summary

Assessment Item	Form of Assessment	%
Assessment 1	Essay	35%
Assessment 2	Presentation	20%
Assessment 3	Exam	45%
TOTAL MARKS		100%

Please note: Copies of student work may be retained by the University in order to facilitate quality assurance of assessment processes.

Assessment 1: Essay - Essay

Marking Criteria	<ol style="list-style-type: none"> 1. Identification and definition of an issue, its relevance and significance 10% 2. Coverage of publications relating to the issue (including interpretation, comparison and contrast, and analysis of empirical literature) 50% 3. Integration of ideas 20% 4. Originality (in the sense of careful thought about the issue) 10% 5. Expression, grammar and spelling 10%
Length	2000 words
Weighting	35%
Assessment Due	27 Mar 2026 (Friday in Session Week 4) Final submission time: 11:30pm
Type of Collaboration	Individual assessment
Style and format	<p>There is no such thing as the ideal essay. You will, however, do better than average if you demonstrate a sophisticated understanding or an innovative approach to the topic. By contrast, failing to address the topic you have defined, or simply paraphrasing the textbook will result in a less than average grade.</p> <ul style="list-style-type: none"> • It should be presented in essay form. This includes correct APA formatting, References, double-spacing between lines. <p>N.B. You MUST include a list of the references you have cited. Information that gets dumped on the Net is rarely subjected to critical/expert review, so ensure you access technical references. Many scientific journals are now available electronically and are reliable sources of information.</p>
Generative AI use	<p>Gen AI may be used in planning and supporting some tasks in this assessment as outlined below. Use of AI for any other aspect of this assessment is not permitted. Note that cutting and pasting of Gen AI content into assessments is plagiarism.</p> <ul style="list-style-type: none"> • Pre-assessment activities including planning, idea development, and unpacking the marking rubric. • Initial literature search. It should be obvious that any journal article or reference suggestions generated by AI must be read and evaluated by the student. Note that the most effective way to learn and search for relevant peer-reviewed scholarly material is to read the work cited in peer-reviewed journal articles. • Checking grammar, punctuation, syntax, and formatting.

	<ul style="list-style-type: none"> It is NOT recommended that you use gen AI to summarise readings or journal articles. Reading and understanding the material for the report is key to performing well in this task. <p><u>Regardless of whether you use Gen AI or not, the responsibility for the work that you submit is yours.</u> Any errors, plagiarism, or fabrications in submitted work are endorsed and approved by you.</p>
Assessment submission	<p>Online via Moodle</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
Assessment return	Within 15 working days
Detailed information	<p>The essay has been designed to explore issues and problems that occur during service delivery, in clinical practice. Five topics have been provided, however, you may choose to do your own topic if there is an aspect of professional practice that particularly interests you. Each of these issues regularly occurs in clinical practice and needs consideration on how you will approach the problem if it was to occur.</p> <p>Five topics:</p> <ol style="list-style-type: none"> 1. What factors do you need to be mindful of when working with a person who has been sexually assaulted? 2. What are the recommended ways to control burnout in Psychologists? 3. What issues do you need to take into account when working with children? 4. What factors do you need to consider when working with someone from another culture or religion? 5. What are the factors to be considered and avoided within a therapeutic relationship? <p>There is a considerable body of literature available on each of these topics. To develop the chosen issue adequately it will be necessary to:</p> <ul style="list-style-type: none"> Clearly define the topic area and key terms Include a review of relevant literature Provide empirical support for what you are saying Draw specific conclusions from your exploration of the issue <p>Ensure that the topic of your essay does not overlap with your seminar topic in this subject. Speak to the tutor if you are worried about potential overlaps. If your essay is on professional issues, ensure that you address a general issue i.e. (staff burnout among mental health professionals) rather than a specific instance (staff burnout or professional role confusion within a specific agency).</p>

Assessment 2: Presentation - Seminar Presentation

Marking Criteria	<p>Assessment 2 will be marked using the following criteria:</p> <ol style="list-style-type: none"> 1. Content (60%): Includes coverage & comprehensiveness, organisation (e.g., highlighting and sequencing of material), Integration of information (e.g., from different researchers, theories, etc.), conclusions
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	<p>2. Delivery (20%): Appropriate and effective use of audio-visual and other technologies, Clarity and pace, Adherence to time limits, Engagement with audience.</p> <p>3. Discussion (20%): Generating discussion items, Ability to answer questions.</p>
Length	8 minutes (5 minutes to present and 3 minutes for questions).
Weighting	20%
Assessment Due	<p>27 Apr 2026 (In your assigned tutorial in Session Week 8)</p> <p>04 May 2026 (In your assigned tutorial in Session Week 9)</p> <p>11 May 2026 (In your assigned tutorial in Session Week 10)</p> <p>18 May 2026 (In your assigned tutorial in Session Week 11)</p> <p>25 May 2026 (In your assigned tutorial in Session Week 12)</p> <p>01 Jun 2026 (In your assigned tutorial in Session Week 13)</p>
Type of Collaboration	Individual assessment
Style and format	oral presentation with PowerPoint slides.
Generative AI use	<p>Gen AI may be used in planning and supporting some tasks in this assessment as outlined below. Use of AI for any other aspect of this assessment is not permitted. Note that cutting and pasting of Gen AI content into assessments is plagiarism.</p> <ul style="list-style-type: none"> • Pre-assessment activities including planning, idea development, and unpacking the marking rubric. • Initial literature search. It should be obvious that any journal article or reference suggestions generated by AI must be read and evaluated by the student. Note that the most effective way to learn and search for relevant peer-reviewed scholarly material is to read the work cited in peer-reviewed journal articles. • Checking grammar, punctuation, syntax, and formatting. • It is NOT recommended that you use gen AI to summarise readings or journal articles. Reading and understanding the material for the report is key to performing well in this task. <p><u>Regardless of whether you use Gen AI or not, the responsibility for the work that you submit is yours.</u> Any errors, plagiarism, or fabrications in submitted work are endorsed and approved by you.</p>
Assessment submission	Presentation in Seminar
Assessment return	Within 15 working days
Detailed information	A list comprising the 26 seminar topics and the approximate week for presentation is detailed in Appendix A. Allocation of seminar topics will be finalised in your first seminar (week 3). Each speaker will have 5 minutes for the presentation, and a discussion time of 3 minutes will follow after a topic has been covered. During the discussion time, presenters will be expected to answer questions from the group.

Assessment 3: Exam - Final Exam

Length	2 hours
Weighting	45%
Assessment Due	The final exam will be held during the UOW exam period, and students should ensure they are available during this period. Students will receive a SOLSmail advising when full details of the delivery format, and date of the final exam are available in the SOLS Exam Timetable.
Type of Collaboration	Individual assessment

Style and format	The final exam will be held during the UOW exam period, and students should ensure they are available during this period. Students will receive a SOLSmail advising when full details of the delivery format, and date of the final exam are available in the SOLS Exam Timetable.
Generative AI use	Generative AI may not be used in this assessment. The goal is to assess student knowledge of content. It is NOT recommended that you use gen AI to summarise your notes, readings, or journal articles. Reading and understanding the material in this subject is critical for learning and subsequent success.
Detailed information	Multiple choice, short answer questions.

Minimum Requirements to Pass this Subject

A pass grade in this subject requires a composite mark of at least 50.

All assessment tasks must be submitted.

Students are expected to attend all tutorial classes. Attendance records are kept for all tutorial classes and students are required to attend a minimum of 80% of all tutorials. Where attendance is affected due to illness or misadventure an application for academic consideration should be lodged.

Failure to comply with mandatory minimum requirements for this subject may constitute grounds for the award of a grade of Technical Fail (TF).

Hurdle Assessment

Subjects may include a hurdle assessment. A hurdle assessment is an assessment that requires a minimum level of performance as a condition for passing the subject. Examples include, achievement of a pass grade or above in a skills-based assessment or final examination. Hurdle assessments are applied to subjects to ensure students:

1. meet learning outcomes
2. demonstrate you can complete a task safely and/or meet professional standards.

For more on hurdle assessments see the Assessment and Feedback Policy [Section 8: Hurdle Assessments \(50-51-52\)](#).

Failure to meet a hurdle assessment requirement may constitute grounds for the award of a Technical Fail (TF) grade in this subject.

Should this subject contain a hurdle assessment, it will be stated under the specific assessment in Section B: Assessments.

UOW Grade Descriptors

The UOW Grade Descriptors are general statements that communicate what our grades represent, in terms of standards of performance, and provide a frame of reference to ensure that assessment practice across the University is appropriate, consistent and fair. Grade Descriptors are expressed in general terms so that they are applicable to a broad range of disciplines. Grade Descriptors are available here <https://www.uow.edu.au/student/exams/results/>. For more information on the UOW grade descriptors refer to the Teaching and Assessment: Assessment and Feedback Policy: [Teaching and Assessment: Assessment and Feedback Policy](#)

Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting		
	Essay	Seminar Presentation	Final Exam
	(35%)	(20%)	(45%)
Demonstrate an understanding of appropriate values and ethics in psychology including the use of digital technologies (including generative AI) in clinical practice.	✓		✓
Identify the common assessment techniques and intervention strategies used in the treatment of common psychological problems		✓	✓
Demonstrate an understanding of the principles and constraints behind the administration of common psychological tests			✓
Identify and discuss issues related to professional practice as a psychologist, including principles of self-care	✓		✓
Critically evaluate psychological interventions for a range of common clinical conditions		✓	✓
Demonstrate understanding of culturally appropriate practices when working with diverse communities, including with Indigenous Australians and Indigenous Communities			✓

Submission, Retention and Collection of Written Assessment

Assessed work must be handed in by the date and time listed under each assessment task. All assessment tasks must represent the enrolled student's own ORIGINAL work and must not have been previously submitted for assessment in any formal course of study.

Extensions

Students requesting an extension of time to submit an assessment task, deferred exam or exemption of a compulsory attendance requirement, must apply using Academic Consideration through SOLS. Students must apply before, or on the assessment/s due date and where evidence is required, students must provide evidence no later than three working days after the assessable item's due date for their request to be considered. **For information on the Academic Consideration Policy, eligibility requirements and how to apply, see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

Late Submission of Assessment Tasks and Penalties

Assessed work must be submitted in by the date and time given. If an assessment is submitted late, it will be marked in the normal way, and a penalty will then be applied.

In the absence of an approved request for Academic Consideration in the form of an extension, assessment tasks must be submitted in line with the assessment instructions.

- An assessment task that is submitted late will receive a penalty of 5% of the total possible marks for each 24-hour period, or part thereof, that it is late.
- Work submitted after seven calendar days will not be marked and will be given a mark of 0.
- No assessment task can be handed in for a mark once the assessment task has been returned to students.
- Penalties accrue on each day that the assessment task is late, including Saturday, Sunday and public holidays

Note: Assessments must still be submitted to meet minimum performance requirements even though no mark is to be awarded.

Collection

Students will be notified when they can collect or view their marked assessment. In accordance with University Policy marked assessments will usually only be held for 21 days after the declaration of marks for that assessment.

Retention

The university may retain copies of student work in order to facilitate quality assurance of assessment processes, in support of the continuous improvement of assessment design, assessment marking and for the review of the subject. The University retains records of students' academic work in accordance with the University Records Management Policy and the State Records Act 1988 and uses these records in accordance with the University Privacy Policy and the Privacy and Personal Information Protection Act 1998.

Scaling

Marks awarded for any assessment task or part of any assessment task, including an examination may be subject to scaling at the end of the session. Marks will be scaled only when unpredicted circumstances occur and in order to ensure fairness of marking across groups of students. The method of scaling will depend on the type of scaling required by the circumstances. When scaling is deemed necessary, it will follow a detailed consideration by the Unit Assessment Committee and/or the Faculty Assessment Committee of the marks of the group of students concerned. Scaling will not affect any individual student's rank order within their cohort. For more information please refer to [Finalisation of Student Results Policy](#) for details.

Supplementary Assessment

Supplementary assessment may be offered to students whose performance in this subject is close to that required to pass the subject, and are otherwise identified as meriting an offer of a supplementary assessment. For information about eligibility criteria and the form and timing of supplementary assessments see the [Supplementary Assessment Procedure](#)

Review and Appeal of Academic Decisions

A student may request an explanation of a mark for an assessment task or a final grade for a subject consistent with the student's right to appropriate and useful feedback on their performance in an assessment task. A student may also seek further explanation for other academic decisions such as Academic Consideration, Supplementary Assessment or Credit for Prior Learning. If a student is not satisfied with the explanation, or have further concerns, they may have grounds for a formal review. For further information refer to [Review and Appeal of Academic Decisions Policy](#)

Assessment Quality Cycle

The UOW Assessment Quality Cycle provides a level of assurance that assessment practices across the University are appropriate, consistent and fair. Quality assurance activities are undertaken to support the continuous improvement of assessment and promote good practices in relation to assessment design, marking and review of the subject prior to subsequent delivery.

Academic Integrity

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted

previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

The use by students of any website that provides access to essays or other assessment items (sometimes marketed as 'resources'), is extremely unwise. Students who provide an assessment item (or provide access to an assessment item) to others, either directly or indirectly (for example by uploading an assessment item to a website) are considered by the university to be intentionally or recklessly helping other students to cheat. Uploading an assessment task, subject outline or other course materials without express permission of the University is considered academic misconduct and students place themselves at risk of being expelled from the University.

Students should visit the following University website and become familiar with the University's policy on plagiarism [Academic Integrity Policy](#)

Referencing

The American Psychological Association (APA) referencing system is to be used. For a comprehensive guide to APA referencing please visit the Library website: <https://uow.libguides.com/refcite>

Section C: General Advice for Students - Policies and Procedures

Student Services and Support

There are a range of services available to students that are provided free of charge. A good place to get to know services that may be of use to you is the [Get Started @ UOW](#) or search for "Get Started @ UOW". Services available include:

Service	Link to information about the service
Aboriginal & Torres Strait Islander	https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/
Careers advice	https://www.uow.edu.au/student/careers/
Counselling	https://www.uow.edu.au/student/support-services/counselling/
Student Accessibility and Inclusion (SAI)	https://www.uow.edu.au/student/support-services/sai/
Information Tech.	https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted
Study Skills	https://www.uow.edu.au/student/support-services/academic-skills/

Student Support Coordinator (SSC)

If you have a temporary or ongoing issue or a problem that is affecting your study, including issues that are related to belonging to an equity group, then the Student Support Coordinators may be able to help. There are Student Support Coordinators available to assist students who are studying at all UOW Campuses and in all UOW Faculties. Contact details can be found on the UOW website: <https://www.uow.edu.au/student/support-services/coordinators/>

Student Advocacy Service

The Student Advocacy Service (SAS) is free, confidential and independent service for all UOW students. The SAS provides advocacy and referral for a range of academic, procedural and administrative issues. For more information visit: <https://www.uow.edu.au/student/support-services/advocacy/>

AskUOW

AskUOW is your primary administrative and information contact during your studies.

Our purpose is to ensure students have access to the information they need, at the time they need it. We can help with a wide range of enquiries, including key topics such as:

- Applying for [academic consideration](#)
- Fees and scholarships
- Official documentation and student letter requests
- Student forms such as course transfer and leave of absence applications
- Student ID card issuance and replacement
- Subject enrolment
- Transport concession cards and Opal cards
- Updating personal details

Get instant answers 24/7 online using [AskUOW](#). Log in with your UOW username and password.

For further support contact askuow@uow.edu.au or call on 1300 275 869 (1300 ASK UOW) or +61 2 4221 3927.

Library Services

Save yourself time and enhance your studies: connect with information specialists and resources anytime, anywhere.

- For Library support connect with [Live Chat](#) or [contact the Library](#).
- For self-help see [Frequently Asked Questions](#) or browse [Library guides](#) to find information, databases and skills tutorials.
- [Research consultations](#) are available to UOW Postgraduate, Honours and Deans Scholar students.

Academic Integrity Policy

Academic integrity involves upholding ethical standards in all aspects of academic work, including learning, teaching and research. It involves acting with the principles of honesty, fairness, trust and responsibility and requires respect for knowledge and its development. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=26>

Code of Practice - Research

This Code mandates the current policy and best practice relating to procedures for responsible research. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=11>

Honours Policy

This policy sets out the responsibilities of all parties involved in managing students undertaking Honours Programs. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=36>

The Code of Practice - Work Integrated Learning (Professional Experience)

The Code of Practice - Work Integrated Learning (Professional Experience) sets out what is expected from students, the University and Host Organisations in providing work integrated learning professional experience programs. It applies to professional experience programs that form the whole or part of a subject or course offered at the University. The Code assists in promoting a productive work integrated learning experience for students and in promoting relevant UOW Work Integrated Learning Design Principles.

<https://policies.uow.edu.au/document/view-current.php?id=12>

Copyright Policy

The purpose of this Policy is to outline responsibilities and procedures regarding the use of third party copyright material, with the objectives of reducing staff and UOW exposure to the risks associated with the use of third party copyright material, assisting staff to make full legal use of the materials at their disposal by clearly identifying responsibilities and promoting copyright compliance. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=135>

Course Progress Policy

The Course Progress Policy establishes the requirements, definitions and procedures to be used in determining the standards of acceptable course progress. The Policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=30>

Examination Rules and Procedures

The UOW rules and procedures outline exam conditions, student conduct in exams, and the procedures for exam management. Further information can be found here: <https://www.uow.edu.au/student/exams/>

Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects

This policy provides a framework for recognition of and responses to students' ethical or religious objection to animal use in coursework subjects at the University of Wollongong. For the purpose of this policy, animal use includes killing of animals in experimental work, dissection of animals that are already dead, use of animal tissues, use of animal-derived products (such as sera). These uses are relevant to teaching and assessment. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=154>

Coursework Rules

The Coursework Rules (hereafter the Rules) govern the admission, enrolment, progression through, and qualification for a coursework award offered by the University. Further information can be found here: <https://policies.uow.edu.au/document/view-current.php?id=4>

Human Research Ethics

The Human Research Ethics Committee protects the welfare and rights of the participants in research activities. Further information can be found here: <https://www.uow.edu.au/research-and-innovation/researcher-support/ethics/human-ethics/>

Inclusive Language Guidelines

UOW endorses a policy of non-discriminatory language practice in all academic and administrative activities of the University. Further information is available from: <https://policies.uow.edu.au/document/view-current.php?id=239>

Intellectual Property Policy

UOW's IP Intellectual Property Policy provides guidance on the approach taken to Intellectual Property (IP), including its ownership, protection and exploitation. Further information about the management of IP is available at <https://policies.uow.edu.au/document/view-current.php?id=146>

Review and Appeal of Academic Decisions Policy

UOW aims to provide a transparent and consistent process for resolving a student concern about an academic decision that has affected their academic progress, including a mark or grade. Further information is available at: <https://policies.uow.edu.au/document/view-current.php?id=40>

Student Academic Consideration Policy

The purpose of the Student Academic Consideration Policy is to enable student requests for academic consideration for assessable components of a subject to be evaluated in a fair, reasonable, timely and consistent manner throughout the University. **For information on the Policy, eligibility and how to apply see:** <https://www.uow.edu.au/student/admin/academic-consideration/>

The Student Charter - Your Rights and Responsibilities

The Student Charter is based on principles that guide all members of the University and that promote responsible partnerships within and beyond the University community. <https://www.uow.edu.au/student/charter/>

Student Assignment of Intellectual Property (IP) Policy

This policy applies to all Students (under-graduate and post-graduate) of the University of Wollongong (UOW). It may also apply to other persons by agreement. This policy sets out the approach taken by UOW in relation to Student assignment of intellectual property. Further information about this policy can be found here: <https://policies.uow.edu.au/document/view-current.php?id=146>

Student Conduct Rules

These Rules outline the required conduct of students of UOW, and direct staff and students to University Rules, standards, codes, policies, guidelines, procedures and other requirements which specify acceptable and unacceptable student conduct, and the management of alleged student misconduct.

<https://policies.uow.edu.au/document/view-current.php?id=6>

Teaching and Assessment: Assessment and Feedback Policy

The purpose of this Policy is to set out the University of Wollongong's approach to effective learning, teaching and assessment, including the principles and minimum standards underlying teaching and assessment practice.

The Policy can be found at: <https://policies.uow.edu.au/document/view-current.php?id=38>

Teaching and Assessment: Code of Practice - Teaching

This Code is a key document in implementing the University's Teaching and Assessment Policy and sets out the specific responsibilities of parties affected in relation to learning, teaching and assessment, as well as procedures for teaching staff. The Code can be found at: <https://policies.uow.edu.au/document/view-current.php?id=9>

Teaching and Assessment: Subject Delivery Policy

This Policy sets out specific requirements in relation to the delivery of Subjects. The policy can be found at:

<https://policies.uow.edu.au/document/view-current.php?id=39>

Workplace Health & Safety Policy

The Workplace Health and Safety (WHS) unit at UOW aims to provide structures, system and support to ensure the health, safety and welfare of all at the campus. Further information is available from:

<https://policies.uow.edu.au/document/view-current.php?id=177>