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## PSYC416: Psychological Assessment: Principles and Applications

### 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

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Lecturer	Dr Anna Sidis	02 42981301	<a href="mailto:asidis@uow.edu.au">asidis@uow.edu.au</a>	21.212	
Lecturer	Dr Kate Croaker	02 4239 2256	<a href="mailto:kcroaker@uow.edu.au">kcroaker@uow.edu.au</a>	21.211	
Lecturer	Dr Tayla Degan	02 4239 3492	<a href="mailto:tdegan@uow.edu.au">tdegan@uow.edu.au</a>	22.G17	
Tutor	Dr Nicholas Day	02 4221 4306	<a href="mailto:nday@uow.edu.au">nday@uow.edu.au</a>	41.141	

## **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](#).

## **Copyright**

**Commonwealth of Australia**

Copyright Regulations 1969

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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. Be sensitive towards and demonstrate competent and ethical practice of psychology, regardless of the professional setting.
2. Demonstrate knowledge and understanding of the theoretical foundations of major psychological instruments.
3. Be sensitive towards and understand the process of assessment, regardless of its application or form of implementation.
4. Understand the inter-relationship between conceptualisation, assessment, and provisional diagnosis.
5. Reflect on the importance of being professionally thoughtful and creative in psychological assessment through completion of set assignment tasks.
6. Develop an appreciation of the ethical and moral accountability and responsibility that a psychologist undertakes when he or she conducts any form of assessment with a client.

### Subject Description

The profession of psychology can be exercised in a number of ways, ranging from the clinical/client setting to the industrial setting. Hence, the term "applied psychology" is not confined to any area within this range. This subject addresses the concept of assessment in its most basic form. That is, what happens when a psychologist "assesses" a situation or a person's difficulty. Given that the majority of professional applications are to be found in the clinical setting, the lecture and workshop areas will have a leaning towards clinical psychology. Assessment tasks will enable you to develop your knowledge of assessment procedures as well as test your skills in this area. To align you as closely as possible to a workplace setting, the major assignment has been placed in the context of a virtual clinical workplace setting. Workshops have been structured to support students in a gradual understanding and development of case conceptualization, concentrating on specific assessment outcomes of an adult client. Class discussions and observation of interview content is a principal focus of workshops. This subject does not presume prior experience in applied psychology.

### 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.

### EMBEDDED Work Integrated Learning

This subject contains elements of 'Embedded WIL'. Students in this subject will experience activities that relate to or simulate professional practice as part of their learning.

### Additional Subject Details

APAC PRE-PROFESSIONAL COMPETENCIES (LEVEL 2)	
Taking into account broad diversity and cultural safety, and consistent with relevant practice standards and jurisdictional legislation and regulations, graduates apply psychological knowledge to competently and ethically:	
2.1	Demonstrate appropriate interpersonal communication, interview skills and cultural responsiveness in situations appropriate to psychological practice and research.
2.2	Demonstrate basic understanding of culturally safe assessment strategies in situations appropriate to psychological practice.
2.3	Explain how basic psychological intervention strategies can be applied across a range of contexts.
2.4	Understand the principles of interprofessional collaborative practice and respectful and culturally responsive working relationships with others.
2.5	Plan and execute project work and/or a piece of research or scholarship with some independence.
2.6	Explain the principles of self-care and their importance in psychology for safe and sustainable practice.
2.7	Critically evaluate the use of digital technologies in psychology.

Assessment Type	Weighting (%)	SLOs						APAC Level 2 competencies							
		1	2	3	4	5	6	2.1	2.2	2.3	2.4	2.5	2.6	2.7	
1. Clinical Interview Roleplay	30	x		x		x	x	x							
2. Child or adult Conceptualisation Task	20		x	x	x	x			x		x				
3. Case Conceptualisation	50		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](#).

## Recommended Readings and Other Resources

### Recommended Readings

- Finn, S. E., Fischer, C. T., & Handler, L. (2012). *Collaborative/therapeutic assessment: A casebook and guide*. John Wiley & Sons.
- Frankel, K. A., Harrison, J., & Njoroge, W. F. (Eds.). (2019). *Clinical Guide to Psychiatric Assessment of Infants and Young Children*. Springer.
- Gabbard, G. O. (2014). *Psychodynamic psychiatry in clinical practice*. American Psychiatric Publishing.
- Hilsenroth, M. J., Peters, E. J., & Ackerman, S. J. (2004). The development of therapeutic alliance during psychological assessment: Patient and therapist perspectives across treatment. *Journal of Personality Assessment*, 83(3), 332-344.
- Lingiardi, V., & McWilliams, N. (Eds.). (2017). *Psychodynamic diagnostic manual: PDM-2*. Guilford Publications.
- MacKinnon, R. A., Michels, R., & Buckley, P. J. (2015). *The psychiatric interview in clinical practice*. American Psychiatric Pub.
- McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in the clinical process*. Guilford Press.
- Poston, J. M., & Hanson, W. E. (2010). Meta-analysis of psychological assessment as a therapeutic intervention. *Psychological assessment*, 22(2), 203.
- Smith, S. R., & Handler, L. (2014). *The clinical assessment of children and adolescents: A practitioner's handbook*. Routledge.
- Wiggins, J. S. (2003). *Paradigms of personality assessment*. Guilford Press.

This is not an exhaustive list. Students are encouraged to use the UOW Library catalogue and databases to locate additional resources including the e-readings list: <https://ereadingsprd.uow.edu.au/>

### References

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th Edition). Arlington, VA, USA. ISBN: 9780890425558.

This is not an exhaustive list. Students are encouraged to use the UOW Library catalogue and databases to locate additional resources.

## 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 \***

Wk	Commencing	Lecture	Tutorial	Lecturer	Task Due
1	02 Mar 2026	Introduction: Thinking Clinically	N/A	Dr Nicholas Day	
2	9 Mar 2026	Interviewing Skills and Methods	1. Assessment overview 2. Case conceptualisation + integrating theory 3. Clinical vignette	Dr Tayla Degan	
3	16 Mar 2026	Assessment with Diverse Populations	1. Class review and discussion of referral information and Karin's clinic forms, BDI scores 2. Understanding positionality	Dr Nicholas Day	
4	23 Mar 2026	Assessment of Depression & Anxiety	1. Group viewing and discussion of first interview with client 2. Mental State Examination 3. Clinical vignette	Dr Nicholas Day	Assessment 1: Clinical Interview #1 due (interview & reflection uploaded) on Friday
5	30 Mar 2026	Assessment of Children & Adolescents	1. Group viewing of the second interview with client 2. Clinical vignette	Dr Nicholas Day	
6	06 Apr 2026	<b>NO LECTURE (Research Week)</b>			
7	13 Apr 2026	Assessing Mental Functioning & Defense Mechanisms	1. Group viewing of the third interview with client 2. Clinical vignette	Dr Nicholas Day	Assessment 2: Child or adult Case Conceptualisation assignment due on Friday
-	20 Apr 2026	<b>MID SESSION BREAK</b>			-
8	27 Apr 2026	Assessing Personality	1. Group viewing of the fourth interview with client 2. Review and discussion of MCMI-IV	Dr Nicholas Day	
9	04 May 2026	Assessment of Trauma	1. Group viewing of the fifth interview with client 2. Review and discussion of PCL-5 scores	Dr Nicholas Day	
10	11 May 2026	Fundamentals of Neuropsychological Assessment	1. Group viewing of the sixth interview with client 2. Practice test kits	Dr Kate Croaker	Assessment 1 (again): Clinical Interview #2 due (interview and reflection uploaded) on Friday

11	18 May 2026	Assessment of Psychotic Experiences	1. Discussion and support towards identifying the key issues for a robust conceptualisation of the Karin case 1. Psychosis resources review	Dr Anna Sidis	
12	25 May 2026	Assessment of Narcissism	1. Narcissism resources review 2. Clinical vignettes	Dr Nicholas Day	
13	01 Jun 2026	Assessment of Eating Disorders	1. Eating disorders resources review	Dr Emanuela Brusadelli	
	08 Jun 2026	<b>Study Recess</b>			Assessment 3: Case conceptualisation due on Friday
	13 Jun 2026	<b>Examinations</b>			

\* 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/>

## **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.

## **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	Lab/Prac/Simulation	30%
Assessment 2	Professional Task	20%
Assessment 3	Assignment	50%
<b>TOTAL MARKS</b>		100%

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

### Assessment 1: Lab/Prac/Simulation - Recordings of Clinical Interview Role Play

<b>Marking Criteria</b>	Marking matrix is available on Moodle.
<b>Length</b>	8 minutes of clinical interview + 2 minutes of personal reflection.
<b>Weighting</b>	30%
<b>Assessment Due</b>	27 Mar 2026 (Friday in Session Week 4) 15 May 2026 (Friday in Session Week 10) Final submission time: 11:30pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Recorded video upload
<b>Generative AI use</b>	Using AI tools (e.g., ChatGPT, Microsoft Co-pilot, etc.) to derive and submit responses to assignment questions in place of your own work is a form of plagiarism. As this task is designed to demonstrate an authentic, individualised therapeutic engagement and personal reflection, using AI is not in the spirit of the task and as such it is not permissible to use AI tools at all to supplement your thinking in this assessment.
<b>Assessment submission</b>	Online via Moodle
<b>Assessment return</b>	15 working days of the assessment due date
<b>Detailed information</b>	<p>Aim of this assignment: This assignment is intended to introduce students to the experience of communicating with a client within the interview setting. This assignment will be evaluated on the demonstration of basic communication skills used to obtain information from a client, as well as the personal reflection.</p> <p>Assignment Description: This assignment is based on authentic learning practice by concentrating on the setting between a clinician and a client. Students will be able to express their personality style and flexibility in this assignment, as well as their capacity for reflective functioning.</p> <p>The assignment requires students to develop a recording of a client-clinician interview (role-played). Students are permitted to conduct their clinical interview via a virtual platform (e.g. Skype, Zoom) and can submit an audio-visual recording of this interview as their assignment.</p> <p>The recording medium will be the student’s decision. Hence, the recording can be made using a camera or a laptop computer, ensuring that the interaction is clear enough to enable an examiner to observe and hear skill usage</p>

	<p>When choosing the format, students need to consider how the final product is to be submitted.</p> <p>Students will typically work in pairs and alternate the role of clinician and client. Students can ask an additional student to help with the recording, though this student cannot take part in the role-play.</p> <p>The clinical interview is not intended to contain any intervention strategies and does not need to have a ‘resolution’ (it does not need to be tied up neatly at the end). Students can literally cut the recording at the 8-minute mark. The video is meant to show a snapshot only of the interview.</p> <p>The evaluation of this assignment will not be dependent on technical skills, although evident care needs to be taken in this area, and so any “performance” glitches in the recording will not be an issue as long as the recording is clear and audible.</p> <p>The assignment will be in two parts PART A: The video recorded interview PART B: A recorded personal reflection on the experience of engaging with a client</p> <p>You will receive further guidance on this assignment in tutorials. Please also see additional document on Moodle for further information.</p>
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## Assessment 2: Professional Task - Child OR Adult Conceptualisation Task

<b>Marking Criteria</b>	Marking matrix is available on Moodle.
<b>Length</b>	1000 words (10% +/-)
<b>Weighting</b>	20%
<b>Assessment Due</b>	17 Apr 2026 (Friday in Session Week 7) Final submission time: 11:30pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Written assessment
<b>Generative AI use</b>	Using AI tools (e.g., ChatGPT, Microsoft Co-pilot, etc.) to derive and submit responses to assignment questions in place of your own work is a form of plagiarism. As this task is designed to demonstrate your developing reflective and conceptualisation skills based on your own observations and reasoning, using AI is not in the spirit of the task. Reflective functioning is the bedrock of psychological assessment and practice, it is also a quintessential human capacity and as such it is not permissible to use AI tools at all to supplement your writing in this assessment.
<b>Assessment submission</b>	Online via Moodle  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.
<b>Assessment return</b>	15 working days of the assessment due date
<b>Detailed information</b>	Child OR adult case: You will have the choice of completing either a child or an adult case. Both cases, and the documents that you need to complete this assignment, are on the Moodle website. This task will offer you the opportunity to practice your conceptualisation skills and is designed to scaffold your learning in preparation for the major conceptualisation task.

	<p>Assignment Description</p> <p>This assignment is based on authentic learning practice (the context of what students will be doing when they leave). The final written presentation will comprise the following sections:</p> <ol style="list-style-type: none"> <li>1. A written formulation of the case, that coherently pulls together information from all interview/behavioural/psychometric information, concluding with a concise summary that pulls together the assessment process in a unified, comprehensible, and clinical picture. A likely provisional diagnosis(es) is also to be provided, including possible comorbidities if these are considered to be present.</li> <li>2. A 'supervisor briefing' document where you reflect on your own positionality, countertransference, areas of concern or confusion of the case, potential adaptations for therapeutic benefit, and so on. This is a reflexive document, but should be meaningfully linked to the case at hand.</li> </ol>
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### Assessment 3: Assignment - Case Conceptualisation

<b>Marking Criteria</b>	Marking matrix is available on Moodle.
<b>Length</b>	1500 words (10% +/-)
<b>Weighting</b>	50%
<b>Assessment Due</b>	12 Jun 2026 (Friday in Study Recess Week 1) Final submission time: 11:30pm
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Written assessment
<b>Generative AI use</b>	Using AI tools (e.g., ChatGPT, Microsoft Co-pilot, etc.) to derive and submit responses to assignment questions in place of your own work is a form of plagiarism. As this task is designed to demonstrate your developing reflective and conceptualisation skills based on your own observations and reasoning, using AI is not in the spirit of the task. Reflective functioning is the bedrock of psychological assessment and practice, it is also a quintessential human capacity and as such it is not permissible to use AI tools at all to supplement your writing in this assessment.
<b>Assessment submission</b>	<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>
<b>Assessment return</b>	15 working days of the assessment due date
<b>Detailed information</b>	<p>Aim of this assignment: This assignment comes at the end of intensive consideration of, and discussion about, multiple sources of assessment information in relation to an adult referral – abbreviated as “the Karin Case”. The marking criteria for this assignment can be found on the Moodle site. Because this subject does not require prior experience in applied psychology, students are encouraged to support each other by engaging fully in class discussions (simulating a clinical supervision session) for this assignment.</p> <p>Assignment Description</p> <p>This assignment is based on authentic learning practice (the context of what students will be doing when they leave). The final written presentation will comprise the following sections:</p> <ol style="list-style-type: none"> <li>1. A written formulation of the case, that coherently pulls together information from all interview/behavioural/psychometric</li> </ol>

	<p>information, concluding with a concise summary that pulls together the assessment process in a unified, comprehensible, and clinical picture. A likely provisional diagnosis(es) is also to be provided, including possible comorbidities if these are considered to be present.</p> <p>2. A 'supervisor briefing' document where you reflect on your own positionality, countertransference, areas of concern or confusion of the case, potential adaptations for therapeutic benefit, and so on. This is a reflexive document, but should be meaningfully linked to the case at hand.</p>
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## Minimum Requirements to Pass this Subject

### Minimum Performance Requirements

To meet the minimum performance requirements of this subject students must submit ALL assessments and achieve a minimum grade of 50% or higher.

### 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		
	Recordings of Clinical Interview Role Play  (30%)	Child OR Adult Conceptualisation Task  (20%)	Case Conceptualisation  (50%)
Be sensitive towards and demonstrate competent and ethical practice of psychology, regardless of the professional setting.	✓		
Demonstrate knowledge and understanding of the theoretical foundations of major psychological instruments.		✓	✓
Be sensitive towards and understand the process of assessment, regardless of its application or form of implementation.	✓	✓	✓
Understand the inter-relationship between conceptualisation, assessment, and provisional diagnosis.		✓	✓
Reflect on the importance of being professionally thoughtful and creative in psychological assessment through completion of set assignment tasks.	✓	✓	✓
Develop an appreciation of the ethical and moral accountability and responsibility that a psychologist undertakes when he or she conducts any form of assessment with a client.	✓		✓

### 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	<a href="https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/">https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/</a>
Careers advice	<a href="https://www.uow.edu.au/student/careers/">https://www.uow.edu.au/student/careers/</a>
Counselling	<a href="https://www.uow.edu.au/student/support-services/counselling/">https://www.uow.edu.au/student/support-services/counselling/</a>
Student Accessibility and Inclusion (SAI)	<a href="https://www.uow.edu.au/student/support-services/sai/">https://www.uow.edu.au/student/support-services/sai/</a>
Information Tech.	<a href="https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted">https://www.uow.edu.au/its/index.html?ssSourceSiteId=getstarted</a>
Study Skills	<a href="https://www.uow.edu.au/student/support-services/academic-skills/">https://www.uow.edu.au/student/support-services/academic-skills/</a>

## 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](mailto: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>