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## **PSYP932: Psychotherapy A**

### **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
Coordinator	Professor Brin Grenyer	43313474	<a href="mailto:grenyer@uow.edu.au">grenyer@uow.edu.au</a>	22.G18	Wednesday 09:00 - 12:00 (By appointment)
Lecturer	Dr Tayla Degan	(02) 42393492	<a href="mailto:tdegan@uow.edu.au">tdegan@uow.edu.au</a>	22.G17	Wednesday 09:00 - 12:00 (By appointment)
Lecturer	Dr Emanuela Brusadelli	(02) 4221 2331	<a href="mailto:emanuela@uow.edu.au">emanuela@uow.edu.au</a>	22.G13	Wednesday 09:00 - 12:00 (By appointment)
Lecturer	Dr Johanna Allsopp	02 42213747	<a href="mailto:jallsopp@uow.edu.au">jallsopp@uow.edu.au</a>	22.G15	Please email for appointment
Lecturer	Dr Ely Marceau	4221 4299	<a href="mailto:elym@uow.edu.au">elym@uow.edu.au</a>	21.203	Please email for appointment
Tutor	Dr Atanas Janackovski	3474	<a href="mailto:atanas@uow.edu.au">atanas@uow.edu.au</a>	22.G16	Wednesday 09:00 - 12:00

## **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. Critically evaluate contemporary scientific literature to inform appropriate evidence-based interventions and scientific methods to professional practice (=> APAC 3.2, 3.16)
2. Employ professional communication skills that are responsive to cultural, social and lifespan factors (=> APAC 3.3)
3. Conduct professional interviews and synthesise information from multiple sources to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk (=> APAC 3.6)
4. Monitor outcomes and make modifications where needed based on evolving case formulation, with care given to the appropriateness of interventions for the client within their wider context (=> APAC 3.7, 3.15)
5. Understand ethical and professional guidelines for safe and effective practice, including awareness of the boundaries of professional competence, and the value and role of inter-professional collaboration in client care in order to consult with, and refer on to, peers and other relevant professionals where appropriate (=> APAC 3.10, 3.12)
6. Identify improvements they can make to their professional practice, acknowledging the impact of their own values and beliefs, through engaging in a critical self-evaluative and self-reflective process (APAC=> 3.14)

### Subject Description

This subject develops competencies for conducting psychological interventions. It develops an ethical, legal and professional framework, and fundamental interpersonal psychotherapy skills, to be applied to working with children and adults from diverse backgrounds using research informed practices.

This subject provides students with a set of research-based interventions, strategies and skills for conducting psychological therapy for children and adults. The subject examines the microskills of interviewing, goal setting, problem solving, monitoring and reviewing, relationship enhancement, and selection of appropriate interventions depending on client need. Training methods include video feedback and direct observation of clinical skills. The subject provides the principles of empirically-based psychotherapy with children and adults in individual, family and group therapy formats. Principles of professional behaviours and ethical decision making underpin the learning.

### 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 2025 Professional Competencies - Level 3

- 3.1. Critically evaluate contemporary scientific literature to inform practice.
- 3.2. Apply evidence-informed and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
- 3.3. Apply professional interpersonal communication and interview skills in a culturally responsive manner.
- 3.4. Administer a range of psychological assessments with respect and cultural safety.
- 3.5. Identify psychological disorders using a recognised taxonomy.
- 3.6. Synthesise information from multiple sources into a coherent case conceptualisation of the client's presenting issues to select and implement appropriate interventions.
- 3.7. Implement culturally safe interventions based on evolving case conceptualisation.
- 3.8. Regularly evaluate client progress to revise case conceptualisation and interventions as necessary.
- 3.9. Demonstrate interprofessional collaborative practice and respectful and culturally responsive working relationships with others.
- 3.10. Operate within the boundaries of their professional competence, consult with peers, supervisors or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
- 3.11. Interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
- 3.12. Rigorously apply professional practice policies and procedures, including as they relate to referral management and record-keeping, across a range of workplace settings and with recognition of different organisational cultures and practices.
- 3.13. Manage ethical dilemmas using sound decision-making processes and take responsibility for professional conduct.
- 3.14. Engage in self-reflective professional practice, taking account of the impact of their own values and beliefs, and taking appropriate actions as a result.
- 3.15. Evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.

- 3.16. Complete a substantial research-based project, capstone experience, or piece of scholarship.
- 3.17. Demonstrate an understanding of psychosocial risks associated with practice and the ability to apply principles of self-care for safe and sustainable practice.
- 3.18. Demonstrate the ethical and competent use of digital technologies in psychology practice.

Assessment	Weighting	SLOs	APAC Standards
1	70	2,3,4,6	3.2, 3.3, 3.6, 3.7, 3.8, 3.10, 3.11, 3.14, 3.15, 3.17
2	30	1,5	3.1, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.17

### 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)

- Dewan, M. J., Steenbarger, B. N., & Greenberg, R. P. (2018). *The art and science of brief psychotherapies: A practitioner's guide*. 3rd Edition. VA: American Psychiatric Publishing. Available as an e-book from the UoW Library. Videos to support this text can be viewed here: <https://www.appi.org/Dewan>
- O'Hara, D., Schirmer, J., Ellwood, M. & Witteveen, K. (2025). *The practice of counselling and psychotherapy*. The University of Queensland. <https://doi.org/10.14264/109db44>
- Barkham, M., Lutz, W. & Castonguay, L. G. (Eds.). (2021). *Bergin and Garfield's Handbook of Psychotherapy and Behavior Change*. (7th ed.). New York, NY: Wiley.

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

Additional readings and resources for this subject are in the Moodle site

This is not an exhaustive list of references. Students should also use the 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 \***

This subject consists of face-to-face intensive teaching classes, recorded lectures, online and face to face learning activities, in vivo and recorded deliberate practice exercises, role plays, and experiential learning and reflection activities to develop the skills of conducting psychotherapy in a mental health context.

The program of learning is detailed in the Moodle site, but includes:

#### **Intensive block teaching week (24-28 February) (Brin Grenyer):**

- Part 1. Introduction to the scientist-practitioner model and evidence-based therapy. Psychotherapy evidence-based practices: Research into psychotherapy outcomes (3 hours)
- Part 2. Psychotherapy skills. Structuring therapy skills, contracting, monitoring progress, evaluating outcomes (3 hours)
- Part 3. Psychotherapy relationship skills, alliance enhancing skills. Supportive change skills (3 hours)
- Part 4. Psychotherapy skills: Common intervention skills including Socratic questioning, chain analysis, identifying relationship patterns and schemas (3 hours)
- Part 5. Transference & Countertransference, case formulation (3 hours)

#### **In-semester Lecture series:**

- Week 1 : Ethics and professional practice 1 (Ely Marceau)
- Week 2 : Ethics and professional practice 2 (Ely Marceau)
- Week 3: Introducing case formulation (Ely Marceau)
- Week 4: Introducing different therapeutic approaches (Emanuela Brusadelli)
- Week 5 : CBT 1 - Case Formulation (Johanna Allsopp)
- Week 6 : Research week
- Week 7 : CBT 2 - Skills (Johanna Allsopp)

### **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	Professional Task	70%
Assessment 2	Exam	30%
	<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: Professional Task - Psychotherapy mp4 and reflective journal

<b>Marking Criteria</b>	<p>The videotape will be marked according to the quality of the demonstration of the 10 skills below (25%). The self-analysis will be marked for the degree to which you are able to accurately self-reflect upon your skills and the therapy process that is neither too uncritical nor too critical (15%).</p> <p><b>Criterion A: Structuring the interview skills</b></p> <ol style="list-style-type: none"> <li>1. Use frame establishment skills. Show that you can establish the goals and framework upon which the three sessions will proceed. Show that you can keep to time and monitor the frame.</li> <li>2. Use summarizing skills, i.e., demonstrate your ability to summarize what the person has told you accurately and clearly in a way that shows to the interviewee that you have understood both the factual and emotional content.</li> <li>3. Use reflection skills, i.e., demonstrate an ability to touch upon significant or difficult parts of the story to invite deeper experiencing of it in your interviewee.</li> </ol> <p><b>Criterion B: General counselling skills</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate clarity in your delivery (e.g. be clear and confident in your voice and manner)</li> <li>2. Demonstrate accurate empathy (e.g. use words/language that is appropriate to the client's world view)</li> <li>3. Demonstrate accurate voice modulation (e.g. your voice tone should show appropriate, accurate emotional modulation in response to your client, neither too cold nor too over-emotional)</li> <li>4. Demonstrate brevity in your responses (e.g. your comments should be both accurate and brief, rather than long-winded, repetitive or overly impressionistic/speculative).</li> </ol> <p><b>Criterion C: Supportive-Expressive skills</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to select an appropriate response that matches the client's depth of experiencing - supportive when they are resistant, symptomatic or precontemplative, and expressive when they are trusting and moving into the action phase to change thoughts and behaviours</li> <li>2. Demonstrate the ability to maintain a focus on the set goals as appropriate</li> <li>3. Use skills at termination/completion. i.e. demonstrate skills in being able to close the discussion in a way that brings the client back to the here-and now and prepares them for the ending of each interview and the end of the final session.</li> </ol>
<b>Length</b>	You are to submit 3 mp4 video files of 3 x 50-minute sessions with a student colleague. You are required to pair up with another student because the

	<p>experience of being a client is a valuable part of training. The aim of the video is to demonstrate your ability to structure an initial session, set one or two brief goals, work through the goals and terminate at the end of session 3. It should be accompanied by a 1500 word typed self-analysis reflective journal in Microsoft word .docx format.</p> <p>Session 1 is submitted in week 4 (Thursday), then sessions 2 and 3 and the final written reflection is submitted on Week 8 (Thursday) for marking. Submit your work as a single Microsoft word file in Moodle - file name "Surname_Firstname_Video.docx" Inside the file include the written reflection, and the link(s) to your UoW OneDrive video file(s) (to allow access to view for the marker).</p>
<b>Weighting</b>	70%
<b>Assessment Due</b>	<p>26 Mar 2026 (Thursday in Session Week 4)</p> <p>30 Apr 2026 (Thursday in Session Week 8)</p> <p>Final submission time: 12:00am</p>
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	<p>The video MUST be clearly audible - indistinct, inaudible, mumbling, excessively noisy or poor quality recordings will not be marked. Videos that show evidence of being 'scripted' or edited will be marked down. The video should present you in view. It is not necessary to have the other person visible. The person must freely consent to be interviewed. To confirm this, you should ensure that their consent is recorded on the tape. All videos MUST begin at the start of session 1 (only first session needs this) with the following (recorded at the beginning of the video):</p> <p>"My name is (your name), I understand you have consented to talk to me for three sessions for the purposes of my Psychotherapy subject at the University of Wollongong. The tape will be listened to by my teacher and then returned to me and I will erase it at the end of my subject. Do you agree to participate in this interview?" [Your interviewer must then say "yes" or "I agree"]. This does not need to be recorded for the second or third session.</p> <p>It is also recommended that you consider how the 3 therapy sessions may influence your existing relationship with your fellow student interviewee (client), you may want to agree on some boundaries for disclosure of personal information.</p> <p><b>The self analysis reflective journal</b> to accompany the tape should answer the following. It is suggested you analyse each of the three sessions in turn (about 500 words each session), thinking about these issues for each session:</p> <p>In relation to the 10 criteria below (see assessment criteria) consider these questions for each session in turn:</p> <ol style="list-style-type: none"> <li>1. What do you see as some of the good things about your interview?</li> <li>2. What do you see as some of the not so good things about your interview?</li> </ol> <p>It is useful to refer to specific timings in making your reflections e.g. "in interview 1 at 23.45 minutes I failed to pickup on an important issue my client told me and they had to repeat it at 28.55 mins." "at interview 3 at 2.33 minutes my anxiety was so high I spent too much time recapping the last sessions rather than listening to what my client wanted to review" "at interview 2 at 45.06 minutes I helped them understand a significant perpetuating relationship theme by my use of the phrase 'x' that helped us progress this therapy goal".</p>
<b>Generative AI use</b>	Gen AI cannot be used; this is a live unedited real recording of your psychotherapy skills and your own generated self-reflections.

<b>Assessment submission</b>	Online via Moodle
<b>Assessment return</b>	The markers comments will be returned within Moodle
<b>Detailed information</b>	<p>This assessment is worth 70% of the final Grade (40% video, 30% reflective journal)</p> <p>Consistent with the competency-based nature of assessments within professional and clinical psychology programs, students are required to attain as a minimum a Pass grade on all assignments to pass this subject.</p> <p>Note: Use of generative AI is not allowed with this assignment. You must not upload any interview material to a gen AI program, and the reflections on the interview should be your own work and not assisted by use of gen AI. The reasons include that uploading information into gen AI would be a breach of confidentiality and privacy, that analysing and assessing your performance is a competency you are being trained to develop as a core skill of practice and thus is being assessed based on your own work, not computer assisted output. Using gen AI would render the assessment of your work invalid and would be considered unethical and a breach of academic standards.</p>

### **Assessment 2: Professional Task - Take-Home Exam**

<b>Marking Criteria</b>	<p>The 6 Short Answer Essay questions will be marked using UOW Grade Descriptors (a mark from 0-100)</p> <p>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. For more information on the UOW grade descriptors see:  <a href="http://www.uow.edu.au/curriculum-transformation/aqc/uowgradedescriptors/index.html">http://www.uow.edu.au/curriculum-transformation/aqc/uowgradedescriptors/index.html</a></p>
<b>Length</b>	Each of the 6 questions will require about 250 - 1000 words to answer each, although there is no word limit.
<b>Weighting</b>	30%
<b>Assessment Due</b>	16 Apr 2026 (Thursday in Session Week 7) Final submission time: 12:00am
<b>Type of Collaboration</b>	Individual assessment
<b>Style and format</b>	Essay questions in written format.
<b>Generative AI use</b>	Gen AI cannot be used as this is a test of your own reasoning and understanding of the content and requires you to generate your own answers.
<b>Assessment submission</b>	Online via Moodle
<b>Assessment return</b>	Graded exams will be returned via Moodle.
<b>Detailed information</b>	<p>The take-home short examination will be available electronically at 4pm on Wednesday Week 7 and due 11.59pm Thursday</p> <p>The exam will be provided as a Microsoft word file  "FirstName_LastName_Exam_PsychotherapyA"</p> <p>Save the file using your name and write your answers after each question in the Microsoft word file. Retain all questions and formatting in the file and submit as a word file in Moodle.</p> <p>Students will have 30 hours to complete the examination and submit their answers - due midnight Thursday. Preparation guidelines will be provided closer to the time of the examination, but will include psychotherapy</p>

	<p>technique, research outcomes and evidence-based principles, and ethical and professional questions including inter-professional learning. Because this is an exam, individual feedback on answers submitted will not be provided. Consistent with the competency-based nature of assessments within professional and clinical psychology programs, students are required to attain as a minimum a Pass grade on all assignments to pass this subject.</p> <p>Note: generative AI is not permitted to be used in this assignment. There are several reasons for this determination. The assignment requires you provide your own thoughts, reasons and knowledge about the key topics and the key source material provided constitutes the curriculum for this assessment. Uploading questions or draft answers to gen AI would breach the confidentiality and security of the test materials. Use of gen AI would therefore compromise the integrity of this examination. The intention of the examination is to present your understanding and reasoning to the examiner on the questions posed. Providing gen AI assisted answers would be considered academic misconduct.</p>
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## Minimum Requirements to Pass this Subject

Consistent with the competency-based nature of assessments within professional and clinical psychology programs, students are required to attain as a minimum a Pass grade on all assignments to pass this subject.  
Minimum Student Attendance and Participation

Student attendance and active involvement in tutorials, practicals, seminars, labs and/or simulations is compulsory and students must attend all classes, whether they are in person or scheduled for online. If students are unable to attend a tutorial/ practical/ simulation/ lab they should email the subject coordinator by the end of week 1. Absences will require the submission of an application for Academic Consideration via SOLS and the presentation of suitable documentation, for example a Medical Certificate, to Student Central as soon as practical. For further details about applying for academic consideration visit the Student Central webpage: <https://www.uow.edu.au/student/admin/academic-consideration/>

Students are expected to attend all their timetabled classes. Active and constructive presence in class makes an important contribution to your education as well as that of your peers.

Attendance records are kept for all tutorials. 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 attendance requirements may constitute grounds for the award of a grade of Technical Fail (TF) in this subject.

### 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

### 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. The Professional and Clinical Psychology Training Guidebook includes a list of inherent requirements and applies to this subject and has important information about requirements and is the essential source of information about this professional training program. <https://www.uow.edu.au/science-medicine-health/current-students/#d.en.392211>

### 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	
	Psychotherapy mp4 and reflective journal (70%)	Take-Home Exam (30%)
Critically evaluate contemporary scientific literature to inform appropriate evidence-based interventions and scientific methods to professional practice (=> APAC 3.2, 3.16)		✓
Employ professional communication skills that are responsive to cultural, social and lifespan factors (=> APAC 3.3)	✓	
Conduct professional interviews and synthesise information from multiple sources to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions, including management of risk (=> APAC 3.6)	✓	
Monitor outcomes and make modifications where needed based on evolving case formulation, with care given to the appropriateness of interventions for the client within their wider context (=> APAC 3.7, 3.15)	✓	
Understand ethical and professional guidelines for safe and effective practice, including awareness of the boundaries of professional competence, and the value and role of inter-professional collaboration in client care in order to consult with, and refer on to, peers and other relevant professionals where appropriate (=> APAC 3.10, 3.12)		✓
Identify improvements they can make to their professional practice, acknowledging the impact of their own values and beliefs, through engaging in a critical self-evaluative and self-reflective process (APAC=> 3.14)	✓	

## 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>