
PSYP941: Research Skills for Evidence-Based Practice 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

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Teaching Staff Additional Information

Please see Moodle site for more information. Consultation time are available by appointment.

Expectations of Students

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

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

Appropriate Online Behaviour

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

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

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

Table of Contents

Section A: General Information	6
Learning Outcomes	6
Subject Learning Outcomes	6
Subject Description	6
Course Handbook	6
Subject Details: Practical Activities, eLearning, Readings and Materials	6
Subject eLearning	6
Safety Guidelines	6
Lab/Practical/Fieldwork/Simulation Safety Guidelines	6
Additional Subject Details	7
Using Generative Artificial Intelligence (GenAI)	8
Major Text(s)	8
Recommended Readings and Other Resources	8
Lectures, Tutorials and Attendance Requirements	10
Lecture Times *	10
Lecture Program *	10
Additional Lecture Comments	12
Recording of Teaching and Learning Activities	12
Your Privacy - Recording of Teaching and Learning	13
Recent Improvements to Subject	13
Extraordinary Changes to the Subject Outline	13
Learning Analytics	13
Section B: Assessment	14
Assessment Summary	14
Minimum Requirements to Pass this Subject	17
Hurdle Assessment	17
UOW Grade Descriptors	17
Assessment Learning Outcome Matrix	17
Submission, Retention and Collection of Written Assessment	18
Extensions	18
Late Submission of Assessment Tasks and Penalties	18
Collection	18
Retention	18
Scaling	18
Supplementary Assessment	19
Review and Appeal of Academic Decisions	19
Assessment Quality Cycle	19
Academic Integrity	19
Referencing	19
Section C: General Advice for Students - Policies and Procedures	20
Student Services and Support	20
Student Support Coordinator (SSC)	20
Student Advocacy Service	20
AskUOW	20
Library Services	21
Academic Integrity Policy	21
Code of Practice - Research	21
Honours Policy	21
The Code of Practice - Work Integrated Learning (Professional Experience)	21
Copyright Policy	21
Course Progress Policy	21
Examination Rules and Procedures	21
Ethical Objection by Students to the Use of Animal and Animal Products in Coursework Subjects	21
Coursework Rules	22
Human Research Ethics	22

Inclusive Language Guidelines	22
Intellectual Property Policy.....	22
Review and Appeal of Academic Decisions Policy	22
Student Academic Consideration Policy.....	22
The Student Charter - Your Rights and Responsibilities	22
Student Assignment of Intellectual Property (IP) Policy	22
Student Conduct Rules.....	23
Teaching and Assessment: Assessment and Feedback Policy	23
Teaching and Assessment: Code of Practice - Teaching.....	23
Teaching and Assessment: Subject Delivery Policy	23
Workplace Health & Safety Policy	23

Section A: General Information

Learning Outcomes

Subject Learning Outcomes

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

1. Critically evaluate and appraise levels of scientific evidence from psychology and relevant contemporary research to guide and inform evidenced-based practice
2. Investigate a substantive individual research question relevant to the discipline of psychology
3. Understand the principles of ethical and culturally responsive research and Aboriginal ways of knowing, being and doing

Subject Description

PSYP941 aims to equip students with a wide variety of research skills required for professional psychology. Students will develop skills to evaluate research critically and interpret data. The content will begin by covering the conceptual bases, aims, context, sampling, designs, methods of data collection and the strengths and weaknesses (threats to validity) of different methods of data collection. Ethical issues in conducting research are reviewed. Students will develop and conduct a research project in a relevant area of professional 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.

Additional Subject Details

APAC 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.

SUBJECT LEARNING OUTCOMES PSYP941	
1.	Critically evaluate and appraise levels of scientific evidence from psychology and relevant contemporary research to guide and inform evidenced-based practice
2.	Investigate a substantive individual research question relevant to the discipline of psychology
3.	Understand the principles of ethical and culturally responsive research and Aboriginal ways of knowing, being and doing

Year 5	SLOs			APAC Level 3 competencies																		
	1	2	3	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10	3.11	3.12	3.13	3.14	3.15	3.16	3.17	3.18	
Assessment type:																						
1. Critical Appraisals	x	x	x	x	x										x						x	
2. Preliminary Review Protocol	x	x	x	x	x										x						x	

Using Generative Artificial Intelligence (GenAI)

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

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

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

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

Major Text(s)

There is no prescribed text for this subject.

Recommended Readings and Other Resources

Additional references will be available from e-learning specifically for each lecture.

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/>

Ethical and cultural considerations in clinical research:

- National Health and Medical Research Council, Australian Research Council and Universities Australia (2025). National Statement on Ethical Conduct in Human Research. Canberra: National Health and Medical Research Council. Online version: <http://www.nhmrc.gov.au/about-us/publications/national-statement-ethical-conduct-human-research-2025>
- National Health and Medical Research Council (2018) Ethical conduct in research with Aboriginal and Torres Strait Islander Peoples and communities: Guidelines for researchers and stakeholders, Commonwealth of Australia: Canberra. Online version: www.nhmrc.gov.au/guidelines-publications/ind2
- AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research (2020) AIATSIS: Canberra. Online version: <http://aiatsis.gov.au/ethics>
- Aboriginal Health and Medical Research Council of NSW (2023) NSW Aboriginal Health Ethics Guidelines: Key Principles. Online version: https://www.ahmrc.org.au/wp-content/uploads/2023/10/AHMRC_Health-Ethics-guidelines-2023_01.pdf

Other references:

- Australian Psychological Society (2024) Evidence-based psychological interventions in the treatment of mental disorders: A literature review (5th edition). Website: <https://psychology.org.au/for-the-public/psychology-topics/evidence-based-psychological-interventions>
- Baker, M. (2016). Is there a reproducibility crisis? *Nature*, 533, 452-454.
- Dudgeon, P., & Walker, R. (2015). Decolonising Australian psychology: Discourses, strategies, and practice. *Journal of Social and Political Psychology*, 3(1), 276-297. <https://doi.org/10.5964/jspp.v3i1.126>
- Forrester, M. (2010). *Doing Qualitative Research in Psychology: A Practical Guide*. SAGE publications.
- Field, A. (2009). *Discovering Statistics Using SPSS 3rd Edition*. UK: Sage Publications Ltd.
- Friedman, Hershey (2023). *Cognitive Biases and Their Influence on Critical Thinking and Scientific Reasoning: A Practical Guide for Students and Teachers*. SSRN Electronic Journal. DOI: 10.2139/ssrn.2958800.
- Grant, M.J., and Booth, A. (2009) A typology of reviews: an analysis of 14 review types and associated methodologies. *Health Information & Libraries Journal*, 2009-06, Vol.26 (2), p.91-10, DOI: 10.1111/j.1471-1842.2009.00848.x
- Hosseini, M-S., Jahanshahloo, F., Akbarzadeh, M.A., Zarei, M., Vaez-Gharamaleki, Y. (2024) Formulating research questions for evidence-based studies. *Journal of Medicine, Surgery, and Public Health*, Volume 2, 100046, <https://doi.org/10.1016/j.glmedi.2023.100046>.
- Ioannidis JP, Munafò MR, Fusar-Poli P, Nosek BA, David SP. Publication and other reporting biases in cognitive sciences: detection, prevalence, and prevention. *Trends Cogn Sci*. 2014 May;18(5):235-41. doi: 10.1016/j.tics.2014.02.010.
- Kazdin, Alan E. (2016). Single case experimental research designs, In: *Methodological issues and strategies in clinical research.*, 4th ed. Kazdin, Alan E. (Ed); Publisher: American Psychological Association; pp. 459-483. [Chapter]
- Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science*, 2, 53–70. <https://doi.org/10.1111/j.1745-6916.2007.00029.x>
- Meichenbaum, D. & Lilienfeld, S.O. (2018) How to spot hype in the field of psychotherapy: A 19-item checklist. *Professional Psychology: Research and Practice*, 49, 22-30.
- Simmons, J.P, Nelson, L.D, & Simonsohn, U. (2011). False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant, *Psychological Science*, 22, 1359-1366.
- Smith, J.A. (2008). *Qualitative Psychology. A Practical Guide to Research Methods 2nd Edition*. Sage Publications Inc.
- Tabachnick, B.G., & Fidell, L.S. (2007). *Using Multivariate Statistics 5th Edition*. Pearson/Allyn & Bacon.
- Washburn, J.J. et al. (2019). Reaffirming the scientific foundations of psychological practice: Recommendations of the Emory Meeting on continuing education. *Professional Psychology: Research and Practice*, 50, 77-86.
- Yin, R.K. (2009). *Case Study Research: Design and Methods 4th Edition*. Sage Publications Inc.

Subject eLearning

The University uses the eLearning system Moodle to support all coursework subjects. The subject Moodle site can be accessed via the eLearning link in SOLs. SOLs can be accessed from this page:

<https://www.uow.edu.au/student/index.html>

You can find guidelines to eLearning here <https://www.uow.edu.au/student/learningcoop/index.html>

Other Resources

Electronic readings for this subject are available through the library website. Visit the Catalogue via the Library link on the UOW homepage. On the Library homepage do a search via the “readings” link.

Learning materials can be located on the Moodle site for this subject.

Lectures, Tutorials and Attendance Requirements

Lecture Times *

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

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

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

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

Lecture Program *

Week	Commencing	Topics Covered	Readings
1	02 Mar 2026	<p>Introduction to research skills for professional practice</p> <p><i>Online preparation:</i> Consequences of poor scientific judgement (potentially harmful treatments); Ethical and cultural considerations for clinician-researchers; Critical appraisal and research skills for professional practice (see Moodle site):</p> <p><i>In class:</i> Introduction to research skills for evidence-based practice</p> <ul style="list-style-type: none"> • Research in the professional psychology context • The <i>Practitioner/Scoping Review</i> as the Capstone assessment in PSYP942 • Discussion/Critical Appraisal activity • Evidence-based practice • NHMRC levels of evidence • An Aboriginal social-emotional wellbeing framework • Ethical and cultural considerations in research 	See Moodle site
2	09 Mar 2026	<p>Formulating a good clinical research question and conducting an evidence review</p> <p><i>Online preparation:</i> Moodle workbook, readings, a typology of reviews</p> <p><i>In class:</i> Formulating a good clinical research question and conducting an evidence review</p> <ul style="list-style-type: none"> • What makes a good clinical research question? • Tips for conducting your evidence review • Critical appraisal/quality tools • Positioning research evidence 	See Moodle site
3	16 Mar 2026	<p>Appraising systematic reviews and clinical trials (NHMRC Levels I, II and III-1)</p> <p><i>Online preparation:</i> Moodle workbook, readings, video</p> <p><i>In class:</i> Appraising systematic reviews, meta-analyses and clinical trials to inform evidence-based practice</p> <ul style="list-style-type: none"> • Systematic vs systematised reviews • PRISMA guidelines and quality assessment • Meta-analyses (quantitative synthesis, forest plots and potential biases) 	See Moodle site

		<ul style="list-style-type: none"> • Trial designs, CONSORT guidelines and quality assessment • Per protocol versus intention-to-treat analysis 	
4	23 Mar 2026	<p>Appraising comparative studies, case series and other quantitative observational studies (NHMRC evidence levels III-2, III-3 and IV)</p> <p><i>Online preparation:</i> Moodle workbook, video, readings</p> <p><i>In class:</i> Appraising comparative studies with control (NHMRC evidence levels III-2, III-3), case series (NHMRC evidence level IV) and other quantitative observational studies to inform evidence-based practice</p> <ul style="list-style-type: none"> • Controlled observational study designs • Case series • Observational (prospective and retrospective) longitudinal cohort designs • Cross-sectional studies 	See Moodle site
5	30 Mar 2026	<p>Appraising qualitative research and understanding Indigenous ways of knowing, being and doing</p> <p><i>Online preparation:</i> Moodle workbook; Decolonising psychology; Indigenous ways of knowing, being and doing.</p> <p><i>In class:</i> Appraising mixed methods and qualitative research for evidence-informed practice</p> <ul style="list-style-type: none"> • Mixed methods study designs • Positivism vs. interpretivism: alternative paradigms of rigor • What types of practice-based questions can qualitative research answer? • Common qualitative approaches and methods • Indigenous ways of knowing, being and doing • Critical appraisal of qualitative research 	See Moodle site
6	06 Apr 2026	<p>RESEARCH WEEK (no regular classes)</p> <p>Students are expected to participate in the broader School of Psychology research week activities and seminars. See Moodle site for details.</p>	
7	13 Apr 2026	<p>Positioning literature in an evidence review</p> <p><i>Online preparation:</i> See Moodle site</p> <p><i>In class:</i> Positioning literature in an evidence review</p> <ul style="list-style-type: none"> • Tips for assessing the type and weight of evidence • Tips for developing your review protocol • Covidence • Discussion of Assessments 1 and 2 	
	20 Apr 2026	Mid-Session Recess	
8	27 Apr 2026	<p>No classes from Week 8 to Week 13 - this is a period of self-directed research to support the completion of your PSYP941 assignments.</p> <p>All students should have developed their clinical research question (Practitioner/Scoping Review topic).</p>	

		Class time should be used to: (a) explore the peer-reviewed literature related to their topic (Assessment 1, Critical Appraisals, due Week 9); and (b) work towards and testing and refining their study protocol and literature searches for their Practitioner/Scoping Review (Assessment 2: Preliminary Review Protocol and Search Strategy, due Week 13). This topic will be the focus of a 3000 word review submitted next (Spring) session as the final assessment in PSYP942.	
9	04 May 2026	No classes. See above description.	* Hand in critical appraisals (see Assessment 1)
10	11 May 2026	No classes. See above description.	
11	18 May 2026	No classes. See above description.	
12	25 May 2026	No classes. See above description.	
13	01 Jun 2026	No classes. See above description.	* Hand in Preliminary Review Protocol and Search Strategy (see Assessment 2)
	08 Jun 2026	Study Recess	
	13 Jun 2026	Examinations	
	20 Jun 2026	Examinations	

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

Additional Lecture Comments

The above schedule provides a guide to the weekly lecture topics however the delivery date of these topics may on occasion vary due to unforeseen circumstances, such as the availability of a guest lecturer or access to other resources.

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.

The School is committed to continual improvement in teaching and learning. In assessing teaching and learning practices in a subject, the School takes into consideration student feedback from many sources. These sources include direct student feedback to tutors and lecturers, feedback through Student Services and Arts, Social Sciences and Humanities Central, and responses to the Subject and Course Evaluation Surveys. These important student responses, along with University policies and Faculty practices inform ongoing changes to subjects and courses. This information is also used to inform systemic 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	Grading
Assessment 1	Assignment	S/US
Assessment 2	Assignment	S/US

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

Assessment 1: Assignment - Critical appraisals of research literature

Marking Criteria	Students will be graded satisfactory/unsatisfactory based on adherence to the above task brief, in particular the quality of critique of the strengths and weaknesses of the research reviewed. A worked example of an appraisal will be distributed in class.
Length	Three (3) critical appraisals. Each critical appraisal will be no longer than 1 A4 page in length (i.e., 3x A4 pages in total)
Grading	Satisfactory / Unsatisfactory
Assessment Due	08 May 2026 (Friday in Session Week 9) Final submission time: 11:55pm
Type of Collaboration	Individual assessment
Style and format	3 one-page critical appraisals of journal articles relevant to the student's research topic (or in the case where the topic is yet to be decided, an area of emerging clinical interest). See Detailed Information below.
Generative AI use	<p>You may use generative AI (e.g., ChatGPT) for these assignments in accordance with the following guidelines:</p> <ul style="list-style-type: none"> • Generative AI must NOT be used to produce the first draft of your critical appraisal assignment. This includes all text in your critical appraisals. You are required to keep a copy of your original draft(s) and workings, which may be requested for review at a later stage. • Using generative AI tools for copy-editing your appraisal after the first draft is permitted to enhance language and readability and reduce word count only. This is acceptable as it mirrors standard proofreading tools (e.g., spelling and grammar checkers) and applies to material you have already created, rather than generating new content. You must check the final version prior to submitting. You remain fully responsible for the final work submitted. <p>Gen AI should complement, not replace, your critical thinking and decision-making skills. Submitting content generated by AI as your own work is considered as dishonest or unfair behaviour and any use outside of the above guidelines may be considered a breach of academic integrity. When you submit your assignment, you will also be required to submit a disclosure specifying your use of AI tools.</p>
Assessment submission	<p>Online via Moodle</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>

Assessment return	See Moodle.
Detailed information	<p>Critical appraisals will be from journal articles relevant to the student's research topic (or in the case where the topic is yet to be decided, an emerging area of clinical interest).</p> <p>This assessment asks students to demonstrate their capacity to critically appraise the literature relevant to a topic of their choosing. Students have been asked to submit three (3) critical appraisals of 3 different journal articles relevant to their research topic of interest. Each journal article will use a different study design, from each of the following list of 3 broad study design categories:</p> <ol style="list-style-type: none"> 1. <i>Experimental and quasi-experimental</i>: intervention studies with/without randomisation and/or control group, e.g., randomised controlled trials, other trial designs, pre-post-test designs and experimental small N designs 2. <i>Observational (quantitative)</i>: controlled and non-controlled observational study designs, e.g., case-control cohort studies, longitudinal cohort studies, and cross-sectional study designs. 3. <i>Qualitative</i>: e.g. qualitative case studies, qualitative interviews, Yarning methodology. <p>At least one (1) of the journal articles (from any of the above categories) MUST relate directly to the social-emotional wellbeing of Aboriginal and Torres Strait peoples. Students will be provided links to resources and tools to support their assessment of quality of Aboriginal and Torres Strait Islander research in class and online (Moodle) materials.</p> <p>Each critical appraisal must include:</p> <ul style="list-style-type: none"> • Identification of the category of literature appraisal • A succinct summary of the content of the article • An assessment of the <i>strengths AND weaknesses</i> of the research using concepts identified in class as a guide • A specific assessment of key ethical and cultural considerations • A global assessment of the weight of evidence produced by the study <p>Students must provide a copy of the article they are reviewing and must reference (using page numbers) points of the article they assess as either strengths or weaknesses of the research.</p> <p><i>NOTE: 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.</i></p>

Assessment 2: Assignment - Preliminary review protocol and search strategy

Marking Criteria	<p>Assessment 2 will be assessed using the following criteria:</p> <ol style="list-style-type: none"> 1. The clarity and soundness of the research question 2. Evidence of a clear understanding of <i>systematised review</i> (Practitioner Review or Scoping Review) methods 3. Evidence of having conducted preliminary searches to establish a set of included studies 4. The quality of the personal reflection on the process of developing the review topic and protocol <p>This assessment is graded satisfactory/unsatisfactory.</p>
Length	Word limit - total 1100 words maximum (excluding references). Please adhere to the word limits specified in each section of the protocol template provided.

Grading	Satisfactory / Unsatisfactory
Assessment Due	05 Jun 2026 (Friday in Session Week 13) Final submission time: 11:55pm
Type of Collaboration	Individual assessment
Style and format	Preliminary review protocol and search strategy using a template provided. See Detailed Information below.
Generative AI use	<p>You may use generative AI (e.g., ChatGPT) for these assignments in accordance with the following guidelines:</p> <ul style="list-style-type: none"> • Generative AI must NOT be used to produce the first draft of your preliminary review protocol and search strategy. This includes all text in your protocol and search strategy. You are required to keep a copy of your original draft(s) and workings, which may be requested for review at a later stage. You are also required to include doi links for all studies in your reference list for this assignment. • Using generative AI tools for copy-editing your appraisal after the first draft is permitted to enhance language and readability and reduce word count only. This is acceptable as it mirrors standard proofreading tools (e.g., spelling and grammar checkers) and applies to material you have already created, rather than generating new content. You must check the final version prior to submitting. You remain fully responsible for the final work submitted. <p>Gen AI should complement, not replace, your critical thinking and decision-making skills. Submitting content generated by AI as your own work is considered as dishonest or unfair behaviour and any use outside of the above guidelines may be considered a breach of academic integrity. When you submit your assignment, you will also be required to submit a disclosure specifying your use of AI tools.</p>
Assessment submission	<p>Online via Moodle</p> <p>This assessment task has been set up to be checked by Turnitin, a tool for checking if it has unreferenced content. You can submit your assessment task to Turnitin prior to the due date and Turnitin will give you an originality report. You can then make any changes that may be required and re-submit your final version by the due date.</p>
Assessment return	See Moodle.
Detailed information	<p>This assessment (Assessment 2) asks students to demonstrate their capacity to develop a substantive individual research question relevant to a professional practice context.</p> <p>Students will communicate their approach to conducting an evidence review of their chosen topic in a written preliminary review protocol and search strategy (using a template provided), with a brief summary of key ethical and cultural considerations relevant to the review, and a personal reflection explaining how their ideas and plans have progressed over the session.</p> <p>Students can choose from one of two review methods, either a Practitioner Review or Scoping Review.</p> <p>Students should refer to class notes, slides and readings on the Moodle site in completion of this task, including the marking rubric for this assignment.</p> <p><i>NOTE: 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.</i></p>

Minimum Requirements to Pass this Subject

All assessment tasks must be submitted. Consistent with the competency-based nature of assessments within professional and clinical psychology programs, students are required to attain as a minimum a Pass/satisfactory grade on **all** assignments to pass this subject.

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

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

Hurdle Assessment

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

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

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

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

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

UOW Grade Descriptors

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

Assessment Learning Outcome Matrix

Learning Outcomes	Measures - Assessment weighting	
	Critical appraisals of research literature <i>(0%)</i>	Preliminary review of protocol and search strategy <i>(0%)</i>
Critically evaluate and appraise levels of scientific evidence from psychology and relevant contemporary research to guide and inform evidenced-based practice	✓	✓
Investigate a substantive individual research question relevant to the discipline of psychology	✓	✓
Understand the principles of ethical and culturally responsive research and Aboriginal ways of knowing, being and doing	✓	✓

Submission, Retention and Collection of Written Assessment

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

Extensions

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

Late Submission of Assessment Tasks and Penalties

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

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

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

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

Collection

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

Retention

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

Scaling

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

Supplementary Assessment

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

Review and Appeal of Academic Decisions

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

Assessment Quality Cycle

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

Academic Integrity

The University's Academic Integrity Policy, faculty handbook and subject guides clearly set out the University's expectation that students submit only their own original work for assessment and avoid plagiarising the work of others or cheating. Re-using any of your own work (either in part or in full) which you have submitted previously for assessment is not permitted without appropriate acknowledgement. Plagiarism can be detected and has led to students being expelled from the University.

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

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

Referencing

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

Section C: General Advice for Students - Policies and Procedures

Student Services and Support

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

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

Student Support Coordinator (SSC)

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

Student Advocacy Service

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

AskUOW

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

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

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

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

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

Library Services

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

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

Academic Integrity Policy

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

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

Code of Practice - Research

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

Honours Policy

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

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

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

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

Copyright Policy

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

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

Course Progress Policy

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

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

Examination Rules and Procedures

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

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

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

Coursework Rules

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

Human Research Ethics

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

Inclusive Language Guidelines

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

Intellectual Property Policy

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

Review and Appeal of Academic Decisions Policy

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

Student Academic Consideration Policy

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

The Student Charter - Your Rights and Responsibilities

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

Student Assignment of Intellectual Property (IP) Policy

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

Student Conduct Rules

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

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

Teaching and Assessment: Assessment and Feedback Policy

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

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

Teaching and Assessment: Code of Practice - Teaching

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

Teaching and Assessment: Subject Delivery Policy

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

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

Workplace Health & Safety Policy

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

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