
PSYP924: Advanced Practicum

Subject Outline

12 credit points

Subject Information

Annual, 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.

This subject outline should be read in the context of the Professional and Clinical Psychology Training Guidebook, and students are referred to this document for further guidance on professional expectations, inherent requirements and overall course requirements.

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	Coordinator
Name	Dr Nick Marsden
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Consultation Times	Wednesday 11:00 - 12:00

Teaching Role	Lecturer
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Consultation Times	Wednesday 10:00 - 11:00 (Contact Ms Allsopp to arrange)

Teaching Role	Lecturer
Name	Dr Kate Croaker
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Consultation Times	Wednesday 11:30 - 15:00 (Contact Dr Croaker to arrange)

Teaching Staff Additional Information

This course is supported by external supervisors who provide clinical expertise, context relevant training, and ongoing evaluation during the external placements. Occasionally, guest lecturers may be invited to join or present at practicum conference.

Our Cultural Competence assessment was developed in collaboration with Dr Elizabeth Dale, Senior Lecturer, School of Medical, Indigenous and Health Sciences, Worimi Woman, Cultural safety consultant.

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.

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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. Apply advanced psychological knowledge of developmental systems and biopsychosocial models of health as they apply to psychological disorders as well as the multiple factors that impinge on mental health across the lifespan.
2. Apply advanced knowledge of psychological theories, psychopathology, psychopharmacology, and psychological disorders, to practice with a range of presentations including severe, complex and chronic mental illness to practice
3. Apply advanced psychological knowledge of culturally responsive assessment in the evaluation and treatment of psychological disorders including disorders of moderate to severe level and complexity, including the use of assessment tools and processes related to a wide range of psychological disorders
4. Apply advanced psychological knowledge to the integration, interpretation, and synthesis of clinical psychological and interdisciplinary assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention
5. Apply advanced interprofessional knowledge and understanding to consult and collaborate with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations
6. Understand and contextualise clinical psychology practice through engaging in self-reflective professional practice, taking account of the impact of personal values and beliefs, and taking appropriate actions as a result

Subject Description

This subject develops advanced competencies in clinical psychology practice. Through 700 hours of supervised fieldwork the intern will ground skills in clinical assessment and intervention across the lifespan with a focus on severe and complex mental health disorders. Individual, dyad, and group psychotherapies will a focus, along with ongoing monitoring and reflective practice. Inter-professional learning and report writing will be an important context within the supervised training, along with the development of skills in leadership, mentoring and teamwork to enhance client outcomes.

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.

APPLIED Work Integrated Learning

This subject has 'Applied WIL'. Students in this subject will experience both coursework and a work-related opportunity that typically includes interaction and feedback with industry professionals.

Additional Subject Details

This subject embeds Indigenous Knowledges, with the aim of decolonising thinking and beginning to engage participants in the negotiation of authentic knowledge-based relationships between Aboriginal Knowledges and the relevant disciplinary knowledge.

This subject is designed to develop and assess subject learning outcomes relevant to the Australian Psychology Accreditation Council Standards of practice.

Assessment	Weighting	SLOs	APAC Competencies
1	S/U	3, 4, 5 and 6	3.4, 3.5, 3.6, 4.2.1(ii), 4.2.2(iii,iv)
2	S/U	3, 4, and 6	3.14, 4.2.1(ii), 4.2.2(iii,iv), 4.2.3(i,ii)
3	S/U	1 to 6	3.8, 4.2.1(i,ii,iii), 4.2.2 (i,iii), 4.2.3(i,ii,iii)
4	S/U	1 to 6	3.10, 4.2.1, 4.2.2, 4.2.3

For a full description of APAC standards and competencies see https://apac.au/wp-content/uploads/2021/09/APAC-Accreditation-Standards_v1.2_rebranded.pdf

For further information regarding PsyBA Professional Psychology Competencies see <https://www.psychologyboard.gov.au/Standards-and-Guidelines/Professional-practice-standards/Professional-competencies-for-psychology.aspx>

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)

While this subject does not contain a major text, all students must read and be familiar with workplace policy at placement sites and continue to develop knowledge related to the placement.

Recommended Readings and Other Resources

This is a small sample of recommended readings as you further develop your skills and knowledge in Clinical Psychology. We do not expect that you will read all of these but hope that they will be useful resources for when you need them:

- American Psychiatric Association. (2013). Cautionary statement for forensic use of DSM-5. In Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: Author. <http://dx.doi.org/10.1176/appi.books.9780890425596>
- Beck, J. (1995) Cognitive Therapy: basics and beyond. The Guilford Press
- Brockman, R. N., Simpson, S., Hayes, C., van der Wijngaart, R., & Smout, M. (Eds.). (2023). *Cambridge Guide to Schema Therapy*. [Cambridge University Press](#)
- Brown, J. (2012) Growing Yourself Up. Exisle Publishing
- Cecchin, G. (Ed.), Lane, G. (Ed.), Ray, W. (Ed.). (1992). *Irreverence*. London: Routledge, <https://doi.org/10.4324/9780429476259>
- Hayes, S.C., Strosahl, K. D., Wilson, K. (2012) *Acceptance and Commitment Therapy: The process and Practice of Mindful Change*. The Guilford Press
- Parker, Ian (2020) *Psychology through Critical Auto-Ethnography: Academic Discipline, Professional Practice and Reflexive History*. Routledge
- Rober, P. (2008). The Therapist's Inner Conversation in Family Therapy Practice: Struggling with the complexities of therapeutic encounters with families. 7(4), 245-261. doi:10.1080/14779757.2008.9688471
- Rober, P., Elliott, R., Buysse, A., Loots, G., & De Corte, K. (2008). What's on the therapist's mind? A grounded theory analysis of family therapist reflections during individual therapy sessions. *Psychotherapy Research*, 18(1), 48-57. doi:10.1080/10503300701324183
- White, M., Eptson, D. (1990) *Narrative Means to a Therapeutic Ends*. WW Norton & Company, New York
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. HarperCollins Publishers

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

Additional Materials

Recommended podcasts:

- <https://weallwearitdifferently.com/>
- <https://www.madinamerica.com/mia-radio/>
- The Peregrine Rural Mental Health Podcast
- <https://www.theradicaltherapist.com/podcast.html>
- A Good Mind To <https://www.coequal.com.au/>

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: Autumn Session *

Week	Commencing	Topics Covered	Readings
1	05 Mar 2026	Practicum Conference commences Please ensure you have scheduled in a time to present (see Moodle) Thursdays 12.30 -1.30pm	Please review the Introduction to Practicum Conference video on Moodle.
2	12 Mar 2026	Practicum Conference	
3	19 Mar 2026	Practicum Conference	
4	26 Mar 2026	Practicum Conference	
5	02 Apr 2026	Practicum Conference	
6	09 Apr 2026	Practicum Conference	
7	16 Apr 2026	Research Week – NO PRACTICUM CONFERENCE	
	20 Apr 2026	Mid-Session Recess	
8	30 Apr 2026	Practicum Conference	
9	07 May 2026	Practicum Conference	
10	14 May 2026	Practicum Conference	
11	21 May 2026	Practicum Conference	
12	28 May 2026	Practicum Conference	
13	04 Jun 2026	Practicum Conference	
	08 Jun 2026	Study Recess	

Lecture Program: Spring Session *

Week	Commencing	Topics Covered
1	30 Jul 2026	Practicum Conference
2	06 Aug 2026	Practicum Conference
3	13 Aug 2026	Practicum Conference
4	20 Aug 2026	Practicum Conference
5	27 Aug 2026	Practicum Conference
6	03 Sep 2026	Practicum Conference
7	10 Sep 2026	Practicum Conference
8	17 Sep 2026	Practicum Conference

9	24 Sep 2026	Practicum Conference
	28 Sep 2026	Mid-Session Recess
10	08 Oct 2026	Research Week – NO PRACTICUM CONFERENCE
11	15 Oct 2026	Practicum Conference
12	22 Oct 2026	Practicum Conference
13	29 Oct 2026	Practicum Conference
	02 Nov 2026	Study Recess
	07 Nov 2026	Examinations
	14 Nov 2026	Examinations

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

Additional Lecture Comments

Please note attendance at Practicum Conference is mandatory. Each student must successfully complete a presentation in order to pass this course.

Cognitive assessment group Supervision - Please contact Kate Croaker

NPC Individual supervision - Please contact Christine Carey (January to April only)

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.

- In response to student feedback, assessments for practicum subjects will now be competency based. Students will receive an unsatisfactory or satisfactory grade (pass/fail).
- Students are no longer permitted to present real client information in Practicum Presentation due to the introduction of the new PsyBA Code of Conduct and consideration that has been given to the most effective approach to learning and demonstrating competencies.
- Self-reflection and reflexivity, cultural humility and culturally safe practices, and digital competence has been integrated throughout the teaching and assessment components of Advanced Practicum.
- Students must complete the "Inter-professional Learning Passport" as part of placement paperwork, please see assessments for further information.

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	Reflection	S/US
Assessment 2	Journal/Blog	S/US
Assessment 3	Presentation	S/US
Assessment 4	Professional Task	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: Reflection - Critical Reflection - Building reflexivity in the context of cultural responsiveness

Marking Criteria	<p>This is a hurdle assessment. To achieve a Satisfactory grad (i.e. Pass), you must meet all criteria below.</p> <p>1. Reflexive Engagement in Group Discussion (Audio submission) Students must demonstrate:</p> <ul style="list-style-type: none"> • Genuine, active participation. • Reflection from a personal (“I”) position rather than abstract commentary. • Awareness of your somatic, emotional, and cognitive responses. • Openness, curiosity, and cultural humility. • Respectful contribution to a culturally safe group space. • Clear connection between the selected audio segment and your practice plan. <p>2. Depth of Reflexive Insight Students must demonstrate:</p> <ul style="list-style-type: none"> • Insight into your values, assumptions, biases, or blind spots. • Awareness of your positionality and intersectionality. • Recognition of privilege and/or marginalisation and their impact on practice. • Thoughtful consideration of power in psychologist–client relationships. • Willingness to sit with discomfort and complexity. <p>3. Deliberate Practice Plan (12-Month Focus) The deliberate practice plan should be:</p> <ul style="list-style-type: none"> • Specific and behaviourally defined. • Realistic within your placement context. • Linked clearly to your reflections. • Focused on ongoing practice, feedback, and review. • Inclusive of a timeframe and review point. <p>4. Engagement with Primary Resources</p> <ul style="list-style-type: none"> • Demonstrate engagement with required readings/media. • Integrate ideas meaningfully into your reflection. <p>5. Professional and Ethical Conduct</p> <ul style="list-style-type: none"> • Maintain confidentiality. • Use respectful and professional language. • Adhere to Generative AI requirements.
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Length	Written submission: Deliberate Practice Plan summary - max 200 words Audio Recording: 10 minutes
Grading	Satisfactory / Unsatisfactory
Assessment Due	14 Apr 2026 (Tuesday in Autumn Week 7) Final submission time: 11:30pm
Type of Collaboration	Individual assessment and group work
Style and format	This assessment is based on the Pedagogical principles outlined in the AIPEP Curriculum Framework indigenoupsyched.org.au/wp-content/uploads/2021/07/Curriculum-Framework.pdf We have focused in particular on Principle 6. Responsibilities, which is defined as: "The knowledge, skills and values to work effectively and appropriately with Aboriginal and Torres Strait Islander peoples must be built across all areas of the psychology workforce to ensure both effective clinical care and the recognition and incorporation of these capabilities into areas such as policy, management, program development, health promotion and education, all of which have direct and significant impacts on the health and well-being of Aboriginal and Torres Strait Islander peoples."
Generative AI use	Use of Generative AI: You may use generative AI to assist with the development of a Deliberate Practice Plan only (Part 2). Use of generative AI is not permitted in Part 3, which includes the 200-word written summary of your Deliberate Practice Plan. Any use of generative AI beyond this is not appropriate as the nature of the group discussion involves personal and confidential information, which would breach confidentiality and the PsyBA Code of Conduct.
Assessment submission	Online via Moodle
Assessment return	Submission of written work and audio file via Moodle
Detailed information	<p>Rationale and Aim In PSYP923, practicum assessment tasks focused on developing cultural awareness, including knowledge of cultural differences and the social, economic, and political contexts in which people live. PSYP924 <i>Advanced Practicum</i> builds on this foundation by inviting deeper examination of your own values, assumptions, biases, and positionality and how these shape your professional practice. The emphasis shifts from reflective practice (looking back on experiences) to reflexive practice, which involves ongoing, in-the-moment awareness of how your worldview, identity, and power influence your interactions with others. The aim of this assessment is to foster cultural sensitivity and cultural humility through structured self-exploration. By developing reflexive capacity, you will be better equipped to negotiate culturally safe and responsive interactions with clients and others across diverse contexts.</p> <p>Assessment Instructions Read and watch the primary resources, then in small groups (3 students per group), engage in self-reflective discussion as per the instructions below. After your group discussions, you are required to submit a brief Deliberate Practice Plan along with a 10 minute audio segment of your group discussion that you consider to have influenced your reflections and development of your deliberate practice plan (see below for further details). Primary resources:</p> <ul style="list-style-type: none"> • <i>Ahn's Brush With Fame</i> – Season 4 episode featuring Archie Roach - available on ABC iView • <i>Selkirk, B. (2025). Untying settler-colonial knots in Australian Psychology. New Zealand Journal of Psychology, 54(1), 60-70.</i> • <i>Peter Smith, Kylie Rice, Nicola Schutte & Kim Usher (2022) Reflexivity: a model for teaching and learning cultural</i>

responsiveness in mental health, Australian Psychologist, 57:4, 209-214, DOI: 10.1080/00050067.2022.2078648

As you watch the interview, attend closely to your **internal experience**, including:

- somatic responses (e.g. bodily sensations, tension, shifts in energy)
- emotional responses
- cognitive responses (e.g. thoughts, interpretations, assumptions)

Consider the *felt sense* of the interview from three perspectives:

- Archie Roach as interviewee
- Anh Do as interviewer
- yourself as the observer

Part 1: Group Reflection

In your groups, you are to **audio record** your group discussion where you reflect together with openness, honesty, and cultural humility, using the following prompts.

Be mindful to respect each other and listen with curiosity, openness and compassion. This is not a space for educating your peers but rather is a space for self-reflection in a supported and culturally safe way. Be mindful, ask questions to help your peer reflect if you wish, but try to speak from your own perspective so that you can build your capacity for reflexivity.

1. Creating a culturally safe space in this group

Before discussing anything else, first discuss together how you might create a culturally safe space in this small group discussion.

2. Values, biases, and assumptions

In what ways did the interview challenge or unsettle your values, assumptions, or biases, both personally and in your role as a psychologist?

3. Positionality and blind spots

Considering your positionality and intersectionality, what perspectives or experiences may remain difficult for you to see due to privilege or social positioning (for example, heteronormativity, whiteness, professional authority)? How do you intend to become more aware of these blind spots over time?

4. Power, colonisation, and practice

Given the inherent power imbalance in psychologist-client relationships, what conscious actions can you take to decolonise your approach when working with Aboriginal and Torres Strait Islander clients? How might these actions extend to working with clients from any marginalised or culturally diverse background?

5. Professional identity

How does this reflection influence your understanding of your role, responsibilities, and identity as a psychologist?

Part 2: Deliberate Practice Plan

Based on your reflections and experience in your group discussion, develop a brief realistic deliberate practice plan outlining the steps you will take over the next 12 months to strengthen your capacity to negotiate culturally safe interactions in a variety of contexts. Keep in mind that you will also be asked to reflect on your progress with this plan in Assessment 2 (due six weeks after this assessment).

Part 3: Submission

Submit a 10 minute audio segment of your group discussion that you consider to have influenced your reflections and development of your deliberate practice plan. You are also to submit a brief (200 word) summary of your deliberate practice plan **and** explanation of how it relates to the 10-minute audio segment you have chosen to submit.

Assessment 2: Journal/Blog - Clinical Practice Reflection

Marking Criteria	<p>This is a hurdle assessment.</p> <p>Grading: Satisfactory / Unsatisfactory</p> <p>To achieve a Satisfactory grade, students must meet the minimum standard across <i>all</i> criteria below.</p> <p>1. Engagement with Positionality</p> <ul style="list-style-type: none">• Demonstrate thoughtful reflection on own identities, background, and social locations.• Identify at least one area of privilege, marginalisation, blind spot, or newly salient insight.• Show emerging capacity to critically examine how personal experiences shape worldview and clinical meaning-making.• Reflect beyond description to analysis (i.e., demonstrate insight rather than simply recounting events). <p>2. Understanding of Intersectionality</p> <ul style="list-style-type: none">• Demonstrate understanding that identity is multidimensional and interacting (e.g., gender, culture, class, neurodivergence, sexuality, health, family role).• Explore how intersecting identities influence clinical presence, formulation, assumptions, or relational dynamics on Placement.• Show awareness that identity is contextual and dynamic. <p>3. Relational and Emotional Awareness</p> <ul style="list-style-type: none">• Reflect on relational processes within the interview (e.g., comfort/discomfort, empathy, assumptions, power dynamics).• Identify emotional, cognitive, and somatic reactions and demonstrate capacity to make sense of them.• Draws links between interview dynamics and experiences in clinical practice.• Shows emerging relational reflexivity consistent with cultural humility. <p>4. Integration of Cultural Responsivity Principles</p> <ul style="list-style-type: none">• Demonstrate understanding of cultural humility and cultural safety concepts (even if not formally cited).• Show awareness of power, context, and meaning-making in clinical relationships.• Ensure reflective stance aligns with Principle 3 of the Code of Conduct (respect for diversity and cultural responsivity). <p>5. Deliberate Practice Plan</p> <ul style="list-style-type: none">• Review prior Deliberate Practice Plan and reflect on progress.• Identify one clear and relevant professional development goal linked to this assessment.• Outline practical steps for skill development, feedback, and continued growth.• Include a realistic timeframe and review date.• Ensure goal demonstrates alignment with culturally responsive practice. <p>6. Ethical and Professional Conduct</p> <ul style="list-style-type: none">• Maintain confidentiality and do not disclose identifying details about interview partner.• Demonstrate respectful, professional tone.• Adhere to word limits (500 words reflection + 200 words practice plan).• Does not use generative AI beyond permitted scope.
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Length	Written Reflection - max 500 words Deliberate Practice Plan - max 200 words
Grading	Satisfactory / Unsatisfactory
Assessment Due	19 May 2026 (Tuesday in Autumn Week 11) Final submission time: 11:30pm
Type of Collaboration	Group work
Style and format	Written submission; referencing not required
Generative AI use	You may use generative AI to assist with the development of interview questions only (Step 2). Any use of generative AI beyond this is not appropriate as the content of this assessment task involves personal and confidential information, which would breach confidentiality and the PsyBA Code of Conduct.
Assessment submission	Online via Moodle
Assessment return	Submission via Moodle
Detailed information	<p>This assessment develops students' foundational skills in cultural responsiveness and working with people from diverse groups (Principle 3 of the Code of Conduct). It focuses on developing understanding of positionality, intersectionality, cultural humility, and relational reflection. Students will work in pairs and take turns interviewing one another about their backgrounds, identities, life experiences, values, and the social and cultural contexts that shape their worldviews. Each student will then independently write a Clinical Practice Reflection analysing what they learned about themselves, their partner, and the relational process of the interview, outlining a professional development goal they would like to work towards throughout the year in a Deliberate Practice Plan.</p> <p>This reflective assessment helps students understand how clinicians' and clients' intersecting identities influence meaning-making, relational dynamics, and formulation processes.</p> <p>Primary Resources: Cultural Safety Self Evaluation Tool (available on Moodle) Burnham, J 2018, 'Developments in social GRRRAAACCEEESSS: Visible-invisible and voiced-unvoiced', in <i>Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives</i>, pp. 139–160. Burnham, J & Nolte, L 2020, 'Taking the plunge: How reflecting on your personal and social GgRRAAAACCEEESSSS can tame your restraints and refresh your resources', in J Randall (ed), <i>Surviving Clinical Psychology</i>, Routledge, pp. 121–141. <i>Surviving Clinical Psychology</i>, 2020, p.121-141 Wright-Constantine Structured Cultural Interview (WCSCI; available on Moodle) Wright, AJ, Vardanian, MM & Constantine, K 2023, 'The Wright-Constantine Structured Cultural Interview and Integration of Culture Into Case Conceptualization', <i>The Counseling psychologist</i>, vol. 51, no. 1, pp. 36–61.</p> <p>Assessment Instructions:</p> <p>Step 1 – Self-Assessment Using the Cultural Safety Self Evaluation Tool, evaluate your own culturally safe attitudes, awareness, and knowledge.</p> <p>Step 2 – Develop Interview Questions Develop a set of draft questions to use in your interview with your partner. Note that this set of questions does not have to be exhaustive and you do not need to stick to the script you have written. Refer to primary resources as a guide to help you develop your questioning approach. Consider exploring:</p>

- identities and social locations
- cultural background and family story
- values and beliefs
- experiences of privilege, marginalisation, or difference
- factors influencing your worldview and assumptions
- how these have influenced your clinical practice while on Placement

Step 3: Interview

In pairs, students are to:

1. **Interview your partner** (approx. 50 mins).
2. Use guided prompts/questions you have developed, exploring:
 - identities and social locations
 - cultural background and family story
 - values and beliefs
 - experiences of privilege, marginalisation, or difference
 - factors influencing your worldview and assumptions
 - how these have influenced your clinical practice while on Placement
3. Pay attention to relational processes during the interview, including:
 - comfort/discomfort – refer to cultural safety assessment tool.
 - connection
 - empathy
 - assumptions made
 - power dynamics
 - what felt easy vs. what felt harder to express or hear
4. Debrief with your partner after the interviews have concluded. Discuss relational processes during interview from both the perspectives of the interviewer and the interviewee. Provide positive feedback where possible and be open to exploring the ways in which you could improve your approach as an interviewer.

Sharing and Confidentiality

This interview is an **educational activity**, not a therapy session or supervision. Its purpose is to help you gain interviewing experience through simulated practice and to provide you with an opportunity to self-reflect.

Remember, you are always in control of what you share.

Before starting, take a moment together to agree on the following:

- This is **not therapy**, counselling, or supervision.
- You only need to share what you feel comfortable sharing in a learning context.
- You can pause, skip a question, or change the topic at any time.
- Confidentiality applies within the limits of the classroom context.
- The focus is on *understanding experiences*, not fixing or analysing each other.

You may find it helpful to explicitly say:

“We’re doing this for learning, not therapy. Please feel free to share only what feels okay for you.”

Students should take notes but **must not record audio** for privacy reasons. It is important to respect each other’s privacy in the same way that you would if you were working with a client. Please treat all notes taken as though they are Client Records, ensuring secure storage or destroying/shredding notes in secure way.

Step 4: Individual Clinical Practice Written Reflection (500 words)

Provide a written reflection (max 500 words) examining:

1. Your Positionality

	<ul style="list-style-type: none"> • How do your identities, background, and life experiences shape how you see the world? • What surprised you or felt newly salient during the interview? • Where do you notice your privilege, marginalisation, or blind spots? <p>2. Intersectionality</p> <ul style="list-style-type: none"> • How do different parts of your identity interact (e.g., gender, culture, class, health, sexuality, neurodivergence, family role)? • How might these intersecting factors influence how you have shown up as a clinician whilst on Placement? <p>3. Relational and Emotional Awareness</p> <ul style="list-style-type: none"> • What did you notice about the relational dynamics during the interview? • How did you feel being interviewed? • How did you feel listening to your partner’s story? • What reactions (emotional, cognitive, bodily) did you experience and how do you make sense of these? • How have similar dynamics come up in your clinical work whilst on Placement? <p>Step 5: Deliberate Practice Plan (max 200 words)</p> <ul style="list-style-type: none"> • Review your Deliberate Practice Plan from Assessment 1 and reflect on your progress with the goals you set. • Choose one aspect of clinical practice with relation to this assessment task that you want to develop further, which <i>builds</i> on your last plan. • Outline your brief deliberate practice plan for practicing the skill, getting feedback on your practice, and a plan for how you will then further develop this aspect of your clinical practice while on Placement. Include a date for review of your Deliberate Practice Plan (how are you going to know that you have developed in this area?).
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Assessment 3: Presentation - Practicum Presentation

Marking Criteria	<p>This is a hurdle assessment. Grading: Satisfactory / Unsatisfactory To achieve a Satisfactory (Pass), students must meet the minimum standard across <i>all</i> criteria. Failure to meet minimum standard in one or more core domains (Formulation, Ethical Reflection) may result in an Unsatisfactory.</p> <p>1. Placement Context</p> <ul style="list-style-type: none"> • Clearly describe placement setting and service model. • Demonstrate understanding of typical client presentations. • Identify relevant interdisciplinary roles and collaboration processes. <p>2. Positionality Statement</p> <ul style="list-style-type: none"> • Provide a thoughtful and ethically grounded positionality statement. • Demonstrate awareness of own identities, cultural positioning, and worldview. • Reflect a decolonising and culturally humble stance. • Show understanding of how therapist identity shapes formulation and intervention. <p>3. Simulated Client Presentation & Assessment Framing</p> <ul style="list-style-type: none"> • Describe simulated client that is plausible and appropriate to placement context. • Briefly outline relevant assessment processes consistent with setting. • Demonstrate awareness of intersecting identity and systemic factors.
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	<ul style="list-style-type: none"> • Identify potential cultural missteps or risks of therapeutic rupture. • Consider differential diagnostic reasoning where relevant. <p>4. Formulation</p> <ul style="list-style-type: none"> • Present a coherent, person-centred formulation. • Integrate developmental, relational, cultural, systemic, and identity factors. • Demonstrate clear “why now?” reasoning. • Identify maintaining processes (internal and external). • Synthesise information into a compassionate, meaningful explanation. • Demonstrate advanced integrative and reflective thinking beyond description. <p>5. Intervention & Interdisciplinary Practice</p> <ul style="list-style-type: none"> • Clearly link intervention to formulation (formulation-driven). • Focus on targeted, clinically relevant intervention elements. • Demonstrate awareness of appropriateness for client context. • Identify relevant interdisciplinary considerations or collaboration. <p>6. Self-Reflection of Ethical Practice</p> <ul style="list-style-type: none"> • Reflect meaningfully on therapeutic alliance. • Demonstrate understanding of transference and countertransference. • Explore how therapist positionality may influence relational dynamics. • Identify how insight into these processes strengthens cultural humility and alliance. • Demonstrate emerging professional self-awareness.
Length	Strictly limited to 20 minute presentation with 10 minutes question time
Grading	Satisfactory / Unsatisfactory
Assessment Due	To Be Announced Final submission time: 11.59pm
Type of Collaboration	Individual assessment
Style and format	Please note that you must schedule a day to present (via Moodle).
Generative AI use	<i>Use of Generative AI:</i> Any use of generative AI for this assessment is not permitted. The purpose of this assessment is to demonstrate advanced clinical formulation skills and show higher level critical self-reflection. Use of generative AI will result in an Unsatisfactory grade and the assessment may need to be resubmitted. Please note that an Unsatisfactory grade in one assessment of this subject will result in the failure of this subject at the end of the year.
Assessment submission	Online via Moodle
Assessment return	This oral presentation must be completed during practicum conference. It is the student's responsibility to nominate and confirm a date to complete their presentation. Please schedule a date for presentation via Moodle as soon as possible. Please contact the course coordinator (Dr. Nick Marsden, nmarsden@uow.edu.au) for more information. <i>BEFORE your presentation begins, please submit a PDF copy of your slides to Moodle.</i>
Detailed information	Students are to provide a 20-minute oral presentation demonstrating advanced psychological knowledge in relation to a <i>simulated</i> client presentation. The purpose of this assessment is to demonstrate developing professional competence and capacity to integrate theory, practice, and reflection across diverse clinical contexts.

	<p>Students must present on a Simulated Client that reflects a <i>typical</i> presentation within their placement setting. This may be developed from composite examples and in consultation with your placement supervisor. <i>No real client information is to be used.</i></p> <p>Because this is a simulated client presentation, the emphasis is on demonstrating your ability to construct a thoughtful, coherent, culturally-attuned formulation. Assessment and intervention components should be discussed briefly and only to the extent that they support your formulation.</p> <p>Objectives:</p> <p>This assessment is designed to assess your ability to:</p> <ul style="list-style-type: none"> • Integrate knowledge of professional practice, ethics, cultural safety, and interdisciplinary perspectives into your understanding of a client presentation; • Demonstrate advanced formulation skills through the development of a coherent, person-centred explanation of the client’s experiences; • Demonstrate cultural humility by reflecting on your own positionality and intersectionality, and considering how these shape your understanding of client experiences and impact on others; • Reflect critically on relational processes, including potential transference, counter-transference, and your own developing self-awareness as a clinician; • Communicate complex psychological material in a clear, respectful, and professional manner, using human-centred and non-pathologising language. <p>Instructions for creating a Simulated Client Presentation</p> <ul style="list-style-type: none"> • Create a simulated client that reflects a <i>plausible and typical presentation</i> within your placement setting (e.g., presenting concerns, demographics, intersecting identities, systemic context) • Ensure that the simulated presentation allows you to demonstrate all of the marking criteria with an emphasis on the formulation and self-reflection on: assessment approach, formulation, ethical reasoning, intervention planning, interdisciplinary practice, and self-reflection <p>Instructions for Presentation</p> <ol style="list-style-type: none"> 1. Placement Context (<i>guide: 2 minutes, 1-2 slides</i>) <ul style="list-style-type: none"> ○ Provide a description of placement setting and service model, including typical client presentations and common interdisciplinary practice 2. Positionality Statement (<i>guide: 2 minutes, 1 slide</i>) <ul style="list-style-type: none"> ○ Provide a Positionality Statement that refers to your own background (demonstrates ethical practice through being intentional and respectful, and adopts a decolonising approach to psychological intervention) 3. Simulated client presentation (<i>guide: 3 minutes, 2 slides</i>) <ul style="list-style-type: none"> ○ Brief overview of typical assessment approach within placement setting: including appropriate assessment measures, intersecting factors, identification of cultural “missteps” that could lead to therapeutic rupture, differential diagnostic considerations ○ Brief overview of simulated client presentation (i.e. presenting client concerns in context) 4. Formulation (<i>guide: 8 minutes, 4-5 slides</i>) <ul style="list-style-type: none"> ○ Present a coherent, human-centred formulation explaining the client’s experience
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	<ul style="list-style-type: none"> ○ Integrate developmental, relational, cultural, systemic, and identity factors ○ Demonstrate “why now?” reasoning ○ Explain maintaining processes (internal and external) ○ Synthesise all information into a meaningful, compassionate understanding ○ Demonstrate advanced reflective and integrative thinking <p>5. Intervention (<i>guide: 2 minutes, 1 slide</i>)</p> <ul style="list-style-type: none"> ○ Provide a brief overview of a therapy/intervention approach that is linked to the formulation, i.e. “formulation driven” – focus on fine details of targeted intervention rather than overview of therapy start to finish ○ Discuss inter-professional practice considerations <p>6. Self-Reflection of Ethical Practice (<i>guide: 3 minutes, 2 slides</i>)</p> <ul style="list-style-type: none"> ○ Reflect on therapeutic alliance considerations ○ Reflect on transference/counter transference and how therapist’s positionality might amplify or soften transferential dynamics ○ Reflect on how therapist can use insight into own positionality with respect to transference/counter-transference to enhance cultural humility and strengthen the therapeutic alliance
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Assessment 4: Professional Task - Placement Documentation

Marking Criteria	<p>This is a hurdle assessment. Students participating in 924 must complete the following</p> <ol style="list-style-type: none"> 1) Placement Agreement plan form - for each external placement 2) Mid and End Placement Reviews- for each external placement <ul style="list-style-type: none"> • Evaluation of practicum competencies is to be conducted by the intern’s placement supervisor and completed via CYPRS for MCP (https://cyprs.engageable.net/) • Results must indicate a satisfactory level of competency on all domains of the CYPRS (Clinical Psychology Placement Rating System) • Trainee self-assessment at mid and end placement review must also be uploaded for each placement 3) Placement logbook report <p>Placement activities must be logged and signed off by each placement supervisor using the electronic placement log book and a report showing total hours (1000 total, 400 direct clinical contact) submitted at the end of the final placement.</p> <p>https://ltc.uow.edu.au/cpplogbook/consent</p> <ol style="list-style-type: none"> 4) One cognitive assessment report must be completed and signed off by Dr Kate Croaker as meeting an appropriate level of competence. 5) The Interprofessional Learning Passport. Students must describe and include a brief reflection on learnings from experiences on placements associated with collaboration with other health professionals. Each event must be signed off by the relevant supervisor. See Moodle for the template, once complete this must be uploaded via Moodle. <p>Items 1, 2 and 3 must be submitted via the SONIA placement system and item 4 and 5 are to be submitted via Moodle with the Northfields end placement checklist.</p> <p>https://studentplacement.uow.edu.au/SoniaOnline/</p>
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	<p>Please note:</p> <ul style="list-style-type: none"> Placement documentation for PSYP924 will be due 15th November however students may request an extension if their placement is planned to continue beyond this date. Please note graduation may be delayed however, there will be no consequence on completion of the subject or AHPRA registration.
Grading	Satisfactory / Unsatisfactory
Assessment Due	15 Nov 2026 (Sunday in Examinations Week 1) Final submission time: 11.59pm
Type of Collaboration	Individual assessment
Generative AI use	<i>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. GEN AI may be used to assist and support development and learning during workplace and practicum training. Given materials are based on demonstration of competencies, they should not be used for this purpose.</i>
Assessment submission	Online via Moodle
Assessment return	<ul style="list-style-type: none"> Placement Agreements must be returned within two weeks of commencing placement. Placement Evaluations are to be returned according the timeline agreed following the Placement agreement meeting with your supervisor. Logbook reports are to be returned at completion of final placement. All documentation must be complete and submitted by Sunday, 15th November. If you require an extension to complete placement paperwork, such as the final placement review, or require an extension to your placement to ensure you reach your required hours of direct client contact, please contact the Subject Coordinator.

Minimum Requirements to Pass this Subject

Minimum Requirements to Pass this Subject

All assessment tasks must be submitted.

Students are expected to attend all tutorial classes. Attendance records are kept for all tutorial classes and students are required to attend a minimum of 80% of all tutorials. Where attendance is affected due to illness or misadventure an application for academic consideration should be lodged. **For further details about applying for academic consideration visit the Student Central webpage:** <https://www.uow.edu.au/student/admin/academic-consideration/>

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

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.

Minimum Requirements for a Pass in a Subject with Workplace Experience:

Where Professional Experience is attached to a subject students must pass/satisfactorily complete both the coursework and the professional experience to pass the subject.

Please note it is the student's responsibility to ensure all documentation including registration is kept up to date.

Students will be required to repeat both the coursework and the professional experience if they fail the subject.

See the Coursework Rules at <https://documents.uow.edu.au/about/policy/uow058680.html>
See also the Code of Practice- Work Integrated Learning (Professional Experience) at <https://documents.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow058662.pdf>

Students must show evidence (logbook report) of 400 direct clinical contact hours and 1000 total placement hours over the (2 year) period of completion of the Masters of Clinical Psychology Program.

Students must also demonstrate developing Professional Competencies for specialised areas of practice as described by the Australian Psychology Accreditation Council https://apac.au/wp-content/uploads/2021/03/APAC-Accreditation-Standards_v1.2.pdf

Cognitive Assessment

Students completing PSYP924 will also be required to demonstrate advanced skills in cognitive assessment and will need to complete at least one cognitive assessment report as part of their Northfields Clinic Placement. For further details please contact Dr Kate Croaker.

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 Reflection - Building reflexivity in the context of cultural responsiveness	Clinical Practice Reflection	Practicum Presentation	Placement Documentation
	(S/US)	(S/US)	(S/US)	(S/US)
Apply advanced psychological knowledge of developmental systems and biopsychosocial models of health as they apply to psychological disorders as well as the multiple factors that impinge on mental health across the lifespan.			✓	✓
Apply advanced knowledge of psychological theories, psychopathology, psychopharmacology, and psychological disorders, to practice with a range of presentations including severe, complex and chronic mental illness to practice			✓	✓
Apply advanced psychological knowledge of culturally responsive assessment in the evaluation and treatment of psychological disorders including disorders of moderate to severe level and complexity, including the use of assessment tools and processes related to a wide range of psychological disorders	✓	✓	✓	✓
Apply advanced psychological knowledge to the integration, interpretation, and synthesis of clinical psychological and interdisciplinary assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention	✓	✓	✓	✓
Apply advanced interprofessional knowledge and understanding to consult and collaborate with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations	✓		✓	✓
Understand and contextualise clinical psychology practice through engaging in self-reflective professional practice, taking account of the impact of personal values and beliefs, and taking appropriate actions as a result	✓	✓	✓	✓

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>