

# PSY706 Practicum Placement 2

School: School of Health - Psychology

2026 | Trimester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

The UniSC postgraduate psychology program is committed to maintaining the primacy of public safety in the delivery of the program within the education and placement environments. Practical experience is an important component of the preparation for independent professional roles in clinical psychology. The essential purpose of the practicum is to ensure that interns have appropriate opportunities to apply, under supervision, the knowledge and skills acquired in the program. During this practicum you will gain experience in providing clinical psychology services for clients within the UniSC Psychology Clinic, and will develop skills in the range of professional and administrative activities involved in professional clinical practice.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Orientation workshop	2hrs	Week 1	Once Only
<b>Placement</b> – Placement attendance comprising direct client contact hours, client related hours and clinical supervision. Refer to format for details regarding breakdown of hours.	250hrs	Week 1	Once Only

### 1.3. Course Topics

A placement orientation workshop will be delivered in week 1.

Following this, course learning outcomes and competencies will be developed through client work and supervision on placement in the UniSC Psychology Clinic.

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Psychology Accreditation Council
1 Demonstrate advanced knowledge, skills and competencies required to work as a clinical psychologist	Knowledgeable Engaged	3, 3.1, 3.2, 3.3, 3.4, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.1.4, 4.2.2, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.2.4, 4.2.3.1, 4.2.3.2, 4.2.3.3, 4.2.3.4
2 Demonstrate advanced knowledge, skills and competencies in the design and implementation of clinical psychological interventions	Engaged	3.2, 3.4, 3.5, 3.6, 3.7, 3.9, 3.16, 4.2.2.3, 4.2.2.4, 4.2.3.1, 4.2.3.2, 4.2.3.3, 4.2.3.4
3 Demonstrate competency and strong knowledge and skills in dealing professionally with clients and with other professionals	Engaged	3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 4.2.2.4, 4.2.3.3
4 Demonstrate competency to communicate knowledge and skills effectively in writing and through oral presentation	Empowered	3.3, 3.8, 3.10, 3.11, 4.2.3.3
5 Demonstrate strong knowledge of ethical, legal and professional aspects of psychological practice and understanding of using the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions	Ethical	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, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.1.4, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.2.4, 4.2.3.1, 4.2.3.2, 4.2.3.3, 4.2.3.4
6 Demonstrate behaviour consistent with the legal requirements and code of conduct relevant to clinical psychologists.	Ethical	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, 4.2.1.1, 4.2.1.2, 4.2.1.3, 4.2.1.4, 4.2.2.1, 4.2.2.2, 4.2.2.3, 4.2.2.4, 4.2.3.1, 4.2.3.2, 4.2.3.3, 4.2.3.4

#### \* Competencies by Professional Body

CODE	COMPETENCY
<b>AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL</b>	
3	PROFESSIONAL COMPETENCIES: Graduates of programs at this level will have advanced knowledge and skills for professional practice and research in psychology. Programs for professional competencies are typically a Masters Degree (Coursework). Achievement of the professional graduate competencies is through a program of study which includes practice placement, with the latter designed to integrate theory and practice in an appropriate professional environment.
3.1	Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically demonstrate successful (prior or concurrent) achievement of pre-professional competencies.
3.2	Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically apply evidence-based and scientific methods to professional practice across the lifespan in empirically valid and culturally responsive ways.
3.3	Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically employ professional communication skills, in a culturally responsive manner, with a range of socially and culturally diverse clients.

CODE	COMPETENCY
3.4	Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically perform appropriate standardised psychological testing, as part of broader assessment, to assess and interpret aspects of functioning.
3.5	Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically identify psychological disorders using a recognised taxonomy.
3.6	Taking into account the broad diversity of clients, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply psychological knowledge to competently and ethically conduct professional interviews and assessments and synthesise information from multiple sources, including assessment of risk, to formulate a conceptualisation of the presenting issues to determine the most appropriate interventions.
3.7	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically monitor outcomes/modifications based on evolving case formulation, including health concerns, family/support networks, & organisational/cultural/community contexts, with care given to the appropriateness of interventions for the client.
3.8	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically interpret and communicate findings in oral and written formats, including formal psychological reports, using culturally appropriate language.
3.9	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically implement appropriate, empirically supported interventions, and monitor clients' progress and intervention outcomes.
3.10	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically demonstrate respect for the skills and contribution of other professionals.
3.11	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically work effectively with a range of professional and support staff in the workplace and communicate and collaborate effectively, within the bounds of ethical and legal requirements.
3.12	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically operate within the boundaries of their professional competence, consult with peers or other relevant sources where appropriate, and refer on to relevant other practitioners where appropriate.
3.13	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically 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.
3.14	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically 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	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically evaluate the effectiveness of their professional practice, identifying areas for improvement and implementing changes where needed.
3.16	Taking into account the broad diversity of clients, & consistent with current relevant legal frameworks, mental health practice standards, occupational settings & codes of ethical practice, graduates apply psychological knowledge to competently and ethically critically evaluate contemporary scientific literature to inform practice.
4.2.1.1	Graduates apply advanced psychological knowledge of the following to their practice in clinical psychology: psychological theories of the aetiology, progression and/or recovery, precursors and sequelae of psychological disorders, including incidence, prevalence and predisposing, risk, protective and maintenance factors

CODE	COMPETENCY
4.2.1.2	Graduates apply advanced psychological knowledge of the following to their practice in clinical psychology: both 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
4.2.1.3	Graduates apply advanced psychological knowledge of the following to their practice in clinical psychology: psychopathology and relevant international taxonomies of classification of psychological disorders, including severe, complex and chronic mental illness
4.2.1.4	Graduates apply advanced psychological knowledge of the following to their practice in clinical psychology: psychopharmacology, particularly as it relates to complex psychological disorders
4.2.2	Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including:
4.2.2.1	Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: evaluation of psychological disorders with reference to relevant international taxonomies of classification, including disorders of moderate to severe level and complexity
4.2.2.2	Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: use of assessment tools and processes related to a wide range of psychological disorders, and including psychometric tests, structured or semi-structured interviews, behavioural observations, measures of functionality and processes that enable collection of collateral information from multiple sources, including groups and systems relevant to the client
4.2.2.3	Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: integration, interpretation, and synthesis of clinical psychological assessment data with the knowledge of psychopathology to inform case formulation, diagnosis and intervention
4.2.2.4	Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: evaluation of symptom reduction, therapeutic outcomes, the therapeutic alliance and client progress throughout therapy.
4.2.3.1	Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: selection, tailoring and implementation of appropriate evidence-based interventions on the basis of an initial case formulation, whether individuals, dyads or carers/dependents
4.2.3.2	Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: monitoring of outcomes and modifications based on evolving case formulation and intra- and interpersonal processes, with care given to the appropriateness of interventions for the client or clients within their wider context
4.2.3.3	Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: consultation and collaboration with other professionals regarding clinical planning and referrals, particularly in the context of complex case presentations
4.2.3.4	Graduates apply advanced psychological knowledge to culturally responsive interventions in the area of clinical psychology, including: evidence-based practice in the understanding and management of psychological disorders, including across the age range and across modalities such as e-health approaches.

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

PSY703 and enrolled in Program AR703

### 5.2. Co-requisites

PSY700

### 5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Knowledge of conducting and evaluating counselling and clinical interviewing, case conceptualisation and formulation, psychometric and clinical assessment, therapeutic interventions, appropriate written and verbal communication, professional, ethical and legal knowledge as they relate to clinical psychology

5.5. Microcredential Information

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Limited Grading (PNP)

Pass (PU), Fail (UF). All assessment tasks are required to be passed for successful completion of the course.

6.2. Details of early feedback on progress

Early assessment of progress in the course will be provided by your supervisor(s) during regular supervision meetings. Your supervisor will closely monitor your client work and competency development throughout the course of your practicum.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	2	Practical / Laboratory Skills	Individual	Up to 3 hours	Refer to Format	In Class

## All - Assessment Task 2: Objective Structured Clinical Examinations

<b>GOAL:</b>	To provide a summative assessment of course learning outcomes and APAC competencies to ensure that relevant competencies are met prior to progression to external placement.																			
<b>PRODUCT:</b>	Practical / Laboratory Skills																			
<b>AUTHORSHIP STATEMENT:</b>																				
<b>FORMAT:</b>	<p>This assessment task will be due between week 12 and the Examination period of the teaching trimester. The final date of submission for this task will be determined once public holidays and the course timetable have been published prior to the commencement of trimester. Please refer to your course Canvas site at the commencement of the teaching trimester to confirm the due date for this assessment task.</p> <p>Students to rotate between timed assessment stations. A member of clinical staff present as an examiner will score student performance using a structured rubric for each assessment station. Assessment stations will assess core competencies for this course. These can be assessed using a combination of role plays, written tasks, and discussions with examiners. Students who fail their OSCE will be provided an opportunity for remedial action and/or to resit the OSCE. Students who fail the OSCE a second time will receive a Fail grade for PSY706 and will need to reenrol in the course in the following year in order to progress.</p>																			
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Evidence of high level communications skills. This includes the use of counselling micro-skills to effectively engage with a client.</td> <td>1 3 4</td> </tr> <tr> <td>2</td> <td>Ability to plan and undertake a comprehensive psychological assessment, including clinical interviews, appropriate standardised psychological testing, collateral data from multiple sources, and competent assessment of risk.</td> <td>1</td> </tr> <tr> <td>3</td> <td>Ability to synthesise assessment data with relevant scientific literature and recognised diagnostic taxonomies to 1) identify psychological diagnosis and 2) develop a theory-driven psychological formulation that guides intervention.</td> <td>1 2 4</td> </tr> <tr> <td>4</td> <td>Demonstrated competence in delivering a CBT intervention strategy for a common mental health presentation.</td> <td>1 2</td> </tr> <tr> <td>5</td> <td>Ability to engage in reflective practice - identifying the impact of own values and beliefs and showing awareness of gaps in own skills, and improvements that could be made to practice.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Evidence of high level communications skills. This includes the use of counselling micro-skills to effectively engage with a client.	1 3 4	2	Ability to plan and undertake a comprehensive psychological assessment, including clinical interviews, appropriate standardised psychological testing, collateral data from multiple sources, and competent assessment of risk.	1	3	Ability to synthesise assessment data with relevant scientific literature and recognised diagnostic taxonomies to 1) identify psychological diagnosis and 2) develop a theory-driven psychological formulation that guides intervention.	1 2 4	4	Demonstrated competence in delivering a CBT intervention strategy for a common mental health presentation.	1 2	5	Ability to engage in reflective practice - identifying the impact of own values and beliefs and showing awareness of gaps in own skills, and improvements that could be made to practice.	1	
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<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy																			

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Placement supervisors will recommend and share resources relevant to the client work being undertaken.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

This course will be graded as Pass in a Limited Grade Course (PU) or Fail in a Limited Grade Course (UF) as per clause 5.1.1.3 and 5.1.1.4 of the Grades and Grade Point Average (GPA) - Academic Policy.

In a course eligible to use Limited Grades, all assessment items in that course are marked on a Pass/Fail basis and all assessment tasks are required to be passed for a student to successfully complete the course. Supplementary assessment is not available in courses using Limited Grades.

### 10.3. Assessment: Submission penalties

You must contact your Course Coordinator and provide the required documentation if you require an extension or alternate assessment.

Refer to the Assessment: Courses and Coursework Programs – Procedures.

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)