

# PSY713 Professional Skills 1

School: School of Health - Psychology

2024 | Semester 1

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 [usc.edu.au](http://usc.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

Practical experience and skills training is an important component of the preparation for independent work in psychology. The essential purpose of this practicum is to ensure that as an intern you have appropriate opportunities to apply, under supervision, the knowledge and skills acquired in the program. During this practicum you will develop skills in the range of professional and administrative activities involved in professional practice in psychology.

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

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – On campus workshop	2hrs	Week 1	4 times
<b>Placement</b> – Minimum of 150 placement hours (including a minimum of 20 hours of direct client contact and 15 hours of direct clinical supervision).	150hrs	Week 1	Once Only

### 1.3. Course Topics

In this course you will have the opportunity to develop vast knowledge and skills that are required to work as a psychologist, including (but not limited to):

- Microskills
- Triage assessment
- Gaining informed consent
- Assessment interviewing
- Undertaking a mental state examination
- Risk assessment and management
- Ethics
- Reflection

## 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 competency with knowledge and skills required to work as a psychologist.	Knowledgeable Engaged	3.1, 3.2, 3.3, 3.5, 3.6, 3.8, 3.9, 3.11, 3.14, 3.15, 3.16
2 Demonstrate competency and strong knowledge and skills in assessment and the design and implementation of evidence-based psychological interventions.	Knowledgeable Creative and critical thinker	3.2, 3.3, 3.6, 3.8, 3.9, 3.14, 3.15, 3.16
3 Demonstrate competency and strong knowledge and skills in dealing professionally with clients and with other professionals.	Knowledgeable Engaged	3.2, 3.3, 3.11, 3.14
4 Demonstrate competency in ability to communicate knowledge and skills effectively in writing and through oral presentation.	Creative and critical thinker Empowered	3.3, 3.8, 3.14, 3.15
5 Demonstrate competency to engage in self-reflective professional practice	Knowledgeable Creative and critical thinker Ethical	3.14, 3.15
6 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 Sustainability-focussed	3.1, 3.2, 3.3, 3.6, 3.8, 3.9, 3.11, 3.14, 3.15, 3.16
7 Demonstrate behaviour consistent with the legal requirements and code of conduct relevant to psychologists.	Ethical Sustainability-focussed	3.2, 3.3, 3.6, 3.8, 3.9, 3.11, 3.14, 3.15, 3.16

#### \* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL	
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
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|------|---|
| 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. |
| 3.8  | 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.   |
| 3.11 | 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.   |
| 3.14 | 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.   |

## 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

Enrolled in Program AR507, AR702 or AR703

### 5.2. Co-requisites

PSY702

### 5.3. Anti-requisites

Not applicable

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

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

Placement performance (weekly supervision meetings) which constitutes an ongoing formative appraisal of the students performance.

### 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	1	Practical / Laboratory Skills, and Written Piece	Individual	Approximately 1 hour.	Week 7	To be Negotiated
All	2	Placement performance	Individual	Competencies demonstrated during the practicum to date will be reviewed.	Refer to Format	To Supervisor
All	3	Placement performance	Individual	Competencies demonstrated across the full practicum will be reviewed.	Refer to Format	To Supervisor

#### All - Assessment Task 1: Objective Structured Clinical Examination (OSCE)

<b>GOAL:</b>	<p>The OSCE will assess your competency in a core set of clinical skills, using objective testing and direct observation.</p> <p>If you do not pass any of the stations within the OSCE, you will be provided with feedback on how to develop your skills further and will have the opportunity to redo the station in Week 14. If you do not pass the station again in Week 14, you will fail the OSCE and will have to re-enrol in PSY713 in a subsequent year.</p>													
<b>PRODUCT:</b>	Practical / Laboratory Skills, and Written Piece													
<b>FORMAT:</b>	The OSCE will have six stations, three that will require you to participate in a role play (where you are the therapist) and three that will require you to complete a written task. Time at each station will be approximately 10 minutes.													
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrate competency in undertaking professional interviews, assessment and risk assessment <b>1 2 3 4 7</b></td> </tr> <tr> <td>2</td> <td>Demonstrate competency in professional communication and counselling microskills <b>1 3 4</b></td> </tr> <tr> <td>3</td> <td>Demonstrate competency communicating findings from assessments in oral and written formats and record keeping <b>1 2 3 4 7</b></td> </tr> <tr> <td>4</td> <td>Demonstrate competency evaluating effectiveness of own professional practice <b>1 5 6</b></td> </tr> <tr> <td>5</td> <td>Demonstrate knowledge of APS Code of Ethics and competency managing potential ethical issues. <b>1 3 4 5 6</b></td> </tr> </tbody> </table>	No.	Learning Outcome assessed	1	Demonstrate competency in undertaking professional interviews, assessment and risk assessment <b>1 2 3 4 7</b>	2	Demonstrate competency in professional communication and counselling microskills <b>1 3 4</b>	3	Demonstrate competency communicating findings from assessments in oral and written formats and record keeping <b>1 2 3 4 7</b>	4	Demonstrate competency evaluating effectiveness of own professional practice <b>1 5 6</b>	5	Demonstrate knowledge of APS Code of Ethics and competency managing potential ethical issues. <b>1 3 4 5 6</b>	
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#### All - Assessment Task 2: Mid Placement Review

<b>GOAL:</b>	This review will be a formative assessment document monitoring the students' progress towards meeting APAC competencies for this course. Students not meeting progress will undertake a structured remediation program to develop these competencies ahead of the End of Placement review. This review will be a formative assessment document monitoring the students' progress towards meeting APAC competencies for this course. Students not meeting progress will undertake a structured remediation program to develop these competencies ahead of the End of Placement review.
<b>PRODUCT:</b>	Placement performance
<b>FORMAT:</b>	To be completed by primary supervisor approximately half way through the practicum (preferably after OSCE).

CRITERIA:	No.	Learning Outcome assessed
	1	Developing knowledge and skills in a range of professional activities (including assessment, case formulation, diagnosis, treatment planning, and revision of problem formulation and interventions) <span>1 2 3 4 5 6 7</span>
	2	Demonstrate that you can write client progress notes and other documents in an informed, succinct, lucid and well-organised manner. <span>1 4 6 7</span>
	3	Demonstrate working towards meeting hour requirements (total, direct client, supervision) for practicum via formal log book. The log book must detail the nature and hours of all practica undertaken, and the dates, content and hours of supervision. <span>1 6 7</span>
	4	Demonstrate (orally in supervision and in written format [e.g. in OSCE]) capacity to effectively reflect on knowledge and skills (including areas of strength and for improvement) to facilitate learning and development of core competencies. <span>4 5</span>
	5	Adherence to placement contract and all relevant codes of conduct and ethical codes/guidelines. <span>5 6 7</span>
	6	Demonstrate knowledge of APS code of ethics and ethical guidelines <span>6</span>

### All - Assessment Task 3: End of Placement Review

<b>GOAL:</b>	This review will be a final external assessment of the students' clinical skills mapped against APAC competencies. As part of the end of placement review, performance on a number of formative assessments will also be considered as evidence of demonstrating competencies, including but not limited to placement log book, reflective portfolio, case report, and ethics knowledge and mandatory reporting quizzes. A student who fails the End of Placement Review will receive a fail grade for the course and will need to re-enrol in PSY713 in a subsequent year prior to proceeding onto external placement.	
<b>PRODUCT:</b>	Placement performance	
<b>FORMAT:</b>	To be completed by primary supervisor at end of practicum.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Knowledge and skills in a range of professional activities (including assessment, case formulation, diagnosis, treatment planning with on-going monitoring, and revision of problem formulation and interventions) <span>1 2 3 4 5 6 7</span>
	2	Demonstrate that you can write client progress notes, reports (including formal case report) and other documents in an informed, succinct, lucid and well-organised manner. <span>4 6 7</span>
	3	Demonstrate you have met minimum hour requirements (total, direct client, supervision) for practicum via formal log book. The log book must detail the nature and hours of all practica undertaken, and the dates, content and hours of supervision. <span>1 6 7</span>
	4	Demonstrate (orally in supervision and in written format in reflective portfolio) capacity to effectively reflect on knowledge and skills (including areas of strength and for improvement) to facilitate learning and development of core competencies. <span>4 5</span>
	5	Complete and pass ethics knowledge and mandatory reporting quizzes <span>6</span>
	6	Adherence to placement contract and all relevant codes of conduct and ethical codes/guidelines. <span>5 6 7</span>

## 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

You are expected to attend all face-to-face workshops. For any workshops that are missed you will need to demonstrate to your course coordinator that you have covered the required material. This will usually take the form of a detailed summary and reflection of the content and activities that were missed.

## 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 4.1.3 and 4.1.4 of the Grades and Grade Point Average (GPA) - Institutional Operating Policy of the USC.

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.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. 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>

## 10.9. 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.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)