

# PSY716 Professional Skills 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 programs are committed to maintaining the primacy of public safety in the delivery of the program within the education and placement environments. This is the second practicum placement in the Master of Professional Psychology program. In your internship you will work under appropriate supervision for at least 150 hours. Core components of professional practice include you undertaking professional and administrative duties related to the provision of psychological care of clients.

### 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.	150hrs	Week 1	Once Only

### 1.3. Course Topics

- Orientation workshop
- Professional practice while on placement

## 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 psychologist.	Knowledgeable Engaged	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16
2 Demonstrate advanced knowledge, skills and competencies in the design and implementation of evidence-based psychological interventions.	Knowledgeable Engaged	3.1, 3.2, 3.3, 3.6, 3.7, 3.12, 3.14, 3.15, 3.16
3 Demonstrate competency and strong knowledge and skills in dealing professionally with clients and with other professionals.	Engaged	3.3, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14
4 Demonstrate competency to communicate knowledge and skills effectively in writing and through oral presentation.	Creative and critical thinker Empowered	3.8, 3.11
5 Demonstrate strong knowledge of ethical, legal and professional aspects of psychological practice and understanding of using the PsyBA Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.	Ethical Sustainability-focussed	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16
6 Demonstrate behaviour consistent with the legal requirements and code of conduct relevant to psychologists.	Ethical Sustainability-focussed	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
7 Demonstrate advanced awareness of potential ethical and legal issues involved in psychological practice and the use of the PsyBA Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions.	Ethical	3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16

#### \* 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.

- 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.

## 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

PSY700

5.3. Anti-requisites

Not applicable

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

Knowledge of 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 professional 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

Regular supervision meetings 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	Placement performance	Individual	1 hour	Refer to Format	To Supervisor
All	2	Practical / Laboratory Skills	Individual	Up to 3 hours	Refer to Format	In Class

**All - Assessment Task 1:** Field Supervisor's Report on supervised casework

<b>GOAL:</b>	<p>Submit: Mid and End of Placement.</p> <p>You are expected to engage in a variety of casework related tasks including observing their supervisor or other psychologists working with clients, undertaking their own caseload and participating in case conferences and other relevant clinical meetings.</p> <p>Competency with supervised casework is formally reviewed by the field placement supervisor at mid-placement and at the end of the placement and a Practicum Review Form is completed by the field placement supervisor on both occasions. A Field Placement Supervisor's report will be provided to the University on completion of your externship. It is a report to the University regarding your performance in the agency. The Field Placement Supervisor provides a recommendation to the course coordinator regarding your supervised casework. The course coordinator assesses your performance on a pass or fail basis.</p>	
<b>PRODUCT:</b>	Placement performance	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	Submission of a completed mid and end of placement review form to the course coordinator, signed by both student and supervisor. Please check Canvas for submission date.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Evidence of high level professional communication skills with clients and other professionals. This includes being culturally responsive to the needs of a diverse range of clients, and operating within the bounds of ethical and legal requirements. <span style="float: right;">1 3 4 5 6 7</span>
	2	Ability to undertake a comprehensive psychological assessment, including clinical interviews, appropriate standardised psychological testing, collateral data from multiple sources, and competent assessment of risk. <span style="float: right;">1 3 5 6</span>
	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. <span style="float: right;">1 2 3 4 5 6 7</span>
	4	Evidence of effective implementation of appropriate empirically supported psychological interventions with a range of methods used to monitor and reflect on progress and outcomes. <span style="float: right;">1 2 3</span>
	5	Ability to engage in reflective practice- identifying and responding to the impact of own values and beliefs and showing awareness of areas of clinical skills in need of development. <span style="float: right;">1 5 6 7</span>
	6	Knowledge and rigorous application of relevant professional, legal, and ethical policies, codes, and legislation. <span style="float: right;">1 5 6 7</span>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Organisation, Applying technologies, Information literacy	

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

<b>GOAL:</b>	This task provides a summative assessment of unit learning outcomes and APAC competencies to ensure that relevant competencies are met prior to completion of the course.																		
<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>Please check Canvas for submission date.</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 the course 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, Collaboration, 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

A placement orientation workshop will be delivered in week 1.

Following this, course learning outcomes and competencies will be developed through professional practice and supervision.

Placement supervisors will recommend and share resources relevant to professional practice 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.

All assessment pieces must be passed to pass the course.

### 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](#)