

PSY757 Practicum Placement 4**School:** School of Health - Psychology

2025 | Semester 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 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**

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 course involves you continuing your practicum placements, working under supervision in a suitable psychological work setting where you will gain experience in the conduct of the psychological services provided at that location, for at least 250 hours. You are encouraged to choose a diverse range of placements so as to gain broad experience.

1.2. How will this course be delivered?

| ACTIVITY | HOURS | BEGINNING WEEK | FREQUENCY |
|---|--------|----------------|-----------|
| BLENDED LEARNING | | | |
| Tutorial/Workshop 1 – Placement Orientation Workshop | 2hrs | Week 1 | Once Only |
| Placement – Minimum of 250 placement hours (including a minimum of: 120 hours of direct client contact and 20 hours of direct clinical supervision). | 250hrs | Week 1 | Once Only |

1.3. Course Topics

Practice Core Competencies

Code of Conduct

Practicum Processes

Record of Practice and Activities

Ethical and Culturally Responsive Psychological Practice

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 practice and application of clinical psychological procedures in the workplace; | Engaged | 4.2.1, 4.2.1.1, 4.2.1.2, 4.2.1.3, 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, 4.2 |
| 2 Research, apply, analyse and communicate clinical psychological procedures. | Empowered | 3.2, 3.3, 3.16 |
| 3 Deal professionally with clients and with other professionals. | Engaged Communication Collaboration | 3.3, 3.6, 3.7, 3.11 |
| 4 Demonstrate advanced awareness of potential ethical and legal issues involved in psychological practice and the use of the APS Code of Ethics and its accompanying Guidelines, and other relevant sources, to resolve ethical questions. | Ethical | 3.11, 3.13, 4.2.2, 4.2.3.1, 4.2.3.2, 4.2 |
| 5 Demonstrate skills in and awareness of self-reflective practice including the capacity to reflect on placement experiences and performance to improve clinical practice. | Creative and critical thinker Engaged | 3.2, 3.3, 3.9, 3.12, 3.14, 3.15 |

* Competencies by Professional Body

| CODE | COMPETENCY |
|---|---|
| AUSTRALIAN PSYCHOLOGY ACCREDITATION COUNCIL | |
| 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. |
| 3.6 | 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. |
| 3.9 | 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. |

| CODE | COMPETENCY |
|---------|--|
| 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 | Apply advanced psychological knowledge of the following to their practice in clinical psychology: |
| 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 |
| 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 |
| 4.2.2.1 | 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 |

| CODE | COMPETENCY |
|---------|---|
| 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. |
| 4.2.2 | Graduates apply advanced psychological knowledge to culturally responsive assessment in the area of clinical psychology, including: |
| 4.2 | CLINICAL PSYCHOLOGY: Taking into account the broad diversity of clients and development across the lifespan, and consistent with current relevant legal frameworks, mental health practice standards, occupational settings and codes of ethical practice, graduates apply advanced psychological knowledge to competently and ethically: |

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 PSY706 and PSY752 and enrolled in Program AR703.

5.2. Co-requisites

Not applicable

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

Timely and detailed feedback is provided at placement reviews and immediately following the OSCE. Students are able to seek feedback through face-to-face discussion with the course coordinator. Orientation will include extended discussion and review of the assessment task requirements and scope.

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 | Minimum 250 hours | Refer to Format | Online Submission |
| All | 2 | Portfolio | Individual | N/A | Refer to Format | Online Submission |
| All | 3 | Code of Conduct | Individual | N/A | Throughout teaching period (refer to Format) | To Supervisor |
| All | 4 | Practical / Laboratory Skills | Individual | 3 hours | Refer to Format | Exam Venue |

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

| | | | |
|-----------------|--|--|---------------------------|
| GOAL: | To demonstrate competency with supervised casework in the external placement | | |
| PRODUCT: | Placement performance | | |
| FORMAT: | Submit: Throughout semester and end of semester as required. Refer to Externship Manual. | | |
| | You are expected to engage in a variety of casework-related tasks including observing your supervisor or other psychologists working with clients, undertaking your own caseload under supervision, participating in case conferences and other relevant clinical meetings. | | |
| | 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. | | |
| | To achieve a pass in this assessment task your competency with supervised casework is formally reviewed by the Field Placement Supervisor at the mid-placement point and at the end of the placement. A Practicum Review Form is completed by the Field Placement Supervisor on both occasions (see Externship Manual for details). The Field Placement Supervisor provides a recommendation to the Course Coordinator and Placement Coordinator regarding your supervised casework, and your performance is assessed on a pass or fail basis. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Knowledge of the Discipline. | 1 4 |
| | 2 | Ethical, legal and professional matters. | 1 4 |
| | 3 | Psychological Assessment and Measurement. | 2 4 |
| | 4 | Intervention Strategies. | 1 2 4 |
| | 5 | Research and Evaluation. | 1 |
| | 6 | Communication and Interpersonal Relationships. | 1 2 4 |
| | 7 | Working within a cross-cultural context (desirable). | 1 2 4 |
| | 8 | Practice across the lifespan (desirable). | 1 4 |
| GENERIC SKILLS: | | | |

All - Assessment Task 2: Professional practice portfolio

| | | | |
|-----------------|---|---|---------------------------|
| GOAL: | To catalogue the professional practice experience in the form of an experiential portfolio | | |
| PRODUCT: | Portfolio | | |
| FORMAT: | Submit: end of placement. The professional practice portfolio consists of 5 components; 1. Direct Client Activities Log book 2. Supervision Logbook 3. Client Related Activities logbook. 4. Mid-placement and end-placement review 5. Reflective Narrative Logbooks and Placement review forms are in an electronic format in the SONIA system. Students and field placement supervisors enter relevant information directly into the electronic forms. Students and field placement supervisors must sign the forms on a regular (weekly) basis. All logbooks and placement review forms must be signed by both students and field placement supervisors, in order to complete the practicum | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Practicum Log (client record, supervision record, clinical activities record) | 1 |
| | 2 | Students evaluation of supervision. | 3 |
| | 3 | Reflective narrative. | 1 5 |
| | 4 | The Supervisor's mid-placement and end of placement Reports | 1 3 4 |
| GENERIC SKILLS: | | | |

All - Assessment Task 3: Externship Code of Conduct

| | | | |
|-----------------|--|---|---------------------------|
| GOAL: | This task enables you to be familiar with the code of conduct for your discipline and work within its guidelines during a work integrated learning (WIL) experience. | | |
| PRODUCT: | Code of Conduct | | |
| FORMAT: | Submit: Throughout the pre- and post-placement process, on campus and throughout the placement. During your WIL experience you are required to complete a minimum 250 hours of placement activity (minimum 120 client contact; minimum 20 supervision; minimum 110 client related activities) -undertaken for 2 to 3 days per week over 18 to 20 weeks. To be eligible to pass, you are required to complete the externship satisfactorily according to the criteria below. See CANVAS for discipline specific Code of Conduct. | | |
| CRITERIA: | No. | | Learning Outcome assessed |
| | 1 | Adherence to the policies and procedures in the externship manual. | 4 |
| | 2 | Adherence to the policies and procedures of the placement organisation. | 1 4 |
| | 3 | Knowledge and behaviour as outlined in the APS Code of Ethics (2007) and Ethical Guidelines (Thirteenth Edition, 2016). | 4 |
| | 4 | Adherence to UniSC’s Student Conduct and Discipline – Governing Policy. | 4 |
| | 5 | Adherence to the UniSC Placement Contract. | 4 |
| | 6 | Completion of the 250 hours. | 1 4 |
| GENERIC SKILLS: | | | |

All - Assessment Task 4: Objective Structured Clinical Examinations

| | | |
|------------------------|---|--|
| GOAL: | 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. | |
| PRODUCT: | Practical / Laboratory Skills | |
| FORMAT: | Submit: Indicative submission date weeks 11-13. Students to rotate between timed (20 minute) preparation/ assessment stations. Assessment stations will have a member of clinical staff present as an examiner who will score student performance using a structured rubric. Assessment stations will include: assessment planning, clinical interviewing, diagnosis and formulation, CBT skills, and risk management. These will be assessed using a combination of role plays and discussions with examiners. | |
| CRITERIA: | 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 |
| | 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 |
| | 4 | Demonstrated competence in delivering a CBT intervention strategy for a common mental health presentation. 1 |
| | 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 5 |
| GENERIC SKILLS: | | |

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

nil

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. 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.

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.

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.

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 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 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