



PSYC8801

Clinical Psychology Placement 1

Session 2, In person-placement, North Ryde 2026

School of Psychological Sciences

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Disclaimer

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General Information

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Credit points

20

Prerequisites

(PSYC985 or PSYC8985) and (PSYC986 or PSYC8986 or PSYG8001) and (PSYC987 or PSYC8987)

Corequisites

(PSYC988 or PSYC8988 or PSYC8102) and (PSYC989 or PSYC8989 or PSYC8103) and PSYC8101

Co-badged status

Unit description

This unit is the first of two practical internal placement units for the Master of Clinical Psychology program and is conducted in the Macquarie University Psychology Clinic on campus under close supervision. It provides the opportunity to put theory/techniques gained in coursework units into practice and develops the provisional psychologist's identity as a Clinical Psychologist. Activities include face-to-face assessment and treatment of genuine clients; professional administrative tasks such as risk management, note keeping and report writing; and supervision activities, both individual and group with an overall workload of 330 hours. Students are required to complete at least a thousand hours across all placements in the program, including 400 client contact hours and 180 supervision hours, to meet accreditation requirements. By the time students finish this first placement unit, they will have gained beginner competencies in 10 domains as identified by the accrediting body APAC as Core Competencies to become a Clinical Psychologist.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

ULO1: Apply depth and breadth of knowledge required of clinical psychologists in determining client needs, individualised case formulation, and implementing culturally responsive interventions, in the context of counselling strategies and person-centred care. (Capability 2: Psychologist practitioner)

ULO2: Demonstrate higher level of critical thinking skills to evaluate current research to inform practice, and to monitor the appropriateness of interventions within the wider environment, making modifications as a scientist-practitioner as needed. (Capability 1: Scientist scholar)

ULO3: Demonstrate effective interpersonal and communication skills across a wide range of client groups, colleagues and other professionals, using a variety of formats to function empathically within and across cultures and life stages. (Capability 3: Engaged global citizen)

ULO4: Apply knowledge of the legislative frameworks and ethical codes relevant to clinical psychologists by demonstrating ethical attitude and behaviour in everyday practice, and good discernment and judgement in situations that arise. (Capability 4: Professional)

ULO5: Demonstrate the entry level capabilities required of practicing clinical psychologists, along with self-awareness, responsiveness to feedback, and capacity for self-correction, in the context of continuous reflective practice and professional development. (Capability 2: Psychologist practitioner)

ULO6: Apply advanced psychological knowledge required of clinical psychologists, in culturally responsive assessment, to diagnose, interpret data, and correctly apply assessment tools and processes to a wide range of disorders, to improve client outcomes and implement changes as appropriate. (Capability 2: Psychologist practitioner)

ULO7: Demonstrate professionalism via an organised and disciplined approach to record keeping and referral management, in line with policies and procedures, taking into account different organisational cultures and practices. (Capability 4: Professional)

General Assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128 and 129).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes and meet any ungraded requirements.

Further details for each assessment task will be available on iLearn.

Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day an assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60
7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
Clinical placement logbook and development plan	10%	Yes	Within 2 weeks of placement completion	Individual	No	Observed
Mid-placement review	0%	No	02/10/2026	Individual	No	Observed

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
<u>Portfolio</u>	30%	Yes	Within 2 weeks of placement completion	Individual	No	Open
<u>End-placement review</u>	60%	No	11/12/2026	Individual	No	Observed

Clinical placement logbook and development plan

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 8 hours

Due: **Within 2 weeks of placement completion**

Weighting: **10%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Students will be required to submit a written placement log book and development plan, at the completion of the placement. The development plan will comprise of self-reflection and action points for skill development, based on feedback provided. The assessment is a hurdle as it relates to key competencies required for clinical practice related to registration with AHPRA.

On successful completion you will be able to:

- Apply depth and breadth of knowledge required of clinical psychologists in determining client needs, individualised case formulation, and implementing culturally responsive interventions, in the context of counselling strategies and person-centred care. (Capability 2: Psychologist practitioner)
- Demonstrate higher level of critical thinking skills to evaluate current research to inform practice, and to monitor the appropriateness of interventions within the wider environment, making modifications as a scientist-practitioner as needed. (Capability 1: Scientist scholar)
- Demonstrate effective interpersonal and communication skills across a wide range of client groups, colleagues and other professionals, using a variety of formats to function empathically within and across cultures and life stages. (Capability 3: Engaged global citizen)
- Apply knowledge of the legislative frameworks and ethical codes relevant to clinical psychologists by demonstrating ethical attitude and behaviour in everyday practice, and

good discernment and judgement in situations that arise. (Capability 4: Professional)

- Demonstrate the entry level capabilities required of practicing clinical psychologists, along with self-awareness, responsiveness to feedback, and capacity for self-correction, in the context of continuous reflective practice and professional development. (Capability 2: Psychologist practitioner)
- Apply advanced psychological knowledge required of clinical psychologists, in culturally responsive assessment, to diagnose, interpret data, and correctly apply assessment tools and processes to a wide range of disorders, to improve client outcomes and implement changes as appropriate. (Capability 2: Psychologist practitioner)
- Demonstrate professionalism via an organised and disciplined approach to record keeping and referral management, in line with policies and procedures, taking into account different organisational cultures and practices. (Capability 4: Professional)

Mid-placement review

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 4 hours

Due: **02/10/2026**

Weighting: **0%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

This is a formative mid-placement assessment of competency, conducted in the placement setting with the supervisor using a standardised, validated competency assessment (Clinical Psychology Practicum Competencies Rating Scale; CYPRS) tool. The assessment will be based on self-ratings and supervisor ratings on CYPRS capabilities across a range of domains. A range of supervision techniques/methods are used to assess capabilities across the duration of placement including: a) observation of trainee performance followed by feedback (e.g., video, one-way mirror), b) case reports/notes, c) case presentation and discussion, d) role-play of skills with supervisor before discussion and feedback, e) self-evaluation of skills and self-correction, and f) feedback from peers/other professional staff in team settings.

On successful completion you will be able to:

- Apply depth and breadth of knowledge required of clinical psychologists in determining client needs, individualised case formulation, and implementing culturally responsive interventions, in the context of counselling strategies and person-centred care. (Capability 2: Psychologist practitioner)
- Demonstrate higher level of critical thinking skills to evaluate current research to inform practice, and to monitor the appropriateness of interventions within the wider environment, making modifications as a scientist-practitioner as needed. (Capability 1:

Scientist scholar)

- Demonstrate effective interpersonal and communication skills across a wide range of client groups, colleagues and other professionals, using a variety of formats to function empathically within and across cultures and life stages. (Capability 3: Engaged global citizen)
- Apply knowledge of the legislative frameworks and ethical codes relevant to clinical psychologists by demonstrating ethical attitude and behaviour in everyday practice, and good discernment and judgement in situations that arise. (Capability 4: Professional)
- Demonstrate the entry level capabilities required of practicing clinical psychologists, along with self-awareness, responsiveness to feedback, and capacity for self-correction, in the context of continuous reflective practice and professional development. (Capability 2: Psychologist practitioner)
- Apply advanced psychological knowledge required of clinical psychologists, in culturally responsive assessment, to diagnose, interpret data, and correctly apply assessment tools and processes to a wide range of disorders, to improve client outcomes and implement changes as appropriate. (Capability 2: Psychologist practitioner)
- Demonstrate professionalism via an organised and disciplined approach to record keeping and referral management, in line with policies and procedures, taking into account different organisational cultures and practices. (Capability 4: Professional)

Portfolio

Assessment Type ¹: Portfolio

Indicative Time on Task ²: 4 hours

Due: **Within 2 weeks of placement completion**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Open

This is a hurdle assessment task (see [assessment policy](#) for more information on hurdle assessment tasks)

This assessment will involve either written or oral presentation of a case portfolio showcasing client work during the placement. Examples include case notes, case formulation, or case presentation based on clients seen at the site. The assessment is a hurdle as it relates to key competencies required for clinical practice related to registration with AHPRA.

On successful completion you will be able to:

- Apply depth and breadth of knowledge required of clinical psychologists in determining client needs, individualised case formulation, and implementing culturally responsive

interventions, in the context of counselling strategies and person-centred care.

(Capability 2: Psychologist practitioner)

- Demonstrate higher level of critical thinking skills to evaluate current research to inform practice, and to monitor the appropriateness of interventions within the wider environment, making modifications as a scientist-practitioner as needed. (Capability 1: Scientist scholar)
- Demonstrate effective interpersonal and communication skills across a wide range of client groups, colleagues and other professionals, using a variety of formats to function empathically within and across cultures and life stages. (Capability 3: Engaged global citizen)
- Apply knowledge of the legislative frameworks and ethical codes relevant to clinical psychologists by demonstrating ethical attitude and behaviour in everyday practice, and good discernment and judgement in situations that arise. (Capability 4: Professional)
- Demonstrate the entry level capabilities required of practicing clinical psychologists, along with self-awareness, responsiveness to feedback, and capacity for self-correction, in the context of continuous reflective practice and professional development. (Capability 2: Psychologist practitioner)
- Apply advanced psychological knowledge required of clinical psychologists, in culturally responsive assessment, to diagnose, interpret data, and correctly apply assessment tools and processes to a wide range of disorders, to improve client outcomes and implement changes as appropriate. (Capability 2: Psychologist practitioner)
- Demonstrate professionalism via an organised and disciplined approach to record keeping and referral management, in line with policies and procedures, taking into account different organisational cultures and practices. (Capability 4: Professional)

End-placement review

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 4 hours

Due: **11/12/2026**

Weighting: **60%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

This is an end of placement assessment of competency, conducted in the placement setting with the supervisor using a standardised, validated competency assessment (Clinical Psychology Practicum Competencies Rating Scale; CYPRS) tool. The assessment will be based on self-ratings and supervisor ratings on CYPRS capabilities across a range of domains. Feedback is on developing competency to a PASS level on each of the domains, with PASS specified as a score

of 2.5 out of 5 on each domain. A range of supervision techniques/methods are used to assess capabilities across the duration of placement including: a) observation of trainee performance followed by feedback (e.g., video, one-way mirror), b) case reports/notes, c) case presentation and discussion, d) role-play of skills with supervisor before discussion and feedback, e) self-evaluation of skills and self-correction, and f) feedback from peers/other professional staff in team settings.

On successful completion you will be able to:

- Apply depth and breadth of knowledge required of clinical psychologists in determining client needs, individualised case formulation, and implementing culturally responsive interventions, in the context of counselling strategies and person-centred care. (Capability 2: Psychologist practitioner)
- Demonstrate higher level of critical thinking skills to evaluate current research to inform practice, and to monitor the appropriateness of interventions within the wider environment, making modifications as a scientist-practitioner as needed. (Capability 1: Scientist scholar)
- Demonstrate effective interpersonal and communication skills across a wide range of client groups, colleagues and other professionals, using a variety of formats to function empathically within and across cultures and life stages. (Capability 3: Engaged global citizen)
- Apply knowledge of the legislative frameworks and ethical codes relevant to clinical psychologists by demonstrating ethical attitude and behaviour in everyday practice, and good discernment and judgement in situations that arise. (Capability 4: Professional)
- Demonstrate the entry level capabilities required of practicing clinical psychologists, along with self-awareness, responsiveness to feedback, and capacity for self-correction, in the context of continuous reflective practice and professional development. (Capability 2: Psychologist practitioner)
- Apply advanced psychological knowledge required of clinical psychologists, in culturally responsive assessment, to diagnose, interpret data, and correctly apply assessment tools and processes to a wide range of disorders, to improve client outcomes and implement changes as appropriate. (Capability 2: Psychologist practitioner)
- Demonstrate professionalism via an organised and disciplined approach to record keeping and referral management, in line with policies and procedures, taking into account different organisational cultures and practices. (Capability 4: Professional)

¹ If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- [Academic Success](#) for academic skills support.

² Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation.

³ An automatic short extension is available for some assessments. Apply through the [Service Connect Portal](#).

Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online and face-to-face learning activities, including readings, online modules, videos, lectures, clinical/professional placement, simulation etc. Details can be found on the iLearn site for this unit.

Technology Used

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://policies.s.mq.edu.au) (<https://policies.s.mq.edu.au>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit connect.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Academic Success

[Academic Success](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Ask a Study Coach](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)

- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

Student Enquiries

Got a question? Ask us via the [Service Connect Portal](#), or contact [Service Connect](#).

IT Help

For help with University computer systems and technology, visit <https://students.mq.edu.au/support/technology/service-desk>.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Artificial Intelligence Tools

Macquarie University recognises that artificial intelligence (AI), especially generative AI, is rapidly reshaping education and the modern workplace. As AI becomes increasingly accessible, the University and your teaching staff are committed to preparing you to use these tools effectively, ethically, and with strong professional judgment. Rather than restricting technology, the emphasis is on helping you understand when and how AI can be used to enhance productivity, support learning, and reflect real-world professional practice. Across your degree, we will support you to develop the critical thinking, adaptability, and values-based decision-making skills required to navigate evolving AI tools responsibly, including acknowledging their use appropriately. You should always appropriately acknowledge when you have used AI tools within assessment tasks, including which AI tools you have used and how you have used them.

To provide clarity, Macquarie University uses a simple, two-tiered approach to AI in assessment:

AI Open assessments allow you to fully incorporate AI, reflecting authentic tasks where AI would normally be used in professional settings.

Observed with AI Optional assessments involve tasks where you either demonstrate essential knowledge without technology or show how you apply AI under supervision.

Across both categories, the goal is to ensure you build foundational knowledge, exercise sound judgment, and engage with AI in ways that uphold ethical, cultural, and university values.

Inclusion and Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute towards the development of an inclusive culture and practice in the

areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, and when on external clinical placement representing Macquarie University you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone including when on external/clinical placement activities.

Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success, and that by not engaging you may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff and external/clinical educators who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session or clinical placement. When on placement, please contribute to the healthcare/workplace team appropriately, treat all patients, other members of the healthcare/workplace team, and your fellow students with the utmost respect.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all learning activities on time, and if you are unavoidably detained, please join activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.

Unit information based on version 2026.01R of the [Handbook](#)