



PSYC8983

Clinical Psychology Practical Placement 3

Session 2, In person-placement, On location 2026

School of Psychological Sciences

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General Information

Unit convenor and teaching staff

Michelle Player

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Credit points

10

Prerequisites

(PSYC985 or PSYC8985) and (PSYC986 or PSYC8986 or PSYG8001) and (PSYC987 or PSYC8987) and (PSYC988 or PSYC8988) and (PSYC989 or PSYC8989)

Corequisites

(PSYC981 or PSYC8981) and (PSYC982 or PSYC8982)

Co-badged status

Unit description

This unit is the third practical placement unit for the Master of Clinical Psychology program and is conducted in an external clinical service under the supervision of Adjunct Fellows of Macquarie University. The placement has an overall workload of 300 hours, and provides the opportunity to further develop students' intermediate competencies in Clinical psychology as demonstrated in Practical Placement 2 in another setting with increasing independence. Activities include face-to-face assessment and treatment of genuine clients of the service; professional administrative tasks such as risk management, note keeping and report writing; and supervision activities, both individual and group as required and available in the service. A range of general clinical work with adults and children is mandatory and may include anxiety, depression, trauma, personality disorders and medical problems, as well as practice working in different therapeutic approaches. Students are required to complete at least a thousand hours across all placements in the program to meet accreditation requirements. By the time students finish Practical Placement 3, they will have further developed competencies in 10 domains 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 well-developed knowledge and scholarly understanding required of clinical psychologists in determining client needs and designing and implementing evidence-based interventions

ULO2: Demonstrate higher level critical thinking skills in their ability both to generate and evaluate new, professionally-oriented knowledge

ULO3: Communicate effectively 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

ULO4: Apply knowledge of the legislative frameworks relevant to clinical psychologists and undertake practice according to professional standards and the Psychology Board of Australia's code of ethics

ULO5: Demonstrate the entry level capabilities required of practising clinical psychologists, along with the professional and personal skills for assessing continuous development needs

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 and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

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

Late Submissions

Late submission of time sensitive tasks, such as placement reviews and sample case work, will be addressed by the unit convenor in a Special Consideration application.

Special Consideration

If you are unable to complete an assessment task on or by the specified date due circumstances that are unexpected, unavoidable, significantly disruptive and beyond your control, you may apply for special consideration in accordance with the [special consideration policy](#). Applications for special consideration must be supported by appropriate evidence and submitted via ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due	Groupwork/Individual	Short Extension	AI Approach
End of placement review (EPR)	30%	No	Upload to iLearn within two weeks of placement completion	Individual	No	Observed
Weekly Supervision (WIL)	30%	No	Complete Monthly logbook entries	Individual	No	Observed
Samples of case reports	10%	No	Upload to iLearn within two weeks of placement completion	Individual	No	Observed
Mid-placement review (MPR)	30%	No	At mid-way point of placement	Individual	No	Observed

End of placement review (EPR)

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 2 hours

Due: **Upload to iLearn within two weeks of placement completion**

Weighting: **30%**

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 field supervisor using a standardised, validated competency assessment (CYPRS) tool.

Feedback is on developing competency to a Pass level on each of eleven domains, with Pass specified as a score of 4 out of 5 on each domain. The field supervisor provides recommendation to the placement coordinator who reviews the evaluation form including log book and samples of work, to determine the awarding the final grade.

On successful completion you will be able to:

- Apply depth and breadth of well-developed knowledge and scholarly understanding required of clinical psychologists in determining client needs and designing and implementing evidence-based interventions
- Demonstrate higher level critical thinking skills in their ability both to generate and

evaluate new, professionally-oriented knowledge

- Communicate effectively 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
- Apply knowledge of the legislative frameworks relevant to clinical psychologists and undertake practice according to professional standards and the Psychology Board of Australia's code of ethics
- Demonstrate the entry level capabilities required of practising clinical psychologists, along with the professional and personal skills for assessing continuous development needs

Weekly Supervision (WIL)

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 50 hours

Due: **Complete Monthly logbook entries**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

Students participate in case management and intervention under close supervision of field supervisors appointed as Macquarie University Adjunct Fellows. Students will be assessed on several skills including formative assessment and treatment skills; professional conduct; self-reflection via log book; ethics and communication skills including professional report writing. At the end of placement a declaration form confirming hours is also required.

On successful completion you will be able to:

- Apply depth and breadth of well-developed knowledge and scholarly understanding required of clinical psychologists in determining client needs and designing and implementing evidence-based interventions
- Demonstrate higher level critical thinking skills in their ability both to generate and evaluate new, professionally-oriented knowledge
- Communicate effectively 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
- Apply knowledge of the legislative frameworks relevant to clinical psychologists and undertake practice according to professional standards and the Psychology Board of Australia's code of ethics
- Demonstrate the entry level capabilities required of practising clinical psychologists,

along with the professional and personal skills for assessing continuous development needs

Samples of case reports

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 2 hours

Due: **Upload to iLearn within two weeks of placement completion**

Weighting: **10%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

This hurdle assessment requires students to submit three samples of a case report, formulation and complete case notes of each client, together with the end of placement review.

On successful completion you will be able to:

- Apply depth and breadth of well-developed knowledge and scholarly understanding required of clinical psychologists in determining client needs and designing and implementing evidence-based interventions
- Demonstrate higher level critical thinking skills in their ability both to generate and evaluate new, professionally-oriented knowledge
- Communicate effectively 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
- Apply knowledge of the legislative frameworks relevant to clinical psychologists and undertake practice according to professional standards and the Psychology Board of Australia's code of ethics
- Demonstrate the entry level capabilities required of practising clinical psychologists, along with the professional and personal skills for assessing continuous development needs

Mid-placement review (MPR)

Assessment Type ¹: Experiential task

Indicative Time on Task ²: 1 hours

Due: **At mid-way point of placement**

Weighting: **30%**

Groupwork/Individual: Individual

Short extension ³: No

AI Approach: Observed

This is a mid-placement assessment of competency, conducted In the placement setting with the

field supervisor using a standardised, validated competency assessment (CYPRS) tool. Feedback is on developing competency to a Pass level on each of eleven domains, with Pass specified as a score of 3.5 out of 5 on each domain.

On successful completion you will be able to:

- Apply depth and breadth of well-developed knowledge and scholarly understanding required of clinical psychologists in determining client needs and designing and implementing evidence-based interventions
- Demonstrate higher level critical thinking skills in their ability both to generate and evaluate new, professionally-oriented knowledge
- Communicate effectively 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
- Apply knowledge of the legislative frameworks relevant to clinical psychologists and undertake practice according to professional standards and the Psychology Board of Australia's code of ethics
- Demonstrate the entry level capabilities required of practising clinical psychologists, along with the professional and personal skills for assessing continuous development needs

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 face-to-face assessment and treatment of genuine clients, professional administrative tasks such as risk management, mandatory reporting, note keeping, and report writing, as well as supervision activities, both individual and group. Details can be found on the iLearn site for this unit.

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 \(https://policies.mq.edu.au\)](https://policies.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, work-integrated learning (e.g., internal and external 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, Clinic staff and external supervisors 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 component of your clinical placement. When on placement, please contribute to the clinical team appropriately, treat all clients, other members of the 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](#)