School of Clinical and Health Sciences – Clinical Psychology Inherent Requirements Statement

UTS strongly supports the right of all people who wish to undertake a course at our university to pursue their goals and achieve their personal potential. We welcome prospective students with disabilities, and students from diverse social, economic and cultural backgrounds.

Inherent Requirements are academic and non-academic requirements that are inherent in or essential to the successful completion of a course. By identifying and effectively communicating the Inherent Requirements of our courses, UTS aims to assist prospective and current students to make informed decisions about their study, and to facilitate productive and transparent discussions about career choices.

What does this mean for prospective and current students?

Prospective and current students should carefully read this Inherent Requirement Statement, and consider whether they might experience challenges in successfully completing their preferred or chosen course. This Statement should be read in conjunction with the UTS Student Rules.

If you are a prospective or current student and are concerned about your ability to meet these Inherent Requirements, you should discuss your concerns with the Academic Liaison Officer in your faculty or school and/or the UTS Accessibility Service on 9514 1177 or at accessibility@uts.edu.au.

Please note that UTS also requires students to comply with the UTS Student Charter and relevant University policies, procedures and regulations. In addition, students who enrol in professional degrees are required to comply with legal requirements relating to accreditation and registration.

Reasonable adjustments

UTS will make reasonable adjustments to teaching and learning, assessment, professional experiences, course related work experience and other course activities to facilitate maximum participation by students with disabilities, carer responsibilities, and religious or cultural obligations in their courses.

When making adjustments for students, UTS will continue to ensure the integrity of its courses and assessment requirements and processes, so that the students on whom it confers an award can present themselves as having the appropriate knowledge, experience and expertise implicit in the holding of that award. The purpose of reasonable adjustments is to assist students to meet the Inherent Requirements of a course, not to replace or override them.

Registration with the UTS Accessibility Service is necessary for students to obtain reasonable adjustments for their disability. Students are not otherwise required to disclose their disability or other personal circumstances to UTS, unless they pose a risk to their health or safety, or to that of others. Students should familiarise themselves with relevant deadlines and allow sufficient time for reasonable adjustments to be made.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
1. Legal and Behavioural Requirements	Student engages in appropriate behaviour, having regard to their legal and ethical obligations under the law, professional regulations and codes of conduct. Student demonstrates behavioural stability, allowing them to work constructively in a diverse and changing academic and clinical environment, which may at times be challenging and unpredictable Student demonstrates knowledge of, and engages in, ethical behaviour. Student demonstrates self-awareness and ensures that their own opinions, attitudes and behaviours do not adversely affect others.	Is receptive and responds appropriately to constructive feedback. Actively and appropriately participates in collaborative tasks and group work. Treats confidential information appropriately.	Complies with APS Code of Ethics, Health Practitioner Regulation National Law (NSW) No 86a and Health Practitioner Regulation National Law Act 2009. Complies with ongoing immunisation requirements as per UTS, NSW Health and affiliated facility-specific policies, procedures and codes of conduct. Treats confidential information appropriately and respects the privacy of clients. Works effectively in the face of uncertainty and adapts to changing environments. Is receptive and responds appropriately to constructive feedback. Accurately reflects on professional performance. Accepts and fulfils responsibilities given in a clinical environment. Effectively manages own emotional state and behaviour. Manages own physical and mental health effectively.

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			Identifies when a clinical issue is outside their scope or expertise, or when their practice may be affected by an impairment. Works effectively with people from diverse social and cultural backgrounds. Communicates effectively and respectfully with people of different gender, sexuality, age, diverse linguistic, cultural, religious, socio-economic and educational backgrounds and across a variety of social contexts. Is respectful, clear, attentive, empathetic, honest and non-judgmental. Respects personal and professional boundaries. Respects and responds appropriately to another person's perspective. Dresses appropriately and safely for clinical placement. Uses reflective practice as a basis for undertaking and contributing to clinical supervision.

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2.1 Communication tasks – verbal	Student comprehends spoken English delivered at conversational speed. Student communicates effectively in spoken English. Student understands and responds to verbal communications accurately, appropriately and in a timely manner.	Participates effectively in tutorial and group work discussions. Understands and follows instructions.	Responds to verbal communication clearly and audibly, in a variety of environments with differing volume levels. Collects information from clients by asking questions during assessments. Builds a rapport with a client to engage them in a clinical assessment. Effectively explains a treatment plan to a client. Clearly and audibly discusses a client's progress with other professionals. Actively participates in group discussions. Provides clear instructions, feedback and reporting, relevant to the context of the situation. Effectively manages difficulties arising in the therapeutic relationship. Effectively runs a group therapy session
2.2 Communication tasks – written	Student communicates effectively using written English.	Constructs an essay to required academic standards including appropriate referencing of sources. Reads, comprehends and retains records, in both hard copy and electronic formats.	Takes accurate notes while interviewing a client. Prepares clinical reports appropriate to the purpose and audience, and completes them in a timely manner.

Requirement area	Description of the Inherent Requirement	Examples in the academic environment	Examples in the professional experience environment
		Responds appropriately and in a timely manner to communications from the University.	Reads, comprehends and retains information, in both hard copy and electronic formats. Maintains appropriate records of professional practice.
2.3 Communication tasks – Non-verbal	Student comprehends non-verbal information and cues. Student demonstrates non-verbal communication skills appropriate to the circumstances.	Recognises and responds to non-verbal cues in classroom situations Communicates appropriately in classroom situations. Communicates respectfully with academic and professional staff. Respects personal and professional boundaries. Shows consistent and appropriate awareness of own behaviours. Is sensitive to individual and cultural differences.	Recognises, inteprets and responds appropriately to non-verbal cues indicating a change in the emotional state and/or distress of a client during placements. Accurately assesses a client's appearance, behaviour, movement, posture and speech. Displays consistent and appropriate non-verbal behaviour. Is sensitive to individual and cultural differences.
3.1 Cognitive tasks - Literacy	Student understands and responds to written communications accurately, appropriately, and in a timely manner. Student comprehends written information.	Gathers, organises, decodes, interprets and comprehends information from multiple sources.	Produces accurate, concise and clear documentation. Understands and follows policy and procedure documents. Locates, understands and uses appropriate and relevant information.

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3.2 Cognitive tasks - Numeracy	Student understands, interprets and correctly applies numerical data, measurement and numerical criteria in a range of contexts.	Understands, interprets and applies numerical concepts and processes appropriately in a timely, accurate and effective manner.	Accurately scores and interprets psychological test data.
3.3 Cognitive tasks – Knowledge and information	Student locates, gathers, comprehends, processes organises and distills relevant knowledge and information from various sources. Student demonstrates knowledge of, and confidence in, the use of a range of information and communication technologies.	Locates and analyses appropriate and relevant information for the purpose of academic assessments. Integrates theory and knowledge from various sources. Effectively participates in tutorials, lectures and presentations. Accurately recalls information without reference.	Effectively applies academic knowledge to practice, for example through developing and testing hypotheses, developing treatment plans and then conducting appropriate individual sessions for clients. Accurately applies scientific research to the health problems of client(s). Writes accurate and appropriate treatment plans, reports and notes. Provides an accurate verbal report of a client's progress without referring to their medical record. Observes multiple patients and events concurrently. Assists with the use of applications for therapy in the clinical environment.
4.1 Sensory Tasks – Visual	Student uses visually based strategies to communicate effectively. Student accurately and effectively observes and monitors their physical surrounds.	Understands learning materials delivered in a visual format. Actively participates in group work. Understands and responds appropriately when presented with comments or feedback.	Recognises, inteprets and responds appropriately to non-verbal cues indicating a change in the emotional state and/or distress of a client during placements. Effectively assesses clients' appearance, behaviour, posture and movement. Engages in appropriate and effective

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		Develops and delivers presentations.	reciprocal interpersonal behaviour demonstrating visually based engagement skills. Effectively monitors the broader clinical practice environment. Negotiates unfamiliar settings safely and effectively.
4.2 Sensory Tasks – Auditory	Student accurately responds to and comprehends auditory information.	Understands learning materials delivered in an aural format. Actively participates in group work. Understands and responds appropriately when presented with verbal comments or feedback.	Uses auditory based strategies to communicate effectively, including appropriate use of voice and appropriate use of auditory based material. Assesses and interprets the rate and volume of a client's verbal speech, as well as the quantity and content of information being provided.
4.3 Sensory Tasks – Tactile	Student accurately interprets and responds to information provided through touch.		Recognises and effectively interprets tactile indicators of a client's mood or psychological wellbeing (e.g. a handshake may communicate anxiety. High fives with a child may indicate rapport level and/or mood state.).
5.1 Physical tasks – Gross motor tasks	Student safely uses gross motor skills to undertake required learning, assessment and professional tasks.		Attends clinical placements of varying lengths and in a range of physical settings (hospitals, urban and rural). Moves effectively and safely in environments where there may be multiple pieces of equipment and people (e.g. multi-bed ward) and confined spaces.

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			Independently carries instruments, materials and equipment necessary for clinical care. Sits, stands and walks for extended periods (e.g. 2-4 hours). Provides physical assistance to people of all genders, age and ethnicity.
5.2 Physical tasks – Fine motor tasks 6. Sustainable performance	Student safely uses fine motor skills to undertake required learning, assessment and professional tasks. Student maintains physical and mental performance at a consistent and sustained level over time.	Participates in tutorials and lectures, throughout the day. Undertakes assessments and examinations required to assess necessary skills and knowledge. Maintains a sufficient level of concentration to complete an activity.	Independently carries and manipulates instruments, materials and equipment necessary for clinical care. Grasps, presses, pushes, turns, squeezes and manipulates instruments and other objects where appropriate. Attends clinical placements of varying lengths, ranging from half-day weekly placements to full-time (Monday-Friday, 8am to 6pm) block placements of up to 6 weeks in duration. Remains focused and provides consistent responses over a negotiated time frame. Demonstrates a consistent and sustained level of physical and mental energy to complete a specific task in a timely manner and over time. Accurately performs repetitive activities and focuses on an activity until it is completed appropriately. Maintains consistency and quality of

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			performance throughout the designated period of duty. Travels to and attends scheduled clinical placements in urban, rural, community, hospital and other settings.