Course Outline

PSYC7409

Professional & Ethical Practice (Forensic) 1

School of Psychology

Faculty of Science

T1, 2023

Last updated 12.01.2023

1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Anita McGregor	amcgregor@unsw.edu.au	By appointment	90657923
Workshops	various			

2. Course information

Units of credit: 6

Pre-requisite(s): Enrolled Master of Psychology (Forensic) or Combined PhD/Master of Psychology (Forensic) student

Teaching times and locations: Postgraduate Timetable

2.1 Course summary

Introductory training in psychological assessment, treatment skills and ethical practices as required in the professional context. This course is associated with the Readiness Module at the UNSW Forensic Psychology Clinic.

2.2 Course aims

Focus on the professional skills and ethical decision making required for the practice of Forensic Psychology. Clinical skills related to the assessment and treatment of clients are introduced and practiced through role plays leading to in vivo practice within placements. This course is offered through lectures and workshops.

2.3 Course learning outcomes (CLO)

At the successful completion of this course the student should be able to:

1. Apply knowledge of Forensic Psychological practice in order to utilise an evidence-based approach to understand and change behaviour and attitudes.
2. Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.
3. Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.
4. Evaluate skill development through reflective and reflexive tasks, and feedback from others.
5. Develop a framework for, and apply theories of forensic psychology to deliver evidence based assessments for a diversity of forensic populations, including the development of an assessment protocol, understanding of psychological testing, and risk assessment theory and practice.

2.4 Relationship between course and program learning outcomes and assessments

CLO	Program Learning Outcomes								Assessment
	1. Knowledge of the Discipline	2. Ethical, legal & professional matters	3. Assessment & Measurement	4. Intervention Strategies	5. Research & evaluation	6.Communication & Interpersonal Relationships	7. Working Cross Culturally	8. Practice Across the Lifespan	
1.	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	Workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2,4 readiness module
2.	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	Workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2,4 readiness module
3.	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	Workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, readiness module
4.	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	Workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2,4 readiness module

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Working with the Scientist-Practitioner model, a sound understanding of ethical practice and the development of practical evidence based skills is essential to a practicing forensic psychologist. Presented through lectures and workshops, material is balanced between lecture, case presentations and hands on experiential learning leading to in vivo experience in student placements.

Consistent with the Learning and Teaching Philosophy of UNSW, this course aims to provide maximal opportunity for student engagement workshops, lectures, discussion of lecture material, student presentations, written assignments, opportunities for experiential/ practical learning, and case discussion. When possible, role-play exercises, guest speakers and multimedia will be used to facilitate learning; other methods to facilitate learning may be used at the discretion of the instructor.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, including the statement on Inherent Requirements of the program, and the Master of Psychology (Forensic) Program Guide available on the School website https://www.psy.unsw.edu.au/current-students/postgraduate-coursework/master-psychology-forensic.

Students registered with Equitable Learning Services must contact the Course Convenor immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Equitable Learning Plans must be emailed to the Course Convenor as soon as they are made available.

Students must attend 80% of lectures and workshops to ensure they are consistently working towards achieving the professional graduate competencies for specialised areas of practice required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Any absence must be accompanied by a medical certificate or other reason for absence. Additional self-study material may be assigned by the Course Convenor to ensure that the trainee has covered any material missed as a result of being absent from workshops or meetings.

Information on any course changes will be made available either on Moodle and/or by email. It is the student's responsibility to check for changes.

4. Course schedule and structure

This course consists of approximately 28 hours of seminars and approximately 70 hours of workshops (the workshop schedule varies from year to year and are provided in section 10.0). Students are expected to take an additional 40 hours of self-determined study to complete placements, assessments, and readings.

Week	Topic	Activity	Related

			CLO
Week 1	Overview of term, assessments and assignments. Regulatory considerations for provisional psychologists	Review of course and assignments, discussion of regulatory bodies (AHPRA, APS and APAC)	1,4
Week 2	Ethics, Informed consent, note taking	Identification of ethical problem solving, informed consent procedures and practice, note taking for therapy and assessment procedures (student will need to have read APS Code of Conduct and ethical guidelines prior to class and informed instructor of same)	1,2,3,4
Week 3	Interview Procedures	Demonstration and role play of consent, family history, education and work history (preparation of interview proforma for sections required prior to class).	1,2
Week 4	Interview Procedures	Demonstration and role play of consent, relationship history and health/mental health sections of assessment (preparation of interview proforma for sections required prior to class).	1,2
Week 5	Interview Procedures	Demonstration and role play of consent, substance abuse and offence sections of assessment (preparation of interview proforma for sections required prior to class).	1,2
Week 6	Interview Procedures	Demonstration and role play of consent, current functioning sections of assessment (preparation of interview proforma for sections required prior to class).	1,2
Week 7	Interview Procedures	Review of assessment process and discussion of case formulation, testing considerations, writing the report	1,2,4
Week 8	Initial session of therapy	Demonstration and role play of consent, introduction of ROM, identification of issues, explanation of CBT	1,2,4
Week 9	Initial session of therapy	Demonstration and role play of homework and troubleshooting	1,2,4
Week 10	Initial session of therapy and course debrief	Writing up session notes, case formulation, and session preparation for session two. Course debrief	1,2,4

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date	CLOs
Summative Assessments					
Assignment 1: Actuarial and Structured Professional Judgment Assessments & report writing	various	30%	/30	Friday 5pm week 7	1,2,3,4
Assessment 2: Review	90 mins	40%	/40	As booked	1,2,3,4,5
Assessment 3: PEP log book	N/A	10%	/10	5pm Friday week 11	3,4
Assessment 4: Skill development	N/A	20%	/20	ongoing	1,2,3,4,5
Compulsory Activities					
Placements: Readiness Module	100 hrs	P/F	P/F	ongoing	1,2,3,4,5

Assignment 1: Actuarial and Structured Professional Judgment Assessment and Report Writing. In conjunction with the workshops on assessment and report writing, you will choose one Actuarial/Structured Professional Judgment (SPJ).

Tests can be chosen through the test library at the UNSW Forensic Psychology Clinic. You must choose unique tests from each other – the process for choosing tests will be discussed in class. You will develop a 'case' and conduct the test using test materials. Additionally, you must provide a written section of the report (Results of Testing) that includes a description of the test, limitations and interpretation of the results found in administration, as well as the documentation utilised (e.g., test profiles, etc.). If using an SPJ, you must show evidence of consideration of confirming and discrepant information for risk factors. The word count for this report will vary dependent on the test utilised, and is due at 5pm on the Friday of week 7. Written feedback is provided via a rubric.

All assessments use competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Assessment 2:

The review is an opportunity for you to demonstrate learning acquired through the program, through video presentation and accompanying documentation. You will have 90 minutes with the course convenor to go through your agenda that will outline the specific elements of the Review. Written documents required for the Review must be sent at least three business days prior to gain feedback (ensure you add an agenda item regarding review of written documents if you want feedback during

the meeting). All documentation can be put into your private Teams folder. Review must be booked by end of week 9 (if you cannot make the time you have indicated on the poll, you are responsible for finding another available timeslot or exchanging a timeslot with another student).

Documentation includes:

1. Agenda. At a minimum the agenda must include time marks for required criteria on videos, feedback on documentation (if on agenda and documents have been received as above), and reflections on learning from video assignment and documentation

2. Assessment:
- Documentation – Your own consent form for assessment (do not use UFPC consent forms). Must cover all aspects of informed consent as per APS code of ethics.
- Presentation section for assessment role play
- Your assessment protocol you have developed through workshops and Readiness Module
- Scan of your notes from assessment

3. Therapy:
- Your consent form for assessment (do not use UFPC consent)
- Therapy session plan (for following session) (do not use UFPC session plan)
- FIT forms (scored)
- Session Impact Grid (template provided)
- Session summary from therapy role play (NOT a HOSRAPS, but should include relevant information and meet minimum criteria for record keeping)

4. Consent practice form (for sighting – will need to be completed by end of Psyc7419)

Assessment Video – Forensic assessment of a client at presentence who has been referred for an assessment of the mitigating factors regarding their offending. Conduct a thorough clinical interview (no testing). Timemarks for agenda:
- Informed consent,
- Showing interview skills (asking open and closed ended questions, providing validation when appropriate, listening skills, ability to build rapport, to direct client)
- following a thorough and task appropriate interview structure (i.e., your interview protocol)

Therapy Video – First session of therapy, client has goal in mind, is motivated to attend, and in 'action' stage of change. Timemarks includes:
- informed consent,
- development of rapport
- common factors (alignment to an explainable model of therapy, aid in identifying goals, able to create hope and expectancy through use of micro skills)
- administration of the ORS with description of ROM,
- brief assessment/intro (the mini-A), including a FIDI where appropriate,
- introduction to CBT,
- explanation of homework,
- summary of session, including administration and discussion of the SRS
- scheduling.

* Preparation for Review: Each PEP course has video requirements for the Review, which involves organising role plays with a PEP4 student who will be your 'client' – remember, this means that you will likely need to reciprocate and be their 'client' for their videos. Video your role plays (while doing role plays, please video both the 'therapist/assessor' and the 'client') ensuring that sound quality is adequate (if inadequate, then the convenor cannot assess the required skills). Ensure that you prepare your role play partner for their task (it generally does not work well to tell your 'client' to "wing it"). Provide (and ask for) feedback from your role play partner subsequent to the tasks.

Reviews generally occur in week 10-12 depending on the number of students.
Oral feedback is provided through the Review.

NOTE: The review marks are based on your preparation for the review, the required documentation, and showing all the required timemarks (with discussion).

The review utilises competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Assessment 3: *PEP log book* - You will write reflections about lectures and workshops provided in PSYC7409 with a focus on how you will implement your learning into your professional practice. There is no word count for this activity and is due at 5pm on the Friday of week 11. Feedback is either provided orally during Review or via email.

All assessments use competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Assessment 4: *Skill Development* – All ethics documentation provided on Teams must be read by Ethics class (class 2), with completion of ethics quiz completed by 5pm on Friday of week 10. You will develop your assessment protocol throughout the year, beginning in the workshop in Orientation week. This individual protocol will form the basis for preparation for most week's coursework where you will practice and refine your protocols through role plays and discussion. Your protocol will be assessed in class role plays, as a task during Readiness, and as part of your Review.

All assessments use competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Compulsory activity: *Readiness module* - Hurdle task - You must successfully complete Readiness Module and submit all associated documentation and logs to Clinic Director. This is a course requirement; if the Readiness Module is deemed as an "unsuccessful completion", the Program Director has the discretion to fail the student in the course and implement a remedial plan. A second failure can result in termination of the student's program.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: There is a new late penalty policy starting in T2. Unless Special Consideration is granted or there is a time extension as part of an ELP, a 5% per day penalty will apply. Any assessment submitted after 5 days (120 hours) from the initial deadline gets a mark of zero. (see Section 3 of the Assessment Implementation Procedure).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during

the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration.

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Assessment 1	Week 7	Anita McGregor	By email	Marking rubric
Assessment 2	During review	Anita McGregor	During review	Verbal & written
Assessment 3	During review	Anita McGregor	During review	Verbal
Assessment 4	During review	Anita McGregor	In class, online, during review	Verbal
Readiness module	Ongoing	Clinic team	Ongoing	As per Basic Contract and Learning Plan

6. Academic integrity, referencing and plagiarism

The APA referencing style is to be adopted in this course. Students should consult the most recent edition of the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism, and

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[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	Nil
Course information	Available on Moodle
Required readings	Must have read APS Code of Ethics and Ethical guidelines
	School of Psychology Student Guide
	Master of Psychology (Forensic) Program Guide
Recommended internet sites	UNSW Library
	UNSW Learning Centre
	ELISE
	Turnitin
	Student Code of Conduct
	Academic Integrity
	Email policy
	UNSW Anti-racism policy statement
	UNSW Equity and Diversity policy statement

8. Administrative matters

The School of Psychology Student Guide contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct
- Student complaints and grievances
- Equitable Learning Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/skills

- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

- Equitable Learning Services: https://student.unsw.edu.au/els

- UNSW IT Service Centre: https://www.myit.unsw.edu.au/

10. Workshop Schedule*

DATE	TIME	LOCATION	WORKSHOP NAME
8 Feb	9-12pm	Mat 1616	Orientation to the Program (all staff, all students)
9 Feb	9-5pm	Mat 226	Basic Counselling Skills (Anita)
10 Feb	9-5pm	Mat 226	Assessment Skills (Anita)
15 Feb	1-5pm	Mat 311	Supervision training (Anita)
17 Feb	9-5pm	Mat 301	Risk Assessment (Anita)
TBA	9-2pm	Long Bay CC	Field Trip (clinic staff)
	9-5pm		Forensic Assessment Tools (Anita)
	9-5pm		Report Writing (Anita and TBD)
	10-4pm		Mandatory Reporting
	9-1 pm		NZ corrections – cultural practice in corrections

* There may be alumni or other events that are also mandatory for attendance. Dates and time TBD