



Course Outline

PSYC7424

Forensic Interventions 1

School of Psychology

Faculty of Science

T1, 2023

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Anita McGregor	amcgregor@unsw.edu.au	By appointment	9065 7923

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

This course takes a scientist-practitioner approach, connecting a framework of how psychological intervention works. A strong emphasis will be placed on links between research and clinical practice and how one informs the other.

2.2 Course aims

This course will introduce students to issues relevant to working effectively with forensic clients and develop their understanding of theoretical models, diagnostic systems, assessment and intervention strategies for major psychological disorders and offending behaviours.

2.3 Course learning outcomes (CLO)

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

1. Apply knowledge of the common factors involved in therapeutic engagement with forensic clients including reflective practice as part of culturally sensitive professional and ethical practice.
2. Effectively utilize ROM (Routine Outcome Measurements) techniques to measure and evaluate treatment outcomes.
3. Conduct a culturally responsive case formulation leading to an effective treatment plan utilizing forensic and clinical skillsets.
4. Conduct preliminary differential diagnosis of psychological and forensic psychological disorders/risk using dominant diagnostic frameworks and considering systemic and cultural issues.

2.4 Relationship between course and program learning outcomes and assessments

Program Learning Outcomes									
CLO	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	Assessment
1.	Lecture			Lecture	Lecture	Lecture	Lecture		1,2
2.	Lecture	Lecture	Lecture	Lecture	Lecture				1
3.	Lecture			Lecture		Lecture			1,2
4.	Lecture		Lecture	Lecture		Lecture	Lecture	Lecture	1

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Consistent with the Learning and Teaching Philosophy of UNSW, this course aims to provide opportunity for student engagement through lectures, discussion, written assignments, opportunities for experiential/ practical learning, and case discussion. When possible, role-play exercises 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](#), the statement on [Inherent Requirements](#) of the program, and the Master of Psychology (Forensic) Program Guide available on the [School website](#).

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. Letters of support 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 20 hours of seminars. Students are expected to take an additional 40 hours of self-determined study to complete assignments, assessments, and readings.

Week	Topic	Activity	Related CLO
Class 1 February 14	Common Factors	Introduction to the course, review of outline and course expectations. Discussion of common factors and their part in therapeutic effectiveness, especially in relation to forensic interventions	1

Class 2 Feb 28	Routine Outcome Monitoring	Discussion on the research surrounding ROM, how to utilize it within the therapeutic milieu, and how to use the data for deliberate practice improvement of intervention	2
Class 3 March 14	Case Formulation	Presentation of the 5Ps (presenting issue, predisposing factors, precipitating factors, perpetuating factors, protective factors), especially as they related to forensic presentations in assessment and treatment. How the case formulation informs treatment planning.	3
Class 4 March 28	Therapeutic interventions (clinical and forensic considerations)	Implementation of CBT within a forensic therapeutic session.	3
Class 5 April 11	Systems of Diagnosis	Discussion of clinical and forensic systems of diagnosis, including DSM, ICD and forensic levels of risk/management	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					
Assessment 1: Forum discussions (one per lecture)	varies	50%	/50	two weeks per discussion	1-4
Assessment 2: Comparison of modalities	2000 words	50%	/50	5pm on Friday of week 10	2
Compulsory Activities					
N/A					

Assessment 1: Fortnightly forum discussions on Moodle relating to lectures. You will be expected to answer the discussion question, as well as respond in a robust manner to at least one other student's post for each lecture. The discussion topics will be released post lecture and will be open for two weeks. Length of posts will vary dependent on topic and research/reflections required for adequate responses. Each post is worth a maximum of 10% of the mark, feedback on responses will be provided via email (rubric involves content quality and relevance, originality of reflection, and robustness of response to posts).

Assessment 2: You will:

1. compare two modalities of treatment (each student must choose two different modalities – e.g., one student can choose DBT and ACT, another can choose DBT and Gestalt). You must provide historical information on the theory and practice indicating who were the seminal theorists/practitioners and who / what other modalities influenced the development of the modality, as well as a discussion about what particular aspects of each of the modalities is 1. Unique and essential; 2. Essential but not unique; 3. Acceptable but not necessary; and 4. Proscribed. It is acceptable to provide a graph, chart or table reflecting these elements.
2. Provide a reflection around how treatment would look for an individual coming for substance abuse treatment with therapists who practiced each modality.

This 2000 word (maximum) report should highlight commonalities and differences of psychological treatment approaches and how the common factor approach underlies treatment modalities. This report is typically due at the end of week 10. Feedback will be provided via a rubric that overviews the noted elements above.

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: Documentation for assignments must be forwarded to Course Convenor or other as specified by means identified within this outline or in class.

Late penalties: In accordance with the [UNSW Assessment Implementation Procedure](#), failure to meet the submission deadline (“the initial deadline”) will attract a penalty. Unless an extended deadline has been granted, if an assignment is submitted late, but within five days (120 hours) of the initial deadline, 5% of the maximum possible mark for that assignment will be deducted for each day (including weekend days) it is overdue. For example, if an assignment is worth 100 marks, you will automatically lose five marks ($100 \times 0.05 = 5$) for each day it is late. If you submit the assignment three days after the initial deadline, a penalty of 15 marks will be deducted. Students can submit an assessment late, incurring the late penalty, until the “overdue submission deadline”. The overdue submission deadline is five days (120 hours) after the initial deadline. Any assessment submitted after the overdue submission deadline will not be marked and will result in a mark of zero for the assessment. In determining whether an assignment is overdue, the date it was submitted online via Moodle will be used. Assignments submitted late may not receive detailed feedback from markers. Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

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: Forum	Week 12	Course Convenor	Online forum	Via Email

discussions				
Assessment 2: modalities assignment	Week 12	Course Convenor	Via email/Teams	Rubric

6. Academic integrity, referencing and plagiarism

The APA (7th edition) referencing style is to be adopted in this course. Students should consult 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: [APA 7th edition](#).

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

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	<p>There is no set textbook for this course. Reading lists will be provided at lectures, as appropriate. However, below are some references that you may find helpful to this course and to your clinical practice:</p> <p>American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). Washington, DC: Author. ICD-11 https://icd.who.int/en/ Sturme, P., McMurrin, M. (Eds.) (2011) <i>Forensic Case Formulation</i>. John Wiley & Sons Ltds.</p>

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

	<p>Must have read APS Code of Ethics and Ethical guidelines</p> <p>School of Psychology Student Guide</p> <p>Master of Psychology (Forensic) Program Guide</p>
Recommended internet sites	<p>UNSW Library</p> <p>UNSW Learning Centre</p> <p>ELISE</p> <p>Turnitin</p> <p>Student Code of Conduct</p> <p>Academic Integrity</p> <p>Email policy</p> <p>UNSW Anti-racism policy statement</p> <p>UNSW Equity and Diversity policy statement</p>

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/>