



**UNSW**  
SYDNEY

Course Outline

PSYC7402

Applications of Forensic Psychology School of Psychology

Faculty of Science

T3, 2022

Last updated: 22/08/2022

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## 1. Staff

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Position	Name	Email	Consultation times and locations
Course Convenor/ Seminar Leader	A/Prof Kristy Martire	<a href="mailto:k.martire@unsw.edu.au">k.martire@unsw.edu.au</a>	By appointment or email (preferred)
Seminar Leader	Ms. Malindi Sayle	<a href="mailto:Malindi.Sayle@justice.nsw.gov.au">Malindi.Sayle@justice.nsw.gov.au</a>	By appointment or email (preferred)

## 2. Course information

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<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	Honours in Psychology
<b>Teaching times and locations:</b>	<a href="#">PSYC7402 Timetable</a>

### 2.1 Course summary

This course is designed to assist students to develop skills in critical analysis, research design & communication, and the provision of feedback. The readings provide students with a broad overview of the scope and form of research conducted within the field of forensic psychology.

### 2.2 Course aims

This course is designed to provide students with a broad overview of the scope and form of research conducted within the field of forensic psychology. The course aims to provide students an opportunity to practice and improve their skills in critical analysis, research design & communication, and giving and receiving feedback.

### 2.3 Course learning outcomes (CLO)

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

1. Be familiar with and understand a broad range of topics within the field of psychology and law.
2. Understand and can describe how evidence based psychology can be applied to questions and processes within the field of law.
3. Critically evaluate empirical evidence and other research within the field of psychology and law.
4. Identify appropriate gaps/targets for research in the field of psychology and law.
5. Respond to and incorporate feedback on research ideas and submissions in a constructive, positive and respectful manner.
6. Communicate research ideas in a clear and concise manner.

7. Communicate the status of the empirical literature to colleagues for the purpose of facilitating further discussion and collaboration on the topic.
8. Critically evaluate research proposals (from both design and communication perspectives) within the field of psychology and law.
9. Critically evaluate research proposals in a considered, constructive and respectful manner.

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## 2.4 Relationship between course and program learning outcomes and assessments

CLO	Program Learning Outcomes						Assessment
	1. Knowledge	2. Ethical, legal & professional	3. Assessment & Measurement	4. Intervention	5. Research and evaluation	6. Communication and interpersonal	
1.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments						Brief research proposal, participation, presentation, grant application.
2.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments				Seminars, online activities, readings, peer reviews, academic reviews, self-assessments		Brief research proposal, participation, presentation, grant application.
3.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments			Seminars, online activities, readings, peer reviews, academic reviews, self-assessments		Brief research proposal, participation, presentation, grant application.
4.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments				Seminars, online activities, readings, peer reviews, academic reviews, self-assessments		Brief research proposal, participation, presentation, grant application.

5.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments				Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Brief research proposal, participation, presentation, grant application.
6.		Seminars, online activities, readings, peer reviews, academic reviews, self-assessments			Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Brief research proposal, participation, presentation, grant application.
7.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments			Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Brief research proposal, participation, presentation, grant application.
8.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments			Seminars, online activities, readings, peer reviews, academic reviews, self-assessments		Brief research proposal, participation, presentation, grant application.

9.	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments	Seminars, online activities, readings, peer reviews, academic reviews, self-assessments			Seminars, online activities, readings, peer reviews, academic reviews, self-assessments		Brief research proposal, participation, presentation, grant application.
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### 3. Strategies and approaches to learning

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#### 3.1 Learning and teaching activities

The design of the structure, content and assessment of this course has been informed by the policy document “Guidelines on learning that inform teaching at UNSW” (see [www.guidelinesonlearning.unsw.edu.au](http://www.guidelinesonlearning.unsw.edu.au)). In particular, seminars are designed to encourage active, challenging and enjoyable learning which builds on learning that has occurred in other psychology courses and is relevant to professional practice in the field of forensic psychology. The teaching employs a variety of different methods and encourages students to take responsibility for their own learning, to develop skills of critical analysis, and to work cooperatively and collegially. Assessments have been designed to reflect the learning outcomes and structure of the course.

**Suggested approaches to learning in the course:** It is vital that students complete the allocated readings prior to seminar attendance. You need to have an understanding of the material to be covered so you can critically engage with the issues raised in class. For some classes students are also required to engage in peer-review tasks prior to seminar attendance and to provide considered and constructive formative feedback to peers in class.

**The rationale for the inclusion of content:** The content chosen for this course has been selected to provide a broad overview of topic areas of relevance to the practice of forensic psychology. We have also chosen to provide content on particular skills which are vital to practice in the profession.

**Skill acquisition through practice and feedback:** The development of skills in relation to critical analysis, feedback and research communication requires students to build their knowledge-base independently, by reading the relevant papers before each seminar. Time spent in class is an opportunity for students to grapple with the issues, seek clarifications, challenge assumptions and build complex cognitive models informed and tested by peer and staff interactions. Class time is dedicated to practicing: critical thinking and analysis skills; communication skills; and feedback skills. Class time is also an opportunity to receive feedback on your performance. Traditional didactic lecture formats are not optimal for the development of skills. Each student will be expected to use the library, research databases and other sources including the Internet to locate relevant material. The ability to locate relevant materials is a valuable skill that will be practiced and developed during this course. A great place to start is: <http://subjectguides.library.unsw.edu.au/elise/aboutelise>

**Feedback:** Providing feedback is a core component of learning. Students in 7402 receive feedback in various ways.

**Peer feedback** – your peers will evaluate your BRP prior to its submission and will provide you with feedback you can integrate into your final version. This feedback will be provided during/after class (verbally/chat/email).

**Self-assessment** – by critiquing the work of your peers and by referring to the marking rubric you will be practicing critical analysis which you can then apply to your own work. You can ensure that you do not make the same mistakes you have seen others make.

**Academic feedback** – you will receive verbal and written feedback as well as completed marking rubrics from the academics on this course: Participation (email/written); BRP (verbal, rubric); LGP (rubric); and Presentation (rubric) assignments. This feedback will provide guidance regarding the strengths and weaknesses of your submissions.

**Iterative feedback** – the Brief Research Proposal is a scaled-back version of the final Large Grant Assignment. This means that the feedback you and your peers receive about BRPs is directly relevant to the LGA assignment.

### **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.

Attendance is compulsory to ensure students are consistently working towards achieving the foundational graduate competencies required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes.

Students registered with Equitable Learning Services must contact the course co-ordinator 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 coordinator as soon as they are made available.

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#### 4. Course schedule and structure

Each week this course typically consists of a 3 hour seminar plus. Students are generally expected to take an additional 6 hours each week of self-determined study to complete required readings, reviews, assessments.

Week	Seminar topic/s & Class activities	Required Class Preparation
<b>Week 0</b> 06/09/2021	<b>Class Duration:</b> 3hr <b>Topic:</b> Introduction & podcast discussion <b>Activity:</b> Discuss 3x BRP examples <b>Seminar Leader:</b> Kristy	<ul style="list-style-type: none"> <li>• Listen to <a href="http://freakonomics.com/podcast/peak/">http://freakonomics.com/podcast/peak/</a></li> <li>• Read 3x BRP examples</li> <li>• Familiarise with BRP rubric</li> </ul>
<b>Week 1</b> 13/09/2021	<b>No Class</b>	<ul style="list-style-type: none"> <li>• Work on BRP assignment</li> </ul>
<b>Week 2</b> 20/09/2021	<b>Class Duration:</b> 3hr <b>Topic:</b> Risk assessment <b>Activity:</b> 2x BRP Presentations & Peer Review <b>Seminar Leader:</b> Kristy	<ul style="list-style-type: none"> <li>• Review 3x BRP</li> <li>• Required readings: <ul style="list-style-type: none"> <li>○ van Der Put, C. E., Gubbels, J., &amp; Assink, M. (2019). Predicting domestic violence: A meta-analysis on the predictive validity of risk assessment tools. <i>Aggression and violent behavior</i>, 47, 100-116. <a href="https://doi.org/10.1016/j.avb.2019.03.008">https://doi.org/10.1016/j.avb.2019.03.008</a></li> <li>○ Kevin M. Williams, J. Stephen Wormith, James Bonta &amp; Gill Sitarenios (2017) The Use of Meta-Analysis to Compare and Select Offender Risk Instruments: A Commentary on Singh, Grann, and Fazel (2011), <i>International Journal of Forensic Mental Health</i>, 16:1, 1-15, <a href="https://doi.org/10.1080/14999013.2016.1255280">https://doi.org/10.1080/14999013.2016.1255280</a> Work</li> </ul> </li> </ul>
<b>Week 3</b> 27/09/2021	<b>Class Duration:</b> 3hr <b>Topic:</b> Corrections: What works <b>Activity:</b> 3x BRP Presentations & Peer Review <b>Seminar Leader:</b> Kristy	<ul style="list-style-type: none"> <li>• Review 3x BRP</li> <li>• Required readings: <ul style="list-style-type: none"> <li>○ Papalia, N, Spivak, B, Daffern, M, Ogloff, JRP. A meta-analytic review of the efficacy of psychological treatments for violent offenders in correctional and forensic mental health settings. <i>Clin Psychol Sci Pract.</i> 2019; 26:e12282. <a href="https://doi.org/10.1111/cpsp.12282">https://doi.org/10.1111/cpsp.12282</a></li> <li>○ Beaudry, G., Yu, R., Perry, A. E., &amp; Fazel, S. (2021). Effectiveness of psychological interventions in prison to reduce recidivism: a systematic review and meta-analysis of randomised controlled trials. <i>The Lancet</i></li> </ul> </li> </ul>

		Psychiatry, 8(9), 759-773. <a href="https://doi.org/10.1016/S2215-0366(21)00170-X">https://doi.org/10.1016/S2215-0366(21)00170-X</a>
<b>Week 4</b> 4/10/2021	<b>Class Duration:</b> 3hr <b>Topic:</b> Drugs and crime <b>Activity:</b> 3x BRP Presentations & Peer Review; Distribute LGA topic <b>Seminar Leader:</b> Kristy	<ul style="list-style-type: none"> <li>• Review 3x BRP</li> <li>• Required readings: <ul style="list-style-type: none"> <li>○ Bennett, T., Holloway, K., &amp; Farrington, D. (2008). The statistical association between drug misuse and crime: A meta-analysis. <i>Aggression and Violent Behavior</i>, 13, 107-118. <a href="https://doi.org/10.1016/j.avb.2008.02.001">https://doi.org/10.1016/j.avb.2008.02.001</a></li> <li>○ Duke, A. A., Smith, K. M., Oberleitner, L., Westphal, A., &amp; McKee, S. A. (2018). Alcohol, drugs, and violence: A meta-meta-analysis. <i>Psychology of violence</i>, 8(2), 238. <a href="https://doi.org/10.1037/vio0000106">https://doi.org/10.1037/vio0000106</a></li> </ul> </li> </ul>
<b>Week 5</b> 11/10/2021	<b>Class Duration:</b> 3hr <b>Topic:</b> Field reliability <b>Activity:</b> N/A <b>Seminar Leader:</b> Kristy	<ul style="list-style-type: none"> <li>• Submit BRP through turnitin on Moodle and via email to Kristy (<a href="mailto:k.martire@unsw.edu.au">k.martire@unsw.edu.au</a>) BEFORE class starts.</li> <li>• Required readings: <ul style="list-style-type: none"> <li>○ Edens, J. F., &amp; Boccaccini, M. T. (2017). Taking forensic mental health assessment “out of the lab” and into “the real world”: Introduction to the special issue on the field utility of forensic assessment instruments and procedures. <i>Psychological Assessment</i>, 29(6), 599–610. <a href="https://doi.org/10.1037/pas0000475">https://doi.org/10.1037/pas0000475</a></li> <li>○ Helmus, L. M., Hanson, R. K., Murrie, D. C., &amp; Zabarauckas, C. L. (2021). Field validity of Static-99R and STABLE-2007 with 4,433 men serving sentences for sexual offences in British Columbia: New findings and meta-analysis. <i>Psychological Assessment</i>, 33(7), 581–595. <a href="https://doi.org/10.1037/pas0001010">https://doi.org/10.1037/pas0001010</a></li> </ul> </li> </ul>
<b>Week 6</b> 18/10/2021	<b>Class Duration:</b> 3hr <b>Topic:</b> Reflection & Planning LGA <b>Activity:</b> Q&A LGA <b>Seminar Leader:</b> Kristy	<ul style="list-style-type: none"> <li>• Reflect on BRP feedback</li> <li>• Review LGA rubric Prepare questions for LGA Q&amp;A</li> </ul>
<b>Week 7</b> 24/10/2021	<b>No Class</b>	Work on LGA Assignment

<p><b>Week 8</b> 1/11/2021</p>	<p><b>Class Duration:</b> 2hr starting at 5pm <b>Topic:</b> Intimate partner violence <b>Activity:</b> 3x Paper presentations <b>Seminar Leader:</b> Malindi</p>	<ul style="list-style-type: none"> <li>• Required readings: <ul style="list-style-type: none"> <li>○ Trevillion, K., Oram, S., Feder, G., &amp; Howard, L. M. (2012). Experiences of domestic violence and mental disorders: a systematic review and meta-analysis. <i>PLoS One</i>, 7(12), e51740 <a href="https://doi.org/10.1371/journal.pone.0051740">https://doi.org/10.1371/journal.pone.0051740</a></li> <li>○ Karakurt, G., Koç, E., Çetinsaya, E. E., Ayluçtarhan, Z., &amp; Bolen, S. (2019). Meta-analysis and systematic review for the treatment of perpetrators of intimate partner violence. <i>Neuroscience &amp; Biobehavioral Reviews</i>, 105, 220-230. <a href="https://doi.org/10.1016/j.neubiorev.2019.08.006">https://doi.org/10.1016/j.neubiorev.2019.08.006</a></li> </ul> </li> </ul>
<p><b>Week 9</b> 8/11/2021</p>	<p><b>Class Duration:</b> 3hr <b>Topic:</b> Mental health, crime &amp; court diversion <b>Activity:</b> 3x Paper presentations <b>Seminar Leader:</b> Malindi</p>	<ul style="list-style-type: none"> <li>• Required readings: <ul style="list-style-type: none"> <li>○ Peterson, J.K., Skeem, J., Kennealy, P., Bray, B., Zvonkovic, (2012) How Often and How Consistently do Symptoms Directly Precede Criminal Behavior Among Offenders With Mental Illness? <i>Law and Human Behavior</i>, 38, 439. <a href="https://doi.org/10.1037/lhb0000075">https://doi.org/10.1037/lhb0000075</a></li> <li>○ Canada Barrenger, S., &amp; Ray, B. (2019). Bridging mental health and criminal justice systems: A systematic review of the impact of mental health courts on individuals and communities. <i>Psychology, public policy, and law</i>, 25(2), 73. <a href="https://doi.org/10.1037/law0000194">https://doi.org/10.1037/law0000194</a></li> </ul> </li> </ul>
<p><b>Week 10</b> 15/11/2021</p>	<p><b>Class Duration:</b> 2hr starting at 5pm <b>Topic:</b> Child abuse &amp; neglect <b>Activity:</b> 3x Paper presentations <b>Seminar Leader:</b> Malindi</p>	<ul style="list-style-type: none"> <li>• Required readings: <ul style="list-style-type: none"> <li>○ MacMillan, H., Wathen, C., Barlow, J., Fergusson, D., Leventhal, J., &amp; Taussig, H. (2009). Interventions to prevent child maltreatment and associated impairment. <i>The Lancet</i>, 373, 250-266. <a href="https://doi.org/10.1016/S0140-6736(08)61708-0">https://doi.org/10.1016/S0140-6736(08)61708-0</a></li> <li>○ Gardner, M. J., Thomas, H. J., &amp; Erskine, H. E. (2019). The association between five forms of child maltreatment and depressive and anxiety disorders: A systematic review and meta-analysis. <i>Child abuse &amp; neglect</i>, 96, 104082. <a href="https://doi.org/10.1016/j.chiabu.2019.104082">https://doi.org/10.1016/j.chiabu.2019.104082</a></li> </ul> </li> </ul>

## 5. Assessment

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### 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
<b>Assessment 1:</b> Brief research proposal	10,000 characters	25%	/100	11 Oct (Before 4pm Tuesday Week 5)
<b>Assessment 2:</b> Participation & In-class critiques	500 - 1,000 words	15%	/10	18 Nov (5pm Friday Week 10)
<b>Assessment 3:</b> Presentation	10 mins	10%	/10	Week 8/9/10
<b>Assessment 4:</b> Grant application	6 pages (12pt font)	50%	/100	18 Nov (5pm Friday Week 10)

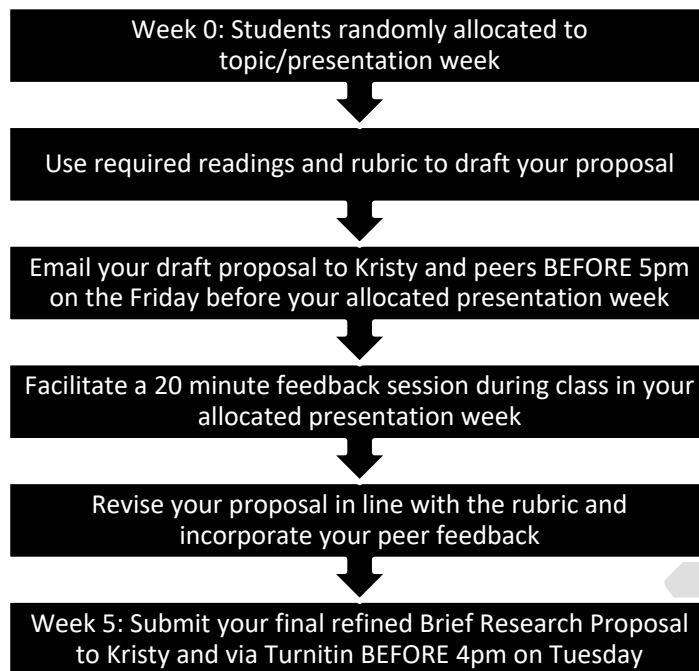
**Assessment 1:** From weeks 1 to 5 students will be working on developing and refining a brief research proposal for one of the course topics covered during Week 2, 3 or 4. Students will be randomly allocated to a presentation week and will develop a proposal on the topic for that week. This research proposal is of the same format as those required from applicants for the National Medical Health Research Councils (NHMRC) Post-graduate, Post-doctoral and Early Career Researcher Fellowship funding schemes.

Brief Research Proposals (BRPs) are to be no more than **10 000 characters including everything**; use Word Count in Word, check characters WITH spaces.

The BRP must have the following sections:

- project title;
- aims;
- background;
- proposed research methodology;
- significance of the proposal; and where appropriate,
- relevance to the Aboriginal and Torres Strait Islander population (if there is relevance).
- References (you do not need to use APA format but you must use some form of in-text citation and include a reference list).

The BRP process is outlined in the flow chart below:



In Week 0, students will review 3 example BRPs and the marking rubric so they can familiarize themselves with the task and the performance expectations. There is no class during week 1 and students are encouraged to use the time to work on their BRP. Presentations will begin in Week 2. Students are required to send a draft of their proposal to all other class members and tutors for peer-review by **5pm on the Friday before their presentation** to give their peers Sat/Sun/Mon to review the proposals. For example if you are presenting during Week 2, you must send your proposal to Kristy and your peers BEFORE 5pm on Friday of Week 1. You can provide guidance to your peers if there are particular things you would like to receive feedback on.

**Those who do not distribute their draft by 5pm on Friday prior to their in-class presentation will be penalised 50% of their mark for this assessment. No exceptions.**

Each student will have 20 minutes of class time during either Week 2, 3 or 4 to facilitate a peer review of their proposal. The feedback received can then be incorporated into the BRP before it is finally submitted for assessment. The complete BRP is **due 4pm Tuesday Week 5 (11th October)**. The assignment should be emailed to Kristy and submitted via Turnitin on Moodle. Normal procedures associated with ELP and Special Consideration apply to this deadline. This assignment is very similar to the final Large Grant Assignment and will help you to prepare for that assignment.

**Assessment 2:** In order to develop skills in: 1. Critical analysis; 2. Research design & communication; and 3. Giving and receiving feedback, students are expected to be: a) developing and displaying their knowledge by actively participating in critical and considered discussion of required readings, b) developing and presenting research proposals, c) giving feedback to their peers, c) receiving and responding to feedback from staff and peers.

Accordingly, each week student participation in relation to the required readings will be assessed. During Weeks 0 and 2-4 students will be expected to practice giving and receiving feedback to their peers in relation to the BRP draft proposals submitted for class review. The verbal feedback provided in class will be assessed and forms a central component of the class participation assessment. Course staff will provide feedback in various ways including written feedback on the elements of class participation. Students are required to compile all written feedback they received from the course teaching team (KM & MS) during the term (not included in the word count) and provide a brief reflection on what the feedback says and what you have learned (between 500-1,000 words).

This should include the raw feedback you have been sent and some form of brief summary of the

feedback received. The specific form of the summary will not be assessed, it is more important to reflect on what the feedback has meant. Due via email to Kristy by **5pm Friday Week 10 (18 November)**. Student responses to feedback as well as the amount and quality of class participation and feedback they have provided to their peers will be considered when determining marks for this assessment.

**Assessment 3:** During each of Weeks 8, 9 and 10 three or four students will present a paper on the same broad topic as identified in the required reading (10 min - timed). Ideally, the paper will have been published after the required readings (although this will not always be possible) and is intended to either provide an update on the topic, or highlight some innovation or controversy in the field. Students should provide a *brief* overview of the paper in presentation format, but focus on what it contributes to the field. Students will not be permitted to present on the same article. Students presenting in the same week should discuss their selection of articles with each other to avoid overlap. You will be provided a marking rubric for the presentation.

**Assessment 4:** Students are required to submit a research grant application - the 'Large Grant Assignment' (LGA). The application should propose a research project on a topic to be announced in class during Week 5. The Forensic Psychology Research Fund is a hypothetical research fund which seeks to fund policy relevant research in the broad arena of forensic psychology.

**The LGA must include the following:**

- (1) completed application form, and
- (2) supporting material including:
  - literature review;
  - research,
  - aims and methodology;
  - significance and expected outcomes.

Further information will be provided during Week 5. This assignment is due via Turnitin on Moodle and email to Kristy by **5pm Friday Week 10 (18th November)**.

**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:**

**Assessment 1** should be submitted via the Turnitin assignment on Moodle by **4pm Tuesday Week 5 (11<sup>th</sup> October)**. You should also email a copy to Kristy Martire at the same time.

**Assessment 2** should be emailed to Kristy Martire before **5pm Friday Week 10 (18<sup>th</sup> November)**.

**Assessment 3** is an in-class presentation during Week 8, 9 or 10.

**Assessment 4** should be submitted via the Turnitin assignment on Moodle **5pm Friday Week 10 (18<sup>th</sup> November)**. You should also email a copy to Kristy Martire at the same time.

**Late penalties:** deduction of marks for late submissions will be in accordance with School policy. (see: [Psychology Student Guide](#)).

**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
Brief research proposal	10 business days from due date	Academic	Online	Email
Participation	10 business days from due date	Academic	Online	Email
Presentation	10 business days from final presentation	Academic	Online	Email
Large grant application	10 business days from due date	Academic	Online	Email

## 6. Academic integrity, referencing and plagiarism

**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<sup>1</sup>. 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>.

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

## 7. Readings and resources

<b>Textbook (recommended)</b>	Nil
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	As specified above.
<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Learning Centre</a> <a href="#">ELISE</a> <a href="#">Turnitin</a> <a href="#">Student Code of Conduct</a> <a href="#">Academic Integrity</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy</a> <a href="#">UNSW Equity, Diversity and Inclusion policy</a>

## 8. Administrative matters

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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
- Disability support services
- Health and safety

## 9. Additional support for students

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