



Course Outline

PSYC7412 / PSYC7422

Professional and Ethical Practice (Forensic) 4 /
Professional and Ethical Practice (Forensic) 6

School of Psychology

Faculty of Science

T3, 2022

Last updated 5 September 2022

1. Staff

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

2. Course information

Units of credit:	6
Pre-requisite(s):	Successful completion of PSYC7421 PEP5
Teaching times and locations:	Postgraduate Timetable Regular fortnightly classes: Mondays 1pm to 3.30pm (Mathews 1616) [Weeks 2, 4, 6, 8, 10] Workshops (see section 10)

2.1 Course summary

Continuation of training of psychological assessment and treatment skills and ethical practices required in the professional context. This course is associated with the placement requirement of the program (successful completion of second external placement).

2.2 Course aims

Focus on the professional skills and ethical decision making required for the practice of Forensic Psychology. Clinical skills related to case presentation of clients and other related skills are practiced through seminars 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. Preparation for expert witness testimony and other forensically relevant issues.
2. Developing competencies in assessment skills throughout external placement opportunities.
3. Develop a framework for, and demonstrate an ability to apply theories of forensic psychology to deliver evidence based interventions for a variety of forensic populations.
4. Demonstrate advanced understanding and appreciation of ethical values in forensic psychology by using information in an ethical manner, applying the scientist-practitioner model, and making ethical decisions.

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.	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	1,2, placement
2.	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	1,2, placement
3.	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	1,2, placement
4.	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	Lectures/supervision, workshops, placement	1,2, placement

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 workshops 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.

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. 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 15 hours of seminars and 25 hours of workshops (outlined in Section 10.0). Students are expected to take an additional 40 hours of self-determined study to complete assignments, assessments, and readings.

Week	Topic	Activity	Related CLO
Week 2	1 hour	Overview of term discussion on how to organise agenda for group supervision	1,2,3,4
Week 4	Group supervision	Group supervision	1,2,3,4
Week 6	Self-care	Exercise in self-care	3,4
Week 8	Group supervision	Group supervision	1,2,3,4
Week 10	Group supervision	Group supervision	1,2,3,4

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
Summative Assessments				
Assignment 1: Skill Development - ethical case presentation	2000 words	40%	/40	Friday 5pm of Week 10 of T3
Assessment 2: Review	90 minutes	50%	/50	As organised
Assessment 3: PEP log book & evaluation	varies	10%	/10	Friday 5pm of Week 10 of T3
Compulsory Activities				
Compulsory Activity 1 – Attendance: workshop and lecture attendance	N/A	Pass/fail	P/F	
Compulsory Activity 2 – Placement: Completion of final external placement	As per Basic Contract	Pass/fail	P/F	

Assignment 1: Ethical case presentation – completion of ethical problem-solving task (provided in class 1) using ethical problem-solving format (see slides from PSYC7409). Documentation required:

- Paper of no more than 2000 words outlining ethical problem solving of ethical case (available on Moodle and Teams)

Assessment 2: Review (see below for preparation for Review*) – Agenda required. Written documents must be sent at least three business days prior to Review to gain feedback (ensure you add an agenda item regarding review of written documents if you want it during the meeting). All documentation to be sent electronically. **Review must be booked by end of week 9 via Doodle Poll (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 must be scanned, and sent to amcgregor@unsw.edu.au prior to the Review meeting, and includes:

- Agenda (with time marks embedded within Session Breakdown document, as well as other relevant queries about professional development placements, feedback on documentation, etc.). Agenda should be learning rather than outcome focussed.
- Risk assessment of client, including ONLY the following sections – introduction, presentation, limitations, risk formulation, treatment and supervision recommendations (you do not need to include the background information). Do not utilise UFPC report template.
- Interview protocol (only offence 'block' need be completed)

- Treatment Summary Report (do not use UFPC template)
- Final review of Competency Review Form

Assessment Video – Pre-sentence assessment with client with domestic violence conviction who denies assault of partner. Collateral interview exists, which you have read as part of file review - partner indicated long history of DV. Solicitor has indicated client unlikely to be serving time. Must show evidence of:

- Dealing with conflicting information with client
- Reviewing offence 'block' of protocol

Therapy Video – Client is victim of domestic violence; motivated and holds multiple cognitive distortions related to DV. Client comes into session and states therapy is over. Session that shows evidence of:

- Use of ROM (routine outcome monitoring)
- Clarification of issue and summary of treatment progress
- recommendations,
- management safety issues.

* Preparation for Review: Each PEP course has video requirements for the Review, which involves organising role plays with a PEP3 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 required skills cannot be assessed)**. Ensure that you prepare your 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.

Assessment 3: PEP log book and evaluation of program - Log book contains notations of activities as well as reflections on learning through lectures and workshops as part of professional development. Students are required as part of PEP6 to provide an evaluation of the program – what worked, what didn't – and any recommendations. There is no format or length expectation.

Compulsory activity: Attendance – see Section 3.2 on Expectations of Students.

Compulsory activity 1: Placements - Students must successfully complete their second external placement for a total of 1000 hours of placement, and submit all associated documentation and logs to placement coordinator. This is a course requirement; if a placement is marked 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: 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 the [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
Assignment 1: Ethical review	two weeks post due date	Course Convenor	Via email	Via email
Assessment 2: Review	As organised	Course Convenor	Mathews 1009 or online as organised	In person/online and/or written feedback
Assessment 3: PEP log book & evaluation	As required	Course Convenor	Via email	Via email
Compulsory activity: Attendance	As necessary	Course Convenor	Via email	Via email
Compulsory activity: Placement	As necessary	Course Convenor	Via email	Via email or in person as necessary

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://www.edi.unsw.edu.au/conduct-integrity/conduct-unsw/student-conduct-integrity/student-code-conduct>.

7. Readings and resources

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

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

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/FACILITATOR
Thursday, October 13	9am to 2pm	Mathews 1616	Interview Day
Friday, October 21	9am to 5pm	John B Reid Theatre, UNSW	Research Conference
Friday, October 28	9am to 5pm	Mathews 1616	Expert Witness Day 1
Friday, November 25	10am to 4pm	Mathews 1616	Expert Witness Day 2

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