



# Course Outline

PSYC7424

Forensic Interventions 1

School of Psychology

Faculty of Science

T1, 2022

Last updated 25.01.2022

## 1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor	Anita McGregor	<a href="mailto:amcgregor@unsw.edu.au">amcgregor@unsw.edu.au</a>	By appointment	9065 7923

## 2. Course information

<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	Enrolled Master of Psychology (Forensic) or Combined PhD/Master of Psychology (Forensic) student
<b>Teaching times and locations:</b>	<a href="#">Postgraduate Timetable</a>

### 2.1 Course summary

This course takes a scientist-practitioner approach, linking 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. Develop knowledge of diagnostic criteria and defining features; etiology and onset, course and presentation features of psychological disorders and offending behaviour.
2. Assess psychological disorders and offending behaviour, including how to utilise a range of measures to evaluate disorders/behaviour; generate case formulations; and prepare intervention plans based on diagnostic and clinical information, especially in consideration of systemic and cultural issues.
3. Develop effective clinical interventions by selecting empirically supported approaches, and utilising ROM (Routine Outcome Measurements) techniques to measure and evaluate treatment outcomes.
4. Apply knowledge of the common factors involved in therapeutic engagement with forensic clients and develop effective communication and interpersonal skills.
5. Develop a theoretical understanding of the process factors underlying therapeutic intervention. Aim to develop a reflective practice as part of professional and ethical practice.

## 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, interactive practice	Lectures, interactive practice		Lectures, interactive practice	Lectures, interactive practice		Lectures, interactive practice	Lectures, interactive practice	1
2.	Lectures, interactive practice		Lectures, interactive practice	Lectures, interactive practice			Lectures, interactive practice	Lectures, interactive practice	1
3.	Lectures, interactive practice	Lectures, interactive practice		Lectures, interactive practice	Lectures, interactive practice	Lectures, interactive practice		Lectures, interactive practice	1,2
4.	Lectures, interactive practice			Lectures, interactive practice		Lectures, interactive practice	Lectures, interactive practice	Lectures, interactive practice	1,2
5.	Lectures, interactive practice	Lectures, interactive practice	Lectures, interactive practice	Lectures, interactive practice		Lectures, interactive practice	Lectures, interactive practice	Lectures, interactive practice	1,2

## 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.

<b>Week</b>	<b>Topic</b>	<b>Activity</b>	<b>Related CLO</b>
<b>Class 1</b> <b>February 15</b>	Common Factors – Mat 311	Lecture, discussion	4
<b>Class 2</b> <b>February 22</b>	Routine Outcome Monitoring	Lecture, discussion	1,2
<b>Class 3</b> <b>April 5</b>	Case Formulation	Lecture, discussion	1,2
<b>Class 4</b> <b>April 12</b>	Therapeutic interventions (clinical and forensic considerations)	Lecture, discussion	3
<b>Class 5</b> <b>April 19</b>	Systems of Diagnosis	Lecture, discussion	4,5

## 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
<b>Summative Assessments</b>				
<b>Assessment 1:</b> Forum discussions (one per lecture)	varies	50%	/50	two weeks per discussion
<b>Assessment 2:</b> Comparison of modalities	2000 words	50%	/50	5pm on Friday of week 10
<b>Compulsory Activities</b>				
N/A				

**Assessment 1:** Students are required to participate in Moodle forum discussions. Each week subsequent to the lecture, a discussion question will be posted. Students will be expected to answer the discussion question, and respond in a robust manner (i.e., not writing “great point!”) to at least one other student’s post for each lecture. Participation in the forums will be worth 50% of the total course mark (5% for initial post and 5% for response for each lecture).

**Assessment 2:** Students 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). They 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 entirely 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.

**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:** deduction of marks for late submissions will be in accordance with School policy (see the [School of 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
Assessment 1: Forum discussions	Week 10	Course Convenor	Online forum	Posting
Assessment 2: modalities assignment	Week 12	Course Convenor	Via email	Rubric

## 6. Academic integrity, referencing and plagiarism

The APA (7<sup>th</sup> 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.<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>.

## 7. Readings and resources

<b>Textbook</b>	Nil
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	<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 <a href="https://icd.who.int/en/">https://icd.who.int/en/</a>            Sturmey, P., McMurrin, M. (Eds.) (2011) <i>Forensic Case Formulation</i>. John Wiley &amp; Sons Ltds.</p> <p>Must have read <a href="#">APS Code of Ethics</a> and Ethical guidelines</p> <p><a href="#">School of Psychology Student Guide</a></p> <p><a href="#">Master of Psychology (Forensic) Program Guide</a></p>
<b>Recommended internet sites</b>	<p><a href="#">UNSW Library</a></p> <p><a href="#">UNSW Learning Centre</a></p> <p><a href="#">ELISE</a></p> <p><a href="#">Turnitin</a></p> <p><a href="#">Student Code of Conduct</a></p>

---

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



	<a href="#">Academic Integrity</a> <a href="#">Email policy</a> <a href="#">UNSW Anti-racism policy statement</a> <a href="#">UNSW Equity and Diversity policy statement</a>
--	---

## 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/>