



# Course Outline

PSYC7419

Professional & Ethical Practice (Forensic) 3

School of Psychology

Faculty of Science

T3, 2022

Last updated 5 September 2022

## 1. Staff

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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
Lecturer/ workshops	various			

## 2. Course information

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<b>Units of credit:</b>	6
<b>Pre-requisite(s):</b>	Successful completion of PSYC7410 PEP2 <a href="#">Postgraduate Timetable</a>
<b>Teaching times and locations:</b>	Regular weekly classes: Mondays 9am to 12pm (Mathews 103) 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 (completion of Orientation 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 the treatment of clients are practiced through role plays leading to in vivo practice within placement. 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 to their practice including psychological frameworks and theories, as well as research, to the involvement of individuals within legal processes, procedures and proceedings.
2. Demonstrate developing competencies in relation to assessment and risk assessment of variety of forensic clientele.
3. Development of competencies in relation to Prochaska and DiClemente's Transtheoretical model of change, and Motivational Interviewing techniques and strategies. Development of culturally response interventions, collaborations and consultations with forensic populations and service providers.
4. Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.

## 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, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements	Placement	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, placement
2.	Lectures, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements	Placement	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, placement
3.	Lectures, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements	Placement	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, placement
4.	Lectures, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements	Placement	Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, placement

## 3. Strategies and approaches to learning

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### 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](#), 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 28 hours of seminars and 40 hours of workshops (identified 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
<b>Week 1</b>	Overview of term, ethics	Review of reading (must be familiar with Dene and Donnelly case)	1-4
<b>Week 2</b>	Investigative Interviewing (part 1) Review of stages of changes	Investigative interviewing strategies (Richard Kemp) review of stages of change	1-4
<b>Week 3</b>	Investigative interviewing (part 2) Deception/Malingering Precontemplation?	Investigative interviewing strategies (Richard Kemp) deception and malingering	1-4
<b>Week 4</b>	Investigative interviewing (part 2) Precontemplation (preparation for weeks 4 to 9 involves questions and strategies involved with stage)	Investigative interviewing strategies (Richard Kemp) Discussion of strategies and role play	1-4
<b>Week 5</b>	Contemplation	Discussion of strategies and role play	1-4
<b>Week 6</b>	Preparation	Discussion of strategies and role play	1-4
<b>Week 7</b>	Action	Discussion of strategies and role play	1-4
<b>Week 8</b>	Relapse	Discussion of strategies and role play	1-4
<b>Week 9</b>	Issues in therapy (termination, when to problem solve, etc.)	Discussion, role plays	1-4

<b>Week 10</b>	Term debrief and preparation for PSYC7420 (PEP4)	Review and consolidation of learning	1-4
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## 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>Assignment 1:</b> Behaviour chain	Varies	40%	/40	5pm on Friday of week 5
<b>Assessment 2:</b> Review	90 minutes	50%	/50	As per appointment set through Doodlepoll
<b>Assessment 3:</b> Informed consent practice sheet	One page	Pass/Fail	P/F	In review
<b>Assessment 4:</b> PEP log book	Covers reflections of lectures/workshops	10%	/10	5pm on Friday of week 10
<b>Compulsory Activities</b>				
<b>Compulsory Activity 1:</b> Attendance at lectures and workshops	N/A	Pass/Fail	P/F	
<b>Compulsory Activity 2:</b> Completion of Orientation Placement	Up to 500 hours	Pass/Fail	P/F	November 30, 2022

**Assignment 1: Behaviour Chain** – Students can review online presentation (available in Moodle) of behaviour chain information and instructions on assignment. Documentation includes:

- video of behaviour chain of problem behaviour,
- written explanation of the behaviour chain
- the written behaviour chain.
- Assignment is provided to course convenor through email.

**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](mailto:amcgregor@unsw.edu.au) prior to the Review meeting; and includes:

- Agenda (with time marks, as well as other relevant queries about professional development placements, feedback on documentation, etc.)
- Assessment notes and protocol
- A letter to your clinical or administrative manager outlining your findings and any recommendations you have (with appropriate resources identified). Do not use UFPC letter template.
- A written session summary (not a HOSRAPS) with behaviour chain as attachment to session summary.

*Assessment Video* - Suicide assessment (research and choose an evidence based suicide assessment tool that is normed for your particular client). The suicide assessment can be a specific assessment (i.e., referral to assess suicidality), or come up within an assessment or therapy. Must show evidence of:

- establishment of rapport (demonstration of common factors),
- ability to deal with client in crisis,
- use of protocol
- focus on a specific task (i.e., assessing risk of suicide),
- making a plan.

*Therapy Video* – Ongoing client (whom you believed to have been in Action Stage of Change) has not completed homework from last session. Must show evidence of:

- motivational interviewing strategies,
- behaviour chain of noncompliance,
- use of troubleshooting,
- re-evaluation of goals/homework (as appropriate),
- movement towards resolution of the issue.

\* Preparation for Review: Each PEP course has video requirements for the Review, which involves organising role plays with a PEP6 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: *Informed Consent Practice*** – students must show evidence of completion of informed consent practice sheet.

**Assessment 4: *PEP log book*** - Notations of activities with a focus on reflections on learning through lectures and workshops as part of professional development.

**Compulsory Activity: *Attendance*** – See Section 3.2 on Expectations of Students.

**Compulsory Activity: *Placements*** - Students must successfully complete their Orientation 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:** Assignment 1 can be handed in via email or other modality as there is a video component required.

**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: Skill development –	Friday 5pm of week 5	Anita McGregor		By email

Behaviour Chain				
<b>Assessment 2:</b> Review	As per appointment set by student	Anita McGregor	Online or in person if restrictions allow	In person/online
<b>Assessment 3:</b> Informed consent practice sheet	In review	Anita McGregor		
<b>Assessment 4:</b> PEP log book	Friday 5pm of week 11	Anita McGregor		
<b>Compulsory Activity 1:</b> Attendance	80% attendance at classes and workshops			
<b>Compulsory Activity 2:</b> Placement	December 1 or prior	Clinic team		

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

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

## 7. Readings and resources

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<b>Textbook</b>	Nil
<b>Course information</b>	Available on Moodle
<b>Required readings</b>	Tribunal – Dene and Donnelly <a href="#">APS Code of Ethics</a> and Ethical guidelines <a href="#">School of Psychology Student Guide</a> <a href="#">Master of Psychology (Forensic) Program Guide</a>
<b>Recommended internet sites</b>	<a href="#">UNSW Library</a> <a href="#">UNSW Academic Skills</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 &amp; Inclusion</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
- 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

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- 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\*

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DATE	TIME	LOCATION	WORKSHOP NAME
Thursday, September 29	9am to 5pm	UFPC group room	Personality Disorders
Wednesday, October 19 (TENTATIVE)		UFPC	Cultural yarning
Friday, October 21	9am to 5pm	John B Reid Theatre, UNSW	Research Conference
Friday, October 28	9am to 5pm	UFPC group room	AOD
Thursday, November 3	9am to 3pm	AGSM LG07	Working with Aboriginal and Torres Strait Islander People within a Cultural Responsiveness Framework (Peter Smith)

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