



# Program Guide 2022

Master of Psychology (Forensic)

School of Psychology

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## READ THIS before starting this program!

This is a lengthy and detailed document. Everything included here has been included for a reason. *Please read this document from cover-to-cover (more than once) to ensure you are familiar with everything you need to know about the Master of Psychology (Forensic) program at UNSW.* We have listed below some vital pieces of information students sometimes overlook. *Any information in this document supersedes any previous handbook. The APAC (Australian Psychology Accreditation Council) regulations supersede this handbook.*

1. This handbook will reflect the changes to the program that were approved in 2020. Students who entered the program prior to 2021 will generally complete the version of the program as to when they entered. This may not always be possible for those students on an extended progression. Please discuss with the program staff if you are uncertain of your progression.
2. This guide is written to help YOU as a student/trainee on the Master of Psychology (Forensic) Program to better understand the Program, how it runs, and what WE – the Program Team – expect of you.
3. You will need to read this guide from cover-to-cover more than once to familiarise yourself with this important information.
4. If you have followed step 3 above but still have a question, please contact the relevant person on the Program Team:
  - a. Program Director: Professor Richard Kemp [richard.kemp@unsw.edu.au](mailto:richard.kemp@unsw.edu.au)
  - b. External Placement Co-ordinator: Annalese Bolton [a.bolton@unsw.edu.au](mailto:a.bolton@unsw.edu.au)
  - c. Program Administrator: [Emmalee Taylor](#)
  - d. [Course Convenors](#).
5. The overarching value of this Program is Gratitude. In line with this Program value, we expect you will value all the opportunities to learn that the Program offers (e.g., lectures, seminars, workshops, conferences, meetings, supervision etc.). Absences should be treated in the same way that you would if you are unable to attend a scheduled appointment. That is, you can expect that you will be missed if you don't attend and that a written explanation is required in advance (or if that is not possible, then as soon as possible after the event). In the case of illness, you will need to provide a medical certificate.
6. If you look at the timetable for the program, it looks as though you might only have classes on Mondays and Tuesdays. This is done so that students who are completing their placements are able to do so three days a week, throughout the year (i.e., through term breaks). There are also additional workshops that are run throughout the year. This means that Standard students, or Extended students who are completing their PEP classes, are committed five days a week to classes and/or placements. Any work that you might need to do for financial reasons, needs to occur in the evenings and weekends (remembering of course, that you still need time to complete assignments, your thesis, etc.). Some students in the past have been asked to 'work in addition to placement' – this means that you are utilising your provisional psychologist status to work in a position where you are acting as a professional psychologist. Please remember that you must only perform duties where you are competent to do so, as per our Code of Conduct.
7. When you join the Master of Psychology (Forensic) program you begin your professional training. We expect that you will conduct yourself in a professional manner for the duration of your enrolment (and throughout your career as a Psychologist). This is a demanding program

that has a professional development focus, which means that you are beholden not only to UNSW's rules and regulations, but also to AHPRA's rules and regulations. You need to be aware and compliant with our inherent requirements policy, as well as the competency framework that AHPRA expects that you gain in order to become registered as a psychologist in Australia. We will enforce these regulations so please act accordingly.

8. To successfully complete the Program, you will need to satisfactorily complete 1000 hours of Placement with a minimum of three placements. You will also need to complete 400 hours of Direct Client activity, only 40 hours of which can be simulated learning tasks (and simulated hours can only be counted in the orientation placement).
9. You are responsible for ensuring that you are prepared for Placement before any placement hours can be counted towards the 1,000-hour requirement. This includes providing the Placement Co-ordinator with a completed copy of the Basic Contract, WIL agreement, CV of your supervisor. WIL will be adding a placement platform (InPlace) that will be implemented for external placements in 2022.
10. To successfully complete this Program, you need to demonstrate competence in various clinical skills and professional tasks. Many of these skills will be new to you, and you may not reach competence (i.e., pass a course or a Placement) on your first attempt. Students will maintain a 'Competency Review Form' across their program to identify their steady acquisition of competencies across their program and placements. Students who don't achieve competence the first time will have a second opportunity to enrol in and pass the course. If you don't reach competence after this, it is at the Program Director's discretion whether to permit a third attempt at the same course.
11. You will need to work closely with your placement Supervisor meet the supervision ratio required by APAC = one hour of supervision for every 7.5 hours of professional practice in your UFPC placement and 1 hour of supervision for every 10 hours of professional practice in other placements. You are responsible for ensuring that you achieve the required ratio.
12. If something arises that you think may affect your progression through the Program (e.g., physical or mental health challenges, family or financial circumstances), or if there is something you need to support your learning (e.g., learning adjustments), please raise it with us so we can help. More information that may be relevant to your needs can be found on the [Special Consideration](#) and [Equitable Learning Services](#) pages.

# PART 1: The Master of Psychology (Forensic) Program

## 1.1 Introduction to the MPsych (Forensic) program

The Master of Psychology (Forensic) program was first offered in 1998. It is the only 2-year Program with (provisional) accreditation from the Australian Psychology Accreditation Council (APAC) providing fifth and sixth years of study leading to registration as a psychologist with the Psychology Board of Australia (PsyBA) via AHPRA (Australian Health Practitioner Regulation Agency); eligibility for full membership of the Australian Psychological Society (APS); eligibility for Associate Membership of the APS Forensic College; and endorsement as a Forensic Psychologist by PsyBA (on application and meeting all requirements). The School of Psychology is typically ranked in the top 20 in various world quality rankings, and the MPsych (Forensic) Program is taught by high quality academics and leading professionals from the Faculty of Law, School of Psychology, and from forensic and clinical psychology practice.

Please review the registration requirements for provisional, general and endorsement registration [here](#).

A combined Doctor of Philosophy/Master of Psychology (Forensic) program is also available over approximately four years of full-time study. Students in the 'Combined' program complete the coursework and professional practice components of the Master degree while simultaneously undertaking a PhD in psychology. This is a very demanding program.

In order to be admitted to the Combined program as a Master of Psychology (Forensic) student, you must:

1. be approved by the Forensic Program Team to apply for the Combined program (1405), and
2. successfully apply for an RTP scholarship.


## 1.2 Considerations Prior to Acceptance of Program Offer

Our program is a professional training leading to registration as a psychologist. This means that in addition to UNSW's expectations around completion of courses and thesis, specific competencies must be attained that have been outlined by AHPRA (Australian Health Practitioners Regulation Agency), including professional and ethical practice.


Some considerations prior to starting the program include (but certainly are not limited to):

- How hard it is to be a psychologist, perhaps even more so to be a forensic psychologist. This is not a profession for everyone and while you may have a great interest, and a great intellect, other qualities are also required. Our program has an inherent requirements policy (See the document available [here](#)). It identifies the qualities and expectations for becoming a psychologist. Students who feel they may not meet *all* the requirements should discuss their concerns with program staff.
- You "must maintain provisional registration from the start of enrolment and for the duration of enrolment in any component of an accredited qualification" (see [the Higher Degree pathway](#) and the [Provisional Registration Standard](#)). This involves accurate and honest completion of information, as well as costs that are not covered by the university or placement sites. The application for Provisional Registration requires you to answer the following questions accurately and to advise PsyBA if your answers to any of these questions change while you are provisionally registered:

**15. Do you have any criminal history in Australia?**


 It is important that you have a clear understanding of the definition of criminal history. For more information, see *Criminal history* in the *Information and definitions* section of this form.

YES ☐ NO ☐

 You **must** attach a signed and dated written statement with details of your criminal history in Australia and an explanation of the circumstances.

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**16. Do you have any criminal history in one or more countries other than Australia?**

 For more information, see *Criminal history* in the *Information and definitions* section of this form.


NO ☐ **Go to the next question**

YES ☐ **You are required to:**


- obtain an international criminal history check from an approved vendor for each country and provide details below, and
- provide details of your criminal history in a signed and dated written statement.

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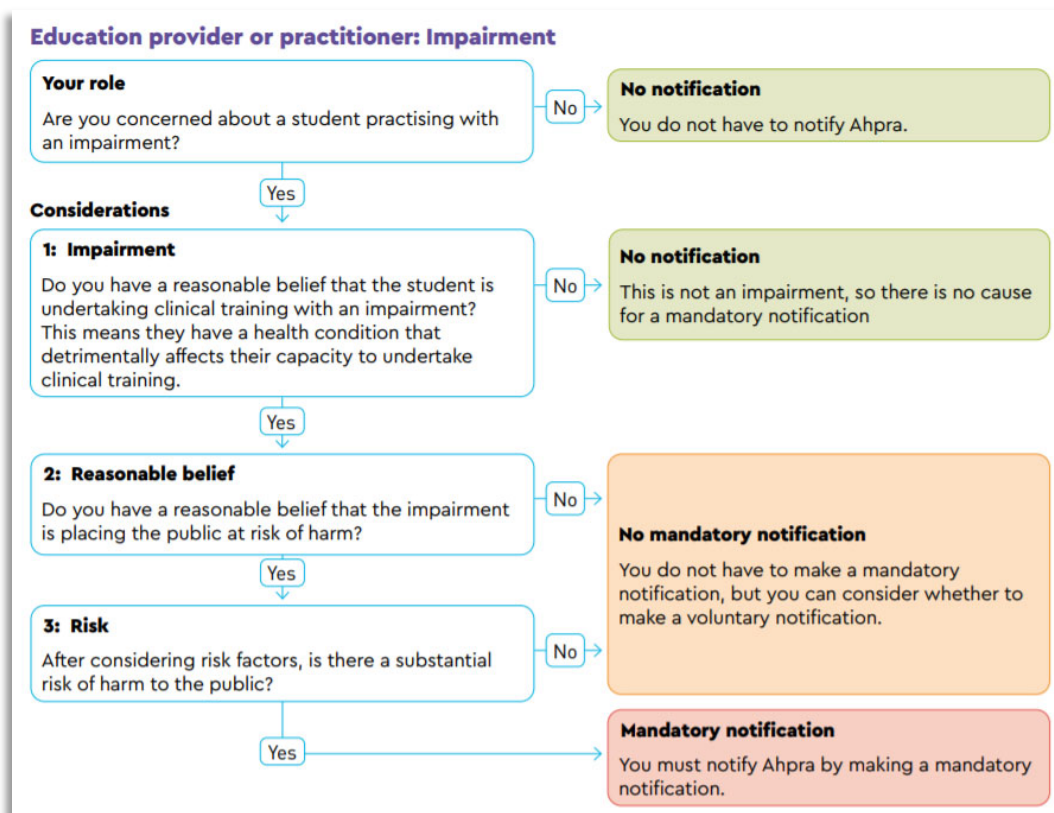
**24. Do you have an impairment that detrimentally affects, or is likely to detrimentally affect, your capacity to practise the profession?**

 For more information, see *Impairment* in the *Information and definitions* section of this form.

YES ☐ NO ☐

 You **must** attach to this application details of any impairments and how they are managed.

- For your information, “The National Law defines impairment. In relation to practitioners, this is a ‘physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect’ their capacity to practise. For students, the impairment would, or be likely to, affect their capacity to undertake clinical training.” (see [here](#)). Similarly, the Program Team – i.e., Health Practitioners registered under National Law – must comply with AHPRA guidelines for mandatory notifications regarding impaired students (see [here](#)). If you have any questions about impairment, provisional registration or mandatory notifications please contact the Program Director or AHPRA.



- Your personal/financial situation. This program will need your full attention. If you need to work for financial reasons, then this work must be outside placement and coursework hours. If you have a demanding personal life (e.g., care commitments), please discuss your situation with the program team. If you require adjustments to your coursework through equitable learning services (ELS), ensure that you have a discussion with the program team about the limitations of adjustments for placement
- Other potential issues. With the potential for issues such as disruptions to learning and placements due to COVID or other health impacting situations; at this point some, if not all, placements may be limited by vaccination status. If you are unwilling or unable to gain full vaccination status (not just to COVID), you may not be able to complete your placement requirement of the program. Other issues may arise that may affect your ability to complete the program. The program team will strive to accommodate reasonable requirements, however students need to be aware of the university and health regulatory limitations that are in place.

## 1.3 Program Staff

### Core Program Team

[Professor Richard I. Kemp](#), BSc Durham, PhD London, Program Director

[Anita McGregor](#), Director, UNSW Forensic Psychology Clinic

[Associate Professor Kristy Martire](#), BA Syd., MPsy (Forensic) PhD UNSW

Annalese Bolton, B. Psych. M Psych (Forensic) PhD UNSW, MAPS, FCFP

Emmalee Taylor, Program Administrator

### UNSW Forensic Psychology Clinic Team

Anita McGregor, Clinic Director

Annalese Bolton, Supervising Psychologist, External Placement Co-ordinator

Leah Vircoe, Supervising Psychologist

Kylie Finlayson, Psychologist

### School of Psychology Contributors

Dr. Amanda White, PhD, UNSW

[Professor Eva Kimonis](#), PhD, University of New Orleans

[Professor Ben Newell](#), BSc, PhD UNSW, ARC Future Fellow

[Scientia Professor Richard A. Bryant](#), BA Syd., MClinPsych PhD Macq.

[Professor Skye McDonald](#), BSc Monash, MSc Melb., PhD Macq.

[Professor Tom Denson](#), BA, MA Research Psychology, MA Social Psychology, PhD

[Professor Jessica Grisham](#), BA PhD

[Professor Angela Nickerson](#), Ph.D./MPsy (Clin), UNSW, 2009, B.A. (Hons), UQ, 2004

[Professor Simon Killcross](#) (Head of School), BA, MA, PhD

### Faculty of Law Contributors

Professor Jill B. Hunter, BA LLB UNSW, PhD Lond.

Professor Prudence E. Vines, MA Syd., DipEd Syd. Teachers' Coll., LLB UNSW

Associate Professor Mehra San Roque, BA LLB (Hons) Syd, LLM BC

### Honorary Associates

In addition to the University staff listed above, a number of psychologists holding senior positions within the Forensic Psychology community in New South Wales act as Honorary Associates to the program, both in the capacity of placement supervisors and/or workshop/teaching providers.



## 1.4 Aims of the program

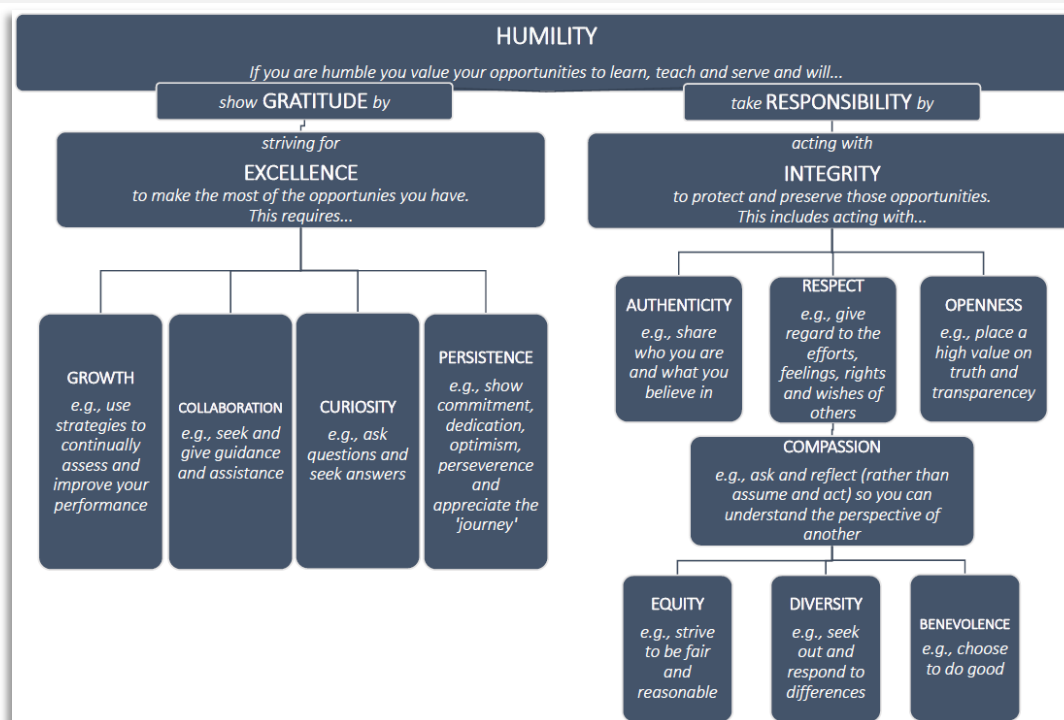
The Master of Psychology (Forensic) provides graduate training for individuals who intend to pursue a career in forensic settings. Students (also referred to as Interns) graduating from the MPPsych (Forensic) Program are qualified by UNSW as being competent to practice psychology (and seek endorsement as Forensic Psychologists) in accordance with APAC (2019) Standards. Forensic Psychologists can be involved with all professional aspects of the interface between psychology and the law.

There is an increasing demand from legal, investigative, corrective, and policy agencies across Australia to obtain psychological expertise to aid understanding and management of forensic issues. Forensic psychologists work in a wide range of settings, including prisons, courts, police, probation and parole, child protection, juvenile justice, insurance, mediation, private practice, public policy and legislative review. It is a hallmark of Forensic Psychology practice that we *provide service to marginalised and disadvantaged populations*. Protection of the public is a guiding principle of the MPPsych (Forensic) Program of study (per APAC 2019 1.1).

The MPPsych (Forensic) program aims to train you in generalisable skills across a wide range of competencies. As a trainee on the Program you will develop these skills in the context of criminal and civil domains. There is a strong emphasis on the integration of clinical, research, and legal skills.

The MPPsych (Forensic) Program Team and Students developed a set of core values in 2018 and updated in 2020. These values guide the Program Team and students in our approach to Learning, Teaching, and Service (to clients and our profession). Our overarching value is Humility (see below).

*Both the Program Team and Program Trainees endeavour to demonstrate Humility by acting with Gratitude (by striving for Excellence, Growth, Collaboration, Curiosity, Persistence) and Responsibility (by acting with Integrity, Authenticity, Respect, Openness, Compassion, Equity, Diversity & Benevolence) in all aspects of their Learning, Teaching and Service.*





## 1.5 Program Components & Structure

The Program has three components: Coursework, Research Thesis, and Professional Practice (including associated Placements).

The University year extends from mid-February to mid-December, and is divided into three ten-week terms (refer to the [Academic Calendar](#)) with a short break between each term. There is a full Orientation Week (O-week) prior to the beginning of Term 1, and a shorter O-week prior to Term 3 (no O-week for Term 2). Program teaching generally falls within the teaching periods, but can also occur during O-weeks and between teaching periods. Placement and thesis activities take place throughout the year, irrespective of teaching periods. In practice, students completing a 'Standard' progression should expect to have program-related commitments on most week days at most times during their two years of full-time enrolment (i.e., coursework, placements, workshops and thesis research).

The degree is designed to be completed in full-time mode over two years (i.e., 'Standard' Progression), however an 'Extended' progression is also available. Proposed Standard and Extended Program Progressions are outlined below (please see previous handbooks for older versions of the program).

Standard Program Progression			
Year	Term 1	Term 2	Term 3
1	PSYC7409 PSYC7423 PSYC7424	PSYC7410 LAWS9800/9810 PSYC7425	PSYC7419 PSYC7402
2	PSYC7420 PSYC7426	PSYC7421 LAWS9800/9801 PSYC7427	PSYC7422 PSYC7403 PSYC7428
Extended Program Progression (sample only)			
1	PSYC7423 PSYC7424	LAWS9800/9810 PSYC7425	PSYC7402
2	PSYC7409	LAWS9800/9810 PSYC7410	PSYC7419 PSYC7403
3	PSYC7420 PSYC7426	PSYC7421 PSYC7427	PSYC7422 PSYC7428

The schedule below shows regular classes only. Workshops associated with the Professional & Ethical Practice courses and other Program activities not associated with a specific course do not appear.

Tentative Schedule (Jan 2022)		
T1		
	Monday	Tuesday
9am		
10	PSYC7409 (Stage 1)	PSYC7423 (Stage 1)
11		
12		
1		
2	PSYC7411/PSYC7420 (Stage 2)	PSYC7424 (Stage 1)
3		
4		
5		
6		
T2		
	Monday	Tuesday
9am		
10		LAWS9800 / 9810 (Stage 1 & 2)
11		
12		
1	PSYC7425 (Year/Stage 1)	
2		
3		
4		
5		
6		
PSYC7410 (Stage 1) and 7421 (Stage 2) run in T2. While there are no regular classes, workshops are likely to be held.		
T3		
	Monday	Tuesday
9am		
10	PSYC7419 (Stage 1)	
11		
12		
1		
2	PSYC7412/PSYC7422 (Stage 2)	
3		
4		PSYC7402 (Stage 1)
5		
6		
PSYC7403 (Stage 2) will be offered in T3 for the first time in 2022. It is likely to run on Monday or Tuesday mornings but will depend on the availability of teaching staff.		

Provisional as of February 2022

MASTER OF PSYCHOLOGY (FORENSIC) STANDARD PROGRESSION			
YR 1	T1: Feb to May	T2: June to Aug	T3: Sept to Dec
	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7409 <b>Tuesdays:</b> PSYC7423 <b>Every second Wednesday:</b> PSYC7424 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7409 workshops	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7425 <b>Tuesdays:</b> LAWS9800/9810 (schedule varies year-to-year) <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7425 workshops (subject to change)	<b>COURSEWORK</b> <b>Mondays:</b> PSYC 7419 <b>Tuesdays:</b> PSYC7402 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7419 workshops
	<b>PEP1 PLACEMENT 1 : READINESS MODULE</b> ~2.5 days per week; (Wednesday mandatory)	<b>PEP2/3 ORIENTATION</b> ~2.5 days/week; (Wed mandatory)	
YR 2	T1: Feb to May	T2: June to Aug	T3: Sept to Dec
	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7420 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7420 workshops	<b>COURSEWORK</b> <b>Mondays OR Tuesdays (TBC):</b> PSYC7403 <b>Tuesdays:</b> LAWS9800/9810 (schedule varies year-to-year) <b>Occasional Wednesdays, Thursdays or Fridays</b> PSYC7421 workshops (subject to change)	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7422 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7422 workshops
	<b>PEP3 PLACEMENT 3 : EXTERNAL</b>	<b>PEP4 PLACEMENT 4: EXTERNAL</b>	
	<b>RESEARCH 7426</b> ~1.5 days per week	<b>RESEARCH 7427</b> ~1.5 Days per week	<b>RESEARCH 7428</b> Thesis Due & Conference in October

MASTER OF PSYCHOLOGY (FORENSIC) EXTENDED YEAR 1 - 3			
YR 1	T1: Feb to May	T2: June to Aug	T3: Sept to Dec
	<b>COURSEWORK</b> <b>Tuesdays:</b> PSYC7423 <b>Every second Wednesday:</b> PSYC7424	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7425 <b>Tuesdays:</b> LAWS9800/9810 (schedule varies year-to-year) <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7425 workshops (subject to change)	<b>COURSEWORK</b> <b>Tuesdays:</b> PSYC7402
YR 2	T1: Feb to May	T2: June to Aug	T3: Sept to Dec
	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7409 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7409 workshops	<b>COURSEWORK</b> <b>Tuesdays:</b> LAWS9800/9810 (schedule varies year-to-year) <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7410 workshops	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7419 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7419 workshops
<b>PEP1 PLACEMENT 1 : READINESS MODULE</b> ~2.5 days per week; (Wed. mandatory)		<b>PEP2/3 ORIENTATION</b> ~2.5 days/week; (Wed. mandatory)	
YR 3	T1: Feb to May	T2: June to Aug	T3: Sept to Dec
	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7420 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7420 workshops	<b>COURSEWORK</b> <b>Occasional Wednesdays, Thursdays or Fridays</b> PSYC7421 workshops (subject to change)	<b>COURSEWORK</b> <b>Mondays:</b> PSYC7422 <b>Selected Wednesdays, Thursdays or Fridays</b> PSYC7422 workshops
<b>PEP3 PLACEMENT 3 : EXTERNAL</b>		<b>PEP4 PLACEMENT 4: EXTERNAL</b>	
<b>RESEARCH 7426</b> ~1.5 days per week		<b>RESEARCH 7427</b> ~1.5 Days per week	<b>RESEARCH 7428</b> Thesis Due & Conference in October

## 1.6 'Standard' vs 'Extended' Program Progression

This program is generally completed in two ('standard') or three ('extended') years. In the standard progression, students are completing their coursework and orientation placement within the UFCP in their first year and completing coursework, external placements and thesis during their second years. If on an extended progression, the first year of the 'Extended' Progression generally requires students to attend classes on Mondays and Tuesdays. This means part-time work can theoretically be accommodated on Wednesdays, Thursdays and Fridays. Once a student commences their Professional & Ethical Practice (PEP) courses (in Year 2), students will be required on-campus (or online) or at placement every week day (for Years 2 and 3). Students who undertake paid work while enrolled in PEP courses are generally only able to maintain a weekend position or a job with a very flexible work schedule (i.e., that permits working outside of business hours).

Students contemplating an Extended progression need to plan their program carefully in consultation with the Program Director and Placement Co-ordinator. Progression plans should be raised for review with the Program Team at regular intervals to ensure that it remains on-track.

## 1.7 Award of Degree

To successfully complete the MPsy (Forensic) Program, you must pass all Coursework, Research Thesis, and Professional Practice components of the Program by the specified due dates. This includes completing 1,000 satisfactory hours of supervised Placement and requires compliance with/adherence to the regulations associated with Provisional Registration by AHPRA and the APS Code of Ethics and Ethical Guidelines. The criteria for successful completion of each component of the Program are described in this document and in the relevant course outlines. If you are ever in doubt about what is expected, refer to these documents or check with the Program Team.

If you complete all Program courses with a weighted average mark ([WAM](#)) of 80 or more you will be awarded your degree 'with Excellence'. Your allocation to a graduation ceremony will be determined by the date you complete the last of your Program requirements (i.e., courses or associated Placements). If you complete the requirements later you may not be in the same graduation ceremony as students who complete the requirements earlier.

## 1.8 Attendance Expectations

In line with the overarching Program value – Gratitude – we expect you will value the learning opportunities offered (e.g., lectures, seminars, workshops, conferences, meetings, supervision et al.). Accordingly, we expect that you will attend all Program related activities and that any absences will be managed in a professional manner. As with any other scheduled meeting or appointment, you can expect that you will be missed if you do not attend classes, workshops, placement, professional development events, meetings etc. It is an appropriate courtesy for you to notify the Course Convenor, Program Director or relevant Program Team member in advance of any absence (ideally in writing). If you are not able to give notice in advance then we expect that you will make contact to explain as soon as possible after the event. In the case of illness, we expect that you will provide a medical certificate. We understand that you will sometimes be confronted with competing demands on your time and that some absences will be unavoidable. However, it is important that you handle these situations professionally and in accordance with the Program values.

If you miss examinations or other forms of assessment, or find that life circumstances are affecting your course performance, then you may wish to apply for [Special Consideration](#) (or discuss taking Program Leave, where appropriate (see next section)).

## 1.9 Program Leave

If you have not enrolled by the relevant term census date, and have not applied for and been granted approved Program Leave for that Term, you will be automatically discontinued from the Program and must formally apply for re-admission if you want to enrol in a future term.

You can choose to apply for Program Leave if you feel it will benefit your Program progression (e.g., Program Leave may provide an opportunity to address personal challenges or to develop competencies required to successfully complete a course). Program Leave may be granted subject to the restrictions outlined [here](#). You should discuss Program Leave with the Program Director before you apply.

## 1.10 Assistance and Support

UNSW can provide you with additional assistance and support in the form of:

- The Current Students Gateway: <https://student.unsw.edu.au/>
- Academic Skills Support: <https://student.unsw.edu.au/skills>
- Student Wellbeing & Health: <https://student.unsw.edu.au/wellbeing>
- Equitable Learning Services: <https://student.unsw.edu.au/els>
- UNSW IT: <https://www.myit.unsw.edu.au/>
- Special Consideration: <https://student.unsw.edu.au/special-consideration>
- Student Complaints and Appeals: <https://student.unsw.edu.au/complaint>
- Review of Results: <https://student.unsw.edu.au/results>

If you need advice about which support is appropriate for your circumstances, contact the Program Director, Program Administrator or the specific resource.

## 1.11 Fees and Charges

A number of [Commonwealth Supported Places](#) are available to eligible students enrolled in the Program. A Commonwealth Supported Place is a higher education place for which the Government makes a contribution towards the cost of the student's education, and the student pays a [Student Contribution](#) amount.

Full information on fees and charges may be found [here](#).

## PART 2: Coursework

### 2.1 Program Courses

Program courses are listed below and generally run on Mondays and Tuesdays during teaching periods. Different courses have different timetables and combinations of lectures, seminars and workshops (usually held on Thursdays and Fridays). Please refer to relevant course outlines for more information regarding specific timetable information, expectations and assessments for each course. These outlines will vary from year to year.

We expect that students on the Program will value Excellence (as per our Program Values). As such, we hope to see you achieve and maintain a Distinction average (mark of at least 75) across your courses. Students who do not successfully complete a course (i.e., do not achieve a pass grade) on the first attempt can attempt the same course again on one more occasion. However, any further attempts to complete the same course are at the discretion of the Program Director and are generally not permitted. You can request a meeting with the Program Director at any time if you would like to review your Coursework or Program progression.

During the Program you will complete each of the courses listed below. You can find more information about each course by following the link to the UNSW Handbook. Detailed course outlines will also be available on [Moodle](#), UNSW's Learning Management System, just prior to the start of each term.

[LAWS9800 Law for Psychologists 1](#), [LAWS9810 Law for Psychologists 2](#) \*

\* The LAWS courses are offered in alternating years so should be taken at the first available opportunity.

#### Stage 1

[PSYC7423 Assessment in Forensic Psychology](#)

[PSYC7424 Forensic Interventions 1](#)

[PSYC7425 Forensic Interventions 2](#)

[PSYC7402 Applications of Forensic Psychology](#).

[PSYC7409 Professional & Ethical Practice \(PEP\) 1](#), [PSYC7410 PEP 2](#), [PSYC7419 PEP 3](#)

#### Stage 2

[PSYC7403 Experimental Psychology & Law](#)

[PSYC7420 PEP 4](#), [PSYC7421 PEP 5](#), [PSYC7422 PEP 6](#)

[PSYC7426 Research Thesis \(Forensic\) 1](#), [PSYC7427 Thesis 2](#), [PSYC7428 Thesis 3](#) \*\*

\*\* Refer to PART 3: Research Thesis



## **PART 3: Research Thesis [provisional information at February 2022]**

### **3.1 Nature of Research**

#### **General Information**

The information here is a guide to get you thinking, to lay out procedures, and to provide some background information. The Program Director is the chair of the Masters Thesis Committee (MTC) and is the best person to approach for more information about thesis projects and procedures. This is particularly important if you hope to complete a project that involves using existing data or external supervision.

In terms of enrolment progression for Research Thesis, you should enrol in PSYC7426 during T1, PSYC7427 in T2 and PSYC7428 in T3.

#### **Topic Area**

Your empirical project can be carried out in any area relevant to forensic psychology. The data may be collected in a forensic setting or be concerned with how people within the general population respond to issues of a forensic nature. Research into basic psychological processes (e.g., conceptual development, attitude change, social decision-making) is appropriate, provided the forensic significance of the research is clearly indicated. Other thesis topics may address forensic program evaluation, innovative approaches to forensic investigation, individual assessment, strategies for interviewing and counselling, and policy formulation.

#### **Study Design**

You can employ a wide variety of research strategies to meet the specific scientific aims of your project. Common strategies include experimental, quasi-experimental and correlational designs. The research may be theory-driven or exploratory, but in the latter case, it is still necessary for you to spell out the theoretical context and indicate the significance of various potential outcomes. The primary approach must be quantitative, but qualitative approaches may be used to supplement this. Often quantitative measures may be extracted from qualitative data (e.g., ratings by judges), which facilitate analysis. We require that the primary analyses be quantitative rather than qualitative.

Single case designs and case series would only normally be presented as part of a larger study in order to illustrate a particular issue. Theoretical or historical analyses are generally not appropriate since the intention of the project is to provide experience in the practicalities of carrying out a research or evaluation project in an applied area of psychology. Research based on existing data sets may be permitted where a case can be made that: 1) the question of interest is best addressed by existing data; and 2) other aspects of the research process (e.g., theoretical analysis, data analysis) can be expanded to compensate for the absence of any contribution to the procedure and data collection. In all cases, care should be taken to ensure that there is sufficient scope in the project to satisfy thesis requirements. For example, mere norming of a psychological test would not constitute a thesis. Projects of this kind should be discussed with the Program Director early on (ideally, prior to supervisor allocation) to explore the project feasibility.

#### **Participants**

You can recruit participants from a variety of forensic settings, other special populations (e.g., schools), the general community, from the Psychology undergraduate participant pool, or through online services such as Prolific or Mechanical Turk (if your supervisor is able to fund the recruitment). Access to sufficient participants from the desired population within the time frame of the project is crucial to its viability. The School cannot guarantee access to the targeted population.

#### **Supervision**

You will have a primary supervisor for your project who liaises with the MTC. The primary supervisor is generally a member of the academic staff of the UNSW School of Psychology.

Primary supervision can also be provided by a person with an academic, research or clinical position in another University unit (e.g., Faculty of Law) or community/Government forensic agency (e.g., Corrective Services NSW). In cases where one supervisor is external to the School of Psychology, the student will be appointed a co-supervisor from within the School of Psychology (usually from the Program Team) to liaise with the MTC. In this case, you will need to make sure that both the external and internal supervisors meet initially to discuss their respective roles and to ensure both are fully informed of progress with your project. The internal/co-supervisor will have a particular role in ensuring that your project meets the requirements of the Research Thesis and the MPsych (Forensic) degree.

It is expected that you will comply with the supervision arrangements preferred by your supervisor. These may include weekly meetings, attendance at lab meetings, or other types of engagement. These arrangements can be negotiated between the supervisor and yourself, however ultimately your supervisor is best placed to determine what involvement is required in order to ensure appropriate progress and quality of the research project. If progress or contributions are not considered by your supervisor to be of suitable quality, your supervisor should advise the MTC and your progress in PSYC7426 or PSYC7427 may be reviewed.

The MTC will undertake a formal review of progress in PSYC7426 for each student at the end of their enrolment in PSYC7426, and prior to enrolment in PSYC7427 during T2. If satisfactory progress has not been made, a remediation plan may be required. Successful completion of this remediation plan will be required to continue enrolment (EC) in PSYC7426 and begin PSYC7427 in T2 continuing to PSYC7428 in T3.

## Resources

**Computing facilities:** These are available in [several areas of the School of Psychology](#). You are given a Psychology account and printing quota when you enrol in the Program. Students generally have access 24 hours a day/7 days a week to these facilities. However, this access may be reduced when/if COVID-19 restrictions are required.

If you require testing space or facilities you should consult with your supervisor in the first instance, and be guided by them thereon. There are some bookable spaces available through the School Office (level 15 Mathews), and some equipment available through the Technical Support Unit.

**Consumables:** There is no budget available from the School to support your project. You will need to pay for photocopying and other consumables if your Supervisor is not able to provide you with these resources.

## Ethical issues

All research must comply with the most current version of the [National Statement on Ethical Conduct in Human Research](#) and University ethical standards, regardless of the source of your participants. Ethics application procedures are described [here](#), and your Supervisor can guide you through the relevant procedures. In addition to School (HREAP-C) or University approval (HREC), you may also need approval from other bodies (e.g., to access health or court data, or to test offenders or other special populations). Your supervisor can help you to identify the Committees relevant for your project.

In the case of collaborative research – particularly with external forensic agencies – it is important to clarify in advance the nature of the research relationship (for example, the issue of “ownership” of the project and of the data). In some cases, it may be appropriate to spell out these issues in writing. In the case where supervision is being provided by external agencies, your internal/co-supervisor can assist you to formalise an “ownership” agreement. Please also note that projects can be significantly delayed while waiting to obtain ethical approvals. It is important to be mindful of this when planning your research.

## Publications

Your Research Thesis is to be prepared as a journal article suitable for publication in a specified journal. The document itself is to be consistent with the publication recommendations and requirements except where they conflict with explicit requirements stated in this document. You are encouraged to submit your research for publication in the journal you choose and to present your research at relevant conferences. Order of authorship on any resultant publications should be negotiated with between you and your Supervisor. See [here](#) for relevant resources.

## Research Conference

Once you finish your Research Thesis you will present your project at the Annual Forensic and Clinical Psychology Research Conference, which is usually held on the Tuesday and Wednesday of Week 6 or 7 of Term 3 (mid- to late October). Current Program Trainees, Staff, program graduates, internal and external supervisors and members of the Forensic and Clinical Psychology community are invited to attend. This conference provides a showcase for your work and is an opportunity for you to impress potential future employers.

## 3.2 Detailed timeline

Whether following a Standard or Extended plan, students are normally required to enrol in PSYC7426 Research Thesis (Forensic) 1 in Term 1, and enrol in PSYC7427 in Term 2, and PSYC7428 in Term 3. The Thesis is submitted during in Term 3. It is mandatory that the thesis be completed over three consecutive Terms.

The timetable for Research Thesis projects is outlined below. Note that extensions to the submission deadline are not normally allowed and the standard penalty (2% per day) will apply for late submissions. The MTC (specifically, the Program Director) will only consider waiving a late penalty when the University guidelines for [Special Consideration](#) are followed and a formal application is submitted.

It is in your interest to control the scope of the project to be able to meet the research deadlines as well as other commitments (e.g., Coursework and Placements).

### Stage 1: The year prior to enrolment in PSYC7426 Research Thesis (Forensic) 1

**Late October/early November:** A list of potential academic supervisors from within the School of Psychology will be made available to you. Upon receipt of this information, you are advised to: begin seriously considering possible research areas from those suggested by supervisors; begin reading in areas identified by potential supervisors; speak with possible supervisors about potential projects; document any agreements relating to the willingness of a supervisor to oversee your project.

**Early to mid-November:** Complete a form detailing preferences for supervisors and return it to the [Program Administrator](#). We attempt to provide you with your first supervision preference but we cannot make any guarantees. To facilitate the process please attach evidence that your nominated supervisor agrees to supervise you and submit your form by the due date. If you miss this deadline we can't guarantee appropriate supervision will be available for your project.

**December-January:** In mid-November/early December you will be advised of your supervision arrangements. As soon as you are notified you should begin working closely with your supervisor in designing the project. This includes finalising the topic, determining relevant theoretical background, designing the procedure, and sourcing participants. You might like to communicate with your supervisor using the Brief Research Proposal (BRP) format demonstrated in PSYC7402 – Applications of Forensic Psychology. Ultimately, a version of this BRP (described in detail below) will be submitted by you for review by the MTC before your project receives final approval.

## **Stage 2A: Term 1 of thesis enrolment**

**Week 2:** You will be allocated to a Thesis Panel Presentation week. During two workshop sessions in Weeks 5 and 6, Research Thesis students will present a 20-minute version of their BRP to their colleagues and their supervisors (internal and external).

**Week 4/5:** You will submit your BRP to the MTC for review. The due date for your BRP is seven days prior to the date scheduled for your Thesis Panel Presentation in Week 5 or 6. In Week 10 of T1 the MTC will compare your progress with the timelines and goals you proposed in your BRP – so consider your plans carefully and conservatively. This is not the time to promise more than you can reasonably expect to deliver.

**Week 5/6:** You will give your Thesis Panel Presentation (described in detail below). Ideally, you will arrange for both your internal and external supervisors to attend this presentation. Where that is possible, this presentation will serve as the formal review of the thesis proposal. All going well, after your presentation the MTC will provide formal approval for you to proceed with your project. Based on the feedback received in the Presentation, you might be asked to revise and re-submit your BRP or to amend your goals/timelines before your project is approved by the MTC. **Data collection should not begin until the MTC has given formal approval.**

In the event that your Research Thesis Supervisor is unable to attend the Thesis Panel Presentation, a formal panel meeting including all supervisors must be scheduled before MTC will approve your proposal. If you feel you are ready to begin collecting data before your scheduled Thesis Panel Presentation, please consult with the Program Director and you may be able to submit your BRP for early approval by the MTC. Having done so does not free you from the obligation to make a Thesis Panel Presentation during Weeks 5 or 6, but it does mean that you can start your data collection as soon as your project is approved.

**Week 10:** You will submit your signed Progress Report to the MTC by 5pm Friday of Week 10, T1. The form needs to be signed by your supervisor and is to include a copy of the Timelines & Goals that were approved by the MTC during your Thesis panel Presentation. The form will ask you to describe whether there have been any significant changes to the objectives, methodology or timeline of the project. Your Supervisor will review the completed form and sign-off on your progress.

**Week 11:** The MTC will review your Research Thesis Progress Report and advise you of the PSYC7426 course outcome. Students whose progress is considered satisfactory will continue enrolment (EC) and progress to PSYC7427 in T2 and PSYC7428 in T3. The MTC will liaise with you (and your Supervisors) if your project or progress is not considered to be satisfactory. In this situation you will have until Friday Week 3 of Term 2 to demonstrate satisfactory progress as negotiated between you, your Supervisor and the MTC.

## **Stage 2B: Term 2 of thesis enrolment**

**Week 3:** If you haven't already progressed to PSYC7427 for T2 you must inform the MTC of your progress in relation to Timelines & (remediation) goals. The MTC will advise you whether your progress has been satisfactory. If satisfactory progress has not been made by this time you will not pass PSYC7426 or continue to PSYC7427. However, you may attempt PSYC7426 on one more occasion. If your progress is satisfactory, you will receive an EC for PSYC7426 and be permitted to continue with your enrolment in PSYC7427.

**Week 10:** You will provide the Annual Forensic and Clinical Psychology Research Conference organisers with the title of your conference presentation and supervisors names for the conference program and related communications.

Early September: Your data collection should be completed, a draft of the Introduction written, and analysis commenced.

## Stage 2C: Term 3 of thesis enrolment

**Week 3:** You will provide the Annual Forensic and Clinical Psychology Research Conference organisers with an abstract of your conference presentation for inclusion in the Conference program. We understand that results and interpretation submitted at this stage are likely to change or be different to those finally submitted in the Research Thesis, so try to write your abstract in general terms that can accommodate this uncertainty. There is an example provided below.

**Friday, Week 5:** Your Research Thesis is due by 4pm of the last business day of Week 5 T3.

**Week 6/7:** You present your project at the Annual Forensic & Clinical Psychology Research Conference.

### 3.3 Preparing your Brief Research Proposal

Following the example given in PSYC7402 – Applications in Forensic Psychology – you will write a Brief Research Proposal (BRP) describing your proposed research project. As with the BRPs completed in PSYC7402, the purpose of this document is to convince your reader (ultimately the MTC) that you have formulated an interesting and achievable research plan, which will address explicit and refined research questions.

Your proposal should be clear, concise, fully referenced, and easy to read. You should be making a compelling case for the MTC to approve your proposal. As before, your BRP should include the following sections:

- **Aims** – these should be clear, appropriate and match with method.
- **Background** – this should demonstrate your knowledge of the field of research, critically analyse previous research and clearly identify gaps in literature, and have a good smooth and logical progression towards the identification of your specific research questions. It should have a narrowing or funnelling structure that leaves the reader in no doubt that what you propose is the best and most obvious next step in your field of research.
- **Proposed Research (method)** – detail an appropriate, clear method matching with your aims, describe the population of interest, the recruitment procedure, identify appropriate ethics bodies, operationalise key variables, and convince the reader that you know what you are doing and that it can be achieved.
- **Significance & Innovation** – brief statement of the applications and benefits of the research contextualised appropriately.
- **Effort/Independence** – in order for a thesis project to be approved, the MTC must be convinced that the work you will be doing will be sufficient to meet program requirements. This is particularly important where a student is joining an existing project or accessing existing data. In all instances, you must demonstrate sufficient intellectual and “hands on” contributions in the design and execution of the project such that your efforts are commensurate with those constituting an 8-month research project. These contributions should be described in this section of the proposal. Please consider and include in your submission a version of the table below describing the effort/independence dimensions of your project to assist the MTC to understand your project and your role in it.

	Effort/Independence	
	Lower	Higher
<b>Research idea</b>	Supervisor's	Own
<b>Ethics approval</b>	Already existing	To be sought
	School	University
	School/University	External agency
<b>Measures</b>	Already determined	To be determined
	Already developed	To be developed

	Brief	Lengthy
	Easy to administer (no specific training required)	Technical/complex to administer (training required)
<b>Data set</b>	Pre-existing	To be collected
	Entered into database	Not entered into database
	Cleaned/transformed/coded	Un-cleaned/transformed/coded
	Few variables	Many variables
	Few cases	Many cases
	Independent/whole	To be linked
	Linked data available	Linked data to be requested
	Remote/online testing	Face-to-face testing
	General/undergrad sample	Limited/forensic sample
	Community testing site	Corrective/closed testing site
<b>Analysis</b>	t-test, chi-square, ANOVA, ANCOVA	Structural equation modelling, interrupted time series, factor analysis, multinomial regression, survival analysis

- **Timelines and goals** – you will be held accountable for your progress as compared to the goals and timelines you describe here in your BRP. In this section you need to document what you intend to achieve by the time T2 begins (i.e., by the start of June). Progress with regard to goals is particularly important during T1 and your progress will be assessed at the end of PSYC7426 to determine whether you may continue your enrolment (EC) and can progress to PSYC7427 in T2 and PSYC7428 in T3. The stated goals may relate to: submitting ethics applications; obtaining ethical approvals; developing measures; survey distribution; data access; data collection; data entry; data analysis; completion of a literature review; producing drafts of thesis sections etc. It is important for you to propose realistic goals and timelines and it may be valuable to include some proposals for what steps you may take at certain times if the project appears to be going off-track. When the MTC reviews your progress at the end of T1 you will be aiming to convince them that you: a) have a viable project, b) of sufficient scope, c) that is progressing well.
- **References** – must be included in the document but are not included in character count.

Your BRP should be no more than 20,000 characters (roughly five pages single-spaced), excluding references. You should consider readability when formatting your document. References may be endnoted in this document but the full reference included at the end should comply with APA referencing standards. The amount of content presented under each heading should be distributed as is appropriate for your project. For example, if you are using a complex experimental design or sampling procedure be sure to take the space to convince your reader that you know what you are doing, have thought through the details, and have proposed something achievable. If your study is relatively straightforward, your characters may be better used in the background and significance sections. Irrespective of the nature of your project, you must present sufficient background information to explain why your project is necessary and appropriate.

### 3.4 Preparing your Thesis Panel Presentation

Your Thesis Panel Presentation is a brief presentation outlining the rationale and method of your proposed research. This presentation (for the MTC, your supervisors and colleagues) is an excellent opportunity to receive feedback on your project and answer any questions the MTC might have about your proposal. These presentations often raise issues that have been missed during the planning stages, or helps to troubleshoot methodological challenges. You must speak to both your project timelines and to the effort/independence dimensions suggested above so that the MTC has a thorough understanding of the project being proposed and your role in it.



It is intended that this presentation – together with the review of your BRP – constitute the formal review process, which results in the final approval of your research idea as something achievable and appropriate. If, however, all your supervisors are unable to attend this presentation you will need to arrange an additional panel meeting with the MTC and Supervisor present to facilitate the final approval of your project. *You should not begin collecting data before your project has been approved by the MTC.*

### 3.5 Preparing your Annual Research Conference Abstract

Please provide the following information to conference organisers:

- Title (up to 20 words)
- Abstract (up to 200 words)
- Full Name
- Supervisor/s (include both internal and external supervisors with affiliations)

Your abstract should cover the following:

1. Specify the issue being studied – why is it important/interesting.
2. Explain the methods used/details of population etc.
3. Summarise the main findings/results (if you do not have these yet indicate what results will be presented).
4. Major conclusions (if you do not have results or conclusions yet you can say something broadly about the frame of reference within which your results will be discussed i.e., implications for treatment efficacy will be discussed).

Wherever possible use simple, non-technical language.

Below is an example of an Abstract from a previous conference:

Callous-unemotional (CU) traits are defined by low responsiveness to, and unfeeling disregard for the emotions of others. Given the function of CU traits as a risk factor for early emerging antisocial behaviour, it is important to understand the its heritable and environmental origins, as such understanding can inform future research, as well as design of prevention and treatment programmes. Thornberry's (2005) intergenerational theory posited that the level of intergenerational continuity and pathways would differ for mothers and fathers. The aim of this study was to examine the association between maternal and paternal psychopathic (antisocial and sadistic) features with child CU traits, as well as explore the potential explanations for this association (i.e., negative parenting as a potential mediator). Maternal antisocial trait was found to have an indirect, positive effect on child CU traits, through her negative parenting. The current study provided a preliminary cross-sectional test of the association between parental psychopathic features and child CU traits that could draw attention to the topic of intergenerational continuity of psychopathic traits and guide future research. The implications of these findings are discussed.

### 3.6 Preparing and submitting your thesis

1. Your thesis should be prepared as a submission for a named journal, and you should follow the recommendations of the journal, except where they conflict with these guidelines.

- Identify a journal that would be an appropriate home for your thesis (your target journal). In most cases, there are several journals that would be suitable – it does not matter which you select provided it is appropriate for the subject material.
- Read the “guidelines for authors” provided by the target journal. For many journals, the Publication Manual of the American Psychological Association (7<sup>th</sup> ed.) will be your bible in the preparation of the manuscript.
- Include with your thesis a mock letter of submission to the editor of the target journal (the APA publication guidelines may help with this letter).

2. Your thesis should be approximately 7,500 words in length at most (including abstract but



excluding tables, figures, references and appendices). In practice, we recommend you aim for less than 7,500 words so long as you have covered the relevant content. Ignore any word limit imposed by your target journal. Examiners are told to reward clear and concise writing and are never upset if something is shorter than anticipated if all the necessary information is there.

- Include all figures and tables in the text of the document (ignore instructions by the journal to submit these separately)
- Your thesis should be either double-spaced or 1.5-spaced and all referencing should be in APA format
- Journal articles do not include a table of contents and you do not need one for your thesis.
- If hardcopy submissions are required (TBC), print on only one side of the paper and set wide margins
- You should include a title page indicating that what follows is a thesis submitted for your degree and giving the name of your supervisor(s) and their affiliation
- You should include the Certificate of Originality (see below)
- It isn't necessary to provide the examiner with all SPSS data files, output etc. but these do need to be provided to your Supervisors (see below)
- You may also include a separate Acknowledgments page if you wish. Long and sentimental tributes should be avoided, but you may feel that you wish to include acknowledgments which are slightly longer than those normally given within the manuscript.

3. You are required to provide your supervisor with an electronic copy of your thesis. In addition, you must provide your supervisor with a copy of all materials, data files and analyses.

- Submit an electronic copy of your thesis (Abstract to Discussion only, no references or appendices) to Turnitin, via the Moodle module for the program. Updated instructions for how to do so will be provided closer to the due date, but a sample from last year can be found below.
- Email an electronic copy of your full thesis, including signature on the Certificate of Originality, to the [Program Administrator](#).
- Your thesis (electronic and hard copies, if required) must be submitted before 4.00pm on the due date (Friday of Week 5 Term 3). Note that extensions to the submission deadline are not normally allowed and the standard penalty (2% per day) will apply for late submissions (unless Special Consideration applies – see 3.2 Detailed timeline, above).

#### **Turnitin submission instructions** (there may be slight variations from year to year)

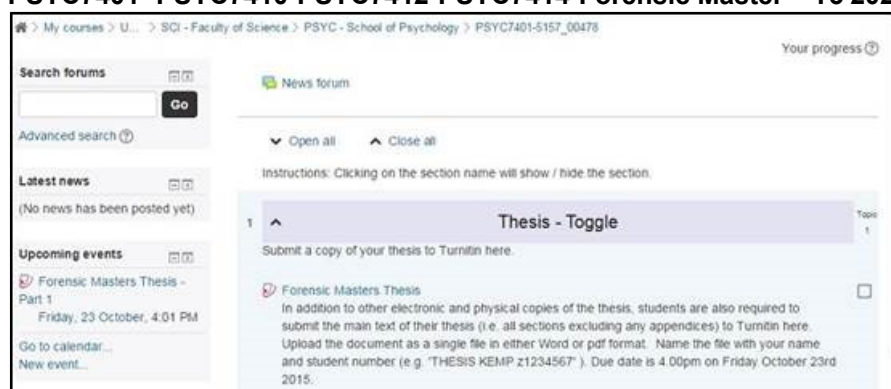
Check that you can access Moodle and can see the Research Thesis Turnitin link by following the steps below. Contact the Program Administrator or the Program Director immediately if you are unable to access the Research Thesis Turnitin.

Moodle / Turnitin help: <https://student.unsw.edu.au/how-use-turnitin-within-moodle>

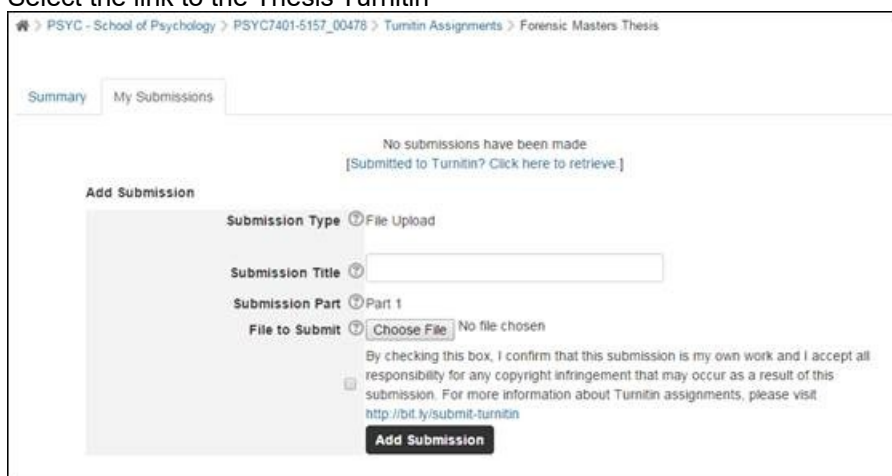
1. Log into Moodle from [here](#)



2. Select the general Moodle page for the Forensic Masters Program (e.g., **PSYC7401- PSYC7410-PSYC7412-PSYC7414-Forensic Master – T3 2021**)



3. Select the link to the Thesis Turnitin



4. Upload the document as a single PDF file. Name the file with your name and student number (e.g., 'THESIS MARTIRE z1234567').

### Certificate of originality

The following statement, signed by the student, should be included on a separate page between the title and acknowledgment pages:

I declare that:

This assessment item is entirely my own original work, except where I have acknowledged use of source material such as books, journal articles, other published material, the Internet, and the work of another student/s or any other person/s. This assessment item has not been submitted for assessment for academic credit in this, or any other course, at UNSW or elsewhere.

I understand that:

The assessor of this assessment item may, for the purpose of assessing this item, reproduce this assessment item and provide a copy to another member of the University. The assessor may communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

Signature \_\_\_\_\_ Student's Name \_\_\_\_\_

### 3.7 Assessment

The Research Thesis will be marked by two members of the academic staff of the School of Psychology. Your Supervisor is not involved in the marking of the Research Thesis but does provide the markers with an assessment of student contribution and competence throughout the project. You will receive an overall numerical mark and corresponding grade for your Research Thesis, which contributes 25 percent to your overall WAM for the Master of Psychology (Forensic) degree. Feedback on your Research Thesis can be obtained directly from your Supervisor after the official release of results date for the term.

## PART 4: Professional Practice

### 4.1 Placements

#### Broad Aims of Placements

The primary aim of Professional Practice Placements is to ensure that you experience, develop and demonstrate competence in a wide range of work undertaken by forensic psychologists. This involves providing you with exposure to a variety of psychological models, exploring their application in a range of clinical and forensic problems, with a variety of clients, and in a variety of settings. To successfully complete the Program, you need to *satisfactorily* complete 1,000 hours of supervised professional practice Placement and within those hours, 400 hours must be Direct Client Activities hours. These Placements can only be completed while you are enrolled in an appropriate PEP course (unless you have made alternate arrangements approved by the Placement Co-ordinator and Program Director). Placement activities take place *across* and *between* teaching periods – including over the summer break. ALL your Placement plans need to be discussed with and approved by the Placement Co-ordinator at the earliest opportunity. In general, it is good practice to check your Placement plans with the Placement Co-ordinator early and often.

#### The Competency Review Form

We have developed an innovative method for identifying and evaluating student progression through the use of a Competency Review Form (CRF). The CRF identifies the eight competencies AHPRA recognises for the development of a psychologist; the form identifies a number of skills and attitudes within each broader competency. It is intended that the CRF is utilised to provide an ongoing review of a student's development across the program and is intended to cover the synthesis of coursework, theory and practice. Students and supervisors will rate students at various points throughout the program; at the end of the program, students will need to show their attainment of essential competencies. Training in the use of the CRF will be provided within the Readiness Module associated with PEP1 (PSYC7409).

#### General Information

Placements are linked to the Professional and Ethical Practice (PEP) Courses. That means you need to be enrolled in the relevant PEP course while completing placement activities. You must also satisfactorily complete the linked placement to pass the associated PEP course. The PEP courses involve seminars, meetings and workshops (usually on Thursdays and Fridays throughout the term) that will develop your knowledge and skills relating to professional and ethical practice including: interviewing skills; risk assessment; intervention techniques; group dynamics; providing expert testimony; report writing; and professional supervision. There is a strong emphasis on: codes of conduct, ethical issues, workplace obligations and dynamics, protection of the public, the best interests of the client, and cultural and ethnic diversity.

Placements are completed across various settings both internally – at the UNSW Forensic Psychology Clinic (UFPC, formerly the Wentworth Forensic Clinic) – and externally – in forensic agencies and organisations. Over the course of the Program you will need to satisfactorily complete at least three Placements. In their first year, students completing a Standard Progression will complete a readiness module and orientation placement at UFPC. During the second year of a standard progression students work with increasing autonomy and broaden their skills by completing at least two external placements.

The outcome of your placement (satisfactory or not) is determined by the Clinic Team, Placement Co-ordinator and/or Program Director. Your Placement Supervisor will provide you and the Placement Co-ordinator detailed feedback regarding your skill development and clinical/professional competence during and at the end of your Placement. The Placement Co-ordinator and Program Director will use

this feedback to determine the outcome of your Placement (see section 4.6 for unsuccessful outcome of placement information).

### **Placements and Equitable Learning Services**

While students registered with Equitable Learning Services (ELS) can be provided some minor adjustments to assist with their Placement completion, not all placement sites can reasonably accommodate all requests for support. ELS and the program team will meet to discuss adjustments prior to a student beginning any placement. Once completed, students registered with ELS should send a copy of their Letter of Support to the Program Director and Placement Co-ordinator at the beginning of each academic year (and again if any changes are made), and work closely with ELS and the Placement Co-ordinator to prepare for Placement. In general, the UFPC can potentially provide some adjustments, though it must be noted that most external placement sites will likely not be able to offer any adjustment. Refer to the inherent requirements for the program and AHPRA requirements for provisional registration (section 1.11).

## **4.2 Relationship between Placements and PEP Courses**

Professional & Ethical Practice (PEP) courses and Placements are linked in the following manner:

### **PEP 1 (PSYC7409)**

PSYC7409 classes are held during T1. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the readiness component at the UNSW Forensic Psychology Clinic (UFPC).

### **PEP 2 (PSYC7410)**

PSYC7410 (T2) may contain workshops, but at this point does not contain class lectures. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the mid-placement review at the UNSW Forensic Psychology Clinic (UFPC) orientation placement.

### **PEP 3 (PSYC7419)**

PSYC7419 classes are held during T3. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed your Orientation placement by UFPC Christmas shutdown date (usually by mid-December).

### **PEP 4 (PSYC7420)**

PSYC7420 classes are held during T1. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the mid-placement (or final) review of the first external placement.

### **PEP 5 (PSYC7421)**

PSYC7421 (T2) may consist of workshops, but at this time does not contain lectures. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the first external placement.

### **PEP 6 (PSYC7422)**

PSYC7422 classes are held during T3. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the second external placement, indicating completion of 1000 hours of placement including 400 hours of Direct Client Activities, and met all essential competencies as indicated within the Competency Review Form.

## 4.3 Placement Requirements

### Supervision Requirement

Supervision is the foundation of developing clinical and professional competence. In order for you to satisfactorily complete 1,000 hours of professional practice (including 400 hours of Direct Client Activities), the Australian Psychology Accreditation Council requires that you obtain sufficient amounts and types of supervision during your Placements. Consistent with APAC guidance, we define sufficient Supervision in the following way:

- When completing your UNSW Forensic Psychology Clinic Placement, you must obtain 1 hour of Supervision for every 7.5 hours of professional practice (ratio 1:7.5)
- When completing your external Placements, you must obtain 1 hour of Supervision for every 10 hours of professional practice (ratio 1:10)
- At least 50% of your Supervision on any Placement must be individual (i.e., no more than 50% can be group supervision)

If your supervisor agrees, you may also include preparation time spent by your Supervisor as part of your Supervision hours. This includes time spent reviewing reports or other documentation, gaining collateral information when necessary, etc. These activities must be logged by your Supervisor in order for their time to be added to the Supervision time. For example, if an intern has 100 hours of professional practice placement and 6 hours of supervision (ratio 1:6), and the Supervisor has spent **and documented** 4 hours preparing for your supervision sessions, then the placement hours remain the same (100) but the number of supervision hours becomes 10 hours with a final ratio of 1:10 (which is within the 1:10 requirement). Your supervisor can only add a maximum of 10 hours of their preparation time as supervision within a placement.

Your Supervisor is responsible for:

- Meeting and working with you to formalise a Basic Contract and reviewing your prepared Learning Plan, and Competency Review Form.
- Making their CV available so you can forward it to the Placement Co-ordinator (you should anticipate having to request a copy of the CV).
- Overseeing your clinical, professional and administrative work while you are on Placement – including direct observation of your professional practice. A new placement platform for recording documents, In Place, will be implemented in 2022.
- Attending and appropriately documenting Mid- and Final Placement review meetings, and for reviewing and signing your Placement logbook at regular intervals (though it is your responsibility to ensure the Placement Co-ordinator is provided a copy of the signed documents in a timely manner).
- Raising any issues or concerns regarding your professional practice with you in a timely manner.
- Raising any serious or significant concerns with the Placement Co-ordinator or Program Director at the earliest opportunity.
- Being available so that you can obtain the required Supervision ratio (however, it is your responsibility to monitor your ratio and schedule Supervision meetings as necessary to ensure your ratio is in line with requirements).

### Supervisor Qualification Requirement

In order for you to satisfactorily complete your supervised professional practice, the Australian Psychology Accreditation Council requires that you are supervised by someone with appropriate qualifications and experience (i.e., Criterion 1.8: “placement supervisors have the professional and supervisory skills to supervise students in psychological work and are approved as a supervisor by the PsyBA ...”). Consistent with APAC guidance this means that your Supervisor must:

- Be a Psychologist registered with PsyBA (must preferably be endorsed, any deviation from forensic endorsement must be approved by the Placement Co-ordinator)
- Be an AHPRA Accredited Supervisor

If your Supervisor does not meet the endorsement requirements (the accredited supervisor requirement is non-negotiable) you will need to raise this with the Placement Co-ordinator before the Placement can begin. The Placement Co-ordinator may be able to help you identify an appropriate additional primary supervisor, for example from within the Program Team or School of Psychology.

### **Activity/Duty Requirement**

In general, APAC guidelines suggest our Program graduates should be “competent to practise across a range of settings” and that “the 1000 placement hours comprise direct client and client-related activities”.

*Client-related activities (CRA)* are defined by APAC as: “client-related activities support students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and are distinct from direct client activities (though supportive of it). Client-related activities may include the following activities: phone calls, focus groups, and meetings in the service of data-gathering or case management in support of service provision to clients; file review; report writing; team reporting and meetings where the student reports to the team to advise of client progress; delivery of psychoeducational content to service providers/organisation; completing log books and assessment tasks for the placement; supervision; professional development activities (e.g. simulated activities, role plays, workshops); travel with regard to client sessions. Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote interns” (APAC Accreditation Standards: Glossary, 2018).

APAC defines *Direct Client Activities (DCA)* as: “direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and may include the following activities directly in support of client-focused assessment or intervention: phone calls with clients; face-to-face contact with clients (including e-health modes of delivery); and meetings where the student reports to the team/ organisation (e.g. in the context of a nursing home, an employee assistance program), if the team/organisation will enact interventions to the client or is in fact the focus of interventions; work with clients, their families, employers, supervisors, teachers, health providers or legal guardians with regard to client care” (APAC Accreditation Standards: Glossary, 2018).

Given that APAC identifies that the activities may be site and practice dependent, we have identified a listing of activities that can be identified as CRA or DCA within UFPC (with some time limits). External placement sites will be required to identify activities prior to the student beginning placement, dependent on available work duties. UFPC maintains a UFPC Placement handbook that outlines the duties and activities you can expect to undertake while on Placement at the Clinic.

As noted in this handbook, students are expected to gain 400 hours of Direct Client Activities. Up to 40 hours of simulated learning may be counted as DCA in the Orientation Placement (as outlined in the UFPC Handbook). Simulated hours and observation of supervisors in their work are not generally counted in external placements (other than up to five hours of observation in external placements as part of placement induction). In external placements where a student is partially observing an intervention or assessment, they must negotiate with the supervisor how much DCA can be counted (e.g., if a student participates in half of a therapy session, observing the supervisor or other in the other half, then it would be expected the student only count .5 hours of DCA).



The process of establishing a placement normally involves these important steps:

- Have regular discussions with the Placement Co-ordinator and other students about different available placements. External placements should be identified and approached by middle of the year prior to beginning placement. Do not contact a placement site prior to discussion with the Placement Co-ordinator.
- Prior to a placement, an interview should take place between the student and the External Placement Supervisor to discuss the goals and expectations for the Placement. The student is responsible to ensure that the Supervisor sends the Placement Co-ordinator their CV identifying their registration status (i.e., endorsements, if any, and accreditation as a supervisor), and any other documentation required for the placement to begin. The student must be communicating with the external placement co-ordinator until the placement begins (and of course, during the placement).
- Once the Placement commences, the student should complete relevant workplace inductions to become acquainted with the duties, roles, and casework of the supervising psychologist, be introduced to other agency or unit staff members, and be familiarised with the functions of the unit or agency as a whole. While it is not expected that administrative duties are a significant part of Placements, a student should gain a general understanding of how the organisation formally functions. This includes familiarity with relevant administrative duties. Observation of a supervisor or other mental health professional can only be counted in the early (induction) phase of the placement (5 hours).
- The student should, as soon as competence and circumstances permit, make a positive contribution to the work of the unit or agency. While on placement, the student should function as if a part-time member of staff. The student is expected to fulfil all duties that a psychologist on site would carry out as consistent with a level of competence (as negotiated with the Supervisor). In addition to casework, the student should participate in ancillary activities undertaken by psychologists in the agency such as case conferences, report writing, conferring with referring agents, etc. If a student's active involvement in activities is inappropriate or undesirable from the agency's point of view, then observation should occur where possible.
- Any work done as an intern psychologist on Placement should be formally supervised by a Supervisor via pre- and post-session discussion, observation, or audio or videotaping of sessions. In addition, Supervisors are encouraged to make themselves available for informal discussion of matters that arise between formal supervision.
- **The student is responsible for achieving the required supervision ratio.** That means the student is responsible for seeking, obtaining and documenting the requisite Supervision has taken place. If a student experiences any difficulties getting the amount of Supervision needed, it is imperative that the student contact the Placement Co-ordinator as soon as problems arise to seek assistance in resolving the matter. Waiting to raise the issue with the Placement Co-ordinator at mid- or end of Placement review is often too late.

### Conduct Requirement

While on Placement, you are expected to abide by the rules of work of each placement site, as well as AHPRA regulations, and the Code of Ethics and Ethical Guidelines (<https://www.psychology.org.au/About-Us/What-we-do/ethics-and-practice-standards>) of the Australian Psychological Society, including the guidelines for psychological practice in forensic contexts.

## 4.4 Organisation and Administration of Placements

The initial (and ongoing) contact for support or guidance relating to Placements is the Placement Co-ordinator. Taking a broad and flexible approach to your Placements is recommended, in part because some Placements are in higher demand than others and not all requests can be accommodated. A wide variety of Placements are available and students should take advantage of the opportunity to explore new and potentially rewarding areas of practice. The Placement Co-ordinator will consider preferences,

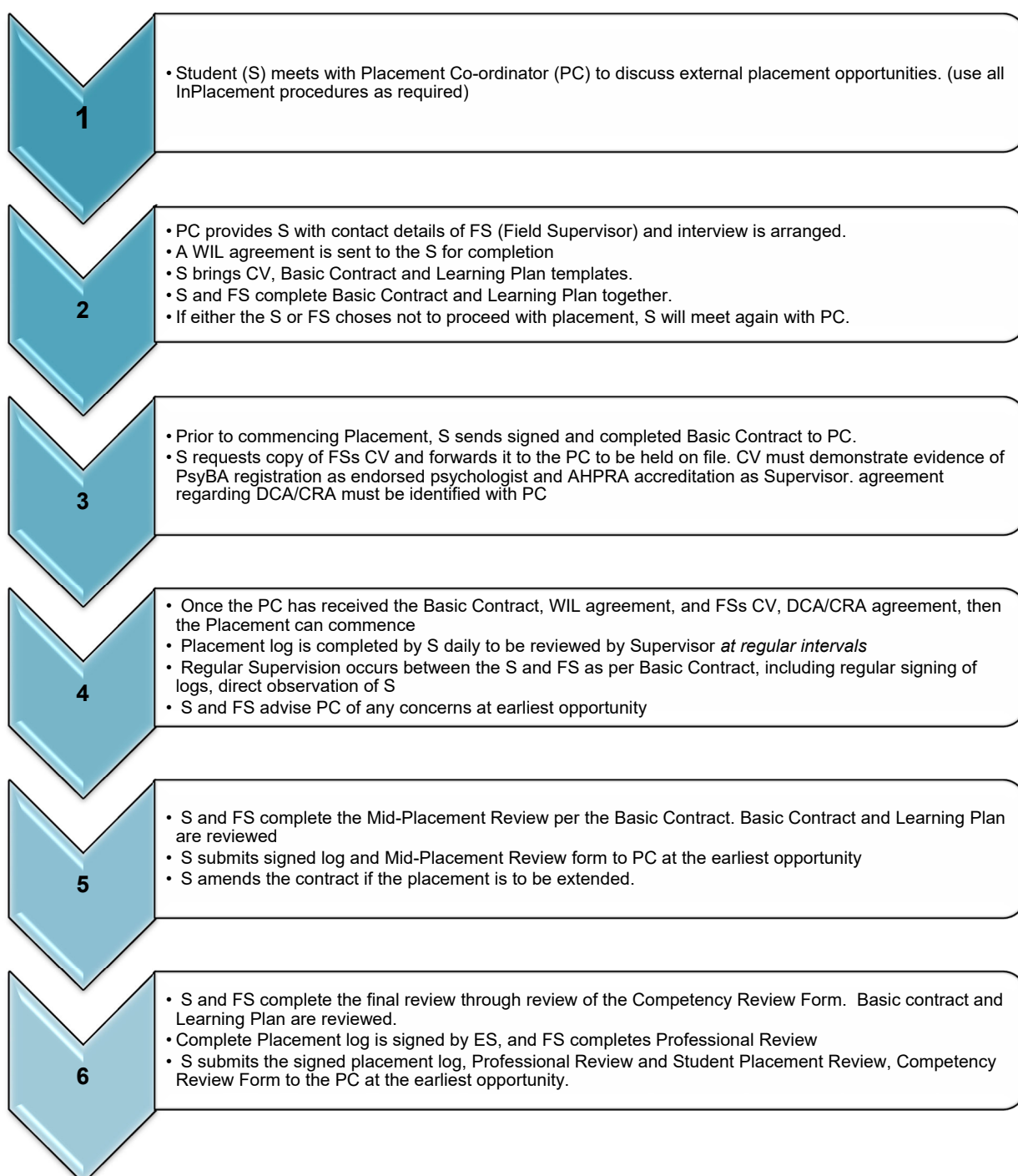
prior experience and current professional development needs as well as Program considerations when making Placement allocations. The Program cannot not guarantee the availability of specific Placements for any specific student. Placement activities cannot be commenced without the explicit permission and approval from the Placement Co-ordinator.

### Internal Placement Organisation

Your UNSW Forensic Psychology Clinic Placement is highly structured and the relevant information can be found in the UFPC Handbook.

### External Placement Organisation

You should complete the following steps in order to secure an appropriate external Placement.



In general, a Placement cannot commence until:

- the student has met with their Supervisor, reviewed the Competency Review Form, agreed on a Learning Plan and signed a Basic Contract, Will Agreement, DCA/CRA agreement, and Supervisor CV that the student provides to the Placement Co-ordinator (you will find documentation on Teams (or through InPlace) for external placements (and from Teams for UFPC placements)). In negotiating the placement, the student should consider both the range of opportunities available in the Placement as well as needs, interests, and previous experience. A student should use the Competency Review form to guide discussion and reviews. The Basic Contract sets the times for the Mid-Placement Review and Final Review meetings. Both the student and Supervisor should each retain copies of all placement documentation.

Once the Placement begins, the student will complete a logbook documenting their Placement activities. This logbook must be kept up to date, and presented to the Supervisor to review and sign at regular intervals. Placement performance will be evaluated against the CRF and Basic Contract expectations by the Supervisor at Mid-Placement and End of Placement. Once the student has completed each review, they must be sent to the Placement Co-ordinator. The Placement is not considered complete until all documentation is satisfactorily completed and received by the Placement Co-ordinator.

The process described here must be followed and the associated documents must be in order for the Placement to proceed and eventually to be deemed satisfactory. If a student begins the Placement prior to the completion of tasks without explicit approval from the Placement Co-ordinator to deviate from the standard procedure, any hours towards completion of the Placement will not be counted and the Placement may be deemed unsatisfactory. The student must also demonstrate stage-appropriate competence on the tasks/skills as well as ethical/professional conduct for the Placement to be deemed satisfactory. If a student is ever unsure about what is required, or if difficulties are anticipated following the standard procedures (for example in some cases the Basic Contract cannot be signed until the first day of Placement) please seek advice/guidance from the Placement Co-ordinator before taking action.

## 4.5 Placement Log

The placement log documents your activities on Placement, as well as reflections on learning. A Supervisor must sign the placement log at regular intervals for Placement hours to count towards the 1,000-hour (400-hour DCA) requirement. The placement log template is provided in Teams.

Your Placement Log should:

- Be kept up to date so that your log can be made available to your supervisor or the program team at any time.
- Be a record of the time, date and accurate hours of placement, day to day [please note that only time spent actually on placement can be counted (i.e., lunch or other extended breaks should not be included in hours)].
- Record activities on the placement (separated into direct and indirect client activities).
- Note any and all supervision (and confirm the name of the supervisor, if more than one), as well as agendas for supervision (group and individual). Note that group supervision ratios must not exceed 50% of total supervision.
- Reflections, including reflections on any feedback received and plans for implementing the feedback.
- Notes on issues of interest or requirement for follow up.
- Any other significant issues.
- Signature of the supervisor at regular intervals.

This is not an exhaustive list of the information that should appear in a Placement log, however it provides some indication of the level of detail that is expected.

While it is noted that discussing issues with peers is an important collegial activity, 'peer supervision' or peer discussion is NOT to be counted as 'supervision' in your log book (i.e., peer consultation does not contribute to the ratio of Supervision to Professional Practice).

## 4.6 Placement Reviews

### The Mid-Placement Review Meeting

In addition to regular Supervision meetings, the student and Supervisor should meet towards the middle of placement (at or near the time that was negotiated within the basic contract) to review how the Placement is progressing (i.e., review the Competency Review Form, the Basic Contract and Learning Plan). This will give general feedback about performance and provides an opportunity to comment on the placement experience, clarify expectations or uncertainties, and revise the Basic Contract or Learning Plan as necessary. The student should expect to receive detailed and constructive feedback that is designed to achieve relevant competencies. Any deficits in performance that have not already been raised should be discussed at this meeting and translated into specific goals added to the Learning Plan. A Mid-Placement Review Form is available (on Teams or InPlace). Placement Logs should be signed by the Supervisor and the student should email the log and Mid-Placement Review Form to the Placement Co-ordinator at the earliest opportunity after the review has been completed. This is also a good opportunity to check that the student is achieving the required supervision ratio.

### The Final Review Meeting and End of Placement

At the end of the placement, the Supervisor will provide feedback on attainment of competencies. The Supervisor must complete the Competency Review form to serve as standard feedback on performance. The Supervisor should also review and sign the completed Placement Log at the end of your Placement – ideally at the review meeting. The Supervisor is encouraged to provide both the student and the Placement Co-ordinator with any additional written or oral reports they consider relevant to the student's professional development and Placement progress.

### Ad-Hoc Placement Review

Neither the student, nor the Supervisor are obligated to wait until the mid- or final placement review to raise any issues that are relevant to professional development or satisfactory Placement progress. If either the student or Supervisor believes that a serious breach of procedures, protocols (including workplace safety) or professional conduct (including impairment) has occurred in the course of a placement, this matter should be brought to the attention of the Placement Co-ordinator or the Program Director immediately. The Placement Co-ordinator and Program Director will then take action to assess and appropriately address the situation.

The Placement Co-ordinator is generally available to attend any Mid-, Final- or Ad Hoc Review as requested.

## 4.7 Placement Outcomes

For the supervisor, one of the rewards of supervision is to see students develop growing competence and confidences. The Supervisor might reasonably see their main function as helping this development process along through observation, training, encouragement and ongoing feedback. There is, however, an important "gate-keeping" function to be performed by the Supervisor; they must evaluate whether a student has demonstrated an acceptable level of competence and monitor whether student conduct has been consistent with provisional registration obligations to clients and the profession, and is in keeping with workplace procedures and protocols. In the event that a Supervisor has significant and/or serious concerns in any of these areas they have an obligation to inform the Placement Co-ordinator or the Program Director at the earliest opportunity.

In order to pass a PEP course a student must satisfactorily complete the linked/associated Placement. The final decision about whether a Placement has been completed satisfactorily or unsatisfactorily is made by the Program Director in consultation with the Placement Co-ordinator and the Supervisor (or Clinic Team) as per the following:

### **Conditions for an 'Unsatisfactory' Placement**

The Program Director may determine that a student has not satisfactorily completed a placement if, after considering the advice of the Supervisor(s), they determine that the student has:

- Failed to demonstrate an acceptable level of competence, given the stage of training.
- Failed to complete sufficient work as set out in the Basic Contract, for the general level of competence to be assessed. [Where a student has completed insufficient work in a placement due to factors beyond their control (e.g., prolonged absence through illness), assessment may be deferred until a later date rather than being considered 'unsatisfactory'].
- Committed a significant breach of the regulations of the placement provider, University or AHPRA, or has engaged in unprofessional or unethical behaviour.

### **Placement Outcome Determinations**

Placements can be deemed as unsatisfactory at any point of the placement if the deficit or behaviour is significant and/or serious. The Placement can be classified as unsatisfactory whether or not there is a remediation plan in place. If an external supervisor is considering terminating the placement or recommending that the placement was unsatisfactory, they should notify the Placement Co-ordinator and apply the following procedures.

1. The supervision team, external supervisor (or in some cases, the Program Director) will inform the student that the placement is being terminated or that the recommendation is for an unsuccessful completion. In external placements, this information is then forwarded to the Placement Co-ordinator as soon as possible. It should be noted that the Supervisors' view is a recommendation for the Placement outcome. The final decision will be made by the Program Director with input from the Supervisor/Supervision Team and Placement Co-ordinator.
2. The Placement Co-ordinator or Program Director will contact the Supervisor to discuss the issue(s).
3. The Placement Co-ordinator or Program Director will contact the Student to discuss the issues. A student can request a support person to attend any meeting but they must advise the Program Team who will be attending in advance. The support person needs to have appropriate qualifications and experience. Prior to the meeting, the support person would need to be advised that:
  - a. their role is as an observer to the proceedings and a support to the student,
  - b. they are welcome to take notes,
  - c. they must respect and maintain the confidentiality of the meeting (given the potential for discussion of client interaction),
  - d. they are not to act as an advocate,
  - e. the Program Team will intercede to clarify the support person's role if their conduct deviates from the stated expectations.
4. The Program Director will consider all available information from relevant parties and determine the outcome.

### **Competence-Based Remediation Plan**

Remediation plans may be put in place to rectify identified learning, skill or professional deficits/barriers either during the course of an ongoing Placement or subsequent to a placement being found to be unsatisfactorily completed by a student. It is the student's responsibility to develop their remediation plan. The content, duration and timing of a Remediation Placement will be decided based on the deficits

identified. It is highly recommended that a student take time to ensure they are prepared to successfully complete their remediation placement. If a student is not able to meet the goals of the remediation plan, the Placement will be deemed unsatisfactory. A remediation placement generally occurs in O-week (T1 or T3) or week 1 (T2) in circumstances where the course has been failed, or as negotiated with the Clinic Director of UFPC (for remediation placements at UFPC) or the Placement Co-ordinator (for external placements) when the course outcome has been held in abeyance until a remediation is completed.

There are some rare circumstances where a student has completed a placement with some significant deficit(s) and the program director may choose to have the student proceed to their next placement. This is usually due to the placement site determining they cannot aid the student in developing essential competencies. In these cases, the student will carry forward a remediation plan to their next placement(s) and higher scrutiny will be maintained by the Placement Co-ordinator. Given the nature of these situations, it is highly recommended that the student work closely with the program team to ensure they have a workable plan to resolve the issues prior to proceeding to the next placement to ensure successful completion.

### **Implications of an Unsatisfactory Placement**

Where the Program Director deems that a placement is unsatisfactory, *no hours can be counted from that Placement towards the 1,000 required hours, nor can any Direct Client Activities be counted towards the required hours.* If the termination of the placement was due to egregious professional or ethical reasons, it may be recommended the student terminated from the program. Otherwise, a remediation placement will be recommended. In most cases, remediation will extend the students Program duration. It is the student's responsibility to make the decision that they are ready to begin their remediation placement, though the timing must be in conjunction with the requirements of the placement site.

On an external Remediation Placement, the supervisor is made aware of the remediation plan (in addition, or as part of the CRF), and the Placement Co-ordinator is much more closely involved (e.g., requiring the student to forward weekly logs).

*We recommend that students who need to complete a remediation placement take time to reflect on their circumstances and take steps to ensure that any barriers to successful placement completion have been resolved before commencing any further Placement activities. Taking time to ensure the relevant issues are managed has been key in past students successfully completing their remediation placements.*

## **4.8 Paid Employment and Placements**

We believe our job is to ensure that students gain the most from their training; placements are generally seen by the students to be the part of their program where they developed most of their skills. As most of the placement sites are keen to employ students (most of our graduates attain employment prior to graduation), we feel that part of the Placement Co-ordinator's duty is to ensure that students engage in placements that are best suited to a particular student's competency needs. Due to the potential for workplace and placement conflicts, **our program does not recommend or support paid placements** (we do have one exception with NZ Corrections).

Students who are already registered as a psychologist and who are employed within a worksite as a psychologist must contact the Placement Co-ordinator to assess whether a worksite placement is viable (i.e. satisfies *at least* the following criteria):

- has a separate supervisor to their work supervisor/line manager
- the work duties **MUST** be significantly different from their current worksite and focus on the development of competencies associated with program requirements;



- the placement hours are NOT part of their paid employment;
- does not exceed 30% of the required 1,000 hours (i.e., one placement).

Students are not permitted to claim any time spent in previous employment or experience towards their 1,000 hours of placement requirement.

We do have one exception to this rule; if a student chooses to take on a placement with NZ Corrections, this placement is a paid placement due to relocation and housing requirements.

## 4.9 Summary of Placement Responsibilities

### **Supervisor**

1. To be able provide the Placement Co-ordinator with an up-to-date CV that identifies registration as a psychologist and status as an accredited Supervisor.
2. To be available for an initial meeting with prospective placement students.
3. To be available to complete the WIL agreement, review the CRF, negotiate a Basic Contract and Learning Plan—OR—to notify the Placement Co-ordinator if they feel the placement should not proceed. A Basic Contract and Learning Plan must identify goals for the Placement as well as dates for supervision, mid-placement and final review.
4. To inform the student of any necessary or desirable preparation for the placement.
5. To provide adequate opportunities for the student to observe and practice skills in the worksite, and to observe their practice through live observation or review of video.
6. To conduct themselves in line with professional codes of conduct and ethical guidelines. Informed Consent procedures must be followed.
7. To specify formal supervision times for the student to obtain the required Supervision ratio (or more as necessary), and to follow through with formal and informal supervision of the student. While not mandatory, it may be helpful to maintain a supervision log in order to accurately reflect the supervision process, note any performance deficits/goals, and to more fully identify the nature of the ratio of supervision (1:7.5 at UFPC, 1:10 at external Placements – this ratio does not include the preparation, editing, or other time spent by the supervisor *unless a log is kept*).
8. To contact the Placement Co-ordinator or Program Director if problems arise or to clarify any aspects of placement procedure and to maintain adequate documentation of any arising issues.
9. To sign the Placement Log at regular intervals, complete the Competency Review Form at the conclusion of the placement, provide the student with any feedback considered necessary, both formally and informally, and return the completed form to the Placement Co-ordinator.

### **Placement Co-ordinator**

1. To provide students with information regarding placement type and availability.
2. To aid the student in investigating other placement options if either party feels the placement to be inappropriate.
3. To act as a primary supervisor on those occasions where it is required and when time permits.
4. To be reasonably available for meetings or telephone contact with the student or Supervisor if problems arise during the placement, or to discuss placement progress, or if procedures require clarification.
5. To manage the Placement documentation, including ensuring that the Supervisor has met the appropriate requirements.



***Student (also see the Student Placement handbook for further information)***

1. To consult with the Placement Co-ordinator on a regular basis regarding placement preferences and placement progress in a timely manner. The discussion around placements needs to be initiated by the student, it is not the responsibility of the Placement Co-ordinator to manage your placement discussions.
2. In identifying a placement site, recognising that they may only negotiate one placement at a time.
3. Once a placement is available, to arrange an initial meeting with the prospective Supervisor. The Placement Co-ordinator should be cc'd into all email contact with potential supervisors, until such time as the placement has commenced.
4. To notify the Placement Co-ordinator if an allocated placement does not proceed so that an alternative placement can be arranged.
5. To complete the necessary preparation (including any vaccination or other health requirements, and all documentation) before the placement begins. To amend the Basic Contract if the placement is to be extended or terminated for any reason. To ensure that all placement documentation is scanned and received by the Placement Co-ordinator prior to the placement commencing (or organised through InPlace).
6. To ensure that WIL is informed of the placement site. Ensure that all clock in/out or other WIL procedures are completed as required and in a timely manner. Failure to do so will be seen as a competency issue, and failure to utilise clock in/out procedures will result in those hours of placement not being part of placement hours.
7. To act in an ethical and professional manner at all times during Placement; to be punctual and attend all scheduled meetings with the Supervisor and/or other placement staff as required.
8. To contact the Placement Co-ordinator if any problems arise during the placement, or if procedures require clarification.
9. To keep an accurate and complete log of all placement activities, and have that log signed by the Supervisor on a regular basis.
10. To ensure that minimum ratios of supervision are being met.
11. To keep copies of all documents relevant to the placement, and provide them to Supervisors and the Placement Co-ordinator as requested.
12. To give the Supervisor informal and formal feedback on the placement and supervision received.
13. To submit a scanned copy of the Mid-Placement Review form and Placement Log to the Placement Co-ordinator within one week of completion of the mid-placement review.
14. To submit signed scanned copies of the Competency Review Form, Student Placement Review and Placement Log at completion of the placement (through InPlace when activated).

## Contact Information

Please direct enquiries to the relevant staff below.

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### **Administrative Support (e.g., enrolment, provisional registration)**

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Program Administrator

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Contact: [Ask a Question](#) (UNSW login required)

The information contained in this guide is correct as at February 2022. Prospective students should contact UNSW to confirm admission requirements and availability of programs. UNSW reserves the right to change any programs, admission requirement or other information herein without any prior notice. CRICOS Provider No. 000098G.