Course Outline

PSYC7420

Professional & Ethical Practice (Forensic) 4

School of Psychology

Faculty of Science

T1, 2023

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1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenor/ Lecturer	Anita McGregor	amcgregor@unsw.edu.au	By appointment Mathews 1009	9065 7923
Workshops	various			

2. Course information

Units of credit:	6
Pre-requisite(s):	Successful completion of PEP3 (PSYC 7419) unless by special permission of the course convenor
Teaching times and locations:	Postgraduate Timetable

2.1 Course summary

Continuation of training of psychological assessment and treatment skills and ethical practices required in the professional context. Attendance at lectures and workshops is required. This course is associated with the placement requirement of the program.

2.2 Course aims

Focus on the professional skills and ethical decision making required for the practice of Forensic Psychology. Clinical skills related to the assessment and treatment of clients are introduced and practiced through role plays leading to in vivo practice within placement. This course is associated with the practical placement component of the Master of Psychology (Forensic) program and is offered through lectures and workshops.

2.3 Course learning outcomes (CLO)

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

1. Apply knowledge of Forensic Psychological practice in order to utilise a culturally respectful, evidence-based approach to understand and change behaviour and attitudes.
2. Apply critical thinking skills to ethical and culturally relevant decision making, client assessments, and intervention techniques.
3. Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.
4. Evaluate skill development through reflective and reflexive tasks, and feedback from others.

2.4 Relationship between course and program learning outcomes and assessments

	Program Learning Outcomes								
CLO	1. Knowledge of the Discipline	2. Ethical, legal & professional matters	3. Assessment & Measurement	4. Intervention Strategies	5. Research & evaluation	6.Communication & Interpersonal Relationships	7. Working Cross Culturally	8. Practice Across the Lifespan	**Assessment**
1.	Lectures, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, placement
2.	Lectures, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	2, placement
3.	Lectures, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, placement
4.	Lectures, workshops, placements	Lectures, workshops, placements	workshops, placements	Lectures, workshops, placements		Lectures, workshops, placements	Lectures, workshops, placements	Lectures, workshops, placements	1,2, placement

3. Strategies and approaches to learning

3.1 Learning and teaching activities

Working with the Scientist-Practitioner model, a sound understanding of ethical practice and the development of practical evidence based skills is essential to a practicing forensic psychologist. Presented through lectures and workshops, material is balanced between lecture, case presentations and hands on experiential learning leading to in vivo experience in student placements.

Consistent with the Learning and Teaching Philosophy of UNSW, this course aims to provide opportunity for student engagement through workshops, lectures, discussion of lecture material, student presentations, written assignments, opportunities for experiential/ practical learning.

3.2 Expectations of students

It is expected that students are aware of UNSW Assessment policy and understand how to apply for special consideration if they are unable to complete an assignment/exam due to illness and/or misadventure.

It is expected that students have read through the School of Psychology Student Guide, including the statement on Inherent Requirements of the program, and the Master of psychology (Forensic) Program Guide available on the school website https://www.psy.unsw.edu.au/current-students/postgraduate.

Students registered with Equitable Leaning Services must contact the Course Convenor immediately if they intend to request any special arrangements for later in the course, or if any special arrangements need to be made regarding access to the course material. Equitable Learning Plans must be emailed to the Course Convenor as soon as they are made available.

Students must attend 80% of lectures and workshops to ensure they are consistently working towards achieving the professional graduate competencies for specialised areas of practice required by the APAC Accreditation Standards. These Accreditation Standards are incorporated in Program and Course Learning Outcomes. Any absence must be accompanied by a medical certificate or other reason for absence. Additional self-study material may be assigned by the Course Convenor to ensure that the student has covered any material missed as a result of being absent from workshops or meetings.

Information on any course changes will be made available either on Moodle, Teams and/or by email. It is the student’s responsibility to check for changes.

4. Course schedule and structure

This course consists of approximately 28 hours of lecture material and 80 hours of workshops (the workshop scheduled varies from year to year and will be provided separately). Students are expected to take an additional 40 hours of self-determined study to complete assessments, readings, and exam preparation.

Week	Topic	Activity	Related CLO
Week 1 (2 hours)	overview of course assignments, preparation for groups, group documentation, group rules	Organization of groups for weeks 2-9 (class exercise). Exercises for session preparation, documentation, identifying group rules, ethics	1,2,3,4
Week 2 (2 hours)	Group 1 (or break for preparation)*	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 3 (3 hours)	Group 2	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 4 (3 hours)	Group 3	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 5 (3 hours)	Group 4	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 6 (3 hours)	Group 5	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 7 (3 hours)	Group 6	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 8 (3 hours)	Group 7	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 9 (3 hours)	Group 8	Student present on topic, prepare other students to be group participants, then run group.	1,2,3,4
Week 10 (2 hours)	Term debrief, group summary documentation	Preparation of group summaries	1,2,3,4
* in one of the groups, debriefing for co-facilitators will be discussed and role played with supervisor			

5. Assessment

5.1 Assessment tasks

All assessments in this course have been designed and implemented in accordance with UNSW Assessment Policy.

Assessment task	Length	Weight	Mark	Due date	CLOs
Summative Assessments					
Assessment 1: Reflection on cultural workshop	1000 words	10%	/10	Two weeks post workshop	1,3,4
Assessment 2: Skill development – Psychoeducational Groups	Varies	40%	/40	As noted	1,3
Assessment 3: Review	90 minutes	40%	/40	At meeting	1,2,3,4
Assessment 4: PEP log book	Covers reflections on lectures/ workshops	10%	/10	5pm on Friday of week 11	3,4
Compulsory Activities					
Compulsory Activity: completion of mid placement review of first external placement with significant progress towards completion of first external placement, and organization of second external placement	As per basic contract	Pass/Fail	P/F		1,2,3,4

Assessment 1 ***Reflection on Cultural workshop*****.** You will be asked to submit a 1000-word (max) reflection paper on culturally responsive practice, specifically relating to forensic practice with indigenous clients and communities. In the paper, you will be asked to reflect on the potential challenges that Aboriginal and Torres Strait Islander people face when accessing forensic psychology services based on historical and contextual factors. You will also be asked to articulate what actions you have taken (or plan to take) to be a good ally for Aboriginal and Torres Strait Islander People personally and professionally. This paper is due in Week 4 and feedback will be provided through marker comments and follow-up discussions.

All assessments use competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Assessment 2: ***Psychoeducational Groups*** - Presentations and groups on agreed topics will be run in lectures on weeks 2/3 to 9. You will engage in facilitation of a group as agreed upon in Week 1. You will present on the group topic for approximately 15 minutes, then prepare the 'group' for the module they will be participating as group members in. The group will run for the remainder of the class with one break for feedback. On the date of the group/presentation, the follow documentation is required from the presenters:

- Presentation slides/notes
- Session/module preparation
Within one week of class, the following documentation is required:
- Summary of the session with notes on each group member's participation
NOTE: if you participate in more than one group, marks will be averaged. You will be marked on a rubric with the following skills: 1. Presentation, 2. set up of the group, 3. awareness of group dynamics and cofacilitation skills, and 4. showing teaching skills and related activities.

Feedback offered will be both oral and written based on a rubric.

All assessments use competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Assessment 3: ***Review*** The review is an opportunity for you to demonstrate learning acquired through the program, through video presentation and accompanying documentation. You will have 90 minutes with the course convenor to go through your agenda that will outline the specific elements of the Review. Written documents must be sent at least three business days prior to Review to gain feedback (ensure you add an agenda item regarding review of written documents if you want feedback during the meeting). All documentation to be placed in your private channel in Teams. Review must be booked by end of week 9 (if you cannot make the time you have indicated on the poll, you are responsible for finding another available timeslot or exchanging a timeslot with another student).

Documentation includes:
Agenda (with time marks, learning point from videos, as well as other relevant queries about professional development placements, feedback on documentation, etc.)
Assessment:
- a letter to the head of the violent offender program outlining your findings and recommendations. Ensure you identify alternative resources if client is unsuitable
- Consent form for the program suitability assessment
- the protocol you utilized and your notes

Therapy:
- Group session preparation (GSRS and ORS will not be required due to time restrictions)
- Critique of another student's presentation (preference is that this is shared with the other student)

Assessment Video – Specialized assessment for prison based treatment program suitability (client is a violent offender with moderate/high levels of psychopathy and has already met program eligibility). You are a facilitator within a violent offender group within a prison. Must show evidence of:
- explanation for assessment
- consent for assessment
- assessment of motivation for treatment,
- exploration of probability of treatment gain,
- barriers to treatment.

Therapy Video – 20 minute group psycho-educational session, teaching a skill. You must demonstrate:

- check in
- review of gained skills
- introduction and teaching of a new skill
- dealing with resistance within a group structure

* Preparation for Review: Each PEP course has video requirements for the Review, which involves organizing role plays with a PEP1 student who will be your 'client' – remember, this means that you will likely need to reciprocate and be their 'client' for their videos. Video your role plays (while doing role plays, please video both the 'therapist/assessor' and the 'client') ensuring that sound quality is adequate (if inadequate, then the required skills cannot be assessed). Ensure that you prepare your partner for their task (it generally does not work well to tell your 'client' to "wing it"). Provide (and ask for) feedback from your role play partner subsequent to the tasks.

Reviews generally occur in week 10-12 depending on the number of students.
Oral feedback is provided through the Review.

NOTE:-The review marks are based on your preparation for the review, the required documentation, and showing ALL the required timemarks (with discussion).

The review utilises competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Assessment 4: *PEP log book* - You will provide reflections of lectures and workshops provided in PSYC7420 with a 3 focus on how you will implement your learning into your professional practice. There is no word count for this activity and is due at 5pm on the Friday of week 11. Feedback is either provided orally during Review or via email.

All assessments use competency-based rubrics for marking. You must attain sufficient competence on all assessment items to pass the course.

Compulsory Activity: *Placements* - Hurdle Task - Completion of mid placement review of first external placement with significant progress towards completion of first external placement, second placement organized or near to being organized. All placement related documentation must be provided to the Placement Coordinator indicating satisfactory progress for the course to be deemed complete.
This is a course requirement; if a placement is marked as an "unsuccessful completion", the Program Director has the discretion to fail the student in the course and implement a remedial plan. A second failure can result in termination of the student's program.

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Further details and marking criteria for each assessment will be provided to students closer to the assessment release date (see 4.1: UNSW Assessment Design Procedure).

5.3 Submission of assessment tasks

Written assessments: In accordance with UNSW Assessment Policy must be submitted online via Turnitin. No paper or emailed copies will be accepted.

Late penalties: There is a new late penalty policy starting in T2. Unless Special Consideration is granted or there is a time extension as part of an ELP, a 5% per day penalty will apply. Any assessment submitted after 5 days (120 hours) from the initial deadline gets a mark of zero. (see Section 3 of the Assessment Implementation Procedure).

Special Consideration: Students who are unable to complete an assessment task by the assigned due date can apply for special consideration. Students should also note that UNSW has a Fit to Sit/Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/submits an assignment, they are declaring themselves well enough to do so and are unable to subsequently apply for special consideration. If a student becomes ill on the day of the exam, they must provide evidence dated within 24 hours of the exam, with their application.

Special consideration applications must be submitted to the online portal along with Third Party supporting documentation. Students who have experienced significant illness or misadventure during the assessment period may be eligible. Only circumstances deemed to be outside of the student's control are eligible for special consideration. Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. If the special consideration application is approved, students may be given an extended due date, or an alternative assessment/supplementary examination may be set. For more information see https://student.unsw.edu.au/special-consideration

Alternative assessments: will be subject to approval and implemented in accordance with UNSW Assessment Implementation Procedure.

5.4. Feedback on assessment

Feedback on all pieces of assessment in this course will be provided in accordance with UNSW Assessment Policy.

Assessment	When	Who	Where	How
Assignment 1 - Skill development – Psychoeducational Groups	In class and after	Anita McGregor	In class and after by email	Verbal
Assessment 2 - Review	During review	Anita McGregor	During review	Verbal and written
Assessment 3 - PEP log book	During review	Anita McGregor	During review	Verbal
Compulsory Activity 1 - Attendance	N/A	Anita McGregor	During review	Verbal
Compulsory Activity 2 – Placement	Ongoing	Supervisor(s) and program team	Ongoing	As per Basic Contract and learning Plan

6. Academic integrity, referencing and plagiarism

The APA (6th edition) referencing style is to be adopted in this course. Students should consult the publication manual itself (rather than third party interpretations of it) in order to properly adhere to APA style conventions. Students do not need to purchase a copy of the manual, it is available in the library or online. This resource is used by assessment markers and should be the only resource used by students to ensure they adopt this style appropriately:

APA 6th edition.

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect,

responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism, and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Textbook	Nil
Course information	Available on Moodle
Required readings	• Must have read APS Code of Ethics and Ethical guidelines • School of Psychology Student Guide. • Master of Psychology (forensic) Program Guide
Recommended internet sites	UNSW Library UNSW Learning centre ELISE Turnitin Student Code of Conduct Policy concerning academic honesty Email policy UNSW Anti-racism policy statement UNSW Equity and Diversity policy statement UNSW Equal opportunity in education policy statement

8. Administrative matters

The School of Psychology Student Guide contains School policies and procedures relevant for all students enrolled in undergraduate or Masters psychology courses, such as:

- Attendance requirements
- Assignment submissions and returns
- Assessments
- Special consideration
- Student code of conduct

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

- Student complaints and grievances
- Disability Support Services
- Health and safety

It is expected that students familiarise themselves with the information contained in this guide.

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Disability Support Services: https://student.unsw.edu.au/disability-services
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html

10. Workshop Schedule

DATE	TIME	LOCATION	WORKSHOP NAME/FACILITATOR
			Orientation to the Program (all staff) – optional but highly recommended for second year and extended program students
			DBT 1 (Ilana Karpin)
			DBT 2 (Ilana Karpin)
			Advanced report writing (Anita)
			DBT 3 (Ilana Karpin)
			DBT 4 (Ilana Karpin)
			Collaborative law/Mediation (Emily Kwok, Lorraine Lopich)
			Schema Therapy (optional as out of term)
			Sex offender assessment and Treatment