



UNSW Course Outline

PSYC7424 Forensic Interventions 1 - 2024

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General Course Information

Course Code : PSYC7424

Year : 2024

Term : Term 1

Teaching Period : T1

Is a multi-term course? : No

Faculty : Faculty of Science

Academic Unit : School of Psychology

Delivery Mode : In Person

Delivery Format : Standard

Delivery Location : Kensington

Campus : Sydney

Study Level : Postgraduate

Units of Credit : 6

Useful Links

[Handbook Class Timetable](#)

Course Details & Outcomes

Course Description

This course takes a scientist-practitioner approach, connecting a framework of how psychological intervention works. A strong emphasis will be placed on links between research and clinical practice and how one informs the other. Teaching activities include lectures and

interactive learning activities.

Course Aims

This course will introduce students to issues relevant to working effectively with forensic clients and develop their understanding of theoretical models, diagnostic systems, assessment and intervention strategies for major psychological disorders and offending behaviours.

Relationship to Other Courses

Students must successfully complete this course as well as PSYC7409 and 7423 to continue onto their Orientation placement (PSYC7410). Successful completion of these courses, as well as the Readiness module (a hurdle task within PEP1) indicates a readiness to have professional and ethical interaction with a client (while supervised).

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply knowledge of the common factors involved in therapeutic engagement with forensic clients including reflective practice as part of culturally sensitive professional and ethical practice.
CLO2 : Effectively utilize ROM (Routine Outcome Measurements) techniques to measure and evaluate treatment outcomes.
CLO3 : Conduct a culturally responsive case formulation leading to an effective treatment plan utilizing forensic and clinical skillsets.
CLO4 : Conduct preliminary differential diagnosis of psychological and forensic psychological disorders and risk using dominant diagnostic frameworks and considering systemic and cultural issues.

Course Learning Outcomes	Assessment Item
CLO1 : Apply knowledge of the common factors involved in therapeutic engagement with forensic clients including reflective practice as part of culturally sensitive professional and ethical practice.	<ul style="list-style-type: none">Forum discussions
CLO2 : Effectively utilize ROM (Routine Outcome Measurements) techniques to measure and evaluate treatment outcomes.	<ul style="list-style-type: none">Comparison of modalitiesForum discussions
CLO3 : Conduct a culturally responsive case formulation leading to an effective treatment plan utilizing forensic and clinical skillsets.	<ul style="list-style-type: none">Forum discussions
CLO4 : Conduct preliminary differential diagnosis of psychological and forensic psychological disorders and risk using dominant diagnostic frameworks and considering systemic and cultural issues.	<ul style="list-style-type: none">Forum discussions

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Comparison of modalities Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: Friday 5pm of week 10
Forum discussions Assessment Format: Individual	50%	Start Date: posts subsequent to each lecture, open for one week Due Date: due 5pm of the Monday after each lecture

Assessment Details

Comparison of modalities

Assessment Overview

You will:

1. compare two modalities of treatment (each student must choose two different modalities – e.g., one student can choose DBT and ACT, another can choose DBT and Gestalt). You must provide historical information on the theory and practice indicating who were the seminal theorists/practitioners and who/what other modalities influenced the development of the modality, as well as a discussion about what particular aspects of each of the modalities is 1. Unique and essential; 2. Essential but not unique; 3. Acceptable but not necessary; and 4. Proscribed. It is acceptable to provide a graph, chart or table reflecting these elements.
2. Provide a reflection around how treatment would look for an individual coming for substance abuse treatment with therapists who practiced each modality.

This 2000 word (maximum) report should highlight commonalities and differences of psychological treatment approaches and how the common factor approach underlies treatment modalities. This report is typically due at the end of week 10. Feedback will be provided via a rubric that overviews the noted elements above.

Course Learning Outcomes

- CLO2 : Effectively utilize ROM (Routine Outcome Measurements) techniques to measure and evaluate treatment outcomes.

Detailed Assessment Description

Additional information in providing a reflection around how treatment would look for an individual coming for substance abuse treatment with therapists who practiced each modality. In addition to providing some considerations of what treatment might encompass, consider such

questions as 'Which treatment modality do you think would be most effective?' 'Which one suits what you think might be your therapeutic preferences?'

Assessment Length

2000 words

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

Forum discussions

Assessment Overview

Fortnightly forum discussions on Moodle relating to lectures. You will be expected to answer the discussion question, as well as respond in a robust manner to at least one other student's post for each lecture. The discussion topics will be released post lecture and will be open for two weeks. Length of posts will vary dependent on topic and research/reflections required for adequate responses. Each post is worth a maximum of 10% of the mark, feedback on responses will be provided via email (rubric involves content quality and relevance, originality of reflection, and robustness of response to posts).

Course Learning Outcomes

- CLO1 : Apply knowledge of the common factors involved in therapeutic engagement with forensic clients including reflective practice as part of culturally sensitive professional and ethical practice.
- CLO2 : Effectively utilize ROM (Routine Outcome Measurements) techniques to measure and evaluate treatment outcomes.
- CLO3 : Conduct a culturally responsive case formulation leading to an effective treatment plan utilizing forensic and clinical skillsets.
- CLO4 : Conduct preliminary differential diagnosis of psychological and forensic psychological disorders and risk using dominant diagnostic frameworks and considering systemic and cultural issues.

Detailed Assessment Description

Please note that we have added lecture content to this course - each post will be worth 7% (with a bonus 1% for completion of all discussions).

Assignment submission Turnitin type

Not Applicable

General Assessment Information

Grading Basis

Standard

Course Schedule

Attendance Requirements

Please note that lecture recordings are not available for this course. Students are strongly encouraged to attend all classes and contact the Course Authority to make alternative arrangements for classes missed.

General Schedule Information

Week 1 Common Factors

Introduction to the course, review of outline and course expectations. Discussion of common factors and their part in therapeutic effectiveness, especially in relation to forensic interventions

Week 2 Routine Outcome Monitoring

Discussion on the research surrounding ROM, how to utilize it within the therapeutic milieu, and how to use the data for deliberate practice improvement of intervention

Week 3 Case Formulation

Presentation of the 5Ps (presenting issue, predisposing factors, precipitating factors, perpetuating factors, protective factors), especially as they related to forensic presentations in assessment and treatment. How the case formulation informs treatment planning.

Week 4 Motivational Interviewing

Introduction to the Stages of Change module, including discussion on strategies for intervention at each stage of change.

Week 5 Therapeutic interventions (clinical and forensic considerations)

Implementation of CBT within a forensic therapeutic session.

Week 6 Recharge week

Week 7 Systems of Diagnosis

Discussion of clinical and forensic systems of diagnosis, including DSM, ICD and forensic levels of risk/management

Week 8 MSE and Nexus of Mental Disorders and Offending

Mental status exam and the interaction of mental disorders and offending

Course Resources

Course Evaluation and Development

Have identified additional lectures from student feedback and APAC recommendations

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Anita McGregor					No	Yes

Other Useful Information

Academic Information

Upon your enrolment at UNSW, you share responsibility with us for maintaining a safe, harmonious and tolerant University environment.

You are required to:

- Comply with the University's conditions of enrolment.
- Act responsibly, ethically, safely and with integrity.
- Observe standards of equity and respect in dealing with every member of the UNSW community.
- Engage in lawful behaviour.
- Use and care for University resources in a responsible and appropriate manner.
- Maintain the University's reputation and good standing.

For more information, visit the [UNSW Student Code of Conduct Website](#).

Academic Honesty and Plagiarism

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. 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, plagiarism and the use of AI in assessments can be located at:

- The [Current Students site](#),
- The [ELISE training site](#), and
- The [Use of AI for assessments](#) site.

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

Submission of Assessment Tasks

Penalty for Late Submissions

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Any variations to the above will be explicitly stated in the Course Outline for a given course or assessment task.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Special Consideration

If circumstances prevent you from attending/completing an assessment task, you must officially apply for special consideration, usually within 3 days of the sitting date/due date. You can apply by logging onto myUNSW and following the link in the My Student Profile Tab. Medical documentation or other documentation explaining your absence must be submitted with your application. Once your application has been assessed, you will be contacted via your student email address to be advised of the official outcome and any actions that need to be taken from there. For more information about special consideration, please visit: <https://student.unsw.edu.au/special-consideration>

Important note: UNSW has a “fit to sit/submit” rule, which means that if you sit an exam or submit a piece of assessment, you are declaring yourself fit to do so and cannot later apply for Special Consideration. This is to ensure that if you feel unwell or are faced with significant circumstances beyond your control that affect your ability to study, you do not sit an examination or submit an assessment that does not reflect your best performance. Instead, you should apply for Special Consideration as soon as you realise you are not well enough or are otherwise unable to sit or submit an assessment.

Faculty-specific Information

Additional support for students

- [The Current Students Gateway](#)
- [Student Support](#)
- [Academic Skills and Support](#)
- [Student Wellbeing, Health and Safety](#)
- [Equitable Learning Services](#)
- [UNSW IT Service Centre](#)
- Science EDI Student [Initiatives](#), [Offerings](#) and [Guidelines](#)