



## UNSW Course Outline

# PSYC7422 Professional and Ethical Practice (Forensic) 6 - 2024

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## General Course Information

**Course Code :** PSYC7422

**Year :** 2024

**Term :** Term 3

**Teaching Period :** T3

**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 provides continued training in psychological assessment, treatment skills and ethical practices as required in the professional context. This course is associated with the external placements as required by the Psychology Board of Australia. Presented through

lectures and workshops, material is balanced between lectures, case presentations and hands on experiential learning leading to in vivo experience in placements.

## **Course Aims**

The focus of this course is to help students develop 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 through lectures and workshops, and practiced through role plays leading to in vivo practice within placements.

## **Relationship to Other Courses**

completion of PEP5 (which includes completion of placement expectations)

# Course Learning Outcomes

Course Learning Outcomes
CLO1 : Apply knowledge of Forensic Psychological practice in order to utilise an evidence-based approach to understand and change behaviour and attitudes.
CLO2 : Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.
CLO3 : Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.
CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from others.

Course Learning Outcomes	Assessment Item
CLO1 : Apply knowledge of Forensic Psychological practice in order to utilise an evidence-based approach to understand and change behaviour and attitudes.	<ul style="list-style-type: none"><li>• Compulsory Activity – Placement: Completion of final external placement</li><li>• Review</li></ul>
CLO2 : Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.	<ul style="list-style-type: none"><li>• Skill development: ethical case presentation</li><li>• Compulsory Activity – Placement: Completion of final external placement</li><li>• Review</li></ul>
CLO3 : Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.	<ul style="list-style-type: none"><li>• PEP log book &amp; evaluation</li><li>• Skill development: ethical case presentation</li><li>• Compulsory Activity – Placement: Completion of final external placement</li><li>• Review</li></ul>
CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from others.	<ul style="list-style-type: none"><li>• PEP log book &amp; evaluation</li><li>• Compulsory Activity – Placement: Completion of final external placement</li><li>• Review</li></ul>

## Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

# Assessments

## Assessment Structure

Assessment Item	Weight	Relevant Dates
Compulsory Activity – Placement: Completion of final external placement Assessment Format: Individual	0%	Start Date: Not Applicable Due Date: prior to T1 2025
Skill development: ethical case presentation Assessment Format: Individual	40%	Start Date: Not Applicable Post Date: 15/11/2024 05:00 PM
PEP log book & evaluation Assessment Format: Individual	10%	Start Date: Not Applicable Post Date: 22/11/2024 05:00 PM
Review Assessment Format: Individual	50%	Start Date: Not Applicable Due Date: Not Applicable

## Assessment Details

### Compulsory Activity – Placement: Completion of final external placement

#### Assessment Overview

Hurdle Task: You must successfully complete your second external placement for a total of 1000 hours of placement (with 400 hours of direct client activities), and submit all associated documentation and logs to the placement coordinator. The Course Convenor will review relevant placement documents and/or consult with the external placement coordinator. This is a course requirement; if a placement is marked as an “unsuccessful completion”, the Program Director has the discretion to fail the student in the course and implement a remedial plan. A second failure can result in termination of the student’s program.

#### Course Learning Outcomes

- CLO1 : Apply knowledge of Forensic Psychological practice in order to utilise an evidence-based approach to understand and change behaviour and attitudes.
- CLO2 : Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.
- CLO3 : Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.
- CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from others.

#### Detailed Assessment Description

The Competency Review form must be reviewed and found to be of satisfactory progression.

### Assessment Length

n/a

### Assignment submission Turnitin type

Not Applicable

### Hurdle rules

as noted above

### Generative AI Permission Level

#### No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see [here](#).

professional practice

### **Skill development: ethical case presentation**

#### Assessment Overview

You will write up steps within an ethical problem-solving task (provided in class 1) using ethical problem solving framework. Documentation required:

- Paper of no more than 2000 words outlining ethical problem solving framework of ethical case as presented in class and available to students via available platforms. This task is due at 5pm on the Friday of week 10.

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

#### Course Learning Outcomes

- CLO2 : Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.
- CLO3 : Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.

#### Detailed Assessment Description

the ethics case study will be on Teams in your student materials for PEP6 on day 1 of term.

### Assessment Length

2000 words

### Assignment submission Turnitin type

Not Applicable

### Generative AI Permission Level

#### **Simple Editing Assistance**

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see [here](#).

grammar and spell checking, referencing software

### **PEP log book & evaluation**

#### Assessment Overview

You will provide reflections of lectures and workshops provided in PSYC7422 with a focus on how you will implement your learning into your professional practice. There is no word count for this activity and it is due at 5pm on the Friday of week 11. Feedback is either provided orally during Review or via email.

You are also asked to provide an evaluation of the program – what worked, what didn't – and any recommendations. There is no format or length expectation on this activity.

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

#### Course Learning Outcomes

- CLO3 : Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.
- CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from

others.

#### Detailed Assessment Description

see above

#### Assignment submission Turnitin type

Not Applicable

#### Generative AI Permission Level

Simple Editing Assistance

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grammar and spell check

## Review

#### Assessment Overview

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 it during the meeting). All documentation to be placed in private Teams channel. 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:

- Agenda (with time marks, as well as other relevant learning issues, feedback on documentation, etc.). Agenda should be learning rather than outcome focussed.

- Assessment:

- o Risk assessment of client, including ONLY the following sections – summary and risk formulation, treatment and supervision recommendations (i.e., you do not need to include the background information). Do not utilise UFPC report template.
- o Full interview protocol (only offence ‘block’ need be completed) and any risk protocols utilised
  - Treatment
- o Treatment Summary Report (do not use UFPC template)
  - Final Competency Review Form
  - Evaluation of program (can be submitted post review)

Assessment Video – Pre-sentence assessment with client with domestic violence conviction who denies assault of partner. Collateral interview exists, which you have read as part of file review (file documentation includes collateral as well as previous convictions of assault) - partner indicated long history of DV. Solicitor has indicated client unlikely to be serving time.

Must show evidence of:

- Common factors (e.g., evidence of validation, listening, ability to challenge)
- Dealing with conflicting information with client
- Reviewing relationships and offence ‘blocks’ of your assessment protocol

Therapy Video – Client is victim/survivor of domestic violence; motivated and holds multiple cognitive distortions related to DV. Client comes into session and states therapy is ending.

Session that shows evidence of:

- Use of ROM (routine outcome monitoring)
- Clarification of issue and summary of treatment progress
- recommendations,
- management of safety issues.

\* Preparation for Review: Each PEP course has video requirements for the Review, which involves organising role plays with a PEP3 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.

### **Course Learning Outcomes**

- CLO1 : Apply knowledge of Forensic Psychological practice in order to utilise an evidence-based approach to understand and change behaviour and attitudes.
- CLO2 : Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.
- CLO3 : Communicate effectively (orally and in writing) and respectfully in a variety of formats and contexts in multidisciplinary forensic psychology environments.
- CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from others.

### **Detailed Assessment Description**

see above

### **Assessment Length**

n/a

### **Assessment information**

additional information on the client for the assessment will be provided on Teams in the course documentation/slides folder.

### **Assignment submission Turnitin type**

Not Applicable

### **Generative AI Permission Level**

#### **Simple Editing Assistance**

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grammar and spell check

## 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

classes will be held fortnightly and be utilized as online group supervision. Students are responsible for identifying agenda items for discussion. Teams invites will be sent for September 16, September 30, October 14, October 28 and November 11.

Additional workshops

DBT (9-5pm)

September 12 (Mathews 1616)

September 20 (Morven Brown G3)

September 26 (Mathews 1616)

October 3 (Mathews 927)

Self Care TBD

Expert Witness Testimony (2 days) TBD

Forensic and Clinical Research Conference October 23

# Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Anita McGregor		Mathews 1009	Teams	as agreed	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](#)