



UNSW

UNSW Course Outline

PSYC7409 Professional and Ethical Practice (Forensic) 1 - 2024

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General Course Information

Course Code : PSYC7409

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 provides introductory training in psychological assessment, treatment skills and ethical practices as required in the professional context. This course is associated with the Readiness Module at the UNSW Forensic Psychology Clinic. Presented through lectures and

workshops, material is balanced between lecture, case presentations and hands on experiential learning leading to in vivo experience in the Readiness Module and future 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

Students must successfully complete PSYC7409 (including the Readiness module), 7423 and 7424 in order to progress to PSYC7410 and the Orientation placement.

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.
CLO5 : Develop a framework for, and apply theories of forensic psychology to deliver evidence based assessments for a diversity of forensic populations, including the development of an assessment protocol, understanding of psychological testing, and risk assessment theory and practice.

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"> • Review • Compulsory activity: Readiness module • Skill development • Actuarial and Structured Professional Judgment Assessments & report writing
CLO2 : Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.	<ul style="list-style-type: none"> • Review • Compulsory activity: Readiness module • Skill development • Actuarial and Structured Professional Judgment Assessments & report writing
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"> • PEP log book • Review • Compulsory activity: Readiness module • Skill development • Actuarial and Structured Professional Judgment Assessments & report writing
CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from others.	<ul style="list-style-type: none"> • PEP log book • Review • Compulsory activity: Readiness module • Skill development • Actuarial and Structured Professional Judgment Assessments & report writing
CLO5 : Develop a framework for, and apply theories of forensic psychology to deliver evidence based assessments for a diversity of forensic populations, including the development of an assessment protocol, understanding of psychological testing, and risk assessment theory and practice.	<ul style="list-style-type: none"> • Review • Compulsory activity: Readiness module • Skill development

Learning and Teaching Technologies

Moodle - Learning Management System | Microsoft Teams

Learning and Teaching in this course

Classes often go into Week 11 as Easter Monday (week 8) has no class

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Review Assessment Format: Individual	40%	Start Date: Not Applicable Due Date: as organised with course convenor
Compulsory activity: Readiness module Assessment Format: Individual	0%	Start Date: Not Applicable Due Date: Not Applicable
Skill development Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Not Applicable
PEP log book Assessment Format: Individual	10%	Start Date: Not Applicable Due Date: Not Applicable
Actuarial and Structured Professional Judgment Assessments & report writing Assessment Format: Individual	30%	Post Date: 28/03/2024 05:00 PM

Assessment Details

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 required for the Review must be sent at least three business days prior to gain feedback (ensure you add an agenda item regarding review of written documents if you want feedback during the meeting). All documentation can be put into your private Teams folder. 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:

1. Agenda. At a minimum the agenda must include time marks for required criteria on videos, feedback on documentation (if on agenda and documents have been received as above), and reflections on learning from video assignment and documentation

2. Assessment:

o Documentation – Your own consent form for assessment (do not use UFPC consent forms).

Must cover all aspects of informed consent as per APS code of ethics.

o Presentation section for assessment role play

o Your assessment protocol you have developed through workshops and Readiness Module

o Scan of your notes from assessment

3. Therapy:

o Your consent form for assessment (do not use UFPC consent)

o Therapy session plan (for following session) (do not use UFPC session plan)

o FIT forms (scored)

o Session Impact Grid (template provided)

o Session summary from therapy role play (NOT a HOSRAPs, but should include relevant information and meet minimum criteria for record keeping)

4. Consent practice form (for sighting – will need to be completed by end of Psyc7419)

Assessment Video – Forensic assessment of a client at presentence who has been referred for an assessment of the mitigating factors regarding their offending. Conduct a thorough clinical interview (no testing). Timemarks for agenda:

- Informed consent,
- Showing interview skills (asking open and closed ended questions, providing validation when appropriate, listening skills, ability to build rapport, to direct client)
- following a thorough and task appropriate interview structure (i.e., your interview protocol)

Therapy Video – First session of therapy, client has goal in mind, is motivated to attend, and in ‘action’ stage of change. Timemarks includes:

- informed consent,
- development of rapport
- common factors (alignment to an explainable model of therapy, aid in identifying goals, able to create hope and expectancy through use of micro skills)
- administration of the ORS with description of ROM,
- brief assessment/intro (the mini-A), including a FIDI where appropriate,
- introduction to CBT,
- explanation of homework,
- summary of session, including administration and discussion of the SRS
- scheduling.

* Preparation for Review: Each PEP course has video requirements for the Review, which involves organising role plays with a PEP4 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 convenor cannot assess the required skills). Ensure that you prepare your role play 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

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- CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from others.
- CLO5 : Develop a framework for, and apply theories of forensic psychology to deliver evidence based assessments for a diversity of forensic populations, including the development of an assessment protocol, understanding of psychological testing, and risk assessment theory and practice.

Assignment submission Turnitin type

Not Applicable

Compulsory activity: Readiness module

Assessment Overview

Hurdle task - You must successfully complete Readiness Module and submit all associated documentation and logs to Clinic Director. This is a course requirement; if the Readiness Module is deemed 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.

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Detailed Assessment Description

Information on tasks for the Readiness module are available on Teams, and will be discussed with interns when they begin their placements in early March.

Assignment submission Turnitin type

Not Applicable

Skill development

Assessment Overview

All ethics documentation provided on Teams must be read by Ethics class (class 2), with completion of ethics quiz completed by 5pm on Friday of week 10. You will develop your assessment protocol throughout the year, beginning in the workshop in Orientation week. This individual protocol will form the basis for preparation for most week's coursework where you will practice and refine your protocols through role plays and discussion. Your protocol will be assessed in class role plays, as a task during Readiness, and as part of your Review.

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

Course Learning Outcomes

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- CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from

others.

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Assignment submission Turnitin type

Not Applicable

PEP log book

Assessment Overview

You will write reflections about lectures and workshops provided in PSYC7409 with a 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.

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.

Assignment submission Turnitin type

Not Applicable

Actuarial and Structured Professional Judgment Assessments & report writing

Assessment Overview

In conjunction with the workshops on assessment and report writing, you will choose one Actuarial/Structured Professional Judgment (SPJ).

Tests can be chosen through the test library at the UNSW Forensic Psychology Clinic. You must choose unique tests from each other – the process for choosing tests will be discussed in class. You will develop a ‘case’ and conduct the test using test materials. Additionally, you must provide a written section of the report (Results of Testing) that includes a description of the test, limitations and interpretation of the results found in administration, as well as the documentation utilised (e.g., test profiles, etc.). If using an SPJ, you must show evidence of consideration of

confirming and discrepant information for risk factors. The word count for this report will vary dependent on the test utilised, and is due at 5pm on the Friday of week 7. Written feedback is provided via a rubric.

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

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- CLO2 : Apply critical thinking skills to ethical decision making, client assessments, and intervention techniques.
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- CLO4 : Evaluate skill development through reflective and reflexive tasks, and feedback from others.

Assignment submission Turnitin type

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

General Assessment Information

Grading Basis

Satisfactory

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

Overview of term, assessments and assignments. Regulatory considerations for provisional psychologists

Review of course and assignments, discussion of regulatory bodies (AHPRA, APS and APAC)

Week 2

Ethics, Informed consent, note taking

Identification of ethical problem solving, informed consent procedures and practice, note taking for therapy and assessment procedures (student will need to have read APS Code of Conduct and ethical guidelines prior to class and informed instructor of same)

Week 3

Interview Procedures

Demonstration and role play of consent, family history, education and work history (preparation of interview proforma for sections required prior to class).

Week 4

Interview Procedures

Demonstration and role play of consent, relationship history and health/mental health sections of assessment (preparation of interview proforma for sections required prior to class).

Week 5

Interview Procedures

Demonstration and role play of consent, substance abuse and offence sections of assessment (preparation of interview proforma for sections required prior to class).

Week 6

Interview Procedures

Demonstration and role play of consent, current functioning sections of assessment (preparation of interview proforma for sections required prior to class).

Week 7

Interview Procedures

Review of assessment process and discussion of case formulation, testing considerations,

writing the report

Week 8

Initial session of therapy

Demonstration and role play of consent, introduction of ROM, identification of issues, explanation of CBT

Week 9

Initial session of therapy

Demonstration and role play of homework and troubleshooting

Week 10

Initial session of therapy and course debrief

Writing up session notes, case formulation, and session preparation for session two. Course debrief

Course Resources

Course Evaluation and Development

Feedback through MyExperience, as well as informal feedback throughout the term/year. We review each course at an annual program meeting.

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](#)