

Master of Psychology (Forensic)

2016 Program Guide

Never Stand Still

Science

Psychology

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READ THIS!

This is a lengthy and detailed document. Everything included here has been included for a reason. *You should 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. Don't make the same mistake. *Any information in this document supersedes any previous handbook, and APAC regulations supersede this handbook.*

1. Read this guide from cover-to-cover more than once.
2. If you ever have any questions about the program see 1 above and your question will more than likely be answered.
3. If you have followed 1 and 2 above but still have a question, don't hesitate to email the program staff:
 - a. Program Director: Richard Kemp richard.kemp@unsw.edu.au,
 - b. Placement Coordinator: Anita McGregor amcgregor@unsw.edu.au
 - c. Administrative Officer (Postgraduate Support): Emmalee O'Grady emmalee.ogrady@unsw.edu.au
 - d. Course Coordinator: <http://www.handbook.unsw.edu.au/2016/index.html>.
4. Be aware, when you join the Master of Psychology (Forensic) program you are no longer a student, you are a professional in training. You are expected to conduct yourself accordingly.
5. Students are expected to attend all program lectures, seminars, workshops, conferences and meetings. Absences should be treated in the same way that you would if you are unable to attend a scheduled appointment at work (i.e., you should expect that *your absence will be noted* 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 a medical certificate should be submitted.
6. Attendance at the Annual Forensic Psychology Research Conference (semester 2 week 13) is mandatory for all students.
7. As students enter into their program, they are required to be registered with AHPRA (Australian Health Practitioner Regulation Agency) as a provisional psychologist, **EVEN IF YOU ARE NOT DOING A PLACEMENT IN YOUR FIRST YEAR.** This means that as an intern, a student is governed not only by the relevant University and placement provider regulations, but also AHPRA regulations. Adherence to placement protocols is mandatory and breaches will be dealt with strictly, and may have to be reported to AHPRA. Significant breaches could result in AHPRA cancelling your registration or imposing other limits on your registration.
8. Each placement must be within 250-350 hours, with anything outside that general range must be discussed with the Placement Coordinator.
9. A student may not count any hours toward a placement until all conditions described at 4.2 have been met. This includes providing the Placement Coordinator with a completed copy of the Basic Contract and the Placement Supervisor with a copy of the Indemnity Letter.
10. Should a student fail any course (including Thesis and Professional and Ethical Practice), they will be permitted to re-enrol in that course. Should the student fail the course the second time,

the Program Director will recommend that their place in the program be terminated. That is a student may only attempt each course twice.

11. Supervisors and students should work closely together in order to gain the required ratio of supervision (one hour of supervision for each and every 7.5 hours of professional practice). Ultimately however, supervision attainment is the responsibility of the student. Failure to obtain the required supervision is grounds for a placement to be deemed 'unsatisfactory'.

PART 1: The Master of Psychology (Forensic) Program

1.1 Introduction to the MPsychol (Forensic) program

The Master of Psychology (Forensic) program was first offered in 1998. The degree is unique among masters programs in forensic psychology at Australian universities in that both a school of psychology and a law school are involved in its teaching; each School at UNSW is a recognised leader in its field in Australia. The program is accredited as fifth and sixth years of study leading to generalist registration with PsyBA (Psychology Board of Australia) which is a part of AHPRA (Australian Health Practitioner Regulation Agency), as well as full membership of the Australian Psychological Society (APS). Graduates who complete two years of supervision by an accredited supervisor after completing the program are eligible for endorsement as a Forensic Psychologist, and for membership of the APS Forensic College.

1.2 Aims of the program

The Masters degree in Forensic Psychology provides graduate training for psychologists who intend to pursue a career in forensic settings. Forensic psychology is 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 in the 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.

Recent trends across Australia have resulted in forensic psychologists being in marked demand by many government and private organisations because specialised forensic expertise is required to meet the rising needs of many forensic agencies. The MPsychol (Forensic) program aims to produce graduates with expertise in both the criminal and civil domains of forensic psychology. Graduates will be equipped with knowledge and skills in a diverse range of areas, including interviewing and intervention skills, civil and criminal law, assessment and management of adult and child issues that present in forensic settings, expert testimony, investigative approaches, and policy issues and research. There is a strong emphasis on the integration of psychological, research and legal skills.

1.3 Components of the program

The program has three components; Coursework, Research Thesis and Placements, all of which are described below.

Course work

Students attend lectures in subjects including: Law for Psychologists, Research and Evaluation Methods, Psychological Assessment, Applications of Forensic Psychology, Interventions in Forensic Psychology, Experimental Psychology and Law. A sample timetable is included (Table 1) in this Guide.

Research Thesis

The research project and thesis are designed to help the student develop research skills that are essential to the work of a professional forensic psychologist. The thesis should be an investigation into some aspect of forensic psychology, and the research may be conducted either at the university or in a suitable field setting. No particular type of project is stipulated, but the student must make a major contribution to the design, implementation and evaluation of the project. The thesis is written in the style of a journal article suitable for submission to a specific, peer-reviewed academic journal and must be about 7,000 words in length (including abstract but excluding references, appendices and text appearing in tables and figures).

Placement Hours (Professional Practice)

Students gain practical skills of forensic psychology by participation in three components of the placement program:

- Seminars and workshops conducted internally at the university
- Participation in the Wentworth Forensic Clinic, and
- Placements in external settings

Students attend seminars, meetings and workshops that focus on ethical practice and skills training, such as interviewing skills, risk assessment, intervention techniques, group dynamics, providing expert testimony, report writing, and professional supervision. There is a strong emphasis on the code of professional conduct and ethical issues that arise in the context of working within a forensic context and with individuals of diverse cultural backgrounds, groups, organisations, other professionals and the public.

The satisfactory completion of a minimum of one thousand (1000) supervised hours of placement across both the Wentworth Forensic Clinic (a joint project between UNSW and Corrective Services NSW – CSNSW) and approved external settings is required. In the first year of a full-time program, students will complete approximately half of their hours through a research placement and develop their clinical skills through observation and competency based skill development at the Wentworth Forensic Clinic (WFC). Over the second year of a full-time program, students work with increasing autonomy by completing external placements (with the option to apply for an advanced placement within the WFC) to broaden their skill base. Placement supervisors provide detailed feedback to students regarding their skill development on placement; this feedback will be used to help determine whether the student's performance is satisfactory as per the agreed goals. The placements will be organised so that the student experiences a range of settings and have a chance to acquire the skills necessary for successful completion of the program. Further details of the placement process are provided in Part 2 of this document.

1.4 Program structure

The University year extends from late February to November, and is divided into two twelve-week semesters. These twelve weeks of teaching occur during the thirteen weeks specified in the University calendar and generally run within weeks one through twelve. There is a recess of several weeks between the two semesters, and a one-week mid-semester break within each semester. Within the Masters program however, these semesters and breaks apply only to the lecture timetable; teaching can occur from 'orientation week' to post week twelve (such as the Research Conference which occurs on week 13 of second term and is mandatory for all students to attend). Practical work, such as placements, and thesis research continue throughout the year.

The degree is designed to be completed in a full-time mode over two-years. A part-time course load can be taken to spread the program over three or four years, however in practice where PEP (Professional and Ethical Practice) or Thesis courses are being taken the course obligations will unavoidably extend beyond traditional part-time requirements (you will likely be required on campus or at placement most days of the week) and so are not generally compatible with part-time or inflexible paid outside work.

A combined Doctor of Philosophy/Master of Psychology (Forensic) degree program is available over four or five years of full-time study. Students in the combined program complete the coursework and placement components of the Masters program while simultaneously undertaking a PhD in psychology. This is a very demanding program and is only available to very academically strong students who have been awarded an Australian Postgraduate Award scholarship to undertake a PhD.

Students are sometimes permitted to switch from the Masters program onto the combined program but it is not possible to switch from the combined program to the Masters program. Students wishing to apply to the combined program, or wishing to transfer from the Masters to the combined program, should discuss this with the Program Director.

In order to be admitted into the combined program you must hold:

1. An APA scholarship
2. a successful application to the School of Psychology PhD program,
3. a successful application to the Master (Forensic) Program AND
4. approval to undertake the combined degree from the Forensic Program Team.

Generally we will not admit applicants to the combined program until they completed their first semester (full-time) of the Masters program and have demonstrated strong performance across all of their courses.

Students considering completing the program in the part-time mode should read the information provided for them in Section 1.7 and must plan their enrolment in consultation with a member of the forensic program staff. Students should revisit their enrolment plans with the program staff once a semester to ensure smooth and timely progression of the degree.

Table 1: illustration of the program structure as it applies to full-time students (see Notes).

| Stage 1 (equivalent to first year of study for full-time students) | | | |
|--|--|------------------------|--|
| Course Code | Course Name | Units of Credit | Hrs/wk (classroom contact only) |
| Semester 1 | | | |
| PSYC7001 | Psychological Assessment 1 | 6 | 3 |
| PSYC7400 | Interventions in Forensic Psychology 1 | 6 | 3 |
| PSYC7401 | Interventions in Forensic Psychology 2 | 6 | 3 |
| PSYC7409 | Professional & Ethical Practice (Forensic) 1 | 6 | * |
| Semester 2 | | | |
| LAWS9800/9810 | Civil/Criminal Law for Psychologists** | 6 | ** |
| PSYC7000 | Research and Evaluation Methods | 6 | 2 |
| PSYC7402 | Applications of Forensic Psychology | 6 | 2 |
| PSYC7410 | Professional & Ethical Practice (Forensic) 2 | 6 | * |
| Stage 2 (equivalent to second year of study for full-time students) | | | |
| Semester 1 | | | |
| PSYC7403 | Experimental Psychology and Law | 6 | 2 |
| PSYC7411 | Professional & Ethical Practice (Forensic) 3 | 6 | * |
| PSYC7413 | Research Thesis (Forensic) 1 | 12 | |
| Semester 2 | | | |
| LAWS9800/9810 | Civil/Criminal Law for Psychologists** | 6 | 2 |
| PSYC7412 | Professional & Ethical Practice (Forensic) 4 | 6 | * |
| PSYC7414 | Research Thesis (Forensic) 2 | 12 | |

Notes

* The Professional & Ethical Practice Courses (PSYC7409, PSYC7410, PSYC7411 and PSYC7412; referred to as PEP1, PEP2, PEP3 and PEP4 respectively) normally involve two hours of tutorials each week plus several all-day workshops (it is reasonable to expect roughly 1 workshop per week of semester) and are associated with placement hours.

****LAWS9800 and LAWS9810 are offered in alternate years. Students can complete these two courses in any order and should enrol in whichever is offered, regardless of whether they are in Stage 1 or 2. Part-time students should pay particular attention to their registration for these courses. LAWS9800 tends to run as four workshop days. LAWS9810 tends to run as three hour classes over 8 weeks but these patterns of delivery cannot be guaranteed**

Several of the courses in the Forensic program are common with the Clinical Masters program. We have endeavoured to organise a timetable in consultation with the Clinical Masters program so that classes are provided in an effective manner. The program timetable for all but one course (PSYC7000) is managed by the School, not managed centrally by UNSW Learning Spaces, so it is usually made available a few weeks prior to the commencement of the next semester. It can be accessed from the right-hand side menu [here](#). Class information may be posted on myUNSW once the semester starts, however the School website should be used as the primary source of timetable information until further notice.

A provisional 2016 timetable is shown below. The timetable varies from year to year. Please note that some changes may still be necessary.

Please also note that this timetable does not include all day workshops associated with the Professional & Ethical Practice courses. In practice, including the coursework, placements, workshops and thesis research, most students should expect to have program-related commitments on most week days at most times during their 2 years of full-time registration.

Term 1

| | Monday | Tuesday |
|-----|----------------|----------------|
| 9am | PSYC7400 (YR1) | PSYC7400 (YR1) |
| 10 | | PSYC7401 (YR1) |
| 11 | PSYC7411 (YR2) | |
| 12 | | |
| 1 | PSYC7409 (YR1) | PhD Seminar |
| 2 | | |
| 3 | | |
| 4 | PSYC7403 (YR2) | PSYC7001 (YR1) |
| 5 | | |
| 6 | | |
| | Shared class | |
| | Forensic class | |

Term 2

| | Monday | Tuesday |
|-----|----------------|---|
| 9am | | LAWS9800/9810 (civil and criminal law courses taught every other year and taught in this time slot OR in workshop form on Thursday or Friday) |
| 10 | | |
| 11 | PSYC7410 (YR1) | |
| 12 | | |
| 1 | | PhD Seminar |
| 2 | | |
| 3 | PSYC7000 (YR1) | |
| 4 | | |
| 5 | | PSYC7402 (YR1) |
| 6 | | |
| | Shared class | |
| | Forensic class | |

1.5 Student attendance

The Master of Psychology (Forensic) is not an external program.

Students are expected to attend all lectures, seminars, workshops and meetings and absences should be treated in the same way that you would if you are unable to attend a scheduled appointment at work (i.e., you should expect that your absence will be noted 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 a medical certificate should be submitted.

Unexcused absences are unprofessional and will be considered a matter of professional competence requiring remediation. Explanations of absences from classes, or requests for permission to be absent from forthcoming classes, should be addressed to the Course Coordinator and/or the Program Director. Where applicable these requests should be accompanied by a medical certificate. If examinations or other forms of assessment have been missed or circumstances are affecting course performance then the student should apply for Special Consideration (<https://student.unsw.edu.au/special-consideration>). If students attend less than eighty per cent of their possible classes they may be refused final assessment.

Students are also encouraged to participate in the general academic and social life of the School, by attending School meetings, seminars and social gatherings.

1.6 Staff associated with the program

School of Psychology

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

[Dr Kristy Martire](#), BA Syd., MPsychol (Forensic) PhD UNSW, ARC DECRA Fellow

[Anita McGregor](#), Director, Wentworth Forensic Clinic, Placement Coordinator

[Dr 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.

[Dr Melanie Gleitzman](#), BA PhD UNSW

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

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

[Associate Professor Jessica Grisham](#), BA PhD

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

[Professor Michelle Moulds](#), BA, M.Psych, PhD, ARC Australian Research Fellow

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

Wentworth Forensic Clinic

Anita McGregor, Clinic Director

Kevin O'Sullivan, Supervisor

Delphine Bostock, Supervisor

Anna Robilliard, Supervisor

School of Law

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

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

Mehera San Roque, BA LLB (Hons) Syd, LLM BC

Honorary Associates

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

1.7 Information for part-time students

This is a demanding program of study, and it is not possible to undertake this program part-time while working full-time (or even while working part-time depending on the courses being taken). When students complete their 'PEP' courses (PSYC7409/7410/7411/7412) with the accompanying workshops and placements, they are usually engaged in some university related activity every weekday. Students who do paid work generally maintain a weekend position or a job with a very flexible work schedule (i.e., that permits working outside of business hours).

Part-time students must plan their program carefully and have a realistic understanding of their situation; there is little flexibility in the requirements of the program and the program is not designed to suit the needs of students who wish to undertake paid work during business hours. Part-time students are required to meet with the Program Director soon after enrolling to plan their program, and should contact the Program Director at the start of each semester to review their plan.

Some issues of particular importance to the planning of part-time students' programs are:

- When to undertake placements, and the relationship between placements and PEP courses. This is an important issue for full-time students, but is critical to the progress of part-time students. See Part 4 of this Guide for further details.
- The availability of courses which do not run each year. Some courses – such as Law for Psychologists 1 and 2 are not offered every year. These two law courses are offered alternate years but can be taken in any order. Part-time students should take these courses at the earliest opportunity.
- Undertaking the research thesis. The research thesis is scheduled as two courses, PSYC7413 and PSYC7414. Full-time students normally enrol for these courses in Semester 1 and Semester 2 respectively of their final year. As PSYC7413 and PSYC7414 are both worth 12 UOC, part-time students are not expected to enrol for other courses while undertaking their thesis.
- Students must complete PEP1, PEP2, PEP3 and PEP4 in order, and generally should take the PEP1/2 in adjacent semesters and PEP3/4 in adjacent semesters. Be aware that each of the PEP course is associated with a series of workshops and other commitments.

1.8 Student Liaison Committee

At the start of each academic year, the students enrolled in the program will elect up to four students to act as student representatives to sit on the Staff student Liaison Committee. The Liaison Committee will meet once per semester (normally towards the middle of the semester). The student representatives can bring any issues of concern to the committee. The Program Director will provide a written response to the issues raised.

In addition to this formal mechanism, students are encouraged to raise any issues of concern with the Program Director or other program staff either in person or by email as they arise.

1.9 Final student standing

At the successful completion of the program, students will be graded as part of their degree. As of 2015, the determination of the standing [First Class Honours, Second Class (First Division), Second Class (Second Division), or Pass] will be determined by a weighted average of all courses, including the Professional & Ethical Practice classes. The weighting is determined by UOC and can be summarised as follows: 25% research thesis; 25% Professional and Ethical Practice courses; 50% other courses.

PART 2: Information Regarding Coursework

2.1 Coursework details

The Coursework component of the Master of Psychology (Forensic) consists of weekly lectures, seminars and workshops. These are assessed by written and other forms of assessments (reports/essays, class tests, video supervision and/or final examinations).

We have an expectation that students in the program will be able to achieve and maintain an average mark of 75 Distinction across their courses. Each student's performance is reviewed at the end of each semester and where a student is observed to be falling below this performance standard a meeting with the Program Director will be arranged to review progress and explore options and support for the future.

Should a student fail a course, they will be permitted to re-enrol for a second time only. Should the student fail the course the second time, the Program Director will recommend that their place in the program be terminated.

[LAWS9800 Law for Psychologists 1 \(6 UOC\)](#)

The course is a postgraduate elective. It is available to postgraduate psychology students. This course will provide an introduction to certain aspects of law relevant to forensic psychologists. Topics to be covered will include an overview of the Australian legal system, civil obligations (tort and contract) and family law.

Main Topics

- Legal system
- Civil Responsibility
- Family Law

The specifics of assessment change each semester the course is offered. Students enrolled in this course may check their Moodle course page for details.

[LAWS9810 Law for Psychologists 2 \(6 UOC\)](#)

The course is a postgraduate elective. It is available to postgraduate psychology students. The course examines systematically and in-depth major principles of Australian law governing arrest and search and seizure, matters relevant to the Accused, the Prosecution, the Judge and the Jury and trial procedure and an introduction to evidence law. As well as investigating many practical problems in applying the law, the course makes a sustained attempt to assist students to obtain a broad understanding of the framework of pre-trial and trial procedure.

Course Objectives

- To assist students to develop a functional and contextual knowledge of major areas of interest to psychologists that concern criminal law principles and issues, court procedure and the aspects of evidence law in an historical and socio-political context
- To assist students to develop further their capacities for disciplined analysis of facts and critical analytical skills concentrating on the legal principles as they affect criminal law, procedural law and evidence law
- To stimulate students to examine the criminal and procedural law in a social and historical context. This will involve comparing the position and power of the proponents in the criminal trial, noting the roles that each proponent undertakes and the way in which procedural and substantive law might be utilized by some of these proponents. Students should thus develop a critical understanding of and sensitivity to the way the criminal law, procedural law and evidence law operate in practice.

Main Topics

- An Introduction to issues associated with policing, arrest, and search
- The accused, the prosecution, the judge and the jury
- An introduction to evidence law
- Experts as witnesses, the accused and limitations on evidence - tendency and coincidence evidence and character of the accused

The specifics of assessment change each semester the course is offered. Students enrolled in this course may check their Moodle course page for details.

PSYC7000 Research and Evaluation Methods (6 UOC)

An examination of threats to the validity of causal inferences from randomised experiments, quasi-experiments and passive observational studies, with particular reference to field studies and program evaluations. Statistical power analysis, the analysis of data from non-equivalent control group designs, interrupted time series analysis, and structural modelling.

PSYC7001 Psychological Assessment 1 (6 UOC)

A theoretical basis, background information and practical skills in methods of assessment typically used in clinical, forensic, and organisational psychology. Topics will include:

- the assessment of intelligence in adults and children;
- assessment of adult abilities, vocational interests, and personality;
- use of behavioural/structured interviewing;
- computerised test administration and expert scoring systems;
- assessment centres;
- special purpose testing;
- preparation of assessment reports;
- the provision of feedback to clients and subjects; and
- ethical, legal and professional issues.

PSYC7400 Intervention in Forensic Psych 1 (6 UOC)

An introduction to clinical practice and covers the major anxiety and mood disorders. This course reviews the major models and research strategies for understanding psychopathology and clinical interventions. Specific psychological disorders are analysed in detail to illustrate the interplay of biological, cognitive, and behavioural models of psychological dysfunction. Each disorder is also described in terms of practical assessment and treatment procedures. This course is also taken by students from the Master of Psychology (Clinical) program where it is called Experimental Clinical Psychology 1 (PSYC7212).

PSYC7401 Interventions in Forensic Psych 2 (6 UOC)

The course provides theoretical knowledge and practical skills in child and adolescent clinical-forensic psychology. The focus is on aetiology, assessment, diagnosis, case conceptualisation, and empirically supported treatment of the most common child and adolescent clinical problems. These problems will be considered within the youth's relevant social context, including family, school, and peers. The course covers best practice guidelines and is guided by a scientist---practitioner approach. Part of this course is shared with Clinical Psychology, with workshops and assessments focussing on particular forensic issues related to children and adolescents.

PSYC7402 Applications of Forensic Psych (6 UOC)

This course is designed to provide students with a broad overview of the scope and form of research conducted within the field of forensic psychology. Aspects of the course will assist students to develop knowledge regarding the techniques and methods associated with research in forensic psychology.

Students will also develop skills necessary to undertake research in forensic psychology, including: the synthesis of available literature, identification of gaps and limitations, development of research proposals, drafting of grant applications, the design of experiments and evaluations, formulating critiques of existing literature and collaborating to analyse and evaluate research ideas/approaches.

[PSYC7403 Experimental Psychology & Law \(6 UOC\)](#)

This course places emphasis on in-depth study of selected topics from the field of Psychology and law that have been subjected to rigorous experimental study. Classes will be delivered by lecturers with expertise on substantive topics in experimental psychology and law. These topics may include: social framework/expert evidence, psychology of terrorism; identification evidence; detection of deception; criminal networks; offender profiling; substance use and post-traumatic stress disorder.

[PSYC7409 Professional & Ethical Practice 1 \(6 UOC\)*](#)

This course provides an introduction to skills training in a variety of tasks undertaken by forensic psychologists. It focuses on practical training of forensic skills and a thorough understanding of ethical principles and practices within professional settings. Skills training includes basic counselling and assessment skills, and cognitive techniques. There is a strong focus on the code of professional conduct, and ethical issues that arise in the context of working with individuals, cultural groups, organisations, other professionals and the public at large.

[PSYC7410 Professional & Ethical Practice 2 \(6 UOC\)*](#)

PEP2 continues to build on the skills presented in PEP1. A more in-depth understanding of skills such as Motivational Interviewing and Relapse Prevention are presented and practiced. Professional and ethical case presentations are discussed and applied to forensic populations.

[PSYC7411 Professional & Ethical Practice 3 \(6 UOC\)*](#)

Students in PEP3 follow case studies through from initial assessment to termination, with an emphasis on case presentation and oral/written skills.

[PSYC7412 Professional & Ethical Practice 4 \(6 UOC\)*](#)

PEP4 topics include expert witness testimony, ethics, self-care, and job preparation skills.

[PSYC7413 Research Thesis \(Forensic\) 1 \(12 UOC\)](#)

Research thesis involving an investigation into some aspect of forensic psychology.

[PSYC7414 Research Thesis \(Forensic\) 2 \(12 UOC\)](#)

Continuation of research thesis involving an investigation into some aspect of forensic psychology.

* In PSYC7409, PSYC7410, PSYC7411 and PSYC7412 - placements must be associated with a PEP class (i.e., you cannot be on placement without a PEP course being associated with that placement).

PART 3: The Research Thesis

3.1 Nature of Research

Area

The empirical project may 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.

Design

A wide variety of research strategies may be employed to meet the specific scientific aims of the 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 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. 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.

Participants

Participants may be drawn from a variety of forensic settings, other special populations (e.g., schools), the general community, or from the Psychology 1 participant pool. 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, although assistance will be given if possible to students who wish to collect data from specialised groups of participants.

Investigators

Often it is beneficial for a research project to be conducted in collaboration with other researchers. Firstly, it may be possible to work within an ongoing project, either within or outside of the School. While this arrangement may reduce the scope for determining the aims of the project, and to some extent the design and procedure employed, these costs may be offset by other benefits such as access to participants. In such instances, the thesis student should play an important role in determining some aspects of project design, implementation, and analysis.

A second example of collaborative research involves contracting to conduct a project commissioned or requested by some organisation. The benefits of such an arrangement are similar to those described above, but there is generally greater scope in determining the research strategy to meet the specified aims.

Finally, it may be advantageous in some projects for the research to be carried out by a small group (e.g., 2-3) of Masters students. This arrangement is particularly useful where a great deal of data collection and analysis is involved. In these cases some aspects of the design and implementation of the project may be shared but each student must have a clearly defined individual project and must write an independent thesis describing their own work.

Supervision

Each project has a primary supervisor who liaises with the Masters Committee. The primary supervisor is generally a member of the academic staff of the School of Psychology, UNSW.

Primary supervision can also be provided by a person with an academic, research or clinical position in another University unit (e.g., Law School) 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 either Richard Kemp or Kristy Martire) to liaise with the Masters Committee. In this case the student is required to ensure that both the external and internal supervisors meet initially to discuss their respective roles and to ensure both are fully informed of progress with the project. The internal/co-supervisor will have a particular role in ensuring that your project meets the requirements of the thesis and the MPsychol (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 Masters Committee and your progress in PSYC7413 or PSYC7414 may be reviewed.

A formal review of progress in PSYC7413 will be undertaken by the Masters Committee for each student at the end of PSYC7413 enrolment and prior to enrolment in PSYC7414. If satisfactory progress has not been made a remediation plan may be required. Successful completion of this remediation plan will be required to pass PSYC7413 and enrol in PSYC7414.

The completed thesis is marked by two members of the academic staff of the School of Psychology. The supervisor is not involved in marking the thesis but does provide the Marking Committee with an assessment of student contribution and competence throughout the project.

Statistical consultation

The supervisor has primary responsibility for advising on research design and data analysis. However, a supervisor who feels that additional advice is necessary can organise a meeting with an appropriate statistical consultant. Both the supervisor and student should attend such a meeting.

Resources

Computing facilities are available in several areas of the School of Psychology. Students are given their own Psychology account and are assigned a print quota. Students have access 24 hours a day/7days a week to these facilities. <http://www.psy.unsw.edu.au/current-students/computing-information#computingfacilities>.

If a student requires testing space or facilities they should consult with their supervisor in the first instance, and be guided by them thereon.

In addition, there are 2 bookable labs (142 and 1125) which are available to conduct research. Computer labs are booked through Camilla Leung, located on Level 15 of the Mathews building (psychology@unsw.edu.au).

Equipment: Students may use School equipment available for loan from the Technical Support Unit in Mathews Room 138 (e.g., tape recorders, slide projectors), tests available from the School Test Library (Level 8 of the Mathews building) or from the Wentworth Forensic Clinic test library, and specialised equipment under the control of their supervisor.

Consumables: Normally, photocopying and other consumables are paid for by the student or by other parties involved in the project.

Ethical issues

All research must comply with University ethical standards, regardless of the source of your participants. Ethics application procedures are described here: <http://www.psy.unsw.edu.au/research> (you need to scroll down). You must have an approved and signed copy of the application form back from the Head of School and an email confirming approval from the Deputy Vice Chancellor (Research) before you can commence your research. In addition to School and University approval (via the DVC-R), 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 academic supervisor can assist you to formalise an “ownership” agreement.

Publications

The 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. Students are encouraged to submit their research for publication in that journal and to present the research at relevant conferences. Order of authorship should be determined by the degree of contribution to the final product, including design, data collection, analysis and writing of the manuscript.

Research Conference

Students are required to give a 15/20 minute presentation of their thesis at the Annual Forensic Psychology Research Conference which is usually held in Week 13 of Semester 2 (plus 5 minutes for questions). Current Masters students, program graduates, internal and external supervisors and members of the Forensic community are invited to attend. This conference provides a showcase of the work of program graduates as well as an opportunity for students to impress potential future employers.

Attendance is compulsory for all students on the program.

3.2 Detailed timeline

Students, whether part-time or full-time, are normally required to enrol in PSYC7413 Research Thesis (Forensic) 1 in Semester 1, and PSYC7414 Research Thesis (Forensic) 2 in Semester 2, and to submit the thesis by the end of Semester 2 of that year. It is mandatory that the thesis be completed in two consecutive semesters.

The timetable for research projects is outlined below and at the end of this document. Applications for extensions will only be considered by the Masters Committee (the Program Director) when:

- The application is in writing
- Any delay is due to circumstances beyond your control (e.g., illness, equipment breakdown, constraints on collaborative research)
- Circumstances are documented (medical certificate, statement by supervisor), and
- Circumstances are reported as soon as they arise.

It is in your interest to control the scope of the project so as to be able to meet the research deadlines as well as other commitments (e.g., coursework, field placements).

Stage 1: the year preceding enrolment in Research Thesis (Forensic) 1

October/November: A list of potential academic supervisors from within the School of Psychology will be made available to students. Upon receipt of this information students are advised to: begin seriously considering possible research areas from those suggested by supervisors; begin reading in areas

identified by potential supervisors; speaking with possible supervisors about potential projects; documenting any agreements relating to the willingness of a supervisor to oversee your project.

November: Complete a form detailing preferences for supervisors and return it to the [Administrative Officer \(Postgraduate Support\)](#). The School attempts to achieve an equitable distribution of staff thesis supervision loads across Fourth Year, and Clinical and Forensic Masters. In order to achieve this it will not usually be possible for all students to receive their first preference; however we do require that you have been in communication with a supervisor and reached a documented agreement with them regarding their willingness to supervise. If you have met this requirement you are likely to be assigned to your first preference supervisor, although we cannot guarantee this.. In order for us to allocate you to a supervisor, and secure your first preference, we must receive your preference form documenting agreement by the due date.

In the event that your preference form is late or incomplete, we are not able to guarantee appropriate supervisor availability.

December-February: In November/December, the School will write to you advising of supervision arrangements. As soon as you are notified you should begin liaising closely with your supervisor in designing the project, including finalising the topic, determining relevant theoretical background, designing the procedure, and sourcing of participants. You are advised 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 for assessment by the Masters Committee.

Stage 2: the first semester of your thesis

Week 2: Students will be allocated to a Thesis Panel Presentation week. During two PEP3 workshop sessions in Weeks 5 and 6, all students will be required to present a 20 minute version of their BRP to their colleagues and their supervisors (internal and external).

Week 4 & Week 5: Students will be required to submit their BRP to the Masters Committee 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. Your progress, with regards to the *timeline/S2 goals*; and the *effort/independence* components as described in your BRP, will be reassessed at Week 13 by the Masters Committee.

Week 5 & Week 6: Students will give their Thesis Panel Presentation (described in detail below). Ideally a student will arrange for both their internal and external supervisors to attend this presentation. Where that is possible, this presentation will serve as a formal review of the thesis proposal upon the conclusion of which formal approval to proceed can be given by the Masters Committee. Based on the feedback received, some students may be asked to revise and re-submit their BRP before their project is approved.

In the event that a students' supervisor is unable to attend the Thesis Panel Presentation, a formal panel meeting including all supervisors will need to be scheduled before the Masters Committee can approve the proposal. Research should not begin until formal approval has been given by the Masters Committee. In the event that a student feels they are ready to begin collecting data before their Thesis Panel Presentation is scheduled, upon consultation with the Program Director they may submit their BRP for early approval by the Masters Committee. Having done so does not free a student from the obligation to make a Thesis Panel Presentation during Weeks 5/6.

Week 11: Students will have their *timelines* and *effort/independence* sections of their BRP returned to them. The student is asked to document their progress with respect to their goals and reaffirm the

status of their project as compared to the *effort/independence* dimensions. This document is to be provided to your thesis Supervisor for comment.

Week 12: Supervisors are asked to return their comments regarding progress on the project to the Masters Committee.

Week 13: The Masters Committee will review student thesis progress and advise students of the PSYC7413 course outcome. Students whose project and progress are considered satisfactory will progress to PSYC7414. Those students whose project and progress are not considered satisfactory will have their PSYC7413 mark withheld and the Masters Committee will liaise with the student and their supervisor to identify appropriate remedial goals. These students will have until the start of the following semester to address the agreed goals or they will FAIL PSYC7413 and will not be permitted to enrol in PSYC7414 until PSYC7413 has been successfully completed.

Should a student fail PSYC7413, they will be permitted to re-enrol in for a second time only. Should the student fail PSYC7413 the second time, they will not be permitted to continue to PSYC7414 and the Program Director will recommend that their place in the program be terminated.

The second semester of your thesis

Week 4: Provide the Annual Forensic Research Conference organisers with the proposed title of your thesis and supervisors names for the conference program and related communications.

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

Week 10: Provide the Annual Forensic Research Conference organisers with an abstract for inclusion in the Conference program and guide. It is understood that results and interpretation are likely to change before final submission. Guidance regarding the content of the abstract is provided in [3.5 Preparing your Annual Research Conference Abstract](#).

Friday, Week 12: Thesis submitted by 4pm of the last business day of Week 12.

Week 13: Present your thesis research at the Annual Forensic Research Conference (See [3.4 Preparing your Thesis Panel Presentation](#)).

3.3 Preparing your Brief Research Proposal

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

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

- *Aims* – these should be clear, appropriate and match with method.
- *Background* – demonstrates your knowledge of the field of research, critically analyses previous research clearly identifies gap in literature, has a good smooth and logical progression towards

the identification of your specific research questions, and has a narrowing or funnelling structure which 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)* – details an appropriate, clear method matching with aims, describes the population of interest, the recruitment procedure, identifies appropriate ethics bodies, operationalises key variables, and convinces 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 Masters Committee 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 the student must demonstrate sufficient intellectual and “hands on” contributions in the design and execution of the project such that their efforts are commensurate with those constituting an 8 month research project. These contributions should be described in this section of the proposal. The table below may help you to conceptualise your project in terms of its effort/independence dimensions and can be included in your submission.

| | Effort/Independence | |
|-----------------|--|--|
| | Lower | Higher |
| Research idea | Supervisor's | Own |
| Ethics approval | Already existing | To be sought |
| | School | University |
| | School/University | External agency |
| Measures | 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) |
| Data set | 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 |
| Analysis | t-test, chi-square, ANOVA, ANCOVA | Structural equation modelling, interrupted time series, factor analysis, multinomial regression, survival analysis |

- *Timelines and Semester 2 goals* – students will be held accountable for their progress as compared to their stated timelines and goals. Progress with regard to goals is particularly important during the first semester, as each student's progress will be assessed on a case-by-case basis at the end of PSYC7413 to assess whether they pass the course and will be permitted to progress to PSYC7414. Goals may relate to: submitting ethics applications; obtaining ethical approvals; measure development; survey distribution; data access; data collection; data entry; data analysis; completion of a literature review; producing drafts of thesis sections etc.

- *References* – not included in character count.

The brief research proposal 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 which is 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.

Also similar to PSYC7402, we encourage you to get feedback on your BRP from your primary supervisor and your colleagues prior to submission during Week 4 or 5 of Semester 1. We suggest that you start developing your BRP early (and briefly at first) as a means to clearly communicate your research directions to your (potential or actual) supervisor. Thus the BRP is a living document that changes with the development and refinement of your ideas. To that end, consider sending your supervisor a one page BRP in preparation for your early (but not necessarily first) meetings. Suggest after you have spoken to them initially that you send them one or two BRPs that you can choose between, discuss and refine at future meetings. This forces you to think practically and refine your ideas rather than putting your supervisor in a position where they have critique nebulous and ill-defined research questions and designs. It will also show you to be well prepared, thoughtful and have initiative – using the document to set a framework for your future discussions and providing a mechanism for quickly bringing your supervisor up to speed prior to your meetings.

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 (before the Masters Committee, your supervisors and colleagues) is an excellent opportunity to receive feedback on your project and answer any questions the Committee might have regarding the 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 Masters Committee has a thorough understanding of the project being proposed.

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 a separate panel meeting will need to be held to facilitate the final approval of the project by the Masters Committee. Research cannot commence until either a Panel Presentation or Panel Meeting has occurred and resulted in project approval from the Masters Committee.

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
- Supervisors (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 don't have these yet indicate what results will be presented).
4. Major conclusions (if you don't 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.

Title: Intergenerational continuity of maternal and paternal psychopathic traits.

Author: Silma Sulaiman

Supervisors: Professor Mark Dadds

Abstract: 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 which would be an appropriate home for your thesis (your target journal). In most cases there are several journals which would be suitable – it doesn't 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 (6th ed. 2009) will be your bible in the preparation of the manuscript. See <http://apastyle.org/> for further details.
 - Include in your thesis a mock letter of submission to the editor of the target journal (the APA publication guidelines may help with this letter).

Copies of recent Masters theses written as a journal article are available from the School Test Library (Level 8 Mathews). Contact Caterina Manea-Ward (cmward@unsw.edu.au) for access. Given that your Fourth Year Honours thesis will normally have been written in the conventional format for an empirical dissertation, you are advised to look at submitted Masters theses to see what is required.

2. Your thesis should be 7,000 words in length at most (including abstract but excluding tables, figures, references and appendices). In practice we recommend you aim for less than 7,000 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 (many journals ask you to submit these separately)
 - Your thesis should be either double-spaced or 1.5-spaced and all referencing should be in APA format
 - 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)
 - Its isn't necessary to provide the examiner with all SPSS data files, output etc (but 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, although the latter should be included as appropriate
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.
- Print at least two copies of your thesis, both of which are to be submitted to the [Administrative Officer \(Postgraduate Support\)](#) at the School Office. Where appropriate you should also supply copies to your external supervisor or partner organisation as above.
 - The School Office will supply plastic folders for the two hard copies of the thesis you submit.
 - You must submit an electronic copy of your thesis to Turnitin, via the Moodle module for the program. Instructions for doing so will be provided closer to the due date.
 - You must submit an electronic copy of your thesis to the [Administrative Officer \(Postgraduate Support\)](#) on the same day you submit your hard copies.
 - **Your thesis must be submitted to the School Office before 4.00pm on the due date (Friday of Week 12 in the semester you are enrolled in Thesis 2).** Please note that we do not normally allow extensions to the thesis deadline and that the standard penalty (2% per day) will apply for late submissions.

2015 Turnitin submission instructions (there may be slight variations from year to year)

Please check that you can access Moodle and can see the Thesis Turnitin link by following the steps below.

Contact Emmalee O'Grady or the Program Director immediately if you are unable to access the Thesis Turnitin.

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

1. Log into Moodle (link form UNSW Homepage > Current students)



2. Select the general Moodle page for S2 2015 Forensic Masters Program (**PSYC7401-PSYC7410-PSYC7412-PSYC7414-Forensic Master - S2 2015**)

My courses > U... > SCI - Faculty of Science > PSYC - School of Psychology > PSYC7401-5157_00478

Search forums

Go

Advanced search

Latest news
(No news has been posted yet)

Upcoming events
Forensic Masters Thesis - Part 1
Friday, 23 October, 4:01 PM
Go to calendar...
New event...

Recent activity
Activity since Wednesday, 7 October 2015, 1:13 PM
Full report of recent activity...
Course updates:
Added Turnitin Assignment
Forensic Masters Thesis

News forum

Open all Close all

Instructions: Clicking on the section name will show / hide the section.

1 ^ Thesis - Toggle Topic 1

Submit a copy of your thesis to Turnitin here.

Forensic Masters Thesis

In addition to other electronic and physical copies of the thesis, students are also required to submit the main text of their thesis (i.e. all sections excluding any appendices) to Turnitin here. Upload the document as a single file in either Word or pdf format. Name the file with your name and student number (e.g. 'THESIS KEMP z1234567'). Due date is 4:00pm on Friday October 23rd 2015.

2 Not available Topic 2

3 Not available Topic 3

3. Select the link to the Thesis Turnitin

PSYC - School of Psychology > PSYC7401-5157_00478 > Turnitin Assignments > Forensic Masters Thesis

Summary My Submissions

No submissions have been made
[Submitted to Turnitin? Click here to retrieve.]

Add Submission

Submission Type File Upload

Submission Title

Submission Part Part 1

File to Submit Choose File No file chosen

By checking this box, I confirm that this submission is my own work and I accept all responsibility for any copyright infringement that may occur as a result of this submission. For more information about Turnitin assignments, please visit <http://bit.ly/submit-turnitin>

Add Submission

When you come to submit your thesis you must follow the instructions:

“In addition to other electronic and physical copies of the thesis, students are also required to submit the main text of their thesis (i.e. all sections excluding any appendices) to Turnitin here. Upload the document as a single file in either Word or pdf format. Name the file with your name and student number (e.g. 'THESIS KEMP 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 other 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 of your thesis

Once your thesis is marked, you will receive an overall numerical mark and corresponding grade for. Your thesis mark contributes 25 percent to the overall grading for your Master of Psychology (Forensic) degree.

Should a student fail PSYC7414, they will be permitted to re-enrol for a second time only. Should the student fail either course a second time, the Program Director will recommend that their place in the program be terminated.

PART 4: PEP AND PLACEMENT

4.1 The Professional Practice component

Professional Practice involves participation in three components of the placement program: seminars and workshops conducted internally at the university; participation in the Wentworth Forensic Clinic; and placements in external settings.

It is essential to understand that as students enter into their program, they are required to be registered with AHPRA (Australian Health Practitioner Regulation Agency) as a provisional psychologist. This means that as an intern, a student is governed not only by the relevant University and placement provider regulations, but also AHPRA regulations. Adherence to placement protocols is mandatory and breaches will be dealt with strictly, and may have to be reported to AHPRA. Significant breaches could result in AHPRA cancelling your registration or imposing other limits on your registration.

Professional and Ethical Practice (PEP) classes

The first component of professional practice is completed through four separate one-semester courses (Professional and Ethical Practice 1 through 4) which focus on the competency based training of forensic skills and developing a thorough understanding of ethical principles and practices within professional settings. Skills training includes interviewing skills; assessment skills, report writing, cognitive-based therapy; group processes and record keeping practices. There is a strong focus on the code of professional conduct and ethical issues that arise in the context of working with individuals, groups, vulnerable populations, organisations, other professionals, and the public at large. Each PEP class generally runs in a two-hour class once a week for the 12 week semester and also involves workshops that generally are run by outside professionals on Thursdays and Fridays (with the exception of PEP4, that runs through workshops only). It is reasonable to anticipate having to attend one workshop per semester week. Students are expected to maintain at least an 80% attendance at classes and workshops (see 1.5 Student Attendance).

If on placement, the placement must be associated with one of the four PEP courses (PSYC7409, PSYC7410, PSYC7411 and PSYC7412). If you do not satisfactorily complete the professional placement associated with a PEP course you may be awarded an 'Unsatisfactory Fail' (UF) for the PEP.

Placements

For the placement components, students are required to *satisfactorily* complete a minimum of 1000 hours of supervised placement. This requirements is most often completed across three to four placements of between 250 and 350 hours each. These placements are spread between the Wentworth Forensic Clinic and external placement sites. Throughout the first year of a full-time program, students are involved in a research/policy placement, as well as learning their basic clinical and forensic skills through an orientation placement in the Wentworth Forensic Clinic (the 'Clinic Orientation placement'). Students should gain between 500-700 hours of their placement requirements over the first year.

Generally, the second year of a full-time program consists of participation within the Wentworth Forensic Clinic ('advanced Clinic placement') and an external placement OR one to two external placements, where again approximately 500-700 hours of supervised placement are gained. Students must complete at least one external placement in their second year. While the semesters and breaks of the University year apply only to the lecture timetable, placements continue throughout the year as long as a student is enrolled in the PEP course the placement will be assessed against. **Each placement must be within 250-350 hours, with anything outside that general range must be discussed with the**

Placement Coordinator. One exception to this rule is when students do a final international placement (New Zealand Corrections or Singapore Corrections); often these placements will surpass the 350 hours.

It is important to note that students wishing to complete their placements during summer or winter semester breaks need to make those intentions known as soon as possible to the Placement Coordinator as these periods are often difficult to organise due to placement and supervisor availability. Students must also be enrolled in the appropriate PEP courses, so it is best to check your plans with the Placement Coordinator or Program Director early and often.

Students may not claim any hours of previous employment or experience towards the 1000 hours. Students who wish to do a placement within their worksite must meet strict criteria including having a separate Supervisor, doing work within the placement that is essentially different than their employment and that the placement does not exceed 30% of the required 1000 hours. It is encouraged that you speak with the Placement Coordinator if a work related placement is being considered.

4.2 Conditions to be met before a placement can occur

Students must have applied for provisional registration with the PsyBA prior to commencing the program. This applies to part-time and combined PhD/MPsychol students even though they may not be intending to participate in placements or PEP classes in their first year.

A student can only undertake a placement if EACH of the following conditions have been met:

1. The student has current provisional registration through AHPRA.
2. The student is currently enrolled in a PEP course for which the placement is a required component.
3. The placement was arranged in consultation with the Placement Coordinator who has approved the placement
4. The placement will be supervised by an appropriately qualified supervisor
5. The Placement Coordinator has received and approved a copy of the Basic Contract signed by the student and the supervisor
6. The Placement Coordinator has issued the placement supervisor with a letter relating to insurance indemnity
7. The placement may not begin prior to the Indemnity letter being received by the supervisor. In some cases, the student may provide the Placement Coordinator with the start, mid, and end dates of the placement, as well as the contact details of the supervisor, so they may gain an indemnity letter prior to commencement of the placement (if the Basic Contract is to be completed on the first day of placement). However, the Basic Contract must be sent to, and received by, the Placement Coordinator within 48 hours of the placement commencing.

The student may not count any hours toward a placement until the Placement Coordinator has received both the Basic Contract and the Placement Supervisor received the Indemnity Letter.

4.3 Relationship between placements and PEP courses

Placements must occur alongside enrolment in a PEP course as a placement is a required component of each PEP course. PEP courses and placement hours are linked in the following manner:

PEP1 (PSYC7409)

Students must satisfactorily complete all requirements for the course, and have made satisfactory progress in their placements at the Wentworth Forensic Clinic (WFC) and/or their research placement. If a placement supervisor has concerns about the performance of the intern on placement, a WD

(withheld) mark will be provided until the placement is either completed, or deemed to have not been successfully completed (see unsatisfactory completion of placement in Section 4.7)

PEP2 (PSYC7410)

Students must satisfactorily complete all requirements for the course, have completed either their first (Clinic Orientation or research placement), and made adequate progress to completing their second placement and have provided any and all relevant documentation to the Placement Coordinator. If a placement supervisor has concerns about the performance of the intern on placement, a WD (withheld) mark will be provided until the placement is either completed, or deemed to have not been successfully completed (see unsatisfactory completion of placement in Section 4.7)

PEP3 (PSYC7411)

Students must satisfactorily complete all requirements for the course, any WFC requirements and have commenced and made satisfactory progress in their third placement before they can satisfactorily complete PEP3. If a placement supervisor has concerns about the performance of the intern on placement, a WD (withheld) mark will be provided until the placement is either completed, or deemed to have not been successfully completed (see unsatisfactory completion of placement in Section 4.7)

PEP4 (PSYC7412)

Students must satisfactorily complete all requirements for the course, any WFC requirements and provided all final documentation for their final placement. All placements must total to at least 1000 hours of satisfactory performance before they can complete PEP4. If a placement supervisor has concerns about the performance of the intern on placement, a WD (withheld) mark will be provided until the placement is either completed, or deemed to have not been successfully completed (see unsatisfactory completion of placement in Section 4.7)

Part-time students should liaise with the Placement Coordinator to ensure that their placements and linked PEP courses are managed appropriately. Students must attend PEP1 and 2 over consecutive semesters (for example, enrolling in PEP1 and 2 over the first year of study) and PEP3 and 4 over consecutive semesters (for example during Semester 1 and 2 of Year 2)

If a student has not completed their final placement by the start of the semester immediately following the semester in which they originally enrolled in PEP4, they will be required to re-enrol for PEP4 and will have to pay the appropriate fees (to both AHPRA and the university) to do so (for example: if enrolled in PEP 4 in S2, 2014, but did not complete the placement by S1, 2015).

It is important to note that some students, especially those doing an international placement, will do their placements in the summer (i.e., over November, December and January). Currently, students are allowed to extend their placements through the summer semester (usually until the end of January), however, students in the future may need to register for a summer semester to finish their placement (or register for PEP4 during the summer semester). Students who have not finished placement by the Semester 2 marking meeting (usually held in late November), may not be able to attend graduation ceremonies with other students from their cohort. It cannot be guaranteed that placement documentation handed in after January 31st of the year of completion will be processed.

While the placements are not marked (i.e., they operate on a pass/fail scale as discussed in [4.6 Supervisor's evaluation of a student's performance](#)), performance on PEP courses is assessed, based on skill development (based on course observation and completion of skills based in role plays (video) and written documentation).

4.4 Placement requirements

Supervision

Supervision is the basis on which clinical learning occurs. Students on placement are supervised closely, at the ratio of 1 hour of supervision for each 7.5 hours of professional practice. However, APAC, who provides the ratio, does not define 'professional practice' nor what constitutes 'supervision'. We define professional practice as including the activities that the intern participates in that contributes to his or her professional development, but does not include activities such as transport to or from placement, lunches, or breaks. Supervision not only includes the face to face (or through electronic means) formal agenda driven supervision, but also includes the more informal discussions that may occur throughout a placement day *as long as it is accurate documented in a timely fashion*. In acknowledging the preparation time that supervisors accrue (including reviewing reports or other documentation, gaining collateral information when necessary, etc.), if the supervisor maintains an accurate log of their preparation time for supervision, this can be added to the sum of supervision time.

Qualifications of Supervisors

All students on placement should be supervised by a psychologist acceptable to the Head of School, who has completed training in supervision that has been accredited by the PsyBA and holds a supervision endorsement in forensic psychology. Other psychologists may be involved in supplementing this supervision in limited areas at the discretion of the main supervisor. In some circumstances an accredited professional may also act as an external supervisor in conjunction with the Placement Coordinator or other accredited psychologist at the UNSW School of Psychology.

Broad Aims of Placements

The primary aim of forensic placements is to ensure that a student gain experience in the full range of work undertaken in the forensic psychology profession. This should include exposure to a variety of psychological models, applied to a range of clinical and forensic problems, with a variety of clients, and in a variety of settings. There is a need for experience in working in multidisciplinary settings and for familiarisation with the work of professionals in other disciplines. Placement in various agencies in the field aim to ensure that a student is properly prepared for roles services provided as Forensic Psychologists in the community.

Activities/Duties Undertaken While on Placement

The Wentworth Forensic Clinic maintains a handbook for placements which an intern is expected to read and abide by. For external placements, while the actual range of experience and the duties undertaken on placement are always subject to negotiation between the student and the external placement sites, the following general expectations apply:

Prior to a placement, an interview should take place to discuss competency based learning goals and to complete a Basic Contract, specifically outlining the goals and expectations.

- Once within a placement, the student should undergo an induction period to be more fully acquainted with the duties, roles, and case work 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 part of a placement, a student should gain a general understanding of how the organisation formally functions.
- 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 they were a part-time member of staff, not merely an observer; students will be expected to fulfil any and all duties that a psychologist on site would do (including reasonable administrative or repetitive tasks). When on a research placement, the student should be provided opportunities to fulfil the goals as set out within the Basic Contract and where possible, observe clinical work in progress. In assessment/treatment placements, the student should have the opportunity to work as a therapist or assessor (under supervision) on some individual

cases or treatment programs. They should be able to carry out the range of clinical activities consistent with their level of competence, as negotiated with their Supervisor. The Supervisor will arrange clinical activities for students in accordance with the agency or unit's procedures.

- Any work done by the student as therapist should be formally supervised by the Psychologist via pre and post-semester discussion, observation, or audio or videotaping of sessions. Supervision of all placements must involve one hour of direct contact for each 7.5 hours of professional practice. Direct contact supervision may include telephone, video conference or other electronic forms of real-time interaction, as long as the total percentage of supervision conducted by such electronic means across all casework units is never greater than 40% for any given student. Where supervision comprises a mix of individual and small group formats, no less than 50% can be individual supervision. In addition, Supervisors are encouraged to make themselves available for informal discussion of matters that arise between formal supervision.
 - **It is imperative to note that students are responsible for gaining appropriate ratios of supervision.** That means students are responsible for seeking, obtaining and documenting the requisite supervision contact with their supervisor.
- Within the limits of their knowledge and competence, the student should add to their experience as wide a range of activities as is possible within the agency. In addition to case work, the student should participate in all of the ancillary activities such as case conferences, report-writing, conferring with referring agents, etc., that are undertaken by other Psychologists in the agency. If the student's undertaking of or participation in such activities is inappropriate or undesirable from the agency's point of view, then the opportunity should be provided to observe such activities.

Code of Ethics

Whilst on placement, students are expected to abide by the rules of work of each placement site, the regulations, [Code of Ethics and Ethical Guidelines](#) of the Australian Psychological Society, including the guidelines for psychological practice in forensic contexts.

Support Mechanisms

For students, the initial contact for support regarding placement matters is the Placement Coordinator or Program Director. Students may also access the general School and University support or grievance mechanisms.

Clinical and Legal Responsibilities of Supervisors

All direct supervision of the student's clinical, professional and administrative work while on placement is the responsibility of the Supervisor. This responsibility does not however, extend to assuring the appropriate ratio of supervision has been accomplished, that is the responsibility of the supervisee. In the case of placements when sites require an external supervisor, the Placement Coordinator or another appropriately qualified psychologist from the School of Psychology (UNSW) might act as secondary Supervisor. In these cases, the student must provide **weekly** updates to the secondary supervisor and attend regular meetings as negotiated. The Placement Coordinator or other University Supervisor functions to oversee the placement, to provide general support to the student, and to be available to discuss issues with the Supervisor if the need arises.

Students must record supervision activities in their log; as a supervisor, you must confirm by signature the supervision that you provide on a regular basis (see https://www.psychologycouncil.org.au/Assets/Files/APAC_Rules_for%20Accreditation_and_Accreditation_Standards_for%20Psychology_Courses_Ver_10_June_2010.pdf at 5.1.17).

The University has appropriate insurance cover whereby the Supervisor, the student, and the University are indemnified in the event that a student, during the course of the placement, becomes legally liable

for injury caused by any negligent act to any person or damage to property directly related to the placement. Once a student has requested it from the Placement Coordinator, Supervisors will receive a letter from the University which confirms the legal indemnity, each time a new student begins placement with them. This also covers Professional Liability Insurance that covers the student for the duration of the placement. Any activities that the student participates in outside the placement (for example, if the student wishes to continue to volunteer at a particular site or has paid work outside the UNSW placement), then the student must maintain their own Professional Liability Insurance as per regulations set out by the PsyBA. Failure to gain Professional Liability Insurance through the letter of indemnity prior to starting a placement may result in a failure of the placement and potentially the associated PEP course. An intern undertaking placement work without this letter places the placement supervisor, the worksite, and the university at risk and is a serious professional development issue.

Supervisors are requested to ensure that the Placement Coordinator is provided with a current CV for APAC accreditation purposes. Supervisors will be invited to the annual Research Conference that usually occurs in October. Generally, a meeting of supervisors will be held at that time to discuss upcoming or ongoing issues related to supervision of students.

4.5 Organisation and administration of placements

All students and supervisors involved should understand the procedure of arrangement and allocation to placements, and how to influence decisions about placements. The following sections explain the procedures and provide guidelines for those completing placements in the Master of Psychology (Forensic) program.

All students enrolled in PEP1 are required to meet with the Placement Coordinator to discuss preferences and begin planning their research or clinical placement. In the first weeks of PEP, students will prioritise their research preferences for placement and their preference for commencement of their research or WFC orientation placement (i.e., Block 1 or 2).

Year 1 Placements*

| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
|-------------|-----|-----|-----|--------------------|-----|-----|-----|--------------------|-----|-----|-----|-----|
| Research | | | | Research Block 1 | | | | Research Block 2 | | | | |
| Orientation | | | | Clinic Placement 1 | | | | Clinic Placement 2 | | | | |

*Part-time students' placements may differ

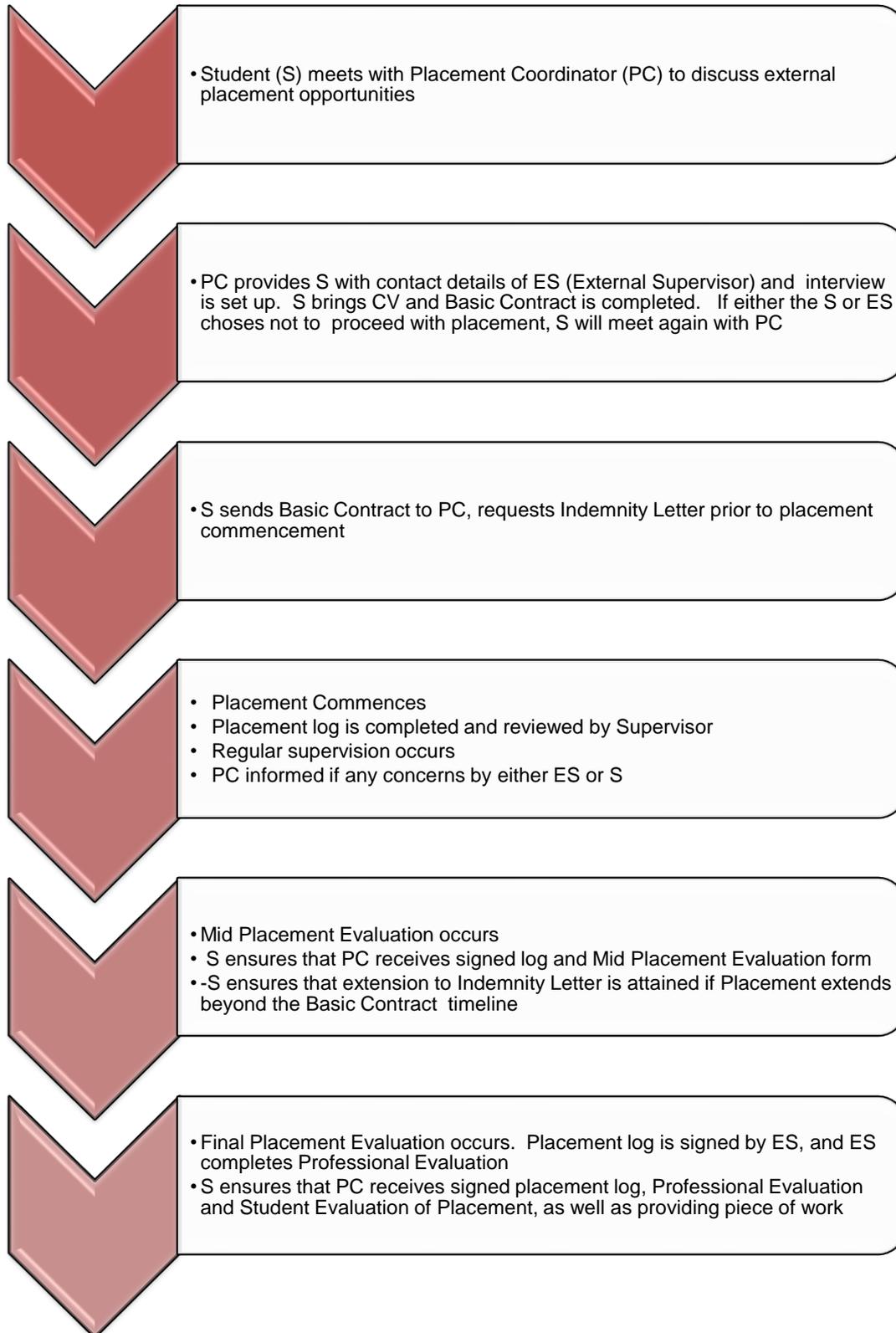
Year 2 Placements

| | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan |
|--------------------|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Advanced Clinic | Students can apply to do an advanced placement from the end of their first year to 31 st of January of the year of their graduation | | | | | | | | | | | | | |
| External placement | Students must complete at least one external placement in second year. NZ Corrections placements occur after the research conference (usually at the beginning of Nov). Placements must be completed by 31 Jan of the year of their graduation (with the exception of NZ Corrections which is generally two weeks later). | | | | | | | | | | | | | |

The student is required to maintain regular contact with the Placement Coordinator throughout the time they are registered on the program, and can only undertake placements which have been approved by the Placement Coordinator. As certain specialist areas are popular, students are encouraged to aim to broaden their experience when putting forward external placement preferences. Diverse placement sites are available in research, and practice settings and students should take advantage of the opportunity to explore new areas of potential interest. In allocating placements, student's preferences, prior experience, and current needs are all taken into account. Particular requests are considered, along with travel difficulties, and the need for students to have varied experience.

While a student's initial preferences are the starting point for planning a placement program, there are a number of other factors affecting final placement allocations. There are constraints on the number of

placements available, and often all students need to be accommodated simultaneously. We seek to avoid overlaps and attempt to take all the available information into account. In addition, there is flexibility for altering a student's placement allocation should their preferences and expectations change in light of the experience gained in various settings. It is imperative that students recognise that completing placements in the summer or winter semester breaks can be difficult; planning is essential.



Arranging the Placement

First year placements are organised in the following manner:

- Students will either commence a research placement or a Clinic Orientation placement, which generally occurs early in Semester 1 (April). Research supervisors are surveyed early in the year for placement and project availability. Students are sent a list of possible projects, which they then rank, and based on preferences are distributed to students.
- Students undertaking their Clinic Orientation placement will complete a specialised Basic Contract that outlines specific tasks that must be completed.

Second year placements are organised in the following manner:

- Once students have successfully completed their first two placements, they can proceed to organising an Advanced Clinic Placement and/or their external placements in conjunction with the Placement Coordinator.
- Students can complete either two (or more) external placements, or one (or more) external placement(s) and an advanced placement at the Wentworth Forensic Clinic.
- Students must consult with the Placement Coordinator prior to establishing contact with a potential supervisor; the Placement Coordinator should be copied into all correspondence related to the placement.
 - **If a student contacts a supervisor without direct permission from the Placement Coordinator, it is most probable the placement will not proceed.**
- Prior to negotiation of an external placement, the student must organise an interview by the prospective supervisor in order to determine the suitability of the student and the appropriateness of the placement. Students must have their CV prepared prior to an interview being arranged. The interview should include a detailed discussion of i) what experience is to be provided in the placement; ii) the needs, interests, and previous experience of the student; iii) supervision scheduling and expectations; and, iv) timeframes for the placement (i.e., dates of attendance, start and end date of the placement). The final 'product' of the interview (or completed subsequent to the interview) is the Basic Contract. The Basic Contract must be provided to the Placement Coordinator by the student so that a Letter of Indemnity can be received by the Supervisor prior to the commencement of the Placement.
 - **Students cannot claim any hours completed on a placement until the Placement Coordinator receives the Basic Contract and the Supervisor has the Letter of Indemnity.**
- If either the student or the Supervisor decides *subsequent* to this discussion that the placement will not proceed, they should contact the Placement Coordinator as soon as possible. If the Supervisor has decided against proceeding with the placement, the Placement Coordinator will inform the student and review other options. If the student has decided against proceeding with the placement, the student (or Placement Coordinator) must inform the supervisor, determine if the placement is available to other students, and review other placement options.

Students **MUST** keep the Placement Coordinator informed of progress in the planning of any changes to their placement program.

The Placement Contract

Students should obtain a standard Basic Contract form (see [Appendix A](#)) from the School of Psychology or WFC website. This Contract should be completed in a meeting between Supervisor and student prior to the commencement of each placement. Some Supervisors prefer a more detailed agreement and extend the Basic Contract. In defining the contract, consideration should be given to both the range of opportunities available in the placement and the needs, interests, and previous experience of the student. Particular efforts might be made to either capitalise on, or to fill major gaps in, the student's experience. The placement Basic Contract should also set the times for the mid placement review and final evaluation meetings.

Copies of the contract should be held by the student, the Supervisor and be placed in the student's University file. It is the student's responsibility to forward a scanned copy of the completed Basic Contract to the Placement Coordinator prior to the commencement of the placement.

Once the contract has been received and approved, the Placement Coordinator will issue an insurance indemnity letter to the Placement Supervisor. The Placement can start once this letter has been received by the Supervisor. If the student begins the placement prior to the completion of these tasks, any hours towards completion of the Placement will not be counted and the possibility of an unsatisfactory grade for the placement will be considered.

4.6 Supervisor's evaluation of a student's performance

The Mid-Placement Review Meeting

In addition to regular supervision meetings, the Supervisor and supervisee should meet towards the middle of placement to review how the placement has progressed, to give overall feedback to the student on her/his performance, and to allow the student to comment on the placement experience (see https://www.psychologycouncil.org.au/Assets/Files/APAC_Rules_for%20Accreditation_and_Accreditation_Standards_for%20Psychology_Courses_Ver_10_June_2010.pdf at 5.3.28). Deficits in the student's performance should be discussed and translated into specific goals for the remainder of the placement. Of course these matters are likely to be discussed on various occasions throughout the Placement, but it is advantageous to have a formal occasion set aside for this purpose. A date for this meeting should be set at the start of the placement and recorded on the Basic Contract Form. A Mid-Placement Review Form (see [Appendix B](#), or the WFC website) is provided as a suggested guideline for the content of this meeting. The Placement Log is a set of reflections that is maintained by the student to record both the activities that occur during the Placement as well as ongoing reflections about the Placement. Placement Logs should be signed by the Supervisor and handed in with the Mid-Placement review to the Placement Coordinator. Feedback should be detailed and constructive, and designed to help students improve their performance where necessary so that they develop a range of effective and appropriate skills. This is a good opportunity to note whether the student has obtained the appropriate ratio of supervision.

The Final Review Meeting and End of Placement

At the end of the placement, the Supervisor should give the student feedback on her/his professional performance. The University asks that the Supervisor complete a rating form to serve as standard feedback on the student's performance (see [Appendix C](#), and on the student portal of the WFC website). As well, the Supervisor should review and sign the completed Placement Log of the student. Additional written or oral reports from the Supervisor are also welcomed. The student should have the opportunity to see any written assessment of performance. Any points of concern should be raised well beforehand, if possible at or before the mid-placement meeting, to allow the student the opportunity to improve. The Placement Coordinator or Program Director will conduct debriefing meetings with the student and/or the Supervisor as necessary. The Final Evaluation, the Placement Log, the student Evaluation of Placement and a work sample should be handed in to the Placement Coordinator as soon as possible after the completion of the Placement. The Placement is not considered complete until all documentation is satisfactorily completed and received by the Placement Co-ordinator.

Ad-Hoc Placement Review

Supervisors and supervisees are not obligated to wait until the mid or final placement review to raise any issues arising of serious concern during a placement. If a supervisor or supervisee considers that a serious breach of procedures, protocols (including in relation to workplace safety) or professional conduct has occurred in the course of a placement this matter should be brought to the attention of the Placement Coordinator or the Program Director immediately. Such action will result in an immediate

assessment of the matter raised and the issues at hand. The Program Director and/or Placement Coordinator will act accordingly.

4.7 Unsatisfactory completion of placement requirements and the decision to fail a student

For the Supervisor, one of the rewards of supervision is to see the student develop growing competence and confidence as the placement progresses. 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 also to be performed by the Supervisor; that is to consider whether a student has demonstrated an acceptable level of competence, or has engaged in a significant and/or serious breach of procedures, protocols or professional conduct. Under these circumstances it is then their responsibility to indicate this to the Program Director. In the event of a significant and/or serious breach this notification should happen at the time of the incident rather than waiting for a mid or final placement review. Not to do so would, in the long-term, be a disservice to the student and to the profession as a whole.

The overall decision whether a student's performance on a placement has been satisfactory will be made by the Program Director in consultation with the supervisor based. Although it is unusual for a student's performance to be rated as unsatisfactory, this is sometimes necessary. The following guidelines are provided with a view to clarifying this process.

Conditions for an 'Unsatisfactory' Placement Grade

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

- Not attained the required ratio of supervision.
- Shown serious and/or persistent failings in any of the areas covered by the placement evaluation form (the Professional Competencies Assessment Form). This would include unprofessional conduct as well as lack of research or clinical competence and can entail immediate notification to the Placement Coordinator.
- 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 or otherwise agreed at the mid-placement review, for her or his general level of competence to be assessed. [N.B. Where a student has completed insufficient work in a placement due to factors beyond their control (e.g., prolonged absence through illness, lack of suitable referrals, etc.) assessment of the placement may be deferred until a later date and not identified as an 'unsatisfactory' placement].
- Committed a significant breach of the regulations of the placement provider, University or AHPRA regulations, or has engaged in behaviour deemed unprofessional by the Program Director.

Competency Based Remedial Plan

Where important deficits in the student's skills or professional behaviour are still felt to remain at the end of an unsatisfactorily completed placement remedial work may be negotiated by the University, a Supervisor and the student. In the case of a student repeatedly failing to meet remedial goals, he or she may have the placement graded as 'unsatisfactory' and an 'Unsatisfactory Fail' may be recorded for the associated PEP course.

Where remediation is required it is the responsibility of the student to produce a Remedial Plan (see Appendix G for a sample template), in conjunction with feedback from their supervisors and/or Placement Coordinator, with a timetabled plan to gain necessary skills. A student may receive a verbal and/or written warning of skills deficits or concerns regarding professional behaviour; this will be

monitored by the Placement Coordinator and/or Program Director; failure to remediate the concerns may reflect an unsatisfactory grade for the placement and/or a failure of the associated PEP course.

Reducing the Risk of 'Unsatisfactory' Placement Completion

The Basic Contract provides space for an outline of the activities to be undertaken while on placement. The planned activities constitute the work upon which the student will be assessed. The more clearly (and behaviour based) this plan is constructed, the easier it will be to identify potential shortcomings as the placement progresses. Through regular supervision, any deficiencies in performance should be noted and indexed for seriousness (i.e., is the concern a minor issue common to developing psychologists, or is this a very serious deficit with potential 'unsatisfactory' placement grade as a consequence)

A Supervisor or a student experiencing difficulties in a placement should contact the Placement Coordinator order to discuss these difficulties. An early phone call or email to discuss a potential problem may well avoid a resolvable issue becoming more serious or reaching an impasse.

Procedures for Grading a Placement as 'Unsatisfactory'

Placements can be classified as unsatisfactory at any point of the placement if the deficit or behaviour is significant and/or serious. If, the Supervisor is considering recommending that a placement is unsatisfactory, or is undecided, s/he should contact the Placement Coordinator to consult. If the Supervisor ultimately decides to recommend that a placement has been completed unsatisfactorily, the following procedures then apply.

1. The Supervisor should indicate on the placement rating form that the placement is recommended as unsatisfactory. This should be shown to the student and the reasons for it being unsatisfactory are clarified. The form should then be forwarded to the Placement Coordinator as soon as possible. It should be noted that this is a recommendation from the Supervisor and that the decision will ultimately be made in consultation with University staff.
2. The Placement Coordinator or Program Director will contact the Supervisor (if they have not already done so) to discuss the reason for the recommendation and gather any additional relevant information.
3. If the student wishes, they may also discuss the situation with the Placement Coordinator and/or submit a written account to the Program Director.
4. The Program Director will consider all available reports, written and oral, from all relevant parties.
5. The final decision to classify a placement as unsatisfactory will ordinarily be based on the opinions of both the Program Director and Supervisor. Where any disagreement exists between Supervisors, or upon request of one of the Supervisors, a third party can be asked to examine the problematic issues, interview the Supervisors and the student, and offer an opinion. This person should be an experienced Forensic Psychologist and agreed to be suitable by all parties involved.

The Consequences of an 'Unsatisfactory' Placement

Where it is determined by the Program Director that a placement is 'unsatisfactory', the student will normally be required to undertake a remedial placement. **No hours will be credited for the 'unsatisfactory' placement.** The content, duration and timing of the remedial placement will be decided on the basis of the deficits identified; the development of the plan is the responsibility of the student, and acceptance by the Supervisor is required. In most cases, this remedial placement will necessitate an extension to the student's program of study. Remediation may be required prior to commencing work at a new placement site. A remediation plan will be developed with the student, the Placement Coordinator and Program Director to ensure the best chance for a successful placement. It is also likely that the unsatisfactory completion of a placement will result in the failure of the PEP course that is associated with the placement; this decision rests with the Program Director.

Where a student does not satisfactorily complete a remediation placement, this would normally lead to termination of training in the MPsychol (Forensic) program. In general terms, a student who demonstrates persistent incompetence or failure to observe ethical/disciplinary guidelines would have their training terminated.

Should a student fail any PEP course, they will be permitted to re-enrol in for a second time only. Should the student fail the course the second time, the Program Director will recommend that their place in the program be terminated.

4.8 Student's evaluation of the placement experience

To ensure that the Supervisor also receives feedback, the student should have ample opportunity to comment on the placement experience and the supervision received. Students must also complete an evaluation form (see [Appendix D](#), or the WFC website) that allows comment on the placement experience in a structured format. If a student desires to make additional comments regarding the placement to the Placement Coordinator or Program Director, they may do so by meeting with them.

4.9 Student's record of professional practice activities: Professional Development Log and Placement Log

Students will maintain two types of Logs; one during the PEP classes (Professional Development Log) and another during placements (Placement Log).

As per APAC Standard 5.1.17: "The log book [whether Professional Development or Placement] must detail the nature and hours of all placement or other practica undertaken (internal and external), as well as the dates, nature and hours of supervision, with group supervision clearly differentiated from individual (ie one-on-one) supervision and the log book clearly specifying the nature of client work undertaken."

APAC Standard 5.2.13: "Supervision of the placement component should involve on average one hour of direct contact for each full day (7.5 hours) of placement. Direct contact may include telephone or video conference contact."

Professional Development Log

The habit of completing a Professional Development Log becomes an important record of personal professional development throughout a career as a Forensic Psychologist. Updating skills is an important aspect of being a professional psychologist, the PsyBA and other regulatory bodies require a record of continuing learning and development. The Professional Development Log provides documentary evidence of this learning.

Completion of a satisfactory Professional Development Log is a requirement for each of the four Professional and Ethical Practice (Forensic) courses; PSYC7409 (PEP1), PSYC7410 (PEP2), PSYC7411 (PEP3) and PSYC7412 (PEP4).

A specific format of the Professional Development Log is not required, but a sample format is provided in PEP courses. The journal should record details of learning that occur at class, and in workshops, other lectures, and seminars. Examples of the sorts of details that may be recorded in a Professional Development Log are outlined below.

For University and other Workshop sessions

- A record of the time, date and duration of the workshop
- The name of the speaker(s), their areas of expertise and their contact details
- Details of the issues covered in the workshop

- Your reflection on the skills learned or developed during the workshop
- Lists of relevant readings or other reference materials
- Copies of any certificates of attendance issued
- Name of contacts made during the workshop (other attendees)
- Your reflections regarding any issues raised by the workshop
- Any other significant issues

For attendance at other lectures, conferences, etc.

- A record of the time, date and duration and title of the lecture
- The name of the speaker(s), their areas of expertise and their contact details
- Details of the issues covered in the lecture
- References to further reading or research
- Your reflections on the skills or knowledge acquired
- Any other significant issues

Placement Log

In addition to the placement logs ([Appendix E](#)), students must keep documentation of specific goals that have been set out for students to achieve over the course of their placement. This consists of observation and participation in various tasks and skill building exercises.

The placement log should include all case work (cases seen, their nature and student's level of involvement) or other tasks completed on placement; skills acquired and tested (e.g., types of assessment or intervention); research conducted; and all activities in which the student was involved (such as conferences, meetings, projects, visits etc.). Students must keep their supervision activities as a separate activity to ensure that they are meeting supervision requirements – see the sample placement log for an example of how activities should be recorded.

The student's record of placement activities should be endorsed by the Supervisor as an accurate account of that student's placement experience on a regular basis. The Supervisor must sign the Placement Log on a regular basis in order for these activities to count towards the contact hours required for satisfactory completion of the MPsychol (Forensic) program.

Please note that 'peer supervision' or peer discussion is NOT to be counted as 'supervision' in your log book (i.e., peer consultation does not contribute to your 1:7.5 hour ratio of supervision to professional practice).

Placement documentation should include:

- 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)]
- Your activities on the placement
- Your observations and reflections on your placement, your activities and the feedback received
- Your assessment of the skills acquired or enhanced during the placement
- Notes relating to issues of concern that arose during the placement
- Notes on issues of interest to you that you wish to pursue further
- Notes relating to issues you wish to discuss with your supervisor
- Notes relating to cases that you might wish to present to colleagues or to fellow students in PEP sessions or supervision meetings
- Any other significant issues

This is not an exhaustive list of the types of events to record, however it provides some indication of the level of detail that is expected.

4.10 Summary of responsibilities

Supervisor

1. To provide the Placement Coordinator with an up-to-date CV upon request and maintain status as an accredited Supervisor through AHPRA.
2. To be available for an initial meeting with prospective placement students, after they have made contact.
3. To be available to negotiate a Basic Contract, OR, to notify the Placement Coordinator if they feel the placement should not proceed. A Basic Contract must identify goals for the Placement as well as dates for supervision, mid placement and final reviews.
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.
6. To specify formal supervision times for the student as per APAC guidelines, and to follow through with formal and informal supervision of the student. Consultation regarding any issues is available from the Placement Coordinator. While it is 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 (where the ratio states one hour of supervision per each 7.5 hours of professional practice, this ratio does not include the preparation, editing, or other time spent by the supervisor unless a log is kept).
7. To contact University staff if problems arise or to clarify any aspects of placement procedure and to maintain adequate documentation of any arising issues.
8. To sign the Placement Log, complete the Professional Competencies Assessment 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 Coordinator.

Placement Coordinator

1. To provide students with information regarding placement type and availability.
2. To investigate other placement options if, subsequent to any contact, either party feels the placement to be inappropriate.
3. To act as secondary supervision on those occasions where a secondary supervisor is required (e.g., if the primary supervisor is not an accredited supervisor).
4. To arrange for the University to provide a Letter of Indemnity while the student is on placement.
5. To be 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.

Student

1. To consult with the Placement Coordinator on a consistent and regular basis regarding placement preferences and general placement progress.
2. If a placement is available, to arrange an initial meeting with the prospective Supervisor.
3. To notify the Placement Coordinator if an allocated placement does not proceed so that an alternative placement can be arranged.
4. To complete the necessary preparation (as instructed by the Supervisor) before the placement begins (i.e., completion of the Basic Contract and/or completion of a Police Check). Inform the Placement Coordinator of the dates of the placement in order for a letter of indemnity to be sent to the Supervisor prior to the placement commencing. To ensure that all placement documentation is provided to the Placement Coordinator prior to the placement commencing.

5. To act in a professional manner at all times during Placement; punctuality and attendance at all scheduled meetings with the Supervisor and/or other placement staff as required.
6. To contact the Placement Coordinator if any problems arise during the placement, or if procedures require clarification.
7. To keep a complete record (log) of all placement activities, and have that record signed by the Supervisor.
8. To ensure that minimum ratios of supervision are being met.
9. To accurately record hours (i.e., only counting those hours spent doing placement duties).
10. To keep copies of all documents relevant to the placement, and bring these to meetings with Supervisors and the Placement Coordinator.
11. To give the Supervisor informal and formal feedback on the placement and supervision received.
12. To submit a scanned copy of the Mid Placement Review form and Placement Log to the Placement Coordinator within one week of completion of the mid placement review meeting.
13. To submit a scanned copy of the Evaluation of Placement Experience and Placement Log at completion of the placement.

4.11 Examples of previous placements

Magistrates Early Referral Into Treatment (MERIT) Program

Court based diversion program that allows defendants with illicit drug use problems to be assessed for suitability to undertake treatment and rehabilitation under bail conditions. Assessment and treatment of people with drug and alcohol problems, including co-morbid psychological problems; liaise with magistrates, police and other stakeholders in relation to service coordination, research and evaluation programs; preparation of court reports to the Local Court.

NZ Department of Corrections

NZ Department of Corrections offers a variety of placements involving treatment programmes for young offenders, sexual offenders, and violent offenders.

Corrective Services NSW

In addition to the Wentworth Forensic Clinic, which is housed in the City Probation and Parole office, other community and gaol based placements are available, including generalist psychological placements and specialist programs such as VOTP (Violent Offender Treatment Program) and CUBIT (CUstody Based Intensive Treatment for Sex Offenders).

Department of Juvenile Justice

Clinical work with adolescents and their families, providing individual counselling/therapy, group work and family therapy, in custodial and community settings. Areas of intervention include drug & alcohol, crisis interventions, sexual assault counselling and programs, violence/anger management, sex offender treatment, psychological assessment, relationship and social skills training. There are various juvenile justice units and detention centres in and around Sydney, and throughout the state.

Appendices

- A** Placement Basic Contract (pages 41-42)
- B** Mid-Placement Evaluation Form (pages 43-44)
- C** Evaluation of Placement (Supervisor Form) (pages 45-62)
- D** Evaluation of Placement (Student Form) (pages 63-67)
- E** Professional Practice Logbook (example) (page 68)
- F** Competency Remediation Plan (page 69)
- G** Brief Timeline of Thesis (page 70)

Contact Information

Please direct enquiries to the relevant staff below.

MPsychol (Forensic)

A/Prof Richard Kemp

Program Director

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E: richard.kemp@unsw.edu.au

Anita McGregor

Placement Coordinator

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Combined PhD/MPsychol (Forensic)

A/Prof Lenny Vartanian

Postgraduate Research Coordinator

T: +61 (2) 9385 8758

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The information contained in this guide is correct as at January 2016. 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.



PLACEMENT FORM

Basic Contract

| | |
|--------------------------|---------------|
| INTERN: | |
| PLACEMENT AGENCY: | |
| ADDRESS: | |
| SUPERVISOR(S): | |
| CONTACT DETAILS | EMAIL: |
| | PHONE: |
| | FAX: |

It is agreed that _____ (the Intern), a postgraduate Master of Psychology (Forensic) Student at The University of New South Wales, will attend a Placement of _____ days at the above-noted agency. The placement will commence on _____ and involve _____ days each week between the hours of _____ and _____. The agreed days of the week are _____. During this placement the supervision of professional practice will be provided by _____. A regular weekly supervision meeting between the intern and supervisor will take place on _____ at _____. The following duties/tasks will be allocated to the intern during this placement [please specify clearly each task/duty as well as the specific goals (skills acquisition) that will be gained]:

UNSW Sydney, 2052
 Telephone: +61 (2) 9385 3203
 Facsimile: +61 (2) 9385 3641
 Email: amcareqor@unsw.edu.au

EVALUATION OF PLACEMENT

Mid-Placement Evaluation Form

Never Stand Still

Science

Psychology

| | |
|--------------------------|--|
| INTERN: | |
| PLACEMENT AGENCY: | |
| SUPERVISOR(S): | |
| DATE OF REVIEW: | |

| TASK/DUTY/GOAL* | ASSESSMENT TO DATE/TARGETS IDENTIFIED FOR REMAINDER OF CONTRACT |
|------------------------|--|
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| | |

* as per Basic Contract

| |
|---|
| UNSW Sydney, 2052 Telephone: +61 (2) 9385 3203 Facsimile: +61 (2) 9385 3641 Email: amcgregor@unsw.edu.au |
|---|

| |
|---|
| General Comments (progress to date): |
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| |

| | |
|--------------------------------|--|
| Date: | |
| Intern's Signature: | |
| Supervisor's Signature: | |

EVALUATION OF PLACEMENT

Supervisor Form

Never Stand Still

Science

Psychology

| | |
|--------------------------|-------------------------------------|
| <i>INTERN:</i> | |
| <i>PLACEMENT AGENCY:</i> | |
| <i>ADDRESS:</i> | |
| <i>SUPERVISOR(S)</i> | |
| <i>CONTACT DETAILS</i> | <i>EMAIL:</i> |
| | <i>PHONE:</i> |
| | <i>FAX:</i> |
| <i>PLACEMENT DATES:</i> | <i>From:</i> _____ <i>To:</i> _____ |
| <i>HOURS COMPLETED</i> | |

Supervisors who complete this form should do so with the understanding that they are not 'grading' the intern within the placement; we seek an objective observation of how the intern is progressing within various skill domains. We will be using your observations and comments in conjunction with our own assessment of the student to determine their overall performance.

Within each skill domain, supervisors can rate the placement student on a variety of specific skill sets from 5 (excellent) to 0 (remediation required). Any rating of 1 or 0 must be accompanied by an explanation of attempted remediation and any recommendations for further action.

Not all skill domains are relevant for each placement. The N/A (Not Applicable) rating can be utilised for an entire skill domain or for specific skills within each domain.

| |
|---|
| UNSW Sydney, 2052 Telephone: +61 (2) 9385 3203 Facsimile: +61 (2) 9385 3641 Email: amcgregor@unsw.edu.au |
|---|

Skill: Preparation and Planning Skills

Knowledge, Skills & Attitudes: Ability to prepare for new tasks, professional activities etc.

N/A: Skill area not applicable to intern or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|--|--|---|--|---|---|---|----------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Demonstrates ability to conduct relevant literature search</i> | Independently prepares for task | | Can prepare for task with supervision and direction | | Limited insight into preparation required for specific tasks | | 0-5, N/A |
| <i>Demonstrates ability to plan and prioritise tasks</i> | Demonstrates ability to independently plan and prioritise, communicates this appropriately with supervisor | | Can plan and priority tasks with supervision, adequate ability to communicate this with supervisor | | Has limited ability to plan and/or prioritise tasks, limited communication skills in this area | | |
| <i>Demonstrates initiative in placement site</i> | Consistently able to anticipate worksite or client needs and act accordingly. | | Has ability to anticipate worksite or client needs and act accordingly. | | Has limited insight into worksite or client needs. | | |
| <i>Arrives prepared for tasks</i> | Foresees requirements of tasks. | | With supervision, can anticipate requirements of tasks. | | Has limited insight into requirements of tasks. | | |
| <i>Ability to manage stressors associated with early stages of training</i> | Able to identify concerns and issues. Realistic understanding of skill level. | | Able to identify some concerns and issues. Requires feedback on skill level. | | Unable to identify concerns or issues. Requires significant supervision, either overconfident or performance inhibiting stress. | | |
| <i>Possesses adequate fund of knowledge and experience base to effectively solve problems.</i> | Possesses advanced fund of knowledge and experience base to effectively solve problems. | | Possesses necessary fund of knowledge and experience base to effectively solve problems. | | Does not possess adequate fund of knowledge and experience base to effectively solve problems. | | |
| <i>Attitude towards Placement and Learning</i> | Demonstrates passion and commitment to learning at every opportunity | | Demonstrates adequate level of commitment to the learning process | | Has negative attitude towards placement, learning and/or environment | | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Communication Skills

Knowledge, Skills & Attitudes: Ability to communicate in various modalities and with a variety of individuals and groups including clients, collateral contacts, co-workers, supervisors and external organisations.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|--|--|---|--|---|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Ability to orally communicate</i> | Clear, concise communication with colleagues, clients and others. | | Some difficulty with communicating clearly with colleagues, clients and others. | | Significant difficulties in communicating with colleagues, clients and others. | | 0-5, N/A |
| <i>Ability to clearly and concisely communicate in written form</i> | Written work is appropriate in length, language aimed at target reader and managed in timely fashion with minimal feedback required. | | Consistent feedback required for some aspects of written communications. | | Consistent and significant feedback required for all aspects of written communication. | | |
| <i>Able to demonstrate flexibility in use of language with various populations</i> | Consistently able to show flexibility in written and oral communication with colleagues, clients and others. | | Shows some flexibility in written and/or oral communication with colleagues, clients and others. | | Little to no flexibility in written and/or oral communication with colleagues, clients and others. | | |
| <i>Communicates in ethical and</i> | All communication clearly reflects understanding of ethical and | | Generally, communication is reflective of a good understanding of | | Has limited knowledge or insight into ethical and professional | | |
| | | | | | | | |

| | | | | |
|----------------------------|----------------------|---------------------------------|---------------------------|--|
| <i>professional manner</i> | professional issues. | ethical and professional issues | communication strategies. | |
|----------------------------|----------------------|---------------------------------|---------------------------|--|

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Research Skills

Knowledge, Skills & Attitudes: Ability to design and/or carry out research projects; incorporate theory with evidence from data collected; identify a relevant question or set of questions to a topic of enquiry that is capable of investigation given available resources, time and ethical limitations.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|---|---|---|---|---|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Demonstrates ability to design or come onto already designed project</i> | Strong understanding of research design and implementation | | Adequate understanding of research design and implementation | | Minimal or limited understanding of research design and implementation | | |
| <i>Demonstrated ability to identify relevant psychological and legal literature</i> | Can independently source and summarise literature as necessary | | Can source and summarise literature with supervision. | | Limited ability to source and summarise literature. | | |
| <i>Ability to analyse literature</i> | Can independently analyse literature to identify outstanding or discrepant issues and questions | | Can analyse literature to identify outstanding or discrepant issues and questions with supervision. | | Limited ability to analyse literature to identify outstanding or discrepant issues and questions | | |
| <i>Demonstrates understanding of</i> | Able to discuss and implement various | | Some ability to discuss and implement various | | Limited or no ability to discuss and implement various | | |

| | | | | |
|--|--|--|---|--|
| <i>methodological issues</i> | methodological aspects of research | methodological aspects of research | methodological aspects of research | |
| <i>Understands ethical considerations and processes</i> | Demonstrates clear understanding of ethical issues in research | Demonstrates adequate understanding of ethical issues in research | Demonstrates limited or negligent understanding of ethical issues in research. | |
| <i>Demonstrates understanding of data collection in research</i> | Able to effectively plan and implement or maintain a well managed data collection program that maintains high levels of validity | Able to plan and implement or maintain a well managed data collection program that maintains high levels of validity with supervision | Has limited ability to plan and implement or maintain a well managed data collection program that maintains high levels of validity | |
| <i>Understands all aspects of data analysis</i> | Able to select and implement appropriate data analysis techniques, to understand and to clearly and concisely report the results with due regard to the limitations of the analysis undertaken | Able to select and implement appropriate data analysis techniques, to understand and to clearly and concisely report the results with due regard to the limitations of the analysis undertaken with supervision. | Limited ability to select and implement appropriate data analysis techniques, to understand and to clearly and concisely report the results with due regard to the limitations of the analysis undertaken | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Therapeutic Alliance

Knowledge, Skills & Attitudes: The ability to develop and maintain appropriate, productive working alliances with clients and with other professionals and co-workers.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|--|--|---|---|---|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Demonstrates empathy and respect.</i> | Frequently demonstrates empathy and respect in professional relationships with clients and others. | | Usually demonstrates empathy and respect in professional relationships with clients and others. | | Rarely demonstrates empathy and respect. | | |
| <i>Establishes professional relationships with clients.</i> | Demonstrates ability to independently establish working relationships with clients. | | With guidance and supervision able to establish working relationships with clients. | | Lacks necessary skills to independently establish working relationships with clients. | | |
| <i>Knowledgeable about the creation, maintenance, and products of relationships.</i> | Demonstrates ability to develop and maintain productive relationships with clients. | | With guidance and supervision is able to develop and maintain productive relationships with clients. | | Does not demonstrate the knowledge to develop or maintain productive relationships with clients. | | |
| <i>Interested in forming meaningful relationships.</i> | Demonstrates ability to form appropriate relationships necessary to complete assigned tasks. | | Responsive to mentoring and guidance regarding how to develop appropriate relationships necessary to complete assigned tasks. | | Does not appear interested in forming professional relationships necessary to complete assigned tasks. | | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Interviewing Skills

Knowledge, Skills & Attitudes: Ability to understand difference between types of clinical interviews, communicate in appropriate language and gain comprehensive information in logical manner.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/ Remediate* | | Score |
|--|--|---|--|---|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Demonstrates knowledge of clinical interview skills</i> | Wide repertoire of skills, logical structure for variety of forensic clients | | Adequate repertoire of skills, structure for forensic clients, requires supervision | | Limited skills, interview structure, limited insight into process of interviewing | | 0-5, N/A |
| <i>Listens to client, able to direct when necessary</i> | Clear understanding of the “give and take” of a successful interview, can guide difficult clients | | Adequate ability to conduct an interview, requires supervision and aid when conducting most interviews | | Limited insight and/or ability to conduct an interview | | |
| <i>Able to take legible, comprehensive notes</i> | Legible, identifies what was said, hypothesis and observations | | Generally legible notes, some difficulty in conducting interview and keeping adequate notes | | Limited ability to conduct interview and keep adequate notes | | |
| <i>Can provide explanation of informed consent and purpose of interview, establish rapport</i> | Can easily provide information required for informed consent, can explain purpose of interview and establish rapport | | With supervision and aid, can provide informed consent, explain purpose of interview and establish rapport | | Limited ability to explain informed consent, purposes of interview and/or establish rapport. | | |
| <i>Demonstrates appropriate pacing, provides summary</i> | Can complete interview within limited timeframe, paces (mirrors) client. Can clearly | | Shows learning regarding ‘tempo’ of interview and client pace. Requires practice to | | Limited ability in pacing and summarising skills. | | |

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|--|---|------------------------------|--|--|
| | summarise interview process for client or supervisor. | summarise interview content. | | |
|--|---|------------------------------|--|--|

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Assessment Competency

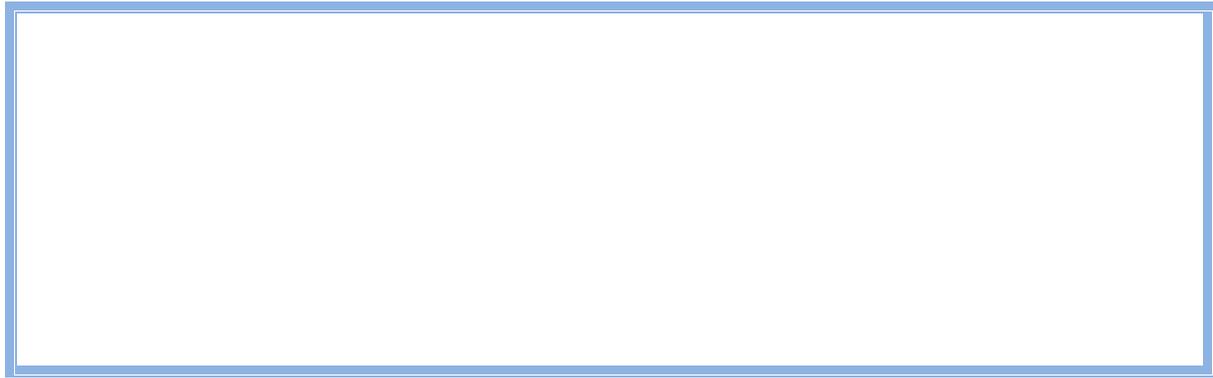
Knowledge, Skills & Attitudes: The ability to collect and integrate relevant information from multiple sources in order to adequately conceptualise relevant issues and dynamics, respond to the referral question, formulate a diagnosis when indicated, and provide an opinion and recommendation.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|--|---|---|--|---|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Understanding importance of clear referral question</i> | Can link the referral question to the type of assessment/information required. | | Requires support to link referral question to type of assessment/Information required. | | Limited understanding of link between referral question and assessment/Information required. | | |
| <i>Gathers adequate and meaningful information through interview(s).</i> | Independently gathers, with minimal direction or supervision, adequate and meaningful information through interview(s). | | Adequately gathers, with direction or supervision, information through interview(s) | | Limited ability to gather adequate and meaningful information through interview(s) | | |

| | | | | |
|---|---|--|--|--|
| <i>Appropriately integrates relevant data from multiple sources.</i> | Appropriately integrates relevant data from multiple sources with minimal supervision. | Requires supervision to integrate relevant data from multiple sources. | Does not integrate relevant data from multiple sources. | |
| <i>Theoretically conceptualises and integrates case information in light of contextual factors.</i> | Consistently demonstrates ability to conceptualise and integrate case information in light of contextual factors. | Generally demonstrates ability to conceptualise case information in light of contextual factors. | Does not show ability to conceptualise case information in light of contextual factors. | |
| <i>Interested and curious to make sense of (i.e., come to understand, clarify, organise) new information.</i> | Actively seeks and makes sense of new information. | Seeks new information. | Does not show interest in seeking new information. | |
| <i>Demonstrates ability to select appropriate assessment tools</i> | Understanding benefits and limitations of assessment tools, able to choose effective battery of tests when required. | General understanding of benefits and limitations of assessment tools, able to choose effective battery of tests with supervision. | Limited understanding of benefits and limitations of assessment tools, limited ability to choose effective battery of tests without significant supervision. | |
| <i>Administer and interpret psychometric tests and incorporate findings into case formulation</i> | Able to reliably administer and interpret tests; able to weigh and utilise findings within case formulation. | Requires supervision to administer or interpret tests; and/or to weigh and utilise findings | Limited ability to administer or interpret tests; and/or to weigh and utilise findings | |
| <i>Able to determine necessity of collateral information/interviews and weigh information from them</i> | Able, with minimal direction, to determine necessity of collateral information and to weight any gathered information | Able, with supervision, to determine necessity of collateral information and to weight any gathered information | Limited ability to determine necessity of collateral information and to weight any gathered information | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.



Skill: Case Conceptualisation

Knowledge, Skills & Attitudes: Ability to conceptualise an assessment for the purposes of either an assessment (such as a risk assessment) or for intervention (e.g., a treatment plan).

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|---|--|---|--|---|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Ability to analyse acquired information within a sound theoretical framework</i> | Can consistently analyse and communicate relevant information within theoretical framework | | Can analyse and communicate relevant information within theoretical framework with supervision and direction | | Limited ability or insight to analyse and communicate relevant information within theoretical framework | | 0-5, N/A |
| <i>Ability to develop a functional understanding of the issues through formulation of multiple hypothesis (e.g., predisposing, precipitating, perpetuating and protective factors)e</i> | Demonstrates open minded and flexible approach to case formulation, open to feedback | | Demonstrates a more limited or inflexible approach to case formulation, less open to feedback | | Shows limited understanding of principles of case formulation. | | |
| <i>Communication regarding case formulation</i> | Can clearly discuss in supervision, case meetings or with multidisciplinary teams, in both oral and written form | | With supervision and direction, can discuss in supervision, case meetings or with multidisciplinary teams, in both oral and written form | | Limited ability to discuss in supervision, case meetings or with multidisciplinary teams, in either/both oral and written form | | |
| <i>Modify and/or adapt formulation as appropriate</i> | Demonstrates responsive and flexible style when | | Shows some difficulty or rigidity when dealing with | | Demonstrates consistent difficulties when | | |
| | | | | | | | |

| | | | | |
|--|---|---|---|--|
| | dealing with variety of situations and clients | client issues (e.g., relapse) | dealing with client issues | |
| <i>Can identify reasonable and realistic recommendations</i> | Recommendations are consistently reasonable and realistic | Recommendations are consistently reasonable and realistic, with supervision | Requires significant direction to identify reasonable and realistic recommendations | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Intervention Competency

Knowledge, Skills & Attitudes: The ability to utilise forensic theory and practice in the implementation of intervention strategies to meet the needs of offender and victim populations in diverse settings in both individual and group dynamics.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|---|--|---|--|---|---|---|-------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Utilises a variety of intervention techniques to achieve clinical goals.</i> | Utilises a variety of intervention techniques to achieve clinical goals. | | Utilises minimal intervention techniques to achieve clinical goals. | | Does not utilise appropriate intervention techniques to achieve clinical goals. | | |
| <i>Attentive to interactional influences between self and others.</i> | With minimal guidance, demonstrates awareness to interactional influences between self and client. | | With guidance, demonstrates awareness of interactional influences between self and client. | | Does not demonstrate awareness of interactional influences between self and client. | | |
| <i>Intervention strategies are</i> | Independently, with minimal | | With supervision, regularly develops | | Does not develop intervention | | |

| | | | | |
|--|---|--|---|--|
| <i>derived from a basis of theoretical knowledge.</i> | supervision, develops intervention strategies consistent with forensic theory and practice. | intervention strategies consistent with forensic theory and practice. | strategies from a basis of theoretical knowledge. | |
| <i>Understanding of group dynamics</i> | With minimal direction or supervision, can understand and respond to group dynamics | With support, can identify and respond to group dynamics | Limited understanding of group dynamics | |
| <i>Able to prioritise issues</i> | Demonstrates consistent flexibility in therapeutic approach in dealing with crisis or changing priorities | Requires direction/supervision in being flexible in therapeutic approach when dealing with crisis or changing priorities | Demonstrates limited ability/difficulty in being flexible in therapeutic approach when dealing with crisis or changing priorities | |
| <i>Able to provide intervention at appropriate stage of change</i> | Consistently able to evaluate and respond to client's motivational level | Generally able, with direction, to evaluate and respond to client's motivational level | Demonstrates limited ability to evaluate and respond to client's motivational level | |
| <i>Able to evaluate progress and modify as necessary</i> | Works actively and collaboratively with client and others to assess progress; flexible in relapse and goal planning | Works, with direction, with client and others to assess progress; flexible in relapse and goal planning | Limited ability to assess therapeutic progress, inflexible in relapse and goal planning | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Individual and Cultural Differences Competency

Knowledge, Skills & Attitudes: The ability to appreciate, understand and work with individual and group differences across racial, ethnic, gender, age, disability, social class, sexual orientation and religious boundaries.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|--|---|---|---|---|---|---|-------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Creates conditions that permit the exploration of diversity issues.</i> | Establishes a safe and open climate that allows for the active exploration of diversity issues. | | Establishes a context that promotes the exploration of diversity issues. | | Does not establish a context that promotes the exploration of diversity issues. | | |
| <i>Adjusts conceptualisations and interventions in light of diversity variables.</i> | Able to modify conceptualisations and interventions in light of diversity variables with minimal supervision. | | Able to modify conceptualisations and interventions in light of diversity variables with supervision. | | Does not adjust conceptualisations and interventions in light of diversity variables. | | |
| <i>Knowledgeable about issues pertaining to diversity.</i> | Knowledgeable about issues pertaining to diversity. | | Demonstrates moderate understanding of issues pertaining to diversity. | | Lacks understanding of issues pertaining to diversity. | | |
| <i>Interested in exploring and respecting diversity.</i> | Actively interested in exploring diversity. | | Moderately interested in exploring diversity. | | Does not show interest in exploring. | | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Ethical and Professional Behaviour Competency

Knowledge, Skills & Attitudes: The ability to understand and to apply ethical principles, professional standards, and forensic guidelines to all aspects of one's professional practice.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|---|---|---|---|---|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Conducts self in a professional and ethical manner.</i> | Continuously aware of conducting self in professional and ethical manner | | Generally aware of conducting self in professional and ethical manner. | | Limited awareness of professional and ethical conduct. | | 0-5, N/A |
| <i>Appropriately seeks guidance and supervision</i> | Actively seeks and incorporates guidance and supervision. | | Appropriately seeks guidance and supervision. | | Does not seek guidance and supervision and/or does not implement feedback in timely or effective manner. | | |
| <i>Understands relevant ethical and legal guidelines</i> | Thoroughly understands relevant ethical and legal guidelines. | | Adequately understands relevant ethical and legal guidelines. | | Lacks understanding of relevant ethical and legal guidelines. | | |
| <i>Invested in advocacy of profession</i> | Shows commitment to advocating for professional practice of forensic psychology | | Open to discussion regarding advocacy of professional practice of forensic psychology | | Limited interest in advocating for professional practice of forensic psychology | | |
| <i>Reliable, punctual, self motivated, collaborative, takes initiative, resourceful</i> | Consistently exceeds placement supervisor expectations | | Meets placement supervisor expectations | | Does not meet placement supervisor expectations | | |
| <i>Appropriate dress, personal appearance, conduct and communication with other professionals</i> | Consistently exceeds placement supervisor expectations | | Meets placement supervisor expectations | | Does not meet placement supervisor expectations | | |
| <i>Adherence to procedural and administrative requirements</i> | Consistently exceeds placement supervisor expectations | | Meets placement supervisor expectations | | Does not meet placement supervisor expectations | | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.



Skill: Consultation and Education Competency

Knowledge, Skills & Attitudes: The ability to assess individual, group and systemic strengths and weaknesses in order to facilitate feedback, decision making, and the planning of strategies to effect positive change.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory /Remediate* | | Score |
|---|---|---|---|---|--|---|-------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Makes positive contributions to the training site.</i> | Makes significant contributions to the placement site. | | Makes contributions to the placement site. | | Does not make contributions to the placement site. | | |
| <i>Establishes positive relationships with colleagues.</i> | Establishes positive relationships with colleagues. | | Relates adequately with colleagues. | | Does not relate well with colleagues. | | |
| <i>Interested in ongoing learning and professional development.</i> | Committed to ongoing learning and professional development. | | Generally interested in professional development. | | Does not show interest in ongoing learning and professional development. | | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Management and Supervision Competency

Knowledge, Skills & Attitudes: The ability to effectively oversee one’s own work products in order to meet expectations/objectives in a timely manner and, the ability to establish and utilise a supervisory relationship.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/Remediate* | | Score |
|---|--|---|--|---|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Establishes positive and productive supervisory relationships.</i> | Establishes positive and productive supervisory relationships. | | Establishes adequate supervisory relationships. | | Does not establish positive or productive supervisory relationships. | | 0-5, N/A |
| <i>Applies product of supervision to clinical work.</i> | Always applies product of supervision to clinical work. | | Usually applies product of supervision to clinical work. | | Does not apply product of supervision to clinical work. | | |
| <i>Understands the critical components of case management.</i> | Understands the critical components of case management. Keeps supervisor informed of plans, activities, and outcomes | | Has a understanding of the general components of case management | | Limited understanding of components of case management. | | |
| <i>Eager to engage in supervision.</i> | Actively engaged and invested in supervision. Open to interpersonal and professional feedback | | Minimally engaged and invested in supervision. | | Does not independently seek supervision. | | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Skill: Forensics Proficiency Competency

Knowledge, Skills & Attitudes: The ability to utilise one’s knowledge of the forensic literature and sub-specialty practice guidelines to effectively and ethically deliver professional services to both victim and offender populations in community-based and forensic settings.

N/A: Not applicable to student or situation

| Competency | Very Good/Excellent | | Adequate/Good | | Unsatisfactory/ Remediate* | | Score |
|---|---|---|--|---|--|---|----------|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| <i>Establishes professional relationships with other providers and systems that impact clients.</i> | Establishes productive and effective professional relationships with providers and systems that impact clients. | | Establishes professional relationships with systems that impact clients. | | Limited ability to establish professional relationships with providers and systems that impact clients. | | 0-5, N/A |
| <i>Adheres to the special conditions of delivering services within forensic/correctional settings.</i> | Always adheres to the special conditions of delivering services within forensic settings. | | Usually adheres to special conditions of delivering services within forensic settings. | | Limited adherence to the special conditions of delivering services within forensic/correctional settings. | | |
| <i>Knowledgeable about forensic/correctional psychology literature and practice.</i> | Demonstrates exceptional knowledge about forensic/correctional psychology literature and practice. | | Demonstrates adequate knowledge about forensic/correctional psychology literature and practice. | | Does not demonstrate adequate knowledge about forensic/correctional psychology literature and practice. | | |
| <i>Interested in understanding the special requirements/circumstances that guides forensic/correctional practice.</i> | Independently seeks to learn about the special requirements/circumstances that should guide forensic/correctional practice. | | Interested to learn about the special requirements/circumstances that should guide forensic/correctional practice. | | Does not show interest to learn about the special requirements/circumstances that should guide forensic/correctional practice. | | |

Comment (Particular strengths or areas for improvement)* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.

Observed Areas of Improvement during Placement

Areas for Remediation

Supervisor's signature: _____

Date: _____

Student's signature: _____

Date: _____

UNSW Supervisor's signature: _____

Date: _____

EVALUATION OF PLACEMENT

Student Form

| | |
|--------------------------|-------------------------|
| TRAINEE: | |
| PLACEMENT AGENCY: | |
| ADDRESS: | |
| SUPERVISOR(S): | |
| CONTACT DETAILS | EMAIL: |
| | PHONE: |
| | FAX: |
| PLACEMENT DATES: | From: To: |
| HOURS COMPLETED | |

Please circle the ratings which apply to the following aspects of the placement experience. Some variables to consider when marking each rating are provided.

N/A = not applicable

1 = extremely unsatisfactory

2 = poor

3 = satisfactory

4 = good

5 = very good

PROFESSIONAL/MANAGERIAL ASPECTS

- a) Induction (meeting people, understanding the work, the organisation and its context)

N/A 1 2 3 4 5

- b) Provision of information (regarding the organisation, local procedures, local networks and referral systems, etc.)

N/A 1 2 3 4 5

- c) Physical setting (rooms, desk space, access to tests, equipment, and facilities)

N/A 1 2 3 4 5

- d) Contract (present/absent, negotiated, thorough/sparse goals and expectations clear/unclear)

N/A 1 2 3 4 5

- e) Organisation/Planning (of tasks and activities)

N/A 1 2 3 4 5

- f) Mid-Placement review (present/absent, well prepared / unprepared)

N/A 1 2 3 4 5

- g) Ending (sufficient help, feedback)

N/A 1 2 3 4 5

SUPERVISION

- a) Access and arrangement (amount, reliability, availability, and approachability)

N/A 1 2 3 4 5

- b) Theory/Practice links (directed to appropriate reading, models made explicit)

N/A 1 2 3 4 5

- c) Nature of professional advice (appropriate to level, flexible, alternative approaches)

N/A 1 2 3 4 5

d) Guidance given (on intervention techniques, professional liaison, case management, test administration, interpretation, report writing, etc.)

N/A 1 2 3 4 5

e) Methods of teaching (variety, including didactic, mutual observation, joint work)

N/A 1 2 3 4 5

f) Provision of feedback on performance (constructive or not, sufficient or insufficient amount, overly positive or overly negative, both unprompted and on request)

N/A 1 2 3 4 5

RELATIONSHIP ISSUES

a) Support (with difficult tasks, with colleagues, with own feelings)

N/A 1 2 3 4 5

b) Mutuality (sharing ideas, encouraging expression of ideas)

N/A 1 2 3 4 5

c) Encouragement (adapted to student level, moves toward autonomy facilitated, positive aspects noted)

N/A 1 2 3 4 5

EXPERIENCE PROVIDED

a) Case work (under/over-demanding, range, depth, choice)

N/A 1 2 3 4 5

Comment to clarify rating

b) Work load (too much/too little, balance, choice)

N/A 1 2 3 4 5

Comment to clarify rating

c) Liaison with other professionals (opportunity, nature of, relationships with other disciplines clarified or not)

N/A 1 2 3 4 5

d) Other work (e.g., teaching roles, administration, liaison with other staff, research)

N/A 1 2 3 4 5

OVERALL RATING

Please provide an overall rating of the placement experience by ticking the most appropriate statement.

_____ an excellent placement experience

_____ a very good placement experience

_____ a satisfactory placement experience

_____ a disappointing placement experience

_____ an unpleasant/negative placement experience

GENERAL COMMENTS OF THE TRAINEE:

What aspects of the placement were particularly beneficial to your learning experience?

What would you consider to be the particular strengths of the placement?

What aspects of the placement and/or supervision would you like to see improved?

GENERAL COMMENTS OF THE SUPERVISOR

Student's Signature: _____ **Date:** _____

Supervisor's Signature: _____ **Date:** _____

UNSW Sydney, 2052
Telephone: +61 (2) 9385 3203
Facsimile: +61 (2) 9385 3641
Email: amcgregor@unsw.edu.au

Student Name: _____

Supervisors Signature: _____

| | |
|------------------------|--|
| Student Name: | |
| Placement Location | |
| Placement Start Date: | |
| Placement Midterm Date | |
| Placement End Date | |
| Supervisors' Name: | |

| Date/ Hours | Activity | Reflection | Supervision Hours/Cum ulative Hours | Hours/ Cumulative Hours |
|-------------------------------|---|--|---|-------------------------------|
| 26/11/13 9.00am- 4.30pm | Induction day. Met other staff, IT procedures, etc. Joined in Case Conference with supervisor and two social workers | The first day went well. Organising computer access was easier than expected. Interesting to see the different perspectives of the social workers – they appear to be more focussed on the family system of the client being discussed. | | 6.5/6.5 |
| 27/11/13 10- 10:15 | Supervision session | Discussed procedures for supervision with my supervisor, ensured understanding of Basic Contract and goals for placement. | .50/.50 | |



Date of remediation plan meeting

| | |
|---------------------------------------|--|
| Intern | |
| Supervisor | |
| Additional supervisors/faculty | |
| Date for follow up | |

| Issue: | Description |
|---|-------------|
| <input type="checkbox"/> interpersonal relationships <input type="checkbox"/> assessment <input type="checkbox"/> intervention <input type="checkbox"/> consultation <input type="checkbox"/> research <input type="checkbox"/> ethics <input type="checkbox"/> professional practice <input type="checkbox"/> supervision <input type="checkbox"/> other | |
| Date(s) the issue(s) were brought to the intern's attention (and by whom) | |
| Steps already taken by intern to rectify the issue(s) identified | |
| Steps already taken by supervisor(s)/faculty to rectify the issue(s) identified | |

(to be completed for each separate issue, if more than one raised)

| Issue: | |
|--|--|
| Behaviours | |
| Expectations for acceptable performance | |
| Trainee's responsibilities/actions | |
| Supervisors/faculty responsibilities/actions | |
| Timeframe for remediation | |
| Assessment methods | |
| Dates of evaluation | |
| Consequences for unsuccessful remediation | |

Brief Timeline of Thesis

| Masters Stage | Period | Time | Deliverable [Event] | Progress Indicators |
|---------------|--------------|----------------------|---|--|
| Stage 1 | Summer Break | October/November | Supervisors and project areas released | <ul style="list-style-type: none"> ◆ Begin consulting with potential supervisors ◆ Begin working up one or two page BRPs ◆ Refine final BRP for submission ◆ <i>Consider School / Uni / Agency Ethics</i> |
| | | November | Supervisor allocations released | |
| | | December/February | Supervisor allocations released | |
| Stage 2 | Semester 1 | Week 2 | [Allocation to Thesis Panel Presentation week] Notify supervisors (internal & external) of Thesis Panel Presentation week & time/ request attendance | <ul style="list-style-type: none"> ◆ Refine BRP ◆ Work on panel presentation ◆ Consider School / Uni / Agency Ethics ◆ Prepare docs for SONA approvals ◆ Finalise panel presentation <p>Upon Masters Committee approval:</p> <ul style="list-style-type: none"> ◆ Secure School / Uni / Agency Ethics ◆ Secure SONA approvals ◆ Begin testing participants ◆ Begin writing introduction and method ◆ Seek confirmation from supervisory regarding satisfactory progress ◆ Literature review and method draft complete |
| | | Week 4/5 | BRP's due to Masters Committee Schedule Panel meeting if supervisors won't be present during presentations | |
| | | Week 5/6 | Thesis Panel Presentations | |
| | | Late June | | |
| | | | | |
| Semester 2 | Semester 2 | Week 4 | Thesis title and supervisors to Conference organisers | <ul style="list-style-type: none"> ◆ Wrapping up testing ◆ Beginning analysis ◆ Introduction and data collection completed ◆ Draft analysis underway ◆ <u>Complete</u> first draft to supervisor ◆ Work on discussion *breathe* ◆ Schedule meeting with supervisor regarding feedback on first draft and contents of discussion ◆ Work on conference presentation ◆ Finalise conference presentation |
| | | Early September | | |
| | | Mid-September | | |
| | | Week 10 | Thesis abstract to Conference organisers | |
| | | Week 12 (Fri 23 Oct) | Submit Thesis | |
| | | Week 13 | Forensic Research Conference | |