2018 Program Guide

Master of Psychology (Forensic)

Contents

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: Associate Professor Kristy Martire k.martire@unsw.edu.au
    b. Placement Coordinator: Anita McGregor amcgregor@unsw.edu.au
    c. Administrative Officer (Postgraduate Support): Emmalee O'Grady psychology@unsw.edu.au
    d. Course Coordinators: http://www.handbook.unsw.edu.au/current.

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. Attendance at the Alumni Seminar (dates TBC) is mandatory for all students.

8. As students enter into their program, they are required to be registered as a provisional psychologist with the PsyBA. This applies EVEN IF YOU ARE NOT DOING A PLACEMENT IN YOUR FIRST YEAR. This means that as an intern, a student is governed by not only the relevant University and placement provider regulations, but also the PsyBA and AHPRA's 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 or imposing other limits on your registration.

9. Each placement must be within 250-350 hours, with anything outside that general range must be discussed with the Placement Coordinator.

10. A student may not count any hours toward a placement until all conditions described at 4.2 have been met (see PART 4: PEP and Placement). 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.

11. Should a student fail any course (including the Thesis and any Professional and Ethical Practice course), approval to enrol in the failed course again will be at the discretion of the Program Director (and Placement Coordinator, in the case of PEP courses). Alternatively, the Program Director may recommend that the student discontinue the program. A student may only attempt a course twice.

12. If a placement has been deemed unsatisfactory and a remediation plan is set in place, it is important that the student, Placement Coordinator and Program Director meet to create a plan. Having a placement deemed unsatisfactory may result in a student having to move to part-time status, taking some time to remediate prior to returning to placement, which may result in having their program extended for at least a year.

13. Supervisors and students should work closely together in order to gain the required ratio of supervision (one hour of supervision for 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' (refer to 4.7, see PART 4: PEP and Placement).

14. In 2019, there will be significant changes to both how the university operates (UNSW will be moving to a trimester system) and how the program operates (APAC – the Australian Psychology Accreditation Council has recently implemented new standards which will be implemented in the 2019 year). This will likely mean some teething pains as we implement some very big changes to how the program will look. Remember, patience is a virtue …

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 by the Australian Psychology Accreditation Council (APAC) as the fifth and sixth years of study leading to full membership of the Australian Psychological Society (APS) and registration as a psychologist with the Psychology Board of Australia (PsyBA). Graduates of the program are eligible for Associate Membership of the APS College of Forensic Psychologists. After completing a further two years of full-time equivalent supervised practice, graduates are eligible to apply for full membership and endorsement as a Forensic Psychologist.

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, a Research Thesis and Professional Practice (Placement Hours), 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 7,500 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 setting, and with individuals of diverse cultural backgrounds, groups, organisations, other professionals and the public.

The satisfactory completion of a minimum of one thousand (1,000) 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 500-600 hours through i) a research placement and ii) 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 4 of this Guide.

1.4 Program structure

The University year extends from late February to November, and is divided into two thirteen-week semesters (refer to the Academic Calendar at https://student.unsw.edu.au/calendar). Twelve weeks of teaching occur across the thirteen weeks of each semester, generally within weeks one through twelve. There is a several-week break between each semester, 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 O-Week (Orientation Week, http://www.gettingstarted.unsw.edu.au/orientation, just prior to Week 1) and after week twelve. For example, the Annual Forensic Psychology Research Conference occurs during Week 13 of Semester 2, and is mandatory for all students to attend. Practical work, such as placement hours and thesis research, can take place at any time throughout the year. In 2019, UNSW is moving to a trimester system. More information generally can be found on https://student.unsw.edu.au/notices/calendar. Information on how these changes will affect the forensic program will be provided to students on an ongoing basis throughout 2018. If you are concerned how these changes might affect your program, please contact the Program Director to discuss.

The degree is designed to be completed in 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. That is, you will likely be required on campus or at placement most days of the week, and so this arrangement is 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 a First Class Honours degree *and* have been awarded a Research Training Program scholarship to undertake a PhD.

Students are sometimes permitted to transfer from the Masters program to the Combined program, but it is not possible to transfer 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 to the Combined program you must hold:
1. An RTP scholarship,
2. A successful application to the School of Psychology PhD program,
3. A successful application to the Master of Psychology (Forensic) program, AND
4. Approval from the Forensic Program Team to undertake the Combined degree.

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

Students considering completing the Masters program part-time should read the information provided for them in Section 1.5 and must carefully plan their enrolment in consultation with a member of the Forensic Program Team. Students should revisit their enrolment plans with program staff once a semester to ensure smooth and timely progression of their degree.

Standard enrolment pattern across two years (2018-19) (Subject to change)

2018	Sem 1	PSYC7400 Interventions 1	PSYC7401 Interventions 2	PSYC7001 Psych Assess 1	PSYC7409 PEP 1
	Sem 2	PSYC7402 Applications	PSYC7000 Research Methods	LAWS9800 *OR* LAWS9810	PSYC7410 PEP 2

2019	Term 1	PSYC7413 Thesis 1	PSYC7411 PEP 3
	Term 2	LAWS9800 *OR* LAWS9810	PSYC7403 Psych & Law
	Term 3	PSYC7412 PEP 4	PSYC7414 Thesis 2

Several of the courses in the Forensic program are common to 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 Environments, so it is usually made available a few weeks prior to the commencement of a semester. Class information may also be posted on myUNSW, however the School website and official Course Outlines (available from Moodle once a semester starts) should be used as the primary source of timetable information.

A provisional 2018 timetable is shown below. The timetable varies from year to year, so please keep in mind 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 or the Bi-monthly Professional Networking Seminar (attendance is a program requirement). 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 two years of full-time enrolment.

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		PSYC7412 (YR2) / LAWS9800/9810 (civil and criminal law courses taught every other year and taught either in this timeslot OR in workshop format on Thursday and Friday)
10		
11	PSYC7410 (YR1)	
12		
1		PhD Seminar
2		
3	PSYC7000 (YR1)	
4		
5		PSYC7402 (YR1)
6		

Sample full-time schedule – Year 1

Monday	Tuesday	Wednesday	Thursday	Friday
Classes	Classes	Mandatory placement day if at WFC	Placement or workshop	Placement or workshop

*Workshops can be for PEP or other classes, such as Law.

Sample full-time schedule – Year 2

Monday	Tuesday	Wednesday	Thursday	Friday
Classes	Placement*	Mandatory placement day if at WFC*	Placement or workshop*	Placement or workshop*

*Schedule does not reflect time to prepare thesis

1.5 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 – PSYC7412) 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 that 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 Units of Credit, part-time students are not expected to enrol in any other courses while undertaking their thesis.
- Students must complete PEP1, PEP2, PEP3 and PEP4 in order, and generally should take PEPs 1 and 2 in adjacent semesters (where available) and PEPs 3 and 4 in adjacent semesters (where available). Be aware that each PEP course is associated with a series of workshops and other commitments.

Option 1 ('Part-time' enrolment pattern across three years)

2018	Sem 1	PSYC7400 Interventions 1	PSYC7401 Interventions 2	PSYC7001 Psych Assess 1
	Sem 2	PSYC7402 Applications	PSYC7000 Research Methods	LAWS9800 **OR** LAWS9810

2019	Term 1	PSYC7409 PEP 1	PSYC7413 Thesis 1 (or in 2020)
	Term 2	LAWS9800 **OR** LAWS9810	
	Term 3	PSYC7410 PEP 2	PSYC7414 Thesis 2 (or in 2020)

2020	Term 1	PSYC7411 PEP 3	PSYC7413 Thesis 1 (or in 2019)
	Term 2	PSYC7403 Psych & Law	
	Term 3	PSYC7412 PEP 4	PSYC7414 Thesis 2 (or in 2019)

1.6 Student attendance

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

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.

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 student may 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.

1.7 Program leave

Program Leave may be granted subject to the restrictions outlined here. A student who is not enrolled at the relevant census date, and has not applied for and been granted approved program leave for that semester, will be discontinued from their program and must formally apply for re-admission if they want to enrol in a future semester.

If a student experiences any difficulties throughout the program (especially with regard to successfully completing a placement), program leave is generally discussed with the student. It is important that a student carefully consider what remediation may need to occur and whether program leave is a good option. It has been the experience of the program that students who do not take program leave against the recommendation of the program team often have significant problems in completing their program.

1.8 Staff associated with the program

School of Psychology
Associate Professor Kristy Martire, BA Syd., MPsychol (Forensic) PhD UNSW, Program Director
Anita McGregor, Director, Wentworth Forensic Clinic, Placement Coordinator
Professor Richard I. Kemp, BSc Durham, PhD London
Associate Professor 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
Associate Professor 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
Caroline Hare, Supervisor
Carolynne Youssef, Supervisor
Minh Nguyen-Hoan, Registrar and Admin Support

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.

1.9 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 Committee will meet once per semester (normally towards the middle of the semester). Student representatives can bring any issues of concern to the committee. The Program Director will provide a written response to any 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.

1.10 Program rules and award of degree

Refer to individual Course Outlines for pre-requisite information.

1. Students must satisfactorily complete PSYC7413 Research Thesis (Forensic) 1 before they can enrol in PSYC7414 Research Thesis (Forensic) 2.

2. Each professional placement in the program is linked to a Professional and Ethical Practice (PEP) course. Until the placement has been successfully completed, a PE grade will be applied to the PEP course. If the placement is not completed to a satisfactory standard, or placement requirements have not been met (as determined by both the Placement Coordinator and Program Director), a UF grade will be applied to the PEP course. Failure to meet placement requirements and successfully complete the placement will lead to failure of the PEP course. No hours from an unsatisfactory placement will count towards the minimum 1,000 hours of supervised practical placement experience required for completion of the program.

3. Should a student fail a course*, approval to enrol in the failed course again will be at the discretion of the Program Director (and Placement Coordinator, in the case of PEP courses)^. Alternatively, the Program Director may recommend that the student withdraw from the program. Students are only allowed to attempt a course to a maximum of two times.

    * Any of the 14 courses required for the program, including PSYC7413 (Research Thesis (Forensic) 1), PSYC7414 (Research Thesis (Forensic) 2) and any of the four PEP courses.

    ^ In Australia, the psychology profession is regulated by the Health Practitioner Regulation National Law Act as overseen by the Australian Health Practitioner Regulation Agency (AHPRA). The School of Psychology is responsible for adhering to federally legislated professional and accreditation standards for training provisionally registered psychologists in full compliance with the APS Code of Ethics and Ethical Guidelines. Master of Psychology students, as provisionally registered

psychologists, are expected to display the competencies, professionalism and reputable behaviours the discipline demands. In making their recommendation, the Program Director will consider these factors not simply from an academic standpoint, but as the discipline's chief authority on such professional and ethical matters within the program.

Should a student disagree with a recommendation made by the Program Director, their avenue of appeal will be to the Head of School and/or School Board.

A student that completes the program with a weighted average mark (WAM) (https://student.unsw.edu.au/wam) of 80 or more will be awarded their degree 'with Excellence'. The School, when checking students for graduation, will identify eligible students. Students do not need to apply for this award.

1.11 Fees and charges

Commonwealth Supported Places are available to trainees in the program. A Commonwealth Supported Place is a higher education place for which the Government makes a contribution towards the cost of the student's education.

Students pay a Student Contribution amount (previously known as HECS charges, see https://student.unsw.edu.au/node/4673), which varies depending on courses undertaken. Full information on fees and charges may be found at https://student.unsw.edu.au/fees.

1.12 Additional resources

Students who require additional resources for their coursework or thesis (though not often with placement) can be supported through Disability Services https://student.unsw.edu.au/disability. It should be noted that it might be very difficult to accommodate some issues within external placement sites; close consultation to meet university as well as health regulatory requirements may be necessary.

PART 2: Information Regarding Coursework

2.1 Coursework details

The coursework component of the MPsychol (Forensic) program consists of weekly lectures, seminars and workshops. Assessment methods may involve written 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 a Distinction average (mark of at least 75) across their courses. Each student's performance is reviewed at the end of each semester by the program team. Students have the opportunity to meet with the Program Director to review progress.

Should a student fail a course, they may only be permitted to enrol once more (refer to Program Rule 3). Should the student fail the course for a second time, the Program Director will recommend that the student withdraw from the program.

LAWS9800 Law for Psychologists 1 (6 UOC)
Refer to course outline.

LAWS9810 Law for Psychologists 2 (6 UOC)
Refer to course outline.

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)
Psychological Assessment teaches students how to use, administer and interpret major psychological tests, including the Wechsler Intelligence and Memory scales and other tests used routinely to assess cognition. It also addresses issues in determining real and unusual differences in test scores and communication of assessment findings.

PSYC7400 Intervention in Forensic Psych 1 (6 UOC)
This course takes a scientist-practitioner approach, linking conceptual models of the aetiology and maintenance of clinical disorders with empirically-supported clinical interventions. A strong emphasis will be placed on links between experimental psychology and clinical practice. This course is also offered as PSYC7212 Experimental Clinical Psychology 1, as part of the postgraduate clinical psychology sequence.

PSYC7401 Interventions in Forensic Psych 2 (6 UOC)
The course provides theoretical knowledge and practical skills in child and adolescent clinical psychology. The focus is on etiology, assessment, diagnosis, case conceptualisation, and empirically supported treatment of the most common child clinical problems. These problems will be considered within the individual's relevant social context, including family, school, and peers. The course covers best practice guidelines and is guided by a scientist-practitioner approach.

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 involves an 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. The course particularly focuses on the design of research in Psychology-law, on the relationship between research and policy and on attempts to use research to inform changes to public policy and law.

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 assessment and treatment 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)*
This course continues with the training of psychological skills and ethical practices required in the professional context. This is a skills-based course that includes building on the skills learned in PEP1, with a particular focus on forensic application of motivational interviewing and other relevant skills.

PSYC7411 Professional & Ethical Practice 3 (6 UOC)*
This skills-based course focuses on group skills within a forensic context. Students develop and present psychoeducational and process related groups.

PSYC7412 Professional & Ethical Practice 4 (6 UOC)*
This workshop-based course focuses on integrating the forensically related assessment and treatment skills through a variety of tasks including providing defense of expert witness reports.

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)
A continuation of the research thesis begun in PSYC7413.

* Across PSYC7409, PSYC7410, PSYC7411 and PSYC7412 students must complete 1,000 hours of professional practice, with each placement linked to a PEP course, including a research placement, an orientation placement at the Wentworth Forensic Clinic and one or more external forensic placements.

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 UNSW School of Psychology.

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 Kristy Martire or Richard Kemp) 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.

The Masters Committee will undertake a formal review of progress in PSYC7413 for each student at the end of their enrolment in PSYC7413, 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 the marking of the thesis but does provide the markers 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: These 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.

There are two bookable computing labs (142 and 1125) which students may use to conduct research. Computer labs are booked through Camilla Leung, who is located in the School Office 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

The timeline to follow will apply to students completing their thesis in 2018. Timelines will be revised for thesis completion in 2019.

Whether following a part-time or full-time plan, students are normally required to enrol in PSYC7413 Research Thesis (Forensic) 1 in Semester 1, and enrol in PSYC7414 Research Thesis (Forensic) 2 (and submit their thesis) in Semester 2. 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. The Masters Committee (the Program Director) will only consider applications for an extension when:

- The application is in writing (see https://student.unsw.edu.au/special-consideration); and
- Any delay is due to circumstances beyond your control (e.g., illness, equipment breakdown, constraints on collaborative research); and
- 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 to be able to meet the research deadlines as well as other commitments (e.g., coursework, field placements).

Stage 1: The year prior to enrolment in Research Thesis (Forensic) 1
Late October/early 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; speak with possible supervisors about potential projects; document any agreements relating to the willingness of a supervisor to oversee your project.

Early to mid-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 this cannot be guaranteed. 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 mid-November/early December you will be advised of your 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 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 2A: The first semester of your thesis enrolment
Week 2: Students will be allocated to a Thesis Panel Presentation week. During two PEP 3 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: 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. The Masters Committee will reassess your progress, concerning the timeline/S2 goals; and the effort/independence components as described in your BRP, at Week 13.

Week 5: 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 student's supervisor is unable to attend the Thesis Panel Presentation, a formal panel meeting including all supervisors must be scheduled before the Masters Committee can approve the proposal. **Research should not begin until the Masters Committee has given formal approval**. 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 or 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 may only be permitted to enrol once more (refer to Program Rule 3). Should the student fail PSYC7413 for a second time, they will not be permitted to continue to PSYC7414 and the Program Director will recommend that the student withdraw from the program.

Stage 2B: The second semester of your thesis enrolment
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 should be 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. As with 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 proposal 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* – this should demonstrate your knowledge of the field of research, critically analyse previous research and clearly identify gaps in literature, and have a good smooth and logical progression towards the identification of your specific research questions. It should have a narrowing or funnelling structure that 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)* – detail an appropriate, clear method matching with your aims, describe the population of interest, the recruitment procedure, identify appropriate ethics bodies, operationalise key variables, and convince 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.

Your BRP 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 Weeks 4 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
- Supervisor/s (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 do not have these yet indicate what results will be presented).
4. Major conclusions (if you do not 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 that would be an appropriate home for your thesis (your target journal). In most cases, there are several journals that would be suitable – it does not 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 with 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 approximately 7,500 words in length at most (including abstract but excluding tables, figures, references and appendices). In practice, we recommend you aim for less than 7,500 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 point 3 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, two of which are to be submitted to the Administrative Officer (Postgraduate Support) at the School Office. One of these copies will be available for you to collect after your thesis has been marked, the other will be made available to your School-based supervisor. 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.
- Submit an electronic copy of your thesis (Abstract to Discussion only, no references or appendices) to Turnitin, via the Moodle module for the program. Updated instructions for how to do so will be provided closer to the due date, but a sample from last year can be found below.
- Submit an electronic copy of your full thesis, including signature on the Certificate of Originality, to the Administrative Officer (Postgraduate Support).
- **Your thesis (electronic and hard copies) must be submitted to the School Office before 4.00pm on the due date (Friday of Week 12)**. Note that extensions to the submission deadline are not normally allowed and the standard penalty (2% per day) will apply for late submissions.

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

Check that you can access Moodle and can see the Thesis Turnitin link by following the steps below. Contact the Administrative Officer (Postgraduate Support) 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
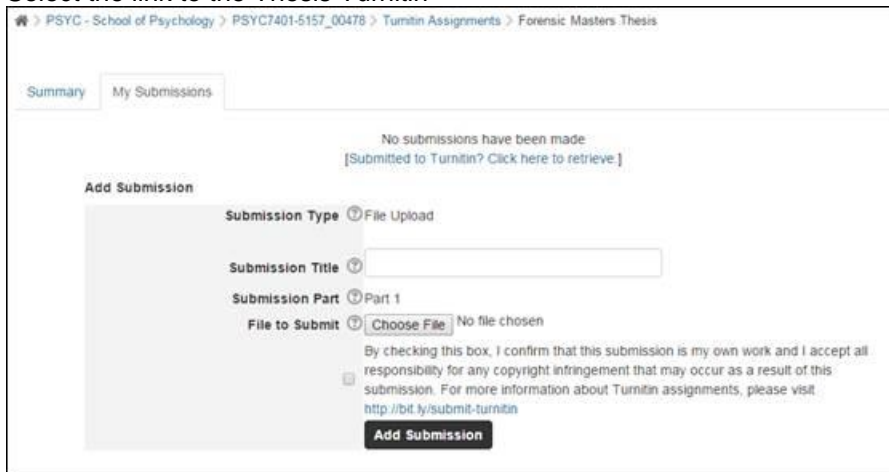
1. Log into Moodle (link form UNSW Homepage > Current students)

2. Select the general Moodle page for the Forensic Masters Program (e.g., **PSYC7401-PSYC7410-PSYC7412-PSYC7414-Forensic Master - S2 2015**)
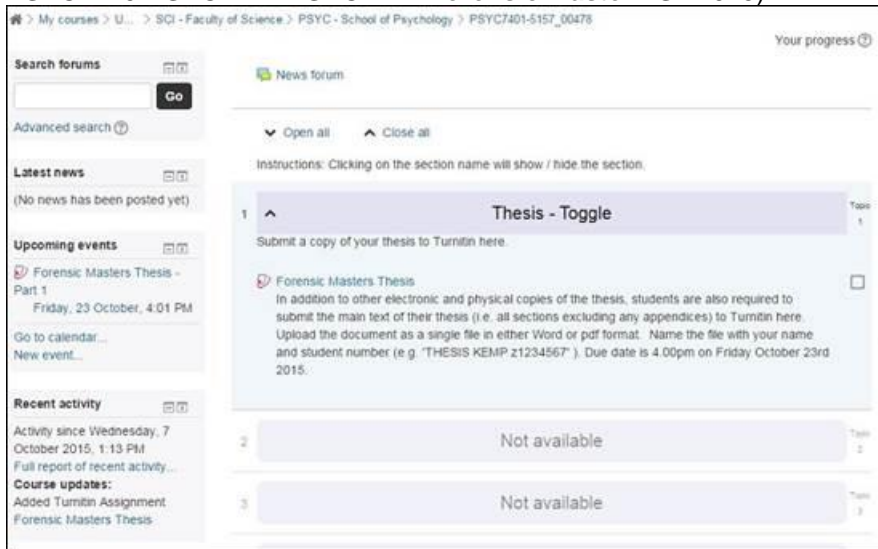
3. Select the link to the Thesis Turnitin

4. Upload the document as a single PDF file. Name the file with your name and student number (e.g., 'THESIS MARTIRE 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

The thesis will be marked by two members of the academic staff of the School of Psychology. The supervisor is not involved in the marking of the thesis but does provide the markers with an assessment of student contribution and competence throughout the project. You will receive an overall numerical mark and corresponding grade for your thesis, which contributes 25 percent to your overall WAM for the Master of Psychology (Forensic) degree. Feedback on your thesis can be obtained directly from your supervisor after the official release of results date for the semester.

Should a student fail PSYC7414, they may only be permitted to enrol once more (refer to Program Rule 3). Should the student fail PSYC7414 for a second time, the Program Director will recommend that the student withdraw from the program.

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 (WFC); and placements in external settings.

It is essential to understand that as students enter into their program, they are required to be registered as a provisional psychologist with the PsyBA. This applies EVEN IF YOU ARE NOT DOING A PLACEMENT IN YOUR FIRST YEAR. This means that as an intern, a student is governed by not only the relevant University and placement provider regulations, but also the PsyBA and AHPRA's 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 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 involves workshops that generally are run by outside professionals on Thursdays and/or Fridays (with the exception of PEP4, which runs through workshops only). It is reasonable to anticipate having to attend one workshop per semester week. Students are required to maintain at least an 80% attendance at classes and workshops (see 1.5 Student Attendance).

Each professional placement in the program is linked with one of the four PEP courses (PSYC7409, PSYC7410, PSYC7411 and PSYC7412). The placement may be considered unsuccessfully completed if:
- It has not been completed to a satisfactory standard,
- The placement requirements have not been met (as determined by both the Placement Coordinator/WFC supervision team and Program Director),
- The placement has not been completed within a timely manner (i.e., for Semester 1 placements, they must be completed by the Semester 2 census date; and for Semester 2 placements, the placement must be complete by February 15 of the following year).

If the placement has not been completed, a UF grade will be applied to the associated PEP course at the marking meeting. No placement hours from an unsatisfactory placement will count towards the minimum 1,000 hours of supervised practical placement experience required for completion of the program.

Placements
For the placement components, students are required to *satisfactorily* complete a minimum of 1,000 hours of supervised placement. This requirement is most often completed across three to four placements of between 250 and 350 hours each. These placements are spread between the WFC 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 WFC (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 WFC ('advanced Clinic placement') and an external placement OR one to two external placements, where again approximately 500-700 hours of supervised placement are gained. Timelines for completion are discussed in 4.3 Relationship between placements and PEP courses. Students must complete at least one external placement in their second year (if only one external placement is done, then it must be an external field placement – i.e., cannot be an advanced WFC placement). 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 with which the placement is linked. **Each placement must be within 250-350 hours, and anything outside that general range must be discussed with the Placement Coordinator**. One exception to this rule is when students undertake a final international placement (New Zealand Corrections or Singapore Corrections); often these placements will surpass the 350 hours.

The Basic Contract will contain a learning plan that ideally provides a number of concrete goals; if at 350 hours those goals have not been met, a meeting should be held to:

1. Reiterate that no hours are to be counted past the accrual of 350 hours
2. Determine whether the goals can/will be met in less than fifty (50) additional hours. If it is determined that the goals can be met, then the placement can continue; however, if it is determined that the goals cannot be met, then the placement should be determined to be unsuccessfully completed (see Section 4.7 on the nature and consequences of unsuccessful completions of placements). Note that extensions to remediation placements will generally not be considered.

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 which have specific dates for completion of placement, 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 their 1,000 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 ensuring that the placement does not exceed 30% of the required 1,000 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 if they may not intend to participate in placements or PEP classes in their first year.

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

1. The student has current provisional registration with the PsyBA.
2. The student is currently enrolled in a PEP course for which the placement is a required component (unless arranged by the Program Director).
3. The placement was arranged in consultation with, and approved by, the Placement Coordinator.

4. The placement will be supervised by an appropriately qualified supervisor (see 4.4 Placement requirements).
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 supervisor receiving the Indemnity Letter. 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.

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:

PEP 1 (PSYC7409)
Students must satisfactorily complete all requirements for the course, and have completed their placement at the Wentworth Forensic Clinic (WFC) and/or their research placement. A PE grade will be assigned until the placement is either completed, or deemed to have not been successfully completed (see 4.7 Unsatisfactory completion of placement requirements…). **Placement 1 must be completed by the census date of Semester 2, 2018 or the placement WILL be deemed as an unsatisfactory completion and the PEP 1 course MAY be deemed as a failure**. Dates for completion for PEP1 placements in 2019 will be advised in the 2019 handbook.

PEP 2 (PSYC7410)
Students must satisfactorily complete all requirements for the course, have completed their second placement (Clinic Orientation or research), and have provided all relevant documentation to the Placement Coordinator. A PE grade will be assigned until the placement is either completed, or deemed to have not been successfully completed (see 4.7 Unsatisfactory completion of placement requirements…). **Placement 2 must be completed by February 15, 2019 (please be aware that this date may change with the inception of the trimester system in 2019), or the placement WILL be deemed as an unsatisfactory completion and the PEP 2 course deemed as a failure**. Dates for completion for PEP2 placements in 2019 will be advised in the 2019 handbook.

PEP 3 (PSYC7411)
Students must satisfactorily complete all requirements for the course, andcompleted their third placement before they can satisfactorily complete PEP 3. A PE grade will be assigned until the placement is either completed, or deemed to have not been successfully completed (see 4.7 Unsatisfactory completion of placement requirements…). **Placement 3 must be completed by census date of Semester 2, 2018, or the placement WILL be deemed as an unsatisfactory completion and the PEP 3 course MAY be deemed as a failure**. Dates for completion for PEP3 placements in 2019 will be advised in the 2019 handbook.

PEP 4 (PSYC7412)
Students must satisfactorily complete all requirements for the course, and have provided all final documentation for their final placement to the Placement Coordinator. All placements must total to at least 1,000 hours of satisfactory performance before a student can complete PEP 4. A PE grade will be assigned until the placement is either completed, or deemed to have not been successfully completed (see 4.7 Unsatisfactory completion of placement requirements…). **Placement 4 (or the last**

placement, in cases where students have completed more than four placements) must be completed by February 15, 2019 (this date may change due to the inception of the trimester system) or the placement WILL be deemed as an unsatisfactory completion and the PEP 4 course MAY be deemed as a failure. Dates for completion for PEP4 placements in 2019 will be advised in the 2019 handbook.

Part-time students should liaise with the Placement Coordinator to ensure that their placements and linked PEP courses are managed appropriately. Students must attend PEP 1 and PEP 2 over consecutive semesters (for example, enrolling in PEP1 and PEP 2 over the first year of study) or trimesters 1 and 3 in the same year from 2019 onwards, and PEP 3 and PEP 4 over consecutive semesters (for example, during Semester 1 and 2 of Year 2) or trimesters 1 and 3 in the same year from 2019 onwards.

It is important to note that some students, especially those doing an international placement, will do their final placement in the summer (i.e., over November, December and January). Currently, students are allowed to extend their placements through the summer semester (usually until mid-February), however, students in the future may need to enrol for a summer semester to finish their placement (or enrol in PEP 4 during the summer semester). Students who have not finished their final placement by the Semester 2 Assessment Review meeting (usually held in late November) may not be able to attend the same graduation ceremonies as other students from their cohort due to the processing time required for their documentation.

In those cases where a placement has been deemed unsatisfactory and a remediation plan is set in place, it is important that the student, Placement Coordinator and Program Director meet to create a plan to get the student back on track with PEP and placements. Having a placement deemed unsatisfactory may result in a student having to move to part-time status, take program leave which may result in an extension of their program.

4.4 Placement requirements

Broad Aims of Placements
The primary aim of forensic placements is to ensure that a student gains 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 and services provided as Forensic Psychologists in the community.

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 requirement, defines neither '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 accurately 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 (but not to the placement hours). For example, if an intern has 100 hours of placement and 10 hours of supervision (ratio 1:10), and the supervising psychologist has accrued 4 hours of

documented supervision preparation, then the placement hours remain the same (100) but the number of supervision hours becomes 14 hours with a final ratio of 1:7.14.

Qualifications of Supervisors

The supervisor should have completed PsyBA-accredited training in supervision and hold an endorsement in forensic psychology. Other psychologists may be involved in supplementing this supervision in limited areas at the discretion of the site supervisor. In some circumstances where the site supervision does not meet both of these requirements, the Placement Coordinator or other accredited psychologist at the UNSW School of Psychology can act as the primary supervisor. Interns who are on placement in this circumstance must either attend group research supervision (if on a research placement) or provide weekly logs to the primary supervisor. 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 site supervisor if the need arises.

Activities/Duties Undertaken While on Placement

The WFC 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 with the site supervisor 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 casework 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 a significant part of a placement, a student should gain a general understanding of how the organisation formally functions, including administrative duties.
- 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 all duties that a psychologist on site would. When on a research placement, the student should be provided with opportunities to fulfil the goals as set out within the Basic Contract and, where possible, observe or participate in clinical work (with training) in progress. In assessment/treatment placements, the student should have the opportunity to complete assessments and treatment (under supervision. 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 a therapist should be formally supervised by the Psychologist via pre- and post-session 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.
- **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. If a student is on placement and finding difficulty in attaining their ratio of supervision, it is imperative that they contact the placement coordinator in a timely manner so that the situation is resolved; it is not helpful if this comes to the attention of the placement coordinator at mid or final placement when it may be too late to resolve the situation.

- 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 casework, 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, AHPRA regulations, and the Code of Ethics and Ethical Guidelines (http://www.psychology.org.au/about/ethics/) 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.

While students registered with Disability Services can be assisted to gain support for placements, a placement site may not be able to accommodate some requirements. Students registered with Disability Services should send a copy of their Letter of Support to the Program Director and Placement Coordinator at the beginning of each academic year, and work closely with Disability Services and the Placement Coordinator in anticipation of placements.

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, however, does not extend to assuring the appropriate ratio of supervision has been accomplished.

Students must record supervision activities in their log; on a regular basis, supervisors must confirm by signature that the supervision has been provided (see Section 5.1.17 of the Rules for Accreditation & Accreditation Standards for Psychology Courses, https://www.psychologycouncil.org.au/Assets/Files/APAC_Rules_for%20_Accreditation_and_Accreditation_Standards_for%20_Psychology_Courses_Ver_10_June_2010.pdf).

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. 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 arranging and allocating 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 are encouraged 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 (2018)*

	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 (2018+)

	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 31st of January of the year of their graduation (this date may change in 2019)													
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 date of placement completion may change in 2019.													

The student is required to maintain regular contact with the Placement Coordinator throughout their entire enrolment, and may 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.

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, particular placement sites have procedures and deadlines for application for placement, and often all students need to be accommodated simultaneously. We seek to consider all available information. It is imperative that students recognise that completing placements in the summer or winter semester breaks can be difficult; planning is essential.

Field Supervisor Standards
As per APAC standards:
> 5.3.23 All *Field supervisors* should be members or hold qualifications which make
> them eligible for membership of the appropriate APS College, or of an APS College

for supervision for a generalist course, and additionally, should have at least two years relevant full-time experience as a psychologist, following the award of their postgraduate psychology degree. All field supervisors must also hold current full registration as a psychologist with the Registration Board in the supervisor's country of principal residence.

5.3.24 In instances where there is an appropriate placement opportunity but the requirements stated in Standard 5.3.23 cannot be met, then a staff member from the Institution meeting the requirements stated in Standard 5.1.3 should be assigned the responsibility for the placement in conjunction with a member of staff at the agency. (Note this should only occur during one practical placement and must constitute no more than 30% of a student's total placement experience for that course. In addition, if the student is also completing a placement within the AOU, the supervising staff member must be a different person in each case).
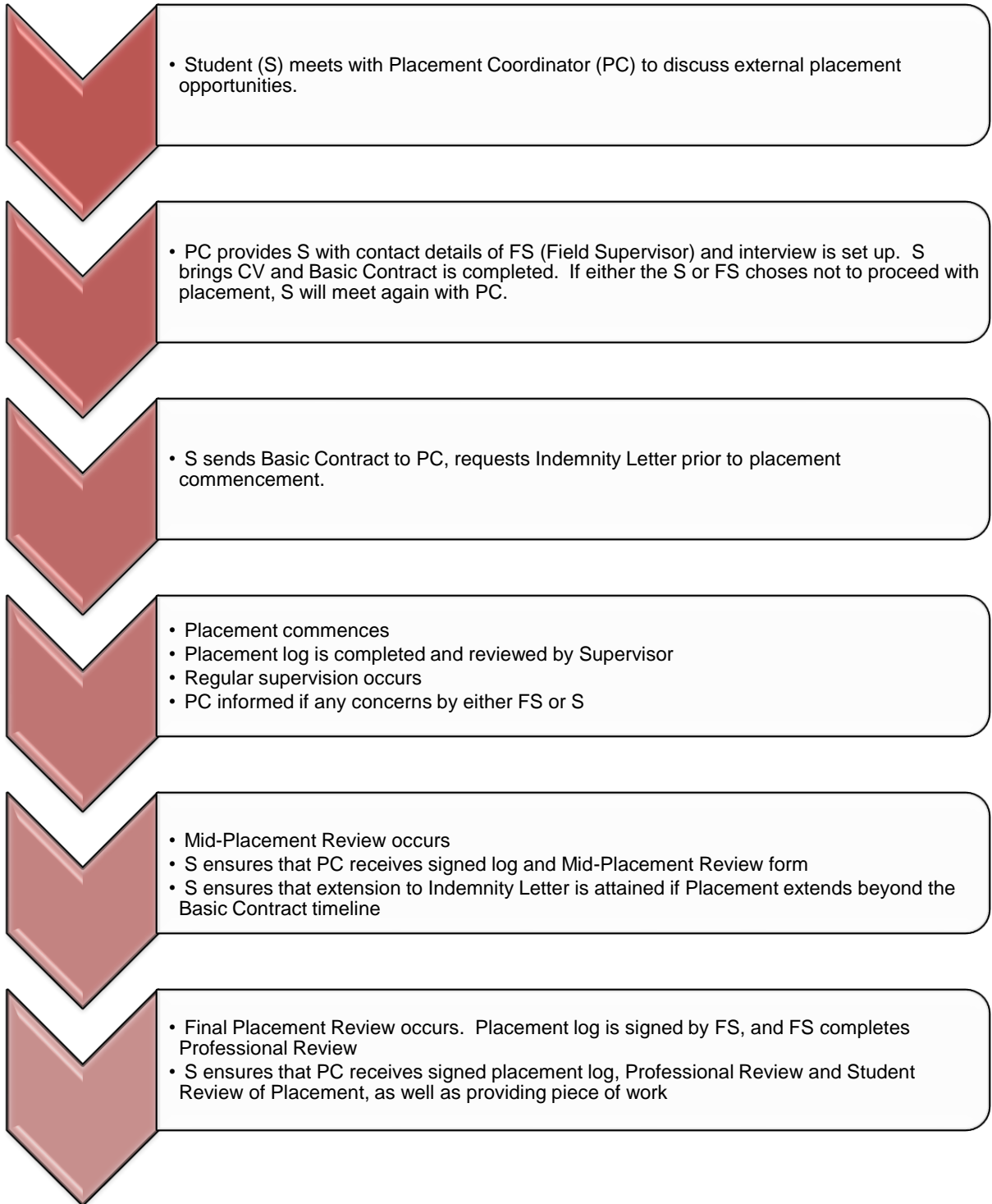
In those cases where a research placement has a field supervisor who does not meet APAC requirements for a field supervisor, an Offsite supervisor who does meet those criteria will be provided from within the UNSW Master of Psychology (Forensic) Program or designate.

Supervision Requirements
As per APAC Standard:

5.3.25 Supervision of all placements must involve one hour of direct contact for each full day of placement (7.5 hrs). 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. Additionally, APS College Approval Guidelines for distance supervision should be met. Where supervision comprises a mix of individual and small group formats, no less than 50% can be individual supervision.

1. If a student has been placed in a research placement where an offsite supervisor is required, students must attend group research supervision that is held by Kristy Martire and Richard Kemp on a weekly basis (times/dates TBA); attendance is a means of attaining supervision ratios but also to share the research that is occurring in the forensic community.
2. If the *Field supervisor* meets the standards in 5.3.23 the 1:7.5 ratio must be provided to the supervisee by the Field supervisor. If an *Offsite supervisor* is required to meet 5.3.23, the overall supervision ratio of 1:7.5 must include supervision from both the *Offsite supervisor* and the *Field supervisor*. Supervision from a *Field supervisor* who does not meet the criteria in 5.3.23 must occur within a broader context of oversight from the *Offsite supervisor*.
   a. A student must receive 60% of all of their supervision in a non-electronic '*direct contact*' format as per 5.3.25.
   b. A student must receive at least 50% of their supervision in an '*individual*' format as per 5.3.25.
3. The *Offsite supervisor* is required to provide no less than 1 hour of supervision per 4-6 days of placement (usually provided either through research group supervision or through reading the weekly supervision logs). The *Field supervisor* must provide the balance of the total supervision ratio of one hour of supervision per each 7.5 hours of professional practice.
4. Generally, the *Offsite supervisor* will provide supervision in *direct contact group* format for research placements. Additionally, any activities that the *Field supervisor* or *Offsite supervisor* conduct in preparation for supervision—such as reviewing report drafts, meeting agendas or placement-related student work product—can be identified as supervision activities (and count toward the 1:7.5 hour supervision ratio). Such activities must be logged by the supervisor and provided to the Placement Coordinator as part of the final placement documentation.

- Student (S) meets with Placement Coordinator (PC) to discuss external placement opportunities.

- PC provides S with contact details of FS (Field Supervisor) and interview is set up. S brings CV and Basic Contract is completed. If either the S or FS choses not to proceed with placement, S will meet again with PC.

- S sends Basic Contract to PC, requests Indemnity Letter prior to placement commencement.

- Placement commences
- Placement log is completed and reviewed by Supervisor
- Regular supervision occurs
- PC informed if any concerns by either FS or S

- Mid-Placement Review occurs
- S ensures that PC receives signed log and Mid-Placement Review form
- S ensures that extension to Indemnity Letter is attained if Placement extends beyond the Basic Contract timeline

- Final Placement Review occurs. Placement log is signed by FS, and FS completes Professional Review
- S ensures that PC receives signed placement log, Professional Review and Student Review of Placement, as well as providing piece of work

Arranging the Placement

First year placements are organised in the following manner:

- 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 are advised of where their research placements will be held and in what block (Block 1 runs from approximately end of March to end of July and Block 2 runs approximately from beginning of August to end of November). Students will either commence a research placement or a Clinic Orientation placement and, after completion of placement with final documentation, students will begin the alternate placement in Block 2.

- Students undertaking their Clinic Orientation placement will complete a specialised Basic Contract that outlines specific tasks that must be completed. Students completing their research placements will meet with their potential supervisor to discuss the goals and Basic Contract.

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**.
  - **Students may only approach one supervision site at a time**; a scattershot approach to placements is not allowed as it would inundate our supervisors. This means that students must make a considered decision on which placement sites to approach.

- 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 arranging the interview. 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 student must provide the Basic Contract to the Placement Coordinator 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 from Moodle. 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 that extends 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 review meetings. Copies of the contract should be held by the student and 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. In some cases where timing is at issue, the placement coordinator may be able to provide a letter of indemnity as long as they have all the relevant details of the placement.

4.6 Supervisor's review 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 5.3.28 of the [Rules for Accreditation & Accreditation Standards for Psychology Courses](#)). 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 in the Basic Contract. A Mid-Placement Review Form (on Moodle) is provided as a suggested guideline for the content of this meeting. The Placement Log is a set of activities and 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 Form 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 (on Moodle). The Supervisor should also review and sign the completed Placement Log of the student. Additional written or oral reports from the Supervisor are also welcomed. 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 Review, the Placement Log, the student Review 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.

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 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. In these circumstances, it is then the supervisor's responsibility to indicate this to the Placement Coordinator or 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 act in a timely manner would, in the long-term, be a disservice to the student and to the profession as a whole.

The overall decision as to whether a student's performance on a placement has been satisfactory will be made by the Program Director in consultation with the supervisor. 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(s), they determine that the student has:

- 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) assessment of the placement may be deferred until a later date and not deemed as an 'unsatisfactory' placement].
- Did not successfully complete the learning plan as set out within the Basic Contract within 350 hours (see exceptions in Section 4.1).
- Committed a significant breach of the regulations of the placement provider, University or AHPRA, or has engaged in behaviour deemed unprofessional or unethical by the Program Director and/or regulators.

Competence-Based Remediation Plan

Where remediation is required, it is the responsibility of the student to produce a Remediation Plan (see Moodle), 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.

A remediation plan can take place within a placement when a deficit in learning, skill or other aspect of competency is identified. At mid (if applicable) and final review, the goals of the remediation plan as well as the Basic Contract are considered.

Where competency deficits in the student's skills or professional behaviour are still felt to remain at the end of an unsatisfactorily completed placement, a remediation plan 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 deemed 'Unsatisfactory' and an 'Unsatisfactory Fail' may be recorded for the associated PEP course (refer to Program Rule 2).

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 gains and 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 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 deeming a Placement as 'Unsatisfactory'
Placements can be deemed as unsatisfactory at any point of the placement if the deficit or behaviour is significant and/or serious. It is not compulsory (though it is recommended) to implement a remediation plan, especially if the deficit or behaviour is significant and/or serious. If the supervisor is considering recommending that a placement is deemed unsatisfactory, or is undecided, s/he should consult with the Placement Coordinator. If the supervisor ultimately decides to recommend that a placement has been completed unsatisfactorily, the following procedures will apply.

1. The supervisor should indicate on the Placement Review form (or within an email) that the placement is recommended to be deemed unsatisfactory. 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. A student can request a support person attend any meeting but must advise the program team who your support person will be so that we can ascertain if an appropriate selection has been made. As it is possible that client issues may be discussed, the selected person will need to have appropriate qualifications and experience. Prior to the meeting, the support person would need to be advised that :
   a. their role is as an observer to the proceedings and a support to the student
   b. they are welcome to take notes
   c. they must respect and maintain the confidentiality of the meeting
   d. they are not to act as an advocate
   e. the program team will intercede to clarify the support persons role if their conduct deviates from these expectations.
4. The Program Director will consider all available reports, written and oral, from all relevant parties.
5. The final decision to deem a placement 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 the Program Director deems 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 based on 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. **It is highly recommended to take adequate time to reflect on the reasons for an unsuccessful placement and to ensure that any barriers to a remediation placement have been resolved prior to beginning it.** 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.

While students may find it difficult to share information regarding their remediation plan with a new supervisor on a remediation placement, it is imperative that students do so, so that supervision on the identified issues can be addressed and evaluated. Generally, on an external remediation placement, the supervisor is made aware of the remediation plan, and the Placement Coordinator is much more closely involved (e.g., requiring the student to forward weekly logs). Where a student does not satisfactorily complete a remediation placement, this would normally lead to the termination of training in the Master of Psychology (Forensic) program. In general, 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 may only be permitted to enrol once more given permission by the Program Director (refer to Program Rule 3). Should the student fail the course for a second time, the Program Director will recommend that the student withdraw from the program.

4.8 Student's review 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 review form (see 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. As well, the log is often the place where reflective practice begins, which is an essential skill of psychologists.

Completion of a satisfactory Professional Development Log is a requirement for each of the four Professional and Ethical Practice (Forensic) courses; PSYC7409 (PEP 1), PSYC7410 (PEP 2), PSYC7411 (PEP 3) and PSYC7412 (PEP 4).

PEP logs
A format for the Professional Development Log is provided in PEP courses (and Moodle). The log 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
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, on a regular basis, as an accurate account of that student's placement experience. The Supervisor must sign the placement log regularly in order for these activities to count towards the contact hours required for satisfactory completion of the program.

While we note that discussing issues with your peers is an important collegial activity, 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
- Any and all supervision, as well as your agendas for supervision
- 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.
2. To be available for an initial meeting with prospective placement students.
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 review.
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, and to observe their practice through live observation or review of video.
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. While 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 for 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 Supervisor Review of Intern Competency 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 aid the student in investigating other placement options if either party feels the placement to be inappropriate.
3. To act as a primary supervisor on those occasions where it is required.
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. In identifying a placement site, recognizing that they may only pursue one placement at a time.
3. That once a placement is available, to arrange an initial meeting with the prospective Supervisor. The Placement Coordination should be cc'd into all email contact with potential supervisors.
4. To notify the Placement Coordinator if an allocated placement does not proceed so that an alternative placement can be arranged.
5. 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 or ClinConnect). 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.
6. To act in a professional manner at all times during Placement; to be punctual and attend all scheduled meetings with the Supervisor and/or other placement staff as required.
7. To contact the Placement Coordinator if any problems arise during the placement, or if procedures require clarification.
8. To keep a complete log of all placement activities, and have that log signed by the Supervisor on a regular basis.
9. To ensure that minimum ratios of supervision are being met.
10. To accurately record hours (i.e., counting only those hours spent doing placement duties).
11. To keep copies of all documents relevant to the placement, and bring these to meetings with Supervisors and the Placement Coordinator.
12. To give the Supervisor informal and formal feedback on the placement and supervision received.
13. 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.
14. To submit signed scanned copies of the Supervisor Review of Intern Competency Form, Student Placement Review and Placement Log at completion of the placement.

List of Appendices

A   Brief Timeline of Thesis

All other forms can be found on Moodle

Contact Information

Please direct enquiries to the relevant staff below.

MPsychol (Forensic)

A/Prof Kristy Martire	Anita McGregor	Professor Richard Kemp
Program Director	Clinic Director/Placement Coordinator	+61 2 9385 1401
+61 2 9385 8563	+61 2 9385 3203	richard.kemp@unsw.edu.au
k.martire@unsw.edu.au	amcgregor@unsw.edu.au	

Combined PhD/MPsychol (Forensic)
A/Prof Chris Donkin
Postgraduate Research Coordinator
+61 2 9385 9444
c.donkin@unsw.edu.au

Administrative Support (e.g., enrolment, PsyBA registration)

Emmalee O'Grady	Benedetta Martins
Administrative Officer	Administrative Assistant
(Postgraduate Support)	+61 2 9385 1326
+61 2 9385 3236	b.martins@unsw.edu.au
psychology@unsw.edu.au	

The information contained in this guide is correct as at February 2018. 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.

Brief Timeline of Thesis

Masters Stage	Period	Time	Deliverable [Event]	Progress Indicators
Stage 1	**Summer Break**	October/November	Supervisors and project areas released	♦ Begin consulting with potential supervisors
		November	Supervisor preferences due	♦ Begin working up one or two page BRPs
		December/February	Supervisor allocations released	♦ Refine final BRP for submission ♦ *Consider School/ Uni/ Agency Ethics*
Stage 2	**Semester 1**	Week 2	[Allocation to Thesis Panel Presentation week] Notify supervisors (internal & external) of Thesis Panel Presentation week & time/ request attendance	♦ Refine BRP ♦ Work on panel presentation ♦ Consider School/ Uni/ Agency Ethics ♦ Prepare docs for SONA approvals
		Week 4/5	BRP's due to Masters Committee Schedule Panel meeting if supervisors won't be present during presentations	♦ Finalise panel presentation
		Week 5/6	Thesis Panel Presentations	Upon Masters Committee approval: ♦ Secure School/ Uni/ Agency Ethics ♦ Secure SONA approvals ♦ Begin testing participants ♦ Begin writing introduction and method ♦ Seek confirmation from supervisory regarding satisfactory progress
		Late June		♦ Literature review and method draft complete
	Semester 2	Week 4	Thesis title and supervisors to Conference organisers	♦ Wrapping up testing ♦ Beginning analysis ♦ Introduction and data collection completed ♦ Draft analysis underway
		Early September		♦ <u>Complete</u> first draft to supervisor ♦ Work on discussion *breathe*
		Mid-September		♦ Schedule meeting with supervisor regarding feedback on first draft and contents of discussion
		Week 10	Thesis abstract to Conference organisers	♦ Work on conference presentation ♦ Finalise conference presentation
		Week 12 (Fri 19 Oct)	**Submit Thesis**	
		Week 13	Forensic Research Conference	