



# Master of Psychology (Forensic) Program Booklet

Never Stand Still

Science

School of Psychology

OUTLINE OF PROGRAM

&

GUIDELINES FOR PLACEMENTS

2012

# *Master of Psychology (Forensic) Program*

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# Part I: The Masters (Forensic) Program

## 1.1 Introduction to the Master of Psychology (Forensic) Program

The Master of Psychology (Forensic) program was offered for the first time in 1998. The degree is unique among masters programs in forensic psychology at Australian universities in that both a school of psychology and a law school are involved in its teaching; each School at UNSW is a recognised leader in its field in Australia. The program is accredited as fifth and sixth years of study leading to generalist registration within the PBA (Psychologists' Board of Australia) of APHRA (Australian Health Practitioner Registration Agency), as well as full membership of the Australian Psychological Society. Graduates who complete two years of supervision after completing the program are eligible for 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 problems that present in forensic settings, expert testimony, investigative approaches, and policy issues and research. There is a strong emphasis on the integration of psychological, research and legal skills.

## 1.3 Components of the Program

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

### 1. 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.

### 2. 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. The research thesis is considered to be a very important part of the program and contributes 25% of the total number of credits.

### 3. Placement Hours

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 Forensic Practice Clinic; and

- placements in an external setting.

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

The completion of a minimum of one thousand (1000) supervised hours of placement within both the Forensic Practice Clinic (a joint project between UNSW and Corrective Services NSW – CSNSW) and approved external settings is required. In the first year of a full time program, students will complete approximately half of their hours through a research placement and gain their basic skills through observation and practice at the Clinic. Over the second year of a full time program, students will both work with increasing autonomy within the Clinic as well as taking on external placements to broaden their skill base. Placement supervisors provide detailed feedback to students regarding their performance on placement and this feedback will be used to help determine whether the student's performance is satisfactory. The placements will be organised so that the student experiences a range of settings and has a chance to acquire the skills necessary for successful completion of the program. Further details of the placement process are provided in Part 2 of this document.

## 1.4 Program Structure

The University year extends from late February to November, and is divided into two twelve-week sessions. These twelve weeks of teaching occur during the thirteen weeks specified in the University calendar and generally run within weeks one through twelve. There is a recess of several weeks between the two sessions, and a one-week mid-session break within each of the sessions. Within the Masters program however, these sessions and breaks apply only to the lecture timetable. Practical work, such as placements, continues throughout the year.

The degree can be taken as a two-year full-time program, or spread over three or four years of part-time study. It is possible to switch between full-time and part-time modes of study. The minimum period of registration before the award of the degree is four sessions for full-time students and six sessions for part-time students. A combined Doctor of Philosophy/Master of Psychology (Forensic) degree program is available over four 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. Students are sometimes permitted to switch from the Masters program onto the combined 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.

Students with advanced standing may have the minimum period reduced by up to one-half of the program (e.g., a reduction of one session if a student has completed a PhD in an approved area of Psychology and one session if a student has completed parts of the coursework program). All students must complete the thesis component of the Masters program.

Students intending to complete the program in the part-time mode should read the information provided for them in a later section of this booklet and must plan their enrolment in consultation with a member of the forensic staff.

Table 1 - illustrates the structure of the program as it applies to full-time students.

<i>Year 1</i> (equivalent to first year of study for full-time students)				
Session 1				
Code	Title	Units Credit	of	Hours/week (classroom contact only)
PSYC7001	Psychological Assessment 1	6		3
PSYC7400	Interventions in Forensic Psychology 1	6		2
PSYC7402	Applications of Forensic Psychology	6		2
PSYC7409	Professional & Ethical Practice (Forensic) 1*	6		*
Session 2				
LAWS9800/1	Civil/Criminal Law for Psychologists**	6		2
PSYC7000	Research and Evaluation Methods	6		2
PSYC7401	Interventions in Forensic Psychology 2	6		2
PSYC7410	Professional & Ethical Practice (Forensic) 2	6		*
<i>Year 2</i> (equivalent to second year of study for full-time students)				
Session 1				
PSYC7403	Experimental Psychology and Law	6		2
PSYC7411	Professional & Ethical Practice (Forensic) 3	6		*
PSYC7413	Research Thesis (Forensic) 1	12		
Session 2				
LAWS9810/1	Civil/Criminal Law for Psychologists	6		2
PSYC7412	Professional & Ethical Practice (Forensic) 4	6		*
PSYC7414	Research Thesis (Forensic) 2	12		

**Notes**

\* PEP1, PEP2 PEP3 and PEP4 normally involve two hours of tutorials each week plus several all day workshops and are associated with placement hours

\*\*LAWS9800 and LAWS9810 are offered in alternate years. Students can complete these two courses in any order and should enrol in which ever is offered regardless of whether they are in stage 1 or stage 2.

Table 2 – Illustrates the structure of the program as it may apply to a part time student^

<i>Year 1</i>				
Session 1				
Code	Title	Units Credit	of	Hours/week (classroom contact only)
PSYC7001	Psychological Assessment 1	6		3
PSYC7402	Applications of Forensic Psychology	6		2
Session 2				
LAWS9800/1	Civil/Criminal Law for Psychologists**	6		2
PSYC7000	Research and Evaluation Methods	6		2
<i>Year 2</i>				
Session 1				
PSYC7400	Interventions in Forensic Psychology 1	6		2
PSYC7409	Professional & Ethical Practice (Forensic) 1	6		*
Session 2				
LAWS9800/1	Civil/Criminal Law for Psychologists**	6		2
PSYC7410	Professional & Ethical Practice (Forensic) 2	6		*
<i>Year 3</i>				
Session 1				
PSYC7403	Experimental Psychology and Law	6		2
PSYC7411	Professional & Ethical Practice (Forensic) 3	6		*
Session 2				
PSYC7412	Professional & Ethical Practice (Forensic) 4	6		*
PSYC7401	Interventions in Forensic Psychology 2	6		2
<i>Year 4</i>				
Session 1				
PSYC7413	Research Thesis (Forensic) 1	12		
Session 2				
PSYC7414	Research Thesis (Forensic) 2	12		

## Notes

^ Please be aware that this is only one example of how a part time student can enrol. Years 1 and 2 are often interchanged depending on whether the student prefers to begin with practical work or theoretical coursework. In addition, some students may choose to combine the third and fourth years so that their part time program can be completed in three years.

\* PEP1, PEP2 PEP3 and PEP4 normally involve two hours of tutorials each week plus several all day workshops and are associated with placement hours

\*\*LAWS9800 and LAWS9810 are offered in alternate years. Students can complete these two courses in any order and should enrol in which ever is offered regardless of whether they are in stage 1 or stage 2. Part time students should pay particular attention to their registration for these courses.

## 1.5 Student Attendance

The Master of Psychology (Forensic) is **not** an external program. Students enrolled in the program are expected to attend all lectures, seminars, workshops and meetings. Absences from programmed course work will need to be explained to the staff member involved. **You must inform the Placement or Program Coordinator by email if you are unable to attend a class, workshop or placement.** Students are also encouraged to participate in the general academic and social life of the School, by attending School meetings, seminars and social gatherings.

While recognizing the heavy time demands of the program, students with unsatisfactory attendance (i.e., more than one workshop per term, or a consistent pattern of missing classes and other requirements) may face failure of a course and ultimately of the program.

## 1.6 Staff Associated with the program

Staff associated with the Masters Psychology (Forensic) program include:

### School of Psychology

Associate Professor Richard I. Kemp, BSc Durham, PhD London (Program director /coordinator)

Professor Simon Kilcross (Professor and Head of School), BA, MA, PhD

Dr. Kristy Martire, BA Syd., MPsychol (Forensic) PhD UNSW

Associate Professor. Ben Newell, BSc , PhD UNSW, ARC Future Fellow

Prof Richard A. Bryant, BA Syd., MCLinPsych PhD Macq.

Prof Mark R. Dadds, BSc DipEd Melb., MMus Qld. Conservatorium of Music, DipPsych PhD Qld.

Dr Melanie Gleitzman, BA PhD UNSW

Prof Skye McDonald, BSc Monash, MSc Melb., PhD Macq.

Dr Tom Denson, BA, MA Research Psychology, MA Social Psychology, PhD

Dr Jessica Grisham, BA PhD

Dr Kim Felmingham, BA, MA, PhD

Associate Professor Michelle Moulds, BA, M.Psych, PhD, ARC Australian Research Fellow

### Placement Coordinator

Anita McGregor (Clinic Director, Placement Coordinator)

### School of Law

Sandra Egger, BLegS Macq., BPsych PhD W.A.

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

Owen D. Jessep, BA LLB Syd., PhD A.N.U.

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

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

### Honorary Associates

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

## 1.7 Information for Part-time students

The degree can be taken as two-year full-time program, or spread over four years of part-time study. The maximum period of registration before the award of the degree is four sessions for full-time students and eight sessions for part-time students.

This is a demanding program of study, and students generally will not be able to undertake this course part-time at the same time as working full-time. Normally a part-time student is expected to take half the number of credits per-session as a full time student. Following this model a part-time student will take 12 credits per session and will require 8 sessions (4 years) to complete the course.

Part-time students must plan their program carefully. Part-time students are required to meet with the Program Coordinator soon after enrolling to plan their program. These plans are reviewed by the Program Coordinator and student at the start of each session.

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 the section below for further details.
- The availability of courses which do not run each year. Some courses – such as Law for Psychologists 1 and Law for Psychologists 2 are not offered every year. The two law courses are offered alternate years but can be taken in any order. Part-time students are advised to consider taking 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 session 1 and session 2 respectively of their final year. Although it is possible to start the thesis in session 2 of one year and finish it in session 1 of the following year, it is in some ways more convenient to follow the conventional pattern if this is possible. As Psyc7413 and Psyc7414 are both 12 credit courses part-time students are not expected to enrol for other courses while undertaking their thesis (with the possible exception of PEP3 or PEP4)
- Students must complete PEP1, PEP2, PEP3 and PEP4 in order, and generally should take the PEP1/2 and PEP3/4 courses in adjacent sessions.

If a student's circumstances change it is possible for the student to change their registration from part-time to full time mode, or from full-time to part-time mode.

## 1.8 Student Liaison Committee

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

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

# Part 2 Information regarding Coursework

## 2.1 Coursework Details

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

### **LAWS9800 Law for Psychologists 1 (6 UOC)**

To establish an understanding of the framework within which Australian law operates, and to explore two particular areas of special interest to psychologists; the notions of responsibility and family law.

### **LAWS9810 Law for Psychologists 2 (6 UOC)**

The course examines systematically and in-depth major principles of Australian law governing arrest and search and seizure, matters relevant to the Accused, the Prosecution, the Judge and the Jury and trial procedure and an introduction to evidence law. Investigating many practical problems in applying the law, the course also makes a sustained attempt to assist students to obtain a broad understanding of the framework of pre-trial and trial procedure.

### **PSYC7000 Research and Evaluation Method (6 UOC)**

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

### **PSYC7001 Psychological Assessment 1 (6 UOC)**

A theoretical basis, background information and practical skills in methods of assessment typically used in clinical, forensic, and organisational psychology. Topics will include: the assessment of intelligence in adults and children, assessment of adult abilities, vocational interests, and personality, use of behavioural/structured interviewing, computerised test administration and expert scoring systems, assessment centres, special purpose testing, preparation of assessment reports, the provision of feedback to clients and subjects, and ethical, legal and professional issues. Emphasis will be on the development of practical skills in the administration, scoring and interpretation of standardised psychological instruments

### **PSYC7400 Intervention in Forensic Psych1 (6 UOC)**

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

### **PSYC7401 Intervention in Forensic Psych2 (6 UOC)**

An examination of the approaches to assessment employed by psychologists in various forensic settings. It will focus specifically on the theory and practice of standardized psychological tests, actuarial tests and SPJ (Structured Professional Judgment) tools in various settings and within various populations including children, youth and adults.

### **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 for a research career in forensic psychology, including: the synthesis of available literature, identification of gaps and limitations, development of research proposals, drafting of grant applications, the design of experiments and evaluations, formulating critiques of existing literature and collaborating to analyse and evaluate research ideas/approaches.

### **PSYC7403 Experimental Psychology & Law (6 UOC)**

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

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

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

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

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

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

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

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

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

### **PSYC7413 Research Thesis (Forensic) 1 (12 UOC)**

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

### **PSYC7414 Research Thesis (Forensic) 2 (12 UOC)**

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

\* Across PSYC7409, PSYC7410, PSYC7411 and PSYC7412 students must complete 1000 hours of professional practice both within the Forensic Practice Clinic as well as in external placements.

# Part 3 The Research Thesis

## 3.1 Nature of Research

### Area

The 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 findings 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. Qualitative data may be generated in some projects, requiring specific strategies (e.g., content analysis) to condense and organise the results and to allow conclusions to be drawn. 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 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 (aka "subjects") 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 or payment of a salary. In most instances it should be possible to play a role in determining some aspects of design and implementation, and a primary role in analysis. Where aspects of the design have been constrained, it is important to spell these out in the thesis, provide a critical analysis of the design, and consider alternative approaches that might have been used.

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. Design and implementation of the project is shared, but each student writes an independent thesis.

## Supervision

Each project has a primary supervisor and a co-supervisor, who liaise with the Masters Committee. The supervisor and co-supervisor are normally members of the academic staff of the School. However, one (but not both) may be 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 based in an external School or forensic agency there should be close cooperation between external and internal (academic) supervisors. The academic supervisor will act on your behalf with the external supervisor, providing guidance or assistance regarding the negotiation of projects which will meet the necessary requirements of the thesis.

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

## Statistical consultation

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

## Resources

*Computing.* The Masters computer lab is located in Mathews Room 1101. Additional computers and printing facilities are in Mathews Rooms 209, 209A, 422 as well as on Level 8. 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.

In addition there are 3 bookable labs (907, 1002 and 1022) which are available to conduct research. Computer labs are booked through Camilla Leung ([c.y.leung@unsw.edu.au](mailto:c.y.leung@unsw.edu.au)).

*Equipment.* Students may use School equipment available for loan from the Technical Support Unit in Mathews Room 148 (e.g., tape recorders, slide projectors), tests available from the Test Library in Mathews Room 803, and 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/resources/researchparticipation.html>

Details on ethics approval are available here including the application form. 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 need approval from other bodies. This will be so, for example, if your research is supported by ARC or NHMRC funds. 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 20 minute presentation of their thesis at the Annual Forensic Psychology Research Conference which is usually held in Week 13 of Semester 2. Current Masters students, program graduates, internal and external supervisors and members of the Forensic community are invited to attend (attendance is compulsory for students on the program). This conference provides a showcase of the work of program graduates as well as an opportunity for students to impress potential future employers.

## 3.2 Detailed Timeline

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

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

1. the application is in writing,
2. the delay is due to circumstances beyond your control (e.g., illness, equipment breakdown, constraints on collaborative research),
3. the circumstances are documented (medical certificate, statement by supervisor), and
4. the circumstances are notified as soon as they arise.

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

### Stage 1 (e.g. 2011)

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

*November.* Complete form detailing preferences for topics and supervisors and return it to the Psychology General Office. 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, if you have been in communication with a supervisor and an agreement has already been reached regarding their willingness to supervise you it is possible for this to be taken into consideration during the allocation process. In order for this information to be considered it must be documented on the preference form.

*December-February.* In December the School will write to you advising of supervision arrangements. As soon as you are notified you should begin liaising closely with your supervisor in designing the project, including finalising the topic, determining relevant theoretical background, designing the procedure, and sourcing of participants. You are advised to communicate with your supervisor using the Brief Research Proposal format demonstrated in PSYC7402 – Applications in Forensic Psychology. Ultimately a version of this BRP (described in detail below) will be submitted for assessment by the Masters Committee. Details of the format of the final BRP to be submitted can be found below.

### Stage 2 (e.g. 2012)

*Week 2 Semester 1:* Students will be allocated to a Thesis Panel Presentation week. During two PEP3 workshop sessions in Weeks 5 and 6 of Semester 1 2012 all students will be required to present a 20 minute version of their BRP to their colleagues and their supervisors (internal and external).

*Week 4 & Week 5 Semester 1:* Students will be required to submit their BRP to the Masters Committee via the Psychology General Office (Mathews Building Room 1011). This proposal will be reviewed by the Committee. The due date for your BRP is 7-days prior to the date scheduled for your Thesis Panel Presentation in Week 5 or 6.

*Week 5 & Week 6 Semester 1:* Students will give their Thesis Panel Presentation (described in detail below) in Weeks 5 and 6. 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. In the event that a student's supervisor is unable to attend the Thesis Panel Presentation, a formal panel meeting including all supervisors will need to be scheduled before the Masters Committee can approve the proposal. Research should not begin until formal approval has been given by the Masters Committee. In the event that a student feels they are ready to begin collecting data before their Thesis Panel Presentation is scheduled, upon consultation with the Program Director they may submit their BRP for early approval by the Masters Committee. Having done so does not free a student from the obligation to make a Thesis Panel Presentation during Week 5/6.

*Late June:* You should be in regular contact with your primary supervisory throughout the course of your project. In late June you should undertake a review with your supervisor to ensure that your progress is satisfactory. If your supervisor is concerned that progress is unsatisfactory, your project will be reviewed by the Program Director and, in consultation with your supervisors, a course of action will be decided to ensure completion of your project within the designated time. A second panel meeting can be arranged at this time to discuss progress and deal with any problems that may have arisen if you or your supervisor believe this would be of benefit. By this time the literature review should be completed, data collection is well underway, and a draft of the Method section is complete.

*Week 4 Semester 2:* 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 Semester 2:* 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 below.

*October 12:* Thesis submitted.

*October 16:* Present your thesis research at the Annual Forensic Research Conference (guidance provided below).

### **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 describing your proposed research project. Like the BRPs completed in PSYC7402, the purpose of this document is to convince your reader (ultimately the Masters Committee) that you have formulated an interesting and achievable research plan which will address explicit and refined research questions.

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

- Aims – these should be clear, appropriate and match with method.

- Background – demonstrates your knowledge of the field of research, critically analyses previous research clearly identifies gap in literature, has a good smooth and logical progression towards the identification of your specific research questions, and has a narrowing or funneling structure which leaves the reader in no doubt that what you propose is the best and most obvious next step in your field of research.
- Proposed Research (method) – details an appropriate, clear method matching with aims, describes the population of interest, the recruitment procedure, identifies appropriate ethics bodies, operationalizes key variables, and convinces the reader that you know what you are doing and that it can be achieved.
- Significance & Innovation –brief statement of the applications and benefits of the research contextualised appropriately.
- References (not included in character count)

The brief research proposal should be no more than 20 000 characters (roughly 5 pages single spaced) excluding references. You should consider readability when formatting your document. References may be endnoted in this document but the full reference included at the end should comply with APA referencing standards. The amount of content presented under each heading should be distributed as is appropriate for your project. For example, if you are using a complex experimental design or sampling procedure be sure to take the space to convince your reader that you know what you are doing, have thought through the details, and have proposed something which is achievable. If your study is relatively straightforward your characters may be better used in the background and significance sections. Irrespective of the nature of your project you must present sufficient background information to explain why your project is necessary and appropriate.

Also similar to PSYC7402 we encourage you to get feedback on your BRP from your primary supervisor and your colleagues prior to submission during Week 4 or 5 of Semester 1, 2012. 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.

It is intended that this presentation – together with the review of your BRP - constitute the formal review process which results in the final approval of your research idea as something achievable and appropriate. If, however, all your supervisors are unable to attend this presentation a separate panel meeting will need to be held to facilitate the final approval of the project by the Masters Committee. Research cannot commence until either a Panel Presentation or Panel Meeting has occurred and resulted in project approval from the Masters Committee.

### 3.5 Preparing Your Annual Research Conference Abstract

Please provide the following information to conference organisers:

- Title (up to 20 words)
- Abstract (up to 200 words)
- Full Name
- Supervisors (include both internal and external supervisors with affiliations)

Your abstract should cover the following:

1. Specify the issue being studied – why is it important / interesting
2. Explain the methods used / details of population etc
3. Summarise the main findings / results (if you don't have these yet indicate what results will be presented)
4. Major conclusions (if you don't have results or conclusions yet you can say something broadly about the frame of reference within which your results will be discussed i.e., implications for treatment efficacy will be discussed).

Wherever possible use simple, non-technical language.

Below is an example of an Abstract from a previous conference.

**Title:** The Domestic Abusers Program: An Evaluation of its effect on recidivism.

**Author:** Jordan Delaney

**Supervisors:** Richard Kemp (Psychology, UNSW) & Chris Blatch (Corrective Services NSW)

**Abstract:** Domestic violence is a type of crime with unique features, high potential for harm and significant cost to the community. As part of the response from Corrective Services New South Wales (CSNSW) the Domestic Abusers Program (DAP) was developed to address the treatment needs of offenders convicted of crimes relating to domestic violence. The program runs in a group format and is conducted in accordance with CBT principals at a number of Community Offender Services district offices throughout NSW. To evaluate the program's effectiveness in reducing recidivism, DAP participants were compared to a matched control group and participants from an alternative domestic violence intervention previously run on an ad hoc basis. Survival analysis techniques were used to compare groups on general reoffending and violent reoffending. Preliminary results suggest the DAP significantly reduced general and violent recidivism rates compared to both the comparison and control group. Additionally, multiple regression analyses were used to examine factors predictive of recidivism and program completion. The implications of these findings are discussed.

### 3.6 Preparing Your Thesis

1. Your thesis should be prepared as a submission for a named journal, and you should follow the recommendations of the journal except where they conflict with these guidelines
  - ◆ Identify a journal which would be an appropriate home for your thesis (your target journal). In most cases there are several journals which would be suitable - it doesn't matter which you select provided it is appropriate for the subject material.
  - ◆ Read the "guidelines for authors" provided by the target journal. For many journals the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed. 2009) will be your bible in the preparation of the manuscript. See <http://apastyle.org/> for further details.
  - ◆ Include in your thesis a mock letter of submission to the editor of the target journal (the APA publication guidelines may help with this letter).

Copies of recent Masters theses written as a journal article are available from the School Test Library (Mathews Building Room 803). 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 7,000 words in length (including abstract but excluding references and appendices). In practice we recommend you aim for between 7000 and 8000 words. Ignore any word limit imposed by your target journal. Examiners are told to reward clear and concise writing.
  - ◆ 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).

- ◆ Printed appendices should only include materials which would normally be printed in the journal. If you wish to provide other materials you can include these on a DVD in a folder in the back of the thesis but be aware that the examiner might not look at these.
  - ◆ Its isn't necessary to provide the examiner with all SPSS data files, output etc (but see below)
  - ◆ You may also include a separate Acknowledgments page if you wish. Long and sentimental tributes should be avoided, but you may feel that you wish to include acknowledgments which are slightly longer than those normally given within the manuscript, although the latter should be included as appropriate.
3. You are required to provide your supervisor with a printed copy of your thesis and an electronic copy. In addition you must provide your supervisor with a copy of all materials, and data files.
- ◆ You are required to provide the School thesis library with an electronic copy of your thesis. The preferred format is pdf, but a Word document is also acceptable. Email the thesis to Heather Proudfoot (h.proudfoot@unsw.edu.au). This should be sent to Heather on the day you submit your thesis.
  - ◆ Print at least three copies of your thesis. Two of these must be submitted to the General Office and one to your supervisor. Where appropriate you should also supply copies to your external supervisor or partner organisation.
  - ◆ The General Office will supply binders for the two copies of the thesis you submit.
  - ◆ **Your thesis must be submitted to the General Office before 4.00pm on the due date (Friday of Week 12 e.g. 12th October 2012).** Please note that we do not normally allow extensions to the thesis deadline and the standard penalty (2% per day) will apply for late submissions.

### 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

Once marked you will receive a percentage mark and corresponding grade for your thesis. It contributes 25 percent to the overall grading for the Master of Psychology (Forensic) degree.

# Part 4 Information regarding Placements

## 4.1 The Professional Practice Component

The Master of Psychology (Forensic) program consists of three components, all of which are compulsory: Course Work, Research Thesis, and Professional Practice. Professional Practice involves two components: (1) Skills training workshops, and professional seminars conducted internally at the university through the PEP classes, and (2) internal (Forensic Practice Clinic) or external supervised placements.

### *Professional and Ethical Practice (PEP) classes*

The first component of professional practice is completed through four separate one session courses (Professional and Ethical Practice 1 through 4) which focus on the practical 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 therapy; group processes; and providing expert testimony. 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.

### *Placements*

For the second component, students are required to satisfactorily complete 1000 hours of placement. These placements will be spread between the Forensic Practice Clinic that is run jointly through the Forensic program and the CSNSW (Correctional Services of NSW), and external placement sites. Throughout the first year of a full time program, students are involved in a research and policy placement, either within the Clinic, or within a government or NGO research facility, as well as learning their basic clinical and forensic skills through placement in the Clinic. Students should gain approximately 500 hours of their placement requirements over the first year. Generally, the second year of a full time program consists of some participation within the Forensic Practice Clinic and one to two external placements, where the latter approximately 500 hours of supervised placement are gained. While the sessions and breaks of the University year apply only to the lecture timetable; placements continue throughout the year.

It is important to note that students wishing to complete their placements during summer or winter term breaks need to make those intentions known as soon as possible to the Placement Coordinator as these periods are often difficult to organize due to placement availability.

The evaluation of your performance in each setting, completed by the supervising Psychologist, will contribute to your relevant PEP grade and to your final grade in the Professional Practice component of the Master of Psychology (Forensic) degree program.

Students may not claim any hours of previous employment or experience towards the 1000 hours. Students who wish to do a placement within their worksite must meet strict criteria including having a separate Supervisor, doing work within the placement that is essentially different that their employment and that the placement does not exceed 30% of the total number of required hours.

## 4.2 Conditions to be met before a placement can occur

Students must have applied for their provisional registration with the Psychology Board of Australia (PBA) prior to commencing the program. This also applies to part-time and combined students even though the student might not be participating in placements or PEP classes in their first year. A student can only undertake a placement if the following conditions have been met:

- The student has applied for their provision registration through AHRPA (Australian Health Regulation Agency) and the PBA (Psychologist Board of Australia). Note that overseas applicants may need their academic qualifications approved by the Australian Psychological Society; this process is done at the discretion of the PBA, and may delay provisional registration.

- The student is currently enrolled in at least one course on the program
- The placement was arranged in consultation with the Placement Coordinator
- The placement will be supervised by an appropriately qualified supervisor
- The Placement Coordinator has received and approved a copy of the Basic Contract signed by the student and the supervisor
- The Placement Coordinator has issued the placement supervisor with a letter relating to insurance indemnity.
- The placement may not begin prior to the Indemnity letter being received by the supervisor. In some cases, the student may provide the Placement Coordinator with the start, mid, end dates of the placement as well as the contact details of the supervisor so that they may gain an indemnity letter prior to commencement of the placement if the Basic Contract is to be completed on the first day of placement. However, the Basic Contract must be sent to and received by the Placement Coordinator within 48 hours of the placement commencing.
- **The student may not count any hours toward a placement until the Placement Coordinator has received both the Basic Contract and the Placement Supervisor received the Indemnity Letter.**

### 4.3 The Relationship between Placements and Professional and Ethical Practice (PEP) courses

PEP courses and placement hours are linked :

#### PEP1 (PSYC7409)

- Students must satisfactorily complete all requirements for the course, and have made satisfactory progress in their placements at the Forensic Practice Clinic and their research placement.

#### PEP2 (PSYC7410)

- Students must satisfactorily complete all requirements for the course, any Clinic requirements, have completed their research placement and provided any and all relevant documentation to the Placement Coordinator.

#### PEP3 (PSYC7411)

- Students must satisfactorily complete all requirements for the course, any Clinic requirements and have commenced and made satisfactory progress in an external placement before they can satisfactorily complete PEP3.

#### PEP4 (PSYC7412)

- Students must satisfactorily complete all requirements for the course, any Clinic requirements and provided all final documentation for their final placement and,
- all placements must total to at least 1000 hours of satisfactory performance before they can complete PEP4

Part time students should liaise with the Placement Coordinator to ensure that their placements are managed appropriately. It is highly preferential that part time students attend PEP1 and 2 (and subsequently PEP3 and 4) over consecutive terms (for example, enrolling in PEP1 and 2 over the first year of study, then PEP3 and 4 in year three of study instead of taking PEP1 in year 1 and PEP2 in term 2 of year 2, etc.).

If a student has not completed their final placement by the start of the session following the session in which they originally enrolled in PEP4, they will be required to re-enrol for PEP4 and will have to pay the appropriate charge to do so.

It is important to note that some students, especially those doing a placement for New Zealand Corrections, will do their placements in the summer (i.e., over November, December and January). Currently, students are allowed

to extend their placements through the summer term (usually until the end of January), however, students in the future may need to register for a summer term to finish their placement (or register for PEP4 during the summer term). Students who have not finished placement by the Term 2 marking meeting (usually held in early November), may not be able to attend graduation ceremonies with other students from their cohort.

Performance on PEP courses is graded Fail/Pass/Credit/ Distinction/ Higher Distinction.

## 4.4 Placement Requirements

### Qualifications of Supervisors

All students on placement should be supervised by a psychologist acceptable to the Head of School, who is (a) a member of the APS College of Forensic Psychologists, and/or (b) registered as a psychologist by the PBA or other regulatory body. In 2013, this standard will be changed so that each supervisor must have completed training in supervision that has been accredited by the Psychology Board of Australia. Other psychologists may be involved in supplementing this supervision in limited areas at the discretion of the main supervisor. In some circumstances an accredited professional may also act as an external Supervisor in conjunction with the Placement Coordinator or other qualified psychologist at the School of Psychology, UNSW.

### Broad Aims of Placements

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

### Activities/Duties Undertaken While on Placement

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:

- Whilst students are enrolled in PEP1 and 2, they will be required to complete approximately 200-250 hours of their placement through the Forensic Practice Clinic. Through a progression of observation and increasing responsibility within intervention and assessment tasks (see one, do one, teach one philosophy), students will be required to participate in the operation of the Clinic, and regularly scheduled case meetings and supervision meetings. In PEP3 and 4, students will continue to be involved in the running of the Clinic and working with the students in PEP1 and 2.
- Prior to negotiation of an external placement, the student should participate in an interview by the prospective supervisor in order to determine the suitability of the student and the appropriateness of the placement. The interview should include; i) a detailed discussion of what experience is to be provided in the placement; ii) a detailed discussion of the needs, interests, and previous experience of the student; and, iii) timeframes for the placement (i.e., dates of attendance, start and end date of the placement).
- The specific aims/goals of the student should be established prior to the placement, and tasks/activities undertaken in order to realise these goals formalised in a written contract (the Basic Contract), which is acceptable to all parties. Students are provided with a Skills Checklist to aid them in negotiating the goals within the Basic Contract.
- The student should undergo an induction period, when they will be more fully acquainted with the duties, roles, and case work of the supervising Psychologist, be introduced to other agency or unit staff members, and be familiarised with the functions of the unit or agency as a whole. While it is not expected that

administrative duties are part of a placement, a student should gain a general understanding of how the organization formally functions.

- The student should, as soon as competence and circumstances permit, make a positive contribution to the work of the unit or agency. While on placement, the student should function as if they were a part-time member of staff, not merely an observer. When on a research placement, the student should be provided opportunities to fulfil the goals as set out within the Basic Contract and where possible, observe clinical work in progress. In assessment/treatment placements, the student should have the opportunity to work as a therapist or assessor on some individual cases or treatment programs. They should be able to carry out the range of clinical activities consistent with their level of competence, as negotiated with their Supervisor. The Supervisor will arrange clinical activities for students in accordance with the agency or unit's procedures. The student should have the opportunity to provide intervention for at least one client or project (e.g., a group program).
- Any work done by the student as therapist should be formally supervised by the Psychologist via pre and post-session discussion, unobtrusive observation (e.g., through one-way mirror), or audio or videotaping of sessions, though no less than 60% of supervision must be completed face to face. 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. 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
- Within the limits of their knowledge and competence, the student should add to their experience as wide a range of activities as is possible within the agency.
- In addition to case work, the student should participate in all of the ancillary activities such as case conferences, report-writing, conferring with referring agents, etc., that are undertaken by other Psychologists in the agency. If the student's undertaking of or participation in such activities is inappropriate or undesirable from the agency's point of view, then the opportunity should be provided to observe such activities.

### **Code of Ethics**

Whilst on placement, students are expected to abide by the rules of work of each placement site, the regulations, Code of Ethics and Ethical Guidelines of the PBA and the Australian Psychological Society.

### **Support Mechanisms**

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

### **Clinical and Legal Responsibilities of Supervisors**

All direct supervision of the student's clinical, professional and administrative work while on placement is the responsibility of the Supervisor. In the case of placements when sites require an external supervisor, the Placement Coordinator might also be the Supervisor. If the Placement Coordinator acts as secondary supervisor, the student must provide weekly updates to the Placement Coordinator and attend regular meetings. The Placement Coordinator or other University Supervisor functions to administer the placement and its written requirements, to provide general support to the student, and to be available to discuss issues with the Supervisor if the need arises.

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. Supervisors will receive a letter from the University which confirms the legal indemnity, each time a new student begins placement with them. This also covers Professional Liability Insurance that covers the student for the duration of the placement. Any activities that the student participates in outside the placement (for example, if the student wishes to continue to volunteer at a particular site or has paid work outside the UNSW placement), then the student must maintain their own Professional Liability Insurance as per regulations set out by the PBA.

Supervisors are requested to ensure that the Placement Coordinator is provided with a current CV. Any active Supervisor is 'registered' within the university as a 'Adjunct Academic' and is provided UNSW library access.

Supervisors will be invited to the annual Research Conference that usually occurs in October. A meeting of supervisors will be held at that time to discuss upcoming or ongoing issues related to supervision of students.

## 4.5 The Organisation and Administration of Placements

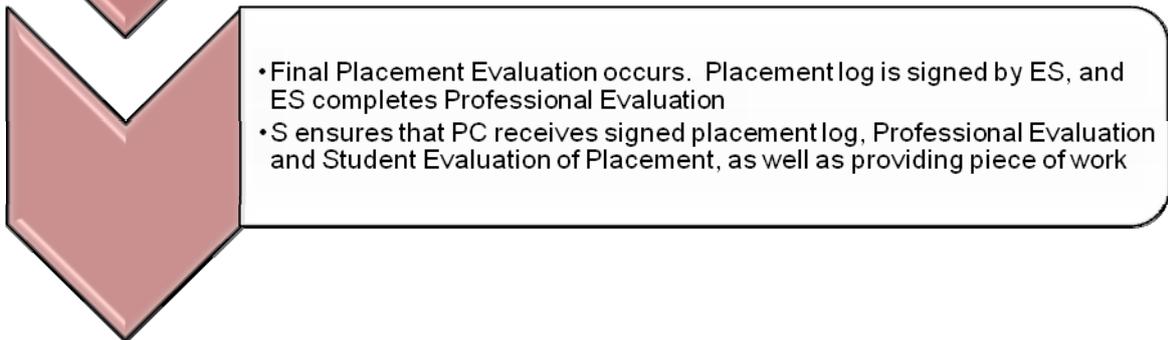
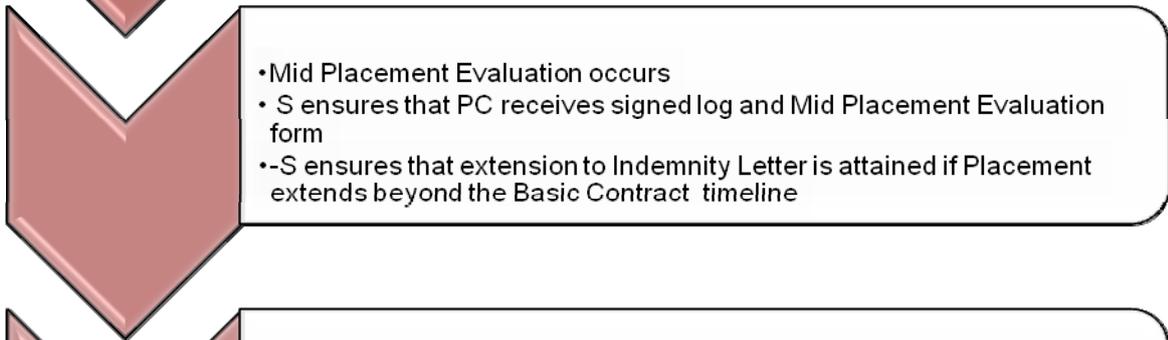
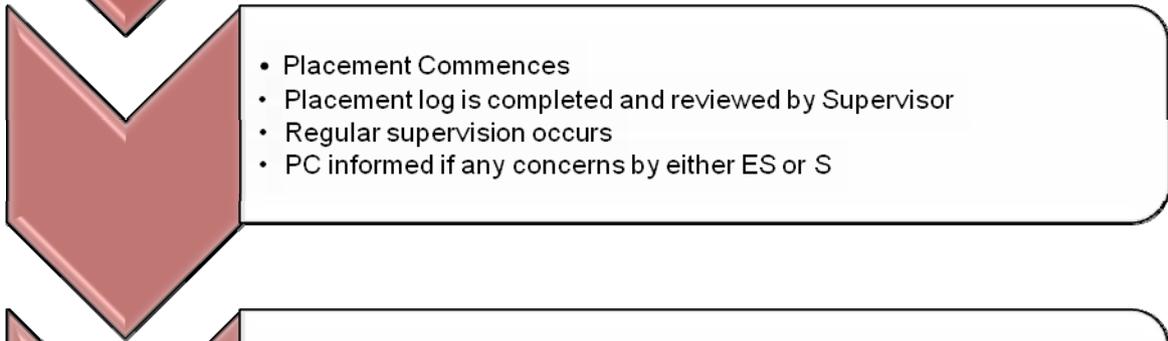
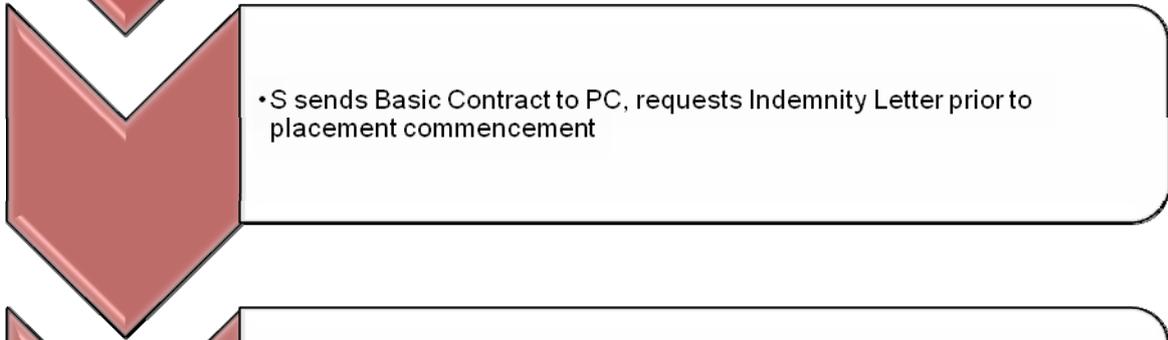
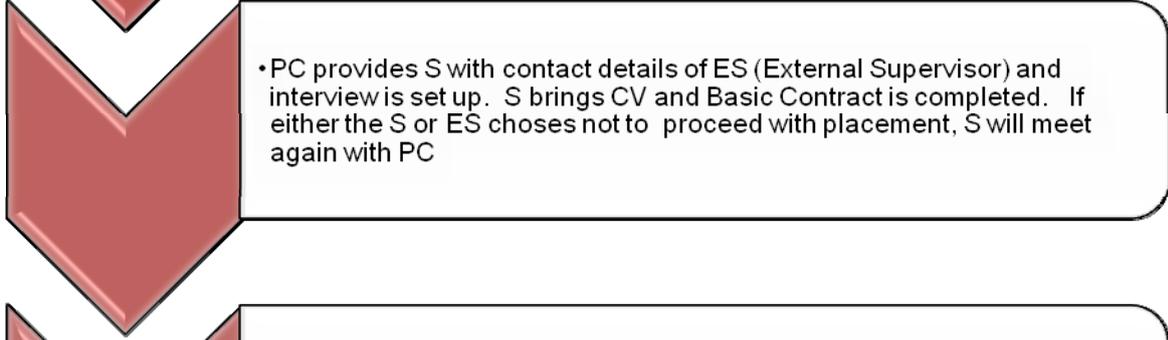
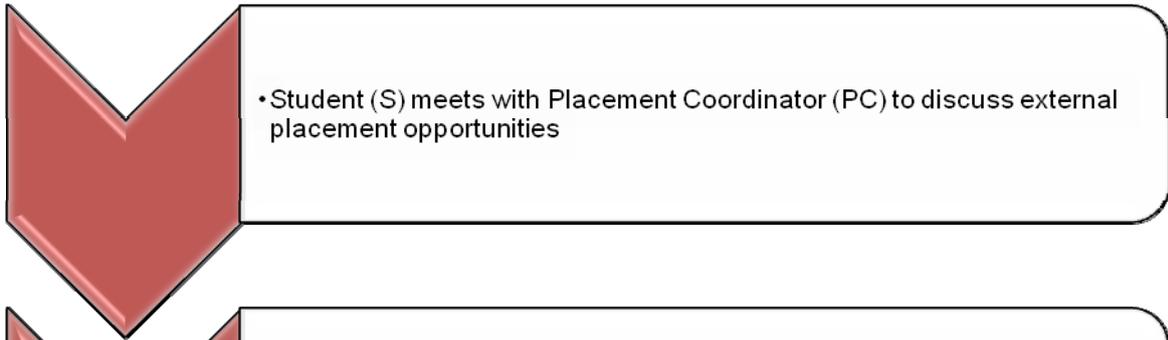
All students and supervisors involved should understand the procedure of arrangement and allocation to placements, and how to influence decisions about placements. The following sections explain the procedures and provide guidelines both for those completing, and those offering, placements in the Master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

All students enrolled in PEPI are required to meet with the Placement Coordinator in the first few weeks of session One to discuss their preferences and to start to plan their research placement. The student is required to maintain regular contact with the Placement Coordinator throughout the time they are registered on the program, and can only undertake external placements which have been approved by the Placement Coordinator.

While 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.

During the academic year, existing external Supervisors are asked to indicate their availability for placement throughout the year. In allocating placements, the student's preferences, prior experience, and current needs are all taken into account. Particular requests are considered, along with travel difficulties, and the need for students to have varied experience.

While a student's initial preferences are the starting point for planning a placement program, there are a number of other factors affecting final placement allocations. There are constraints on the number of placements available, and often all students need to be accommodated simultaneously. We seek to avoid overlaps (i.e., if several students are eligible for the same placement) and attempt to take all the available information into account. In addition, there is flexibility for altering a student's placement allocation should their preferences and expectations change in light of the experience gained in various settings. It is imperative that students recognize that completing placements in the summer or winter term breaks can be difficult; planning for this is essential.



## Arranging the Placement

For external placements, students are required to contact the prospective Supervisor to inform the supervisor of the student's wish to pursue a placement and to request a meeting to discuss this possibility. Students must have their CV and Statement of Interest prepared as some Supervisors require this information prior to an interview being granted.

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 must inform the student and review other options. If the student has decided against proceeding with the placement, the Placement Coordinator (or student) 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.

Often the Basic Contract is completed during the initial interview. If not, then the external Supervisor and the student should arrange a meeting, close to the proposed starting date to negotiate exact dates and days per week, providing details on any specific preparation that may be required, and specific expectations of the placement. The Basic Contract must be provided to the Placement Coordinator by the student prior to the commencement of the placement 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 an external placement until the Placement Coordinator receives the Basic Contract and the Supervisor has the Letter of Indemnity.

Full time students undertake their first and second placements simultaneously during their first year of study; one being a research or policy placement, with the other concurrent placement taking place within the Forensic Practice Clinic. The third and fourth placements are undertaken during the second year of study. Part-time students need to give careful consideration to when they will undertake their placements and should discuss their proposed timetable with both the Program Coordinator and the Placement Coordinator at the start of each session. It is highly recommended that part time student take their PEP courses during adjoining sessions (i.e., taking PEP1 and 2 over a full academic year rather than taking PEP1 in semester One of a year, and PEP2 in the second term of the next year). Both full- and part-time students should pay particular attention to the relationship between the placements and the Professional & Ethical Practice2 (Psyc7410) and Professional and Ethical Practice 4 (Psyc7412). Students cannot pass Psyc7410 until they have satisfactorily completed their clinical and research placements, and cannot pass Psyc7412 until they have satisfactorily completed all placement hours. Currently, students can still complete their placements subsequent to completing the coursework for PEP4 (i.e., during the summer of their final year), usually until the end of the following January. Students would receive a WD (withheld) mark until completion of hours and submission of all relevant documentation.

## The Placement Contract

Students should obtain a standard *Basic Contract* form (see Appendix A) from the School of Psychology website. This contract should be completed in a meeting between Supervisor and student prior to the commencement of each placement. Some Supervisors, if they would prefer a more detailed agreement, may wish to extend upon 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 capitalize on, or to fill major gaps in, the student's experience. The placement basic contract should also set the times for the mid placement review and final evaluation meetings. A Skills Checklist is offered to the students to aid in negotiating a sound Basic Contract.

Copies of the contract should be held by the student, the Supervisor and be placed in the student's University file. It is the student's responsibility to forward a 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. Any hours towards completion of the Placement will not be counted until the indemnity letter has been received.

## **4.6 The Supervisor's Evaluation of the Student's Performance**

### **The Mid-Placement Review Meeting**

The Supervisor and supervisee should meet towards the middle of placement to review how the placement has progressed, to give mid-placement feedback to the student on her/his performance, and to allow the student to comment on the placement experience. Deficits in the student's performance should be discussed and translated into specific goals for the remainder of the placement. Of course these matters are likely to be discussed on various occasions throughout the Placement, but it is advantageous to have a formal occasion set aside for this purpose. A date for this meeting should be set at the start of the placement and recorded on the Basic Contract Form. A Mid-Placement Review Form (see Appendix B, available online) is provided as a suggested guideline for the content of this meeting. The Placement Log is a log that is maintained by the student to record both the activities that occur during the Placement as well as ongoing reflections about the Placement. This Placement Log should be signed by the Supervisor and handed in with the Mid-Placement review to the Placement Coordinator. Feedback should be detailed and constructive, and designed to help students improve their performance where necessary so that they develop a range of effective and appropriate skills.

### **The Final Review Meeting and End of Placement**

At the end of the placement, the Supervisor should give the student full feedback on her/his professional performance. The University asks that the Supervisor complete a rating form to serve as standard feedback on the student's performance (see Appendix C, and available online). As well, the Supervisor should review and sign the completed Placement Log of the student. Additional written reports from the Supervisor are also welcomed. The student should have the opportunity to see any written assessment of her/his performance. Any points that the Supervisor is concerned about 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 Coordinator will conduct debriefing meetings with the student and/or the Supervisor as necessary. The Final Evaluation, the Placement Log, the student Evaluation of Placement and a work sample should be handed in to the Placement Coordinator as soon as possible after the completion of the Placement. The Placement is not considered complete until all documentation is satisfactorily completed and received by the Placement Co-ordinator.

## **4.7 Unsatisfactory Completion of Placement Requirements and the Decision to fail a Student**

For the Supervisor, one of the rewards of supervision is to see the student develop growing competence and confidence as the placement progresses. The Supervisor might reasonably see their main function as helping this development process along, through observation, training, encouragement and ongoing feedback. There is however an important "gate-keeping" function also to be performed by the Supervisor, and where he or she considers that a student has not demonstrated an acceptable level of competence, it is their responsibility to indicate this to the Program Coordinator. Not to do so would in the long term be a disservice to the student and to the profession as a whole.

The overall decision whether a student's performance has been satisfactory involves professional judgement, and there is probably no task harder or more unpalatable for a Supervisor than to report that the student's performance was unsatisfactory after having worked hard to help them overcome their difficulties. 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 Failing a Placement**

The Supervisor should not recommend that a student pass a placement if, in the Supervisor's view, the student has:

- shown serious and persistent failings in any of the areas covered by the placement evaluation form (the Professional Competencies Assessment Form). This would include unprofessional conduct as well as lack of research or clinical competence.
- failed to demonstrate an acceptable general or global level of competence, given the stage of training.
- failed to complete sufficient work, as set out in the Basic Contract or otherwise agreed at the mid-placement review, for her or his general level of competence to be assessed. [N.B. Where a student has completed insufficient work in a placement due to factors beyond their control (e.g., prolonged absence through illness, lack of suitable referrals, etc.) assessment of the placement may be deferred until a later date and not counted as a Fail].

### **The Possibility of Remedial Work**

Where important deficits in the student's skills or professional behaviour are still felt to remain at the end of the placement, remedial work may be negotiated by the University, a Supervisor and the student. In the case of a student repeatedly failing to meet remedial goals, he or she may be failed. It is the responsibility of the student to produce a Remedial Work Plan, 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 and/or Program Coordinator; failure to remediate the concerns may reflect in program standing.

### **Reducing the Risk of Placement Failure**

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 this plan is constructed, the easier it will be to identify potential shortcomings as the placement progresses.

*The mid-placement review* has two important functions, those of:

- i) reviewing the original Basic Contract and Placement Log to see if the planned activities are taking place; and
- ii) giving preliminary mutual feedback.

Both functions are essential to alerting those present to the possibility of a placement being Failed. Where a student feels that particular factors have affected their work or that the Supervisor's assessment of their current performance is misleading, this should be communicated to the Placement Coordinator and recorded.

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

### **Procedures for Failing a Student on Placement**

If, at the end of the placement, the Supervisor is considering recommending a Fail, or is undecided, s/he should contact the Placement Coordinator to talk the matter over. If the Supervisor ultimately decides to recommend a Fail, the following procedures then apply.

- i) The Supervisor should indicate on the placement rating form that the placement is recommended as a Fail. This should be shown to the student and the reasons for failing clarified. The form should then be forwarded to the Placement Coordinator as soon as possible. It should be noted that this is a

recommendation from the Supervisor and that the decision will ultimately be made in consultation with University staff.

- ii) The Placement or Program Coordinator will contact the Supervisor (if they have not already done so) to discuss the reason for the recommendation and to gather any additional information which may be relevant.
- iii) If the student wishes, they may also discuss the situation with the Placement Coordinator and/or submit a written account to the Program Coordinator.
- iv) The Program Coordinator will meet to consider all available reports, written and oral, from all relevant parties.
- v) The final decision to Fail a student on a particular placement will ordinarily be based on the opinions of both the Program Coordinator 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 Failing a Placement**

Where recommendation of Failure in a particular placement is accepted by all parties, the student will normally be required to undertake an extra placement. No hours will be credited for the failed placement. The content, duration and timing of the extra placement will be decided on the basis of the deficits identified. In most cases, this extra placement will necessitate an extension to the student's program of study. Remediation may be required prior to a new placement site, potentially within the Forensic Practice Clinic; a remediation plan will be developed with the student, the Placement and Program Coordinators to ensure the best chance for a successful extra placement.

Where a student fails an extra placement, this would normally lead to termination of training. In general terms, a student who demonstrates persistent incompetence or failure to observe ethical/disciplinary guidelines would have their training terminated. Students are referred to the University policy statement "Student Placement (Internship) – UNSW Policy on Enrolment and Progression is Student Placement (Internship)" which is available from the University website.

## **4.8 Student's Evaluation of the Placement Experience**

To ensure that the Supervisor also receives feedback, the student should have ample opportunity to comment on the placement experience and the supervision received. Students must also complete an evaluation form (see Appendix D, and available online) 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 or Program Coordinator, they may do so by meeting with the Placement or Program Coordinator.

## **4.9 Student's Record of Professional Practice Activities: The 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).

### **Professional Development Log**

Completion of a satisfactory Professional Development Log is a requirement for each of the four Professional and Ethical Practice (Forensic) courses; PSYC7409 (PEP1), PSYC7410 (PEP2), PSYC7411 (PEP3) and PSYC7412 (PEP4). A Professional Development Log must be submitted for assessment to the Placement Coordinator by the last day of the regular term classes. If a satisfactory Professional Development Log is not submitted by the due date, the student will be deemed to have failed the PEP course.

The Professional Development Log will become 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 PBA and other regulatory bodies require a record of continuing learning and development. The Professional Development Log provides documentary evidence of this learning.

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

*For University and other Workshop sessions*

- A record of the time, date and duration of the workshop
- The name of the speaker(s), their areas of expertise and their contact details
- Details of the issues covered in the workshop
- Your reflection on the skills learned or developed during the workshop
- Lists of relevant readings or other reference materials
- Copies of any certificates of attendance issued
- Name of contacts made during the workshop (other attendees)
- Your reflections regarding any issues raised by the workshop
- Any other significant issues

*For attendance at other lectures, conferences, etc.*

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

## **Placement Log**

In addition to the placement logs (Appendix F), students must keep documentation of specific goals that have been set out for students to achieve over the course of their time within the Forensic Practice Clinic. This consists of observation and participation in various tasks and skill building exercises.

The external placement log should include all case work (cases seen, their nature and student's level of involvement) or other tasks completed on placement; a record of supervision meetings (time, date, issues discussed); 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).

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

*Placement documentation should include:*

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

- A cumulative total of the number of hours of placement
- Any other significant issues

This is not an exhaustive list of the types of events to record in your journal, or of the headings you might use. However, it provides some indication of the level of detail that is expected. Think of the Professional Development Log as a personal record rather than just a course requirement. Use it to record everything that might be of future use to you – it is better to record too much than to omit details to which you may later wish to refer.

#### **4.10 Summary of Responsibilities of the Supervisor**

1. To provide the Placement Coordinator with an up to date CV upon request.
2. To be available for an initial meeting with prospective placement students, after they have made contact.
3. To be available to negotiate a Basic contract, OR, to notify the Placement Coordinator if they feel the placement should not proceed. A Basic Contract must identify goals for the Placement as well as dates for supervision, mid placement and final reviews.
4. To inform the student of any necessary or desirable preparation for the placement.
5. To specify formal supervision times for the student as per APAC guidelines, and to follow through with formal and informal supervision of the student. Consultation regarding any issues is available from the Placement Coordinator.
6. To contact the University staff if problems arise or to clarify any aspects of placement procedure.
7. To sign the Placement Log, complete the Professional Competencies Assessment Form at the conclusion of the placement, provide the student with any feedback considered necessary, both formally and informally, and return the completed form to the Placement Coordinator.

#### **4.11 Summary of Responsibilities of the Placement Coordinator**

1. To provide students with information regarding placement type and availability.
2. To investigate other placement options if, subsequent to any contact, either party feels the placement to be an inappropriate one.
3. To arrange for the University to provide a Letter of Indemnity while the student is on placement.
4. 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.

#### **4.12 Summary of Responsibilities of the Student**

1. To consult with the Placement Coordinator on a consistent and regular basis regarding placement preferences and general placement progress.
2. If a placement is available, to arrange an initial meeting with the prospective Supervisor.
3. To notify the Placement Coordinator if an allocated placement does not proceed so that an alternative placement can be arranged.
4. To complete the necessary preparation (as instructed by the Supervisor) before the placement begins (i.e., completion of the Basic Contract and/or completion of a Police Check). Inform the Placement Coordinator of the dates of the placement in order for a letter of indemnity to be sent to the Supervisor prior to the placement commencing.
5. To act in a professional manner at all times during Placement; punctuality and attendance at all scheduled meetings with the Supervisor and/or other placement staff as required.
6. To contact the Placement or Program Coordinator if any problems arise during the placement, or if procedures require clarification.
7. To keep a complete record (log) of all placement activities, and have that record signed by the Supervisor.
8. To keep copies of all documents relevant to the placement, and bring these to meetings with Supervisors and the Placement Coordinator.
9. To give the Supervisor informal and formal feedback on the placement and supervision received.

10. To submit a copy of the Mid Placement Review form and Placement Log to the Placement Coordinator within one week of completion of the mid placement review meeting.
11. To submit a copy of the Evaluation of Placement Experience and Placement Log (complete with examples of your work) at completion of the placement.

## 4.13 Some examples of previous placements

### **Magistrates Early Referral Into Treatment (MERIT) Program**

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

### **NZ Department of Corrections**

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

### **St. Vincent's Alcohol and Drug Service**

A government funded organisation which provides a variety of services to individuals with substance use and dependence problems of varying degrees of severity. Activities may include telephone counselling, individual and group psychological intervention regarding drug and alcohol problems.

### **Corrective Services NSW**

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

### **Department of Juvenile Justice**

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

## Appendices

Placement Basic Contract  
Mid-Placement Review Form  
Professional Competencies Assessment Form  
Evaluation of Placement Experience  
Professional Practice Logbook (example)

Timeline of Thesis



# PLACEMENT FORM

## Basic Contract

Never Stand Still

Science

School of Psychology

<b>TRAINEE:</b>	
<b>PLACEMENT AGENCY:</b>	
<b>ADDRESS:</b>	
<b>SUPERVISOR(S):</b>	
<b>CONTACT DETAILS</b>	<b>EMAIL:</b>
	<b>PHONE:</b>
	<b>FAX:</b>

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

UNSW Sydney, 2052 Telephone: +61 2 9385 3203 Facsimile: +61 2 9385 3641 Email: amcgregor@unsw.edu.au
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<b>TASK</b>	<b>GOAL</b>
Maintenance of a placement logbook, signed weekly by supervisor.	Reflection of tasks, duties and hours. To identify own framework for research, assessment and/or clinical intervention.

The student's progress during this placement will be reviewed regularly. A mid-placement review meeting will be held on \_\_\_\_\_ at \_\_\_\_\_, with a final evaluation meeting on \_\_\_\_\_ at \_\_\_\_\_. At this time the Supervisor will complete a Professional Competencies Assessment form and the student will complete an Evaluation of Placement Experience Form. Both these forms, along with the Placement Log will be returned to the Placement Coordinator. The Supervisor's evaluation of performance on placement will contribute towards the student's assessment for award of the degree of Master of Psychology (Forensic).

If any difficulties arise during this placement, the Supervisor, or student, will contact the Placement Coordinator at 9385 3203 or emailing to [amcgregor@unsw.edu.au](mailto:amcgregor@unsw.edu.au).

<b>Date:</b>	
<b>Student's Signature:</b>	
<b>Supervisor's Signature:</b>	



# EVALUATION OF PLACEMENT

Mid Placement Evaluation Form

Never Stand Still

Science

School of Psychology

<b>STUDENT:</b>	
<b>PLACEMENT AGENCY:</b>	
<b>SUPERVISOR(S):</b>	
<b>DATE OF REVIEW:</b>	

<b>TASK/DUTY/GOAL*</b>	<b>ASSESSMENT TO DATE/TARGETS IDENTIFIED FOR REMAINDER OF CONTRACT</b>

as per basic contract

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<b>General Comments (progress to date):</b>

<b>Date:</b>	
<b>Student's Signature:</b>	
<b>Supervisor's Signature:</b>	

# EVALUATION OF PLACEMENT

Supervisor Form

Never Stand Still

Science

School of Psychology

<i>STUDENT:</i>	
<i>PLACEMENT AGENCY:</i>	
<i>ADDRESS:</i>	
<i>SUPERVISOR(S):</i>	
<i>CONTACT DETAILS</i>	<i>EMAIL:</i>
	<i>PHONE:</i>
	<i>FAX:</i>
<i>PLACEMENT DATES:</i>	<i>From:</i> <span style="float: right;"><i>To:</i></span>
<i>HOURS COMPLETED</i>	

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

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

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

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**Skill: Preparation and Planning Skills**

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

**N/A: Skill area not applicable to student or situation**

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

<i>effectively solve problems.</i>	effectively solve problems.	effectively solve problems.	base to effectively solve problems.	
<i>Attitude towards Placement and Learning</i>	Demonstrates passion and commitment to learning at every opportunity	Demonstrates adequate level of commitment to the learning process	Has negative attitude towards placement, learning and/or environment	

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

**Skill: Communication Skills)**

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

**N/A: Not applicable to student or situation**

Competency	Very Good/Excellent		Adequate/Good		Unsatisfactory/Remediate*		Score
	5	4	3	2	1	0	
<i>Ability to orally communicate</i>	Clear, concise communication with colleagues, clients and others.		Some difficulty with communicating clearly with colleagues, clients and others.		Significant difficulties in communicating with colleagues, clients and others.		
<i>Ability to clearly and concisely communicate in written form</i>	Written work is appropriate in length, language aimed at target reader and managed in timely fashion with minimal		Consistent feedback required for some aspects of written communications.		Consistent and significant feedback required for all aspects of written communication.		

	feedback required.			
<i>Able to demonstrate flexibility in use of language with various populations</i>	Consistently able to show flexibility in written and oral communication with colleagues, clients and others.	Shows some flexibility in written and/or oral communication with colleagues, clients and others.	Little to no flexibility in written and/or oral communication with colleagues, clients and others.	
<i>Communicates in ethical and professional manner</i>	All communication clearly reflects understanding of ethical and professional issues.	Generally, communication is reflective of a good understanding of ethical and professional issues	Has limited knowledge or insight into ethical and professional communication strategies.	

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

**Skill: Research Skills**

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

**N/A: Not applicable to student or situation**

Competency	Very Good/Excellent		Adequate/Good		Unsatisfactory/ Remediate*		Score
	5	4	3	2	1	0	
<i>Demonstrates ability to design or come onto already</i>	Strong understanding of research design and		Adequate understanding of research design and		Minimal or limited understanding of research		0-5, N/A

<i>designed project</i>	implementation	implementation	design and implementation	
<i>Demonstrated ability to identify relevant psychological and legal literature</i>	Can independently source and summarize literature as necessary	Can source and summarize literature with supervision.	Limited ability to source and summarize literature.	
<i>Ability to analyse literature</i>	Can independently analyse literature to identify outstanding or discrepant issues and questions	Can analyse literature to identify outstanding or discrepant issues and questions with supervision.	Limited ability to analyse literature to identify outstanding or discrepant issues and questions	
<i>Demonstrates understanding of methodological issues</i>	Able to discuss and implement various methodological aspects of research	Some ability to discuss and implement various methodological aspects of research	Limited or no ability to discuss and implement various methodological aspects of research	
<i>Understands ethical considerations and processes</i>	Demonstrates clear understanding of ethical issues in research	Demonstrates adequate understanding of ethical issues in research	Demonstrates limited or negligent understanding of ethical issues in research.	
<i>Demonstrates understanding of data collection in research</i>	Able to effectively plan and implement or maintain a well managed data collection program that maintains high levels of validity	Able to plan and implement or maintain a well managed data collection program that maintains high levels of validity with supervision	Has limited ability to plan and implement or maintain a well managed data collection program that maintains high levels of validity	
<i>Understands all aspects of data analysis</i>	Able to select and implement appropriate data analysis techniques, to understand and to clearly and concisely report the results with due regard to the limitations of	Able to select and implement appropriate data analysis techniques, to understand and to clearly and concisely report the results with due regard to the limitations of	Limited ability to select and implement appropriate data analysis techniques, to understand and to clearly and concisely report the results with due regard to	

	the analysis undertaken	the analysis undertaken with supervision.	the limitations of the analysis undertaken	
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**Comment (Particular strengths or areas for improvement)\* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.**

**Skill: Therapeutic Alliance**

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

**N/A: Not applicable to student or situation**

Competency	Very Good/Excellent		Adequate/Good		Unsatisfactory/Remediate*		Score
	5	4	3	2	1	0	
<i>Demonstrates empathy and respect.</i>	Frequently demonstrates empathy and respect in professional relationships with clients and others.		Usually demonstrates empathy and respect in professional relationships with clients and others.		Rarely demonstrates empathy and respect.		0-5, N/A
<i>Establishes professional relationships with clients.</i>	Demonstrates ability to independently establish working relationships with clients.		With guidance and supervision able to establish working relationships with clients.		Lacks necessary skills to independently establish working relationships with clients.		
<i>Knowledgeable about the creation, maintenance, and products of</i>	Demonstrates ability to develop and maintain productive		With guidance and supervision is able to develop and maintain		Does not demonstrate the knowledge to develop or maintain		

<i>relationships.</i>	relationships with clients.	productive relationships with clients.	productive relationships with clients.	
	Demonstrates ability to form appropriate relationships necessary to complete assigned tasks.	Responsive to mentoring and guidance regarding how to develop appropriate relationships necessary to complete assigned tasks.	Does not appear interested in forming professional relationships necessary to complete assigned tasks.	

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

**Skill: Interviewing Skills**

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

**N/A: Not applicable to student or situation**

Competency	Very Good/Excellent		Adequate/Good		Unsatisfactory/Remediate*		Score
	5	4	3	2	1	0	
<i>Demonstrates knowledge of clinical interview skills</i>	Wide repertoire of skills, logical structure for variety of forensic clients		Adequate repertoire of skills, structure for forensic clients, requires supervision		Limited skills, interview structure, limited insight into process of interviewing		0-5, N/A
<i>Listens to client, able to direct when necessary</i>	Clear understanding of the “give and take” of a		Adequate ability to conduct an interview, requires		Limited insight and/or ability to conduct an interview		

	successful interview, can guide difficult clients	structure, supervision and aid when conducting most interviews		
<i>Able to take legible, comprehensive notes</i>	Legible, identifies what was said, hypothesis and observations	Generally legible notes, some difficulty in conducting interview and keeping adequate notes	Limited ability to conduct interview and keep adequate notes	
<i>Can provide explanation of informed consent and purpose of interview, establish rapport</i>	Can easily provide information required for informed consent, can explain purpose of interview and establish rapport	With supervision and aid, can provide informed consent, explain purpose of interview and establish rapport	Limited ability to explain informed consent, purposes of interview and/or establish rapport.	
<i>Demonstrates appropriate pacing, provides summary</i>	Can complete interview within limited timeframe, paces (mirrors) client. Can clearly summarize interview process for client or supervisor.	Shows learning regarding 'tempo' of interview and client pace. Requires practice to summarize interview content.	Limited ability in pacing and summarizing skills.	

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

**Skill: Assessment Competency**

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

**N/A: Not applicable to student or situation**

Competency	Very Good/Excellent		Adequate/Good		Unsatisfactory/Remediate*		Score
	5	4	3	2	1	0	
<i>Understanding importance of clear referral question</i>	Can link the referral question to the type of assessment/information required.		Requires support to link referral question to type of assessment/Information required.		Limited understanding of link between referral question and assessment/Information required.		0-5, N/A
<i>Gathers adequate and meaningful information through interview(s).</i>	Independently gathers, with minimal direction or supervision, adequate and meaningful information through interview(s).		Adequately gathers, with direction or supervision, information through interview(s)		Limited ability to gather adequate and meaningful information through interview(s)		
<i>Appropriately integrates relevant data from multiple sources.</i>	Appropriately integrates relevant data from multiple sources with minimal supervision.		Requires supervision to integrate relevant data from multiple sources.		Does not integrate relevant data from multiple sources.		
<i>Theoretically conceptualizes and integrates case information in light of contextual factors.</i>	Consistently demonstrates ability to conceptualize and integrate case information in light of contextual factors.		Generally demonstrates ability to conceptualize case information in light of contextual factors.		Does not show ability to conceptualize case information in light of contextual factors.		
<i>Interested and curious to make sense of (i.e., come to understand, clarify,</i>	Actively seeks and makes sense of new information.		Seeks new information.		Does not show interest in seeking new information.		

<i>organize) new information.</i>				
<i>Demonstrates ability to select appropriate assessment tools</i>	Understanding benefits and limitations of assessment tools, able to choose effective battery of tests when required.	General understanding of benefits and limitations of assessment tools, able to choose effective battery of tests with supervision.	Limited understanding of benefits and limitations of assessment tools, limited ability to choose effective battery of tests without significant supervision.	
<i>Administer and interpret psychometric tests and incorporate findings into case formulation</i>	Able to reliably administer and interpret tests; able to weigh and utilize findings within case formulation.	Requires supervision to administer or interpret tests; and/or to weigh and utilize findings	Limited ability to administer or interpret tests; and/or to weigh and utilize findings	
<i>Able to determine necessity of collateral information/interviews and weigh information from them</i>	Able, with minimal direction, to determine necessity of collateral information and to weight any gathered information	Able, with supervision, to determine necessity of collateral information and to weight any gathered information	Limited ability to determine necessity of collateral information and to weight any gathered information	

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

**Skill: Case Conceptualization**

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

**N/A: Not applicable to student or situation**

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

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

**Skill: Intervention Competency**

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

**N/A: Not applicable to student or situation**

Competency	Very Good/Excellent		Adequate/Good		Unsatisfactory/Remediate*		Score
	5	4	3	2	1	0	
<i>Utilizes a variety of intervention techniques to achieve clinical goals.</i>	Utilizes a variety of intervention techniques to achieve clinical goals.		Utilizes minimal intervention techniques to achieve clinical goals.		Does not utilize appropriate intervention techniques to achieve clinical goals.		0-5, N.A
<i>Attentive to interactional influences between self and others.</i>	With minimal guidance, demonstrates awareness to interactional influences between self and client.		With guidance, demonstrates awareness of interactional influences between self and client.		Does not demonstrate awareness of interactional influences between self and client.		
<i>Intervention strategies are derived from a basis of theoretical knowledge.</i>	Independently, with minimal supervision, develops intervention strategies		With supervision, regularly develops intervention strategies consistent with forensic theory and practice.		Does not develop intervention strategies from a basis of theoretical		

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

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

**Skill: Individual and Cultural Differences Competency**

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

**N/A: Not applicable to student or situation**

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

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

**Skill: Ethical and Professional Behaviour Competency**

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

**N/A: Not applicable to student or situation**

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

<i>conduct and communication with other professionals</i>	supervisor expectations	expectations	expectations	
<i>Adherence to procedural and administrative requirements</i>	Consistently exceeds placement supervisor expectations	Meets placement supervisor expectations	Does not meet placement supervisor expectations	

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

**Skill: Consultation and Education Competency**

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

**N/A: Not applicable to student or situation**

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

development.

development.

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

**Skill: Management and Supervision Competency**

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

**N/A: Not applicable to student or situation**

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

<i>supervision.</i>	invested in supervision. Open to interpersonal and professional feedback	invested in supervision.	seek supervision.	
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**Comment (Particular strengths or areas for improvement)\* Any Unsatisfactory/Remediate Mark must have specific comments to substantiate reasons for ranking.**

**Skill: Forensics Proficiency Competency**

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

**N/A: Not applicable to student or situation**

Competency	Very Good/Excellent		Adequate/Good		Unsatisfactory/ Remediate*		Score
	5	4	3	2	1	0	
<i>Establishes professional relationships with other providers and systems that impact clients.</i>	Establishes productive and effective professional relationships with providers and systems that impact clients.		Establishes professional relationships with systems that impact clients.		Limited ability to establish professional relationships with providers and systems that impact clients.		0-5, N/A
<i>Adheres to the special conditions of delivering services within forensic/correctional settings.</i>	Always adheres to the special conditions of delivering services within forensic settings.		Usually adheres to special conditions of delivering services within forensic settings.		Limited adherence to the special conditions of delivering services within forensic/		

			correctional settings.	
<i>Knowledgeable about forensic/correctional psychology literature and practice.</i>	Demonstrates exceptional knowledge about forensic/correctional psychology literature and practice.	Demonstrates adequate knowledge about forensic/correctional psychology literature and practice.	Does not demonstrate adequate knowledge about forensic/correctional psychology literature and practice.	
<i>Interested in understanding the special requirements/circumstances that guides forensic/correctional practice.</i>	Independently seeks to learn about the special requirements/circumstances that should guide forensic/correctional practice.	Interested to learn about the special requirements/circumstances that should guide forensic/correctional practice.	Does not show interest to learn about the special requirements/circumstances that should guide forensic/correctional practice.	

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

**Observed Areas of Improvement during Placement**

\_\_\_\_\_

***Areas for Remediation***

\_\_\_\_\_

**Supervisor's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**UNSW Supervisor's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_



# EVALUATION OF PLACEMENT

Student Form

<b>TRAINEE:</b>	
<b>PLACEMENT AGENCY:</b>	
<b>ADDRESS:</b>	
<b>SUPERVISOR(S):</b>	
<b>CONTACT DETAILS</b>	<b>EMAIL:</b>
	<b>PHONE:</b>
	<b>FAX:</b>
<b>PLACEMENT DATES:</b>	<b>From:</b> <b>To:</b>
<b>HOURS COMPLETED</b>	

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

- N/A = not applicable
- 1 = extremely unsatisfactory
- 2 = poor
- 3 = satisfactory
- 4 = good
- 5 = very good

### PROFESSIONAL/MANAGERIAL ASPECTS

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

N/A   1   2   3   4   5

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

e) Organization/Planning (of tasks and activities)

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

g) Ending (sufficient help, feedback)

N/A 1 2 3 4 5

### **SUPERVISION**

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

**RELATIONSHIP ISSUES**

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

**EXPERIENCE PROVIDED**

a) Case work (under/overdemanding, range, depth, choice)

N/A 1 2 3 4 5

Comment to clarify rating

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

N/A 1 2 3 4 5

Comment to clarify rating

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

N/A 1 2 3 4 5

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

N/A 1 2 3 4 5

## OVERALL RATING

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

- \_\_\_\_\_ an excellent placement experience
- \_\_\_\_\_ a very good placement experience
- \_\_\_\_\_ a satisfactory placement experience
- \_\_\_\_\_ a disappointing placement experience
- \_\_\_\_\_ an unpleasant/negative placement experience

## GENERAL COMMENTS OF THE TRAINEE:

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

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

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

## GENERAL COMMENTS OF THE SUPERVISOR

**Student's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

UNSW Sydney, 2052 Telephone: +61 2 9385 3203 Facsimilie: +61 2 9385 3641 Email: amcgregor@unsw.edu.au
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Student Name: \_\_\_\_\_

Supervisors Signature: \_\_\_\_\_

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

Date/ Hours	Activity	Reflection	Hours/ Cumulative Hours
e.g., 11.11.07 9am- 5pm	Saw client444 for initial assessment, completed HOSRAPs and organized standardized testing of client444 for 15.11.07.	Realized I needed to get more information on OCD so that I can do a better assessment, not sure what questions to ask. Recognized that I feel awkward when I have to ask very personal questions that I think may embarrass my client. Note to self to talk to supervisor about that tomorrow, and to do search on OCD for next session.	7/7
12.11.07 9am- 5pm	Wrote up draft report for client444. Met with supervisor for our weekly meeting and arranged next supervision time. Did research on OCD and compiled list of questions to enhance assessment.	Discussion with supervisor about doing 'specialized' assessments – it seems every assessment is 'specialized', which is true I guess. As a newcomer to the world of assessment, I want the sheet with the outline in front of me, but when I get into the room I realize that there's always something that pulls me off, discussion with supervisor to figure out the difference between a necessary digression (i.e., I'm getting good information) and an unnecessary one (i.e., is the client avoiding discussing something? Are they leading the assessment? etc.)	7/14
			/
			/
			/

## Brief Timeline

Masters Stage	Period	Time	Deliverable [Event]	Progress Indicators
Stage 1	<b>Summer Break</b>	October/November	Supervisors and project areas released	<ul style="list-style-type: none"> <li>◆ Begin consulting with potential supervisors</li> </ul>
		November	Supervisor allocations released	<ul style="list-style-type: none"> <li>◆ Begin working up one or two page BRPs</li> </ul>
		December/February	Supervisor allocations released	<ul style="list-style-type: none"> <li>◆ Refine final BRP for submission</li> <li>◆ <i>Consider School/ Uni/ Agency Ethics</i></li> </ul>
Stage 2	<b>Semester 1</b>	Week 2	[Allocation to Thesis Panel Presentation week] Notify supervisors (internal&external) of Thesis Panel Presentation week & time/ request attendance	<ul style="list-style-type: none"> <li>◆ Refine BRP</li> <li>◆ Work on panel presentation</li> <li>◆ Consider School/ Uni/ Agency Ethics</li> <li>◆ Prepare docs for SONA approvals</li> <li>◆ Finalise panel presentation</li> </ul>
		Week 4/5	BRP's due to Masters Committee Schedule Panel meeting if supervisors won't be present during presentations	<ul style="list-style-type: none"> <li>◆ Finalise panel presentation</li> </ul>
		Week 5/6	Thesis Panel Presentations	<p>Upon Masters Committee approval:</p> <ul style="list-style-type: none"> <li>◆ Secure School/ Uni/ Agency Ethics</li> <li>◆ Secure SONA approvals</li> <li>◆ Begin testing participants</li> <li>◆ Begin writing introduction and method</li> <li>◆ Seek confirmation from supervisory regarding satisfactory progress</li> <li>◆ Literature review and method draft complete</li> </ul>
		Late June		
	<b>Semester 2</b>	Week 4	Thesis title and supervisors to Conference organisers	<ul style="list-style-type: none"> <li>◆ Wrapping up testing</li> <li>◆ Beginning analysis</li> </ul>
		Early September		<ul style="list-style-type: none"> <li>◆ Introduction and data collection completed</li> <li>◆ Draft analysis underway</li> </ul>
		September 12		<ul style="list-style-type: none"> <li>◆ <u>Complete</u> first draft to supervisor</li> <li>◆ Work on discussion</li> </ul>
		Week 10	Thesis abstract to Conference organisers	<ul style="list-style-type: none"> <li>*breathe*</li> <li>◆ Schedule meeting with supervisor regarding feedback on first draft and contents of discussion</li> <li>◆ Work on conference presentation</li> </ul>
		October 12 October 16/17	<b>Submit Thesis</b> Forensic Research Conference	<ul style="list-style-type: none"> <li>◆ Finalise conference presentation</li> </ul>