Program Guide 2021

Master of Psychology (Forensic)

School of Psychology, UNSW

Contents

READ THIS!

This is a lengthy and detailed document. Everything included here has been included for a reason. *Please read this document from cover-to-cover (more than once) to ensure you are familiar with everything you need to know about the Master of Psychology (Forensic) program at UNSW. We have listed below some vital pieces of information students sometimes overlook. Any information in this document supersedes any previous handbook. The APAC (Australian Psychology Accreditation Council) regulations supersede this handbook.*

1. This handbook will reflect the changes to the program that were approved in 2020. Students who entered the program prior to 2021 will generally complete the version of the program as to when they entered. This may not always be possible for those students on an extended progression. Please discuss with the program staff if you are uncertain of your progression.

2. This guide is written to help YOU as a student/trainee on the Master of Psychology (Forensic) Program to better understand the Program, how it runs, and what WE – the Program Team – expect of you.

3. You will need to read this guide from cover-to-cover more than once to familiarise yourself with this important information.

4. If you have followed 1 and 2 above but still have a question, please contact the relevant person on the Program Team:
   a. Program Director: Professor Richard Kemp richard.kemp@unsw.edu.au
   b. Placement Coordinator: Annalese Bolton a.bolton@unsw.edu.au
   c. Program Administrator: Emmalee Taylor https://portal.insight.unsw.edu.au/contact-us/
   d. Course Coordinators: http://timetable.unsw.edu.au/current/PSYCKENS.html#PGRD.

5. When you join the Master of Psychology (Forensic) program you begin your professional training. We expect that you will conduct yourself in a professional manner for the duration of your enrolment (and throughout your career as a Psychologist).

6. The overarching value of this Program is Gratitude. In line with this Program value, we expect you will value all the opportunities to learn that the Program offers (e.g., lectures, seminars, workshops, conferences, meetings, supervision etc.). Absences should be treated in the same way that you would if you are unable to attend a scheduled appointment. That is, you can expect that you will be missed if you don't attend and that a written explanation is required in advance (or if that is not possible, then as soon as possible after the event). In the case of illness, you will need to provide a medical certificate.

7. When enrolled in the Program you are required to be registered as a provisional psychologist with PsyBA *even if you are not completing placements in your first year of enrolment.* As a provisionally registered psychologist you are governed by the relevant University and placement provider regulations, as well as PsyBA/AHPRA's regulations and the APS Code of Ethics. We will enforce these regulations so please act accordingly.

8. To successfully complete the Program you will need to satisfactorily complete 1000 hours of Placement with a minimum of three placements. You will also need to complete 300 hours of Direct Client activity, only 30 hours of which can be simulated learning tasks.

9. You are responsible for ensuring that you are prepared for Placement before any placement hours can be counted towards the 1,000 hour requirement. This includes providing the

Placement Coordinator with a completed copy of the Basic Contract and the Placement Supervisor with a copy of the Indemnity Letter.

10. To successfully complete this Program you need to demonstrate competence in various clinical skills and professional tasks. Many of these skills will be new to you, and you may not reach competence (i.e., pass a course or a Placement) on your first attempt. <mark>Students who don't achieve competence the first time will have a second opportunity to enrol in and pass the course. If you don't reach competence after this, it is at the Program Director's discretion whether to permit a third attempt at the same course.</mark>

11. You will need to work closely with your placement Supervisor meet the supervision ratio required by <mark>APAC = one hour of supervision for every 7.5 hours of professional practice in your UFPC placement and 1 hours of supervision for every 10 hours of professional practice in other placements.</mark> You are responsible for ensuring that you achieve the required ratio.

12. If something arises that you think may affect your progression through the Program (e.g., physical or mental health challenges, family or financial circumstances), or if there is something you need to support your learning (e.g., learning adjustments), please raise it with us so we can help. These sites will provide you with information that may be relevant to your needs:
    - Special Consideration: https://student.unsw.edu.au/special-consideration
    - Equitable Learning Services: https://student.unsw.edu.au/els

PART 1: The Master of Psychology (Forensic) Program

1.1 Introduction to the MPsychol (Forensic) program

The Master of Psychology (Forensic) program was first offered in 1998. It is the only 2-year Program with (provisional) accreditation from the Australian Psychology Accreditation Council (APAC) providing: fifth and sixth years of study; leading to registration as a psychologist with the Psychology Board of Australia (PsyBA) via AHPRA (Australian Health Practitioner Regulation Agency); eligibility for full membership of the Australian Psychological Society (APS); eligibility for Associate Membership of the APS Forensic College; and endorsement as a Forensic Psychologist by PsyBA (on application). The School of Psychology is typically ranked in the top 20 in various world quality rankings, and the MPsychol (Forensic) Program is taught by high quality academics and leading professionals from the Faculty of Law, School of Psychology, and from forensic and clinical psychology practice.

Please review the registration requirements for provisional, general and endorsement registration at https://www.psychologyboard.gov.au/Standards-and-Guidelines/Registration-Standards.aspx.

We reviewed the program in 2019 with an eye to ensuring that the program met with new APAC standards that were implemented in 2019. The new program was drafted and accepted in 2020. 2021 will be the first year that the new program will be offered. Students already in the program will complete the older version of the program, though if they are in an extended progression their program may be a blend of the older and new versions.

A combined Doctor of Philosophy/Master of Psychology (Forensic) program is also available over four years of full-time study. Students in the 'Combined' program complete the coursework and professional practice components of the Master degree while simultaneously undertaking a PhD in psychology. This is a very demanding program.

In order to be admitted to the Combined Program you must hold:
1. An RTP scholarship,
2. A successful application to the School of Psychology PhD program,
3. A successful application to the Master of Psychology (Forensic) program, AND
4. Approval from the Forensic Program Team to undertake the Combined degree.

1.2 Program Staff

Core Program Team
Professor Richard I. Kemp, BSc Durham, PhD London, Program Director
Anita McGregor, Director, UNSW Forensic Psychology Clinic
Associate Professor Kristy Martire, BA Syd., MPsychol (Forensic) PhD UNSW
Emmalee Taylor, Program Administrator

UNSW Forensic Psychology Clinic Team
Anita McGregor, Clinic Director
Annalese Bolton, Supervising Psychologist, Placement Coordinator
Leah Vircoe, Supervising Psychologist
Kylie Finlayson, Psychologist

School of Psychology Contributors
Dr. Amanda White, PhD, UNSW
Professor Eva Kimonis, PhD, University of New Orleans
Professor Ben Newell, BSc, PhD UNSW, ARC Future Fellow

[Scientia Professor Richard A. Bryant](#), BA Syd., MClinPsych PhD Macq.
[Professor Skye McDonald](#), BSc Monash, MSc Melb., PhD Macq.
[Professor Tom Denson](#), BA, MA Research Psychology, MA Social Psychology, PhD
[Professor Jessica Grisham](#), BA PhD
[Professor Angela Nickerson](#), Ph.D./MPsychol (Clin), UNSW, 2009, B.A. (Hons), UQ, 2004
[Professor Michelle Moulds](#), BA, M.Psych, PhD, ARC Australian Research Fellow
[Professor Simon Killcross](#) (Head of School), BA, MA, PhD

Faculty of Law Contributors
Professor Jill B. Hunter, BA LLB UNSW, PhD Lond.
Professor Prudence E. Vines, MA Syd., DipEd Syd. Teachers' Coll., LLB UNSW
Associate Professor Mehera San Roque, BA LLB (Hons) Syd, LLM BC

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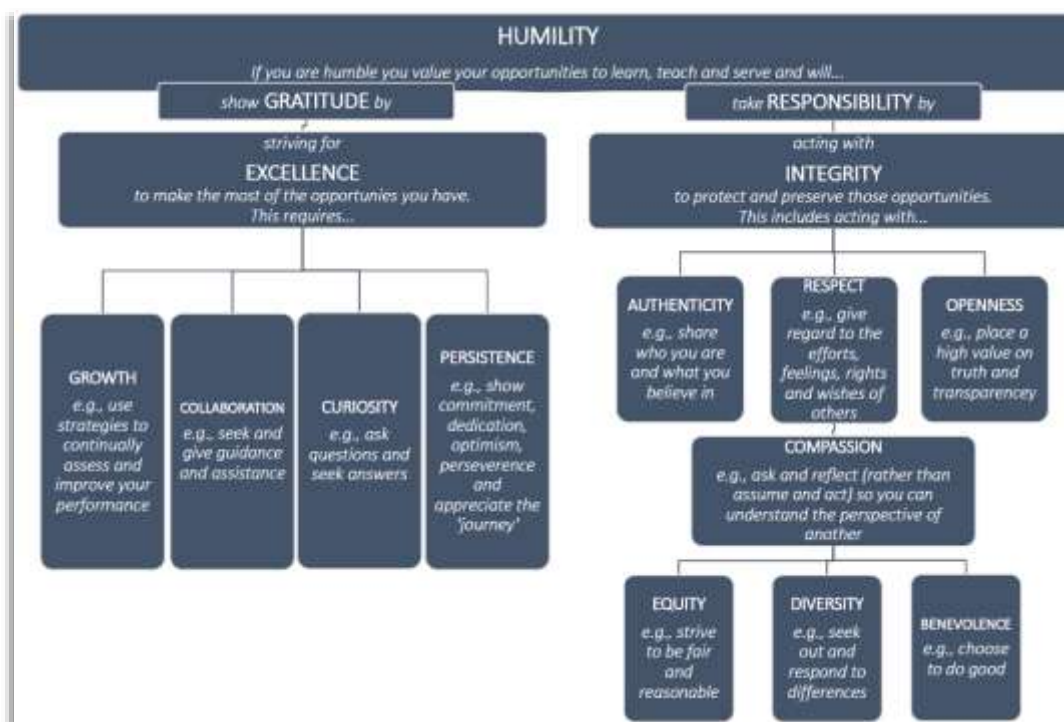
1.3 Aims of the program

The Masters degree in Forensic Psychology provides graduate training for psychologists who intend to pursue a career in forensic settings. Students (also referred to as Trainees or Interns) graduating from the MPsychol (Forensic) Program are qualified by UNSW as being competent to practice psychology (and seek endorsement as Forensic Psychologists) in accordance with APAC (2019) Standards. Forensic Psychologists can be 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 to aid 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. It is a hallmark of Forensic Psychology practice that we *provide service to marginalised and disadvantaged populations*. Protection of the public is a guiding principle of the MPsychol (Forensic) Program of study (per APAC 2019 1.1).

The MPsychol (Forensic) program aims to train you in generalisable skills including: knowledge acquisition; ethical practice; critical thinking; clinical practice; skills development; and research design and evaluation. As a trainee on the Program you will develop these skills in the context of criminal and civil domains. There is a strong emphasis on the integration of clinical, research, and legal skills.

The MPsychol (Forensic) Program Team and Students developed a set of core values in 2018 and updated in 2020. These values guide the Program Team and our Trainees in our approach to Learning, Teaching, and Service (to clients and our profession). Our overarching value is Humility (see below).

Both the Program Team and Program Trainees endeavour to demonstrate Humility by acting with Gratitude (by striving for Excellence, Growth, Collaboration, Curiosity, Persistence) and Responsibility (by acting with Integrity, Authenticity, Respect, Openness, Compassion, Equity, Diversity & Benevolence) in all aspects of their Learning, Teaching and Service.

1.4 Program Components & Structure

The Program has three components: Coursework, Research Thesis, and Professional Practice (including associated Placements).

The University year extends from mid-February to mid-December, and is divided into three ten-week terms (refer to the Academic Calendar) with a short break between each term. There is a full Orientation Week (O-week) prior to the beginning of Term 1, and a shorter O-week prior to Term 3 (no O-week for Term 2). Program teaching generally falls within the teaching periods, but can also occur during O-weeks and between teaching periods. Placement and thesis activities take place throughout the year, irrespective of teaching periods. In practice, students completing a 'Standard' progression should expect to have program-related commitments on most week days at most times during their two years of full-time enrolment (i.e., coursework, placements, workshops and thesis research).

The degree is designed to be completed in full-time mode over two years (i.e., 'Standard' Progression), however an 'Extended' progression is also available. Proposed Standard and Extended Program Progressions are outlined below (please see previous handbooks for older versions of the program).

Standard Program Progression			
Year	Term 1	Term 2	Term 3
1	PSYC7409 PSYC7423 PSYC7424	PSYC7410 LAWS9800/9810 PSYC7425	PSYC7419 PSYC7402
2	PSYC7420 PSYC7426	PSYC7421 LAWS9800/9801 PSYC7427	PSYC7422 PSYC7403 PSYC7428
Extended Program Progression (sample only)			
1	PSYC7423 PSYC7424	LAWS9800/9810 PSYC7425	PSYC7402
2	PSYC7409	LAWS9800/9810 PSYC7410	PSYC7419 PSYC7403
3	PSYC7420 PSYC7426	PSYC7421 PSYC7427	PSYC7422 PSYC7428

This timetable also does not include workshops associated with the Professional & Ethical Practice courses or other Program activities not associated with a specific course.

Draft Schedule (Provisional as of Jan 2021)

T1

	Monday	Tuesday
9am		
10	PSYC7409 (Year/Stage 1)	PSYC7423 (Year/Stage 1)
11		
12		
1		
2	PSYC7420 (Year/Stage 2)	
3		
4		PSYC7424 (Stage 1) will run fortnightly on Wednesday afternoons from Week 2
5		
6		

T2

	Monday	Tuesday	
9am			
10		LAWS9800 (Year/Stage 1	/ 9810 & 2)
11			
12			
1	PSYC7425 (Year/Stage 1)		
2			
3			
4			
5			
6			

PSYC7410 (Stage 1) and 7421 (Stage 2) run in T2, though do not have class times associated with the courses (workshops may be run though)

PSYC7403 is a second-stage course that will run in Term 2 in 2021 for students who commenced in 2020, and in Term 3 in 2022 for students who commenced in 2021

T3

	Monday	Tuesday
9am		
10	PSYC7419 (Year/Stage 1)	
11		
12		
1		
2	PSYC7422 (Stage 2)	
3		
4		PSYC7402 (Year/Stage 1)
5		
6		

MASTER OF PSYCHOLOGY (FORENSIC) **STANDARD** PROGRESSION

YR 1

T1: Feb to May	T2: June to Aug	T3: Sept to Dec
COURSEWORK Mondays: PSYC7409 Tuesdays: PSYC7423 Every second Wednesday: PSYC7424 Selected Wednesdays, Thursdays or Fridays PSYC7409 workshops	**COURSEWORK** Mondays: PSYC7425 Tuesdays: LAWS9800/9810 (schedule varies year-to-year) Selected Wednesdays, Thursdays or Fridays PSYC7425 workshops (subject to change)	**COURSEWORK** Mondays: PSYC 7419 Tuesdays: PSYC7402 Selected Wednesdays, Thursdays or Fridays PSYC7419 workshops

PEP1 PLACEMENT 1 : READINESS MODULE
~2.5 days per week; (Wednesday mandatory)

PEP2/3 ORIENTATION
~2.5 days/week; (Wed mandatory)

YR 2

T1: Feb to May	T2: June to Aug	T3: Sept to Dec
COURSEWORK Mondays: PSYC7420 Selected Wednesdays, Thursdays or Fridays PSYC7420 workshops	**COURSEWORK** Mondays OR Tuesdays (TBC): PSYC7403 Tuesdays: LAWS9800/9810 (schedule varies year-to-year) Occasional Wednesdays, Thursdays or Fridays PSYC7421 workshops (subject to change)	**COURSEWORK** Mondays: PSYC7422 Selected Wednesdays, Thursdays or Fridays PSYC7422 workshops

PEP3 PLACEMENT 3 : EXTERNAL

PEP4 PLACEMENT 4: EXTERNAL

RESEARCH 7426 ~1.5 days per week	**RESEARCH 7427** ~1.5 Days per week	**RESEARCH 7428** Thesis Due & Conference in October

MASTER OF PSYCHOLOGY (FORENSIC) EXTENDED YEAR 1 - 3

YR 1

T1: Feb to May	T2: June to Aug	T3: Sept to Dec
COURSEWORK **Tuesdays:** PSYC7423 **Every second Wednesday:** PSYC7424	**COURSEWORK** **Mondays:** PSYC7425 **Tuesdays:** LAWS9800/9810 (schedule varies year-to-year) **Selected Wednesdays, Thursdays or Fridays** PSYC7425 workshops (subject to change)	**COURSEWORK** **Tuesdays:** PSYC7402

YR 2

T1: Feb to May	T2: June to Aug	T3: Sept to Dec
COURSEWORK **Mondays:** PSYC7409 **Selected Wednesdays, Thursdays or Fridays** PSYC7409 workshops	**COURSEWORK** **Tuesdays:** LAWS9800/9810 (schedule varies year-to-year) **Selected Wednesdays, Thursdays or Fridays** PSYC7410 workshops	**COURSEWORK** **Mondays:** PSYC7419 **Selected Wednesdays, Thursdays or Fridays** PSYC7419 workshops

PEP1 PLACEMENT 1 : READINESS MODULE
~2.5 days per week; (Wed. mandatory)

PEP2/3 ORIENTATION
~2.5 days/week; (Wed. mandatory)

YR 3

T1: Feb to May	T2: June to Aug	T3: Sept to Dec
COURSEWORK **Mondays:** PSYC7420 **Selected Wednesdays, Thursdays or Fridays** PSYC7420 workshops	**COURSEWORK** **Occasional Wednesdays, Thursdays or Fridays** PSYC7421 workshops (subject to change)	**COURSEWORK** **Mondays:** PSYC7422 **Selected Wednesdays, Thursdays or Fridays** PSYC7422 workshops

PEP3 PLACEMENT 3 : EXTERNAL

PEP4 PLACEMENT 4: EXTERNAL

RESEARCH 7426	RESEARCH 7427	RESEARCH 7428
~1.5 days per week	~1.5 Days per week	Thesis Due & Conference in October

1.5 'Extended' Program Progression

The first year of the 'Extended' Progression generally requires students to attend classes on Mondays and Tuesdays. This means part-time work can theoretically be accommodated on Wednesdays, Thursdays and Fridays. Once a student commences their Professional & Ethical Practice (PEP) courses (in Year 2), students will be required on-campus or at placement every week day (for Years 2 and 3). Students who undertake paid work while enrolled in PEP courses are generally only able to maintain a weekend position or a job with a very flexible work schedule (i.e., that permits working outside of business hours).

Students contemplating an Extended progression need to plan their Program carefully in consultation with the Program Director and Placement Coordinator. Progression plans should be raised for review with the Program Team at regular intervals to ensure that it remains on-track.

1.6 Award of Degree

To successfully complete the MPsychol (Forensic) Program, you must pass all Coursework, Research Thesis, and Professional Practice components of the Program by the specified due dates. This includes completing 1,000 satisfactory hours of supervised Placement and requires compliance with/adherence to the regulations associated with Provisional Registration by AHPRA and the APS Code of Ethics and Ethical Guidelines. The criteria for successful completion of each component of the Program are described in this document and in the relevant course outlines. If you are ever in doubt about what is expected, refer to these documents or check with the Program Team.

If you complete all Program courses with a weighted average mark (WAM) of 80 or more (https://student.unsw.edu.au/wam) you will be awarded your degree 'with Excellence'. Your allocation to a graduation ceremony will be determined by the date you complete the last of your Program requirements (i.e., courses or associated Placements). If you complete the requirements later you may not be in the same graduation ceremony as students who complete the requirements earlier.

1.7 Attendance Expectations

In line with the overarching Program value – Gratitude – we expect you will value all the learning opportunities offered (e.g., lectures, seminars, workshops, conferences, meetings, supervision et al.). While you are on the Program you also must be registered as a Provisional Psychologist. Accordingly, we expect that you will attend all Program related activities and that any absences will be managed in a professional manner. As with any other scheduled meeting or appointment, you can expect that you will be missed if you do not attend classes, workshops, professional development events, meetings etc. It is an appropriate courtesy for you to notify the Course Coordinator, Program Director or relevant Program Team member in advance of any absence (ideally in writing). If you are not able to give notice in advance then we expect that you will make contact to explain as soon as possible after the event. In the case of illness, we expect that you will provide a medical certificate.
We understand that you will sometimes be confronted with competing demands on your time and that some absences will be unavoidable. However, it is important that you handle these situations professionally and in accordance with the Program values.

If you miss examinations or other forms of assessment, or find that life circumstances are affecting your course performance, then you may wish to apply for Special Consideration (https://student.unsw.edu.au/special-consideration).

1.8 Program Leave

If you have not enrolled by the relevant term census date, and have not applied for and been granted approved Program Leave for that Term, you will be automatically discontinued from the Program and must formally apply for re-admission if you want to enrol in a future Term.

You can choose to apply for Program Leave if you feel it will benefit your Program progression (e.g., Program Leave may provide an opportunity to address personal challenges or to develop competencies required to successfully complete a later course). Program Leave may be granted subject to the restrictions outlined at https://student.unsw.edu.au/program-leave. It is advisable that you discuss Program Leave with the Program Director before you apply.

1.9 Assistance and Support

UNSW can provide you with additional assistance and support in the form of:

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills Support: https://student.unsw.edu.au/skills
- Student Wellbeing & Health: https://student.unsw.edu.au/wellbeing
- Equitable Learning Services: https://student.unsw.edu.au/els
- UNSW IT: https://www.myit.unsw.edu.au/
- Special Consideration: https://student.unsw.edu.au/special-consideration
- Student Complaints and Appeals: https://student.unsw.edu.au/complaint
- Review of Results: https://student.unsw.edu.au/results

If you need advice about which support is appropriate for your circumstances, contact the Program Director or Program Administrator.

1.10 Provisional Registration, Inherent Requirements of the Program and Mandatory Notifications

This is a demanding program and you need to be able not only to complete the program, but move into a demanding profession. There are some requirements, both from the perspective of the national governing body (AHPRA), as well as the program itself. See the document available here.

It is important for you to be aware that you are required to be registered as a Provisional Psychologist for the duration of your Program (whether completing Placements or not):

Specifically, you "must maintain provisional registration from the start of enrolment and for the duration of enrolment in any component of an accredited qualification" (see the Higher Degree pathway and the Provisional Registration Standard).

The application for Provisional Registration requires you to answer the following questions accurately and to advise PsyBA if your answers to any of these questions change while you are provisionally registered:

15. Do you have any criminal history in Australia?

⚠ It is important that you have a clear understanding of the definition of criminal history. For more information, see *Criminal history* in the *Information and definitions* section of this form.

YES ☐   NO ☐

📎 You **must** attach a signed and dated written statement with details of your criminal history in Australia and an explanation of the circumstances.

16. Do you have any criminal history in one or more countries other than Australia?

ℹ For more information, see *Criminal history* in the *Information and definitions*

NO ☐ ▶ *Go to the next question*

YES ☐ ▶ *You are required to:*
- *obtain an international criminal history check from an approved vendor for each country and provide details below, and*
- *provide details of your criminal history in a signed and dated written statement.*

24. Do you have an impairment that detrimentally affects, or is likely to detrimentally affect, your capacity to practise the profession?

ℹ For more information, see *Impairment* in the *Information and definitions* section of this form.
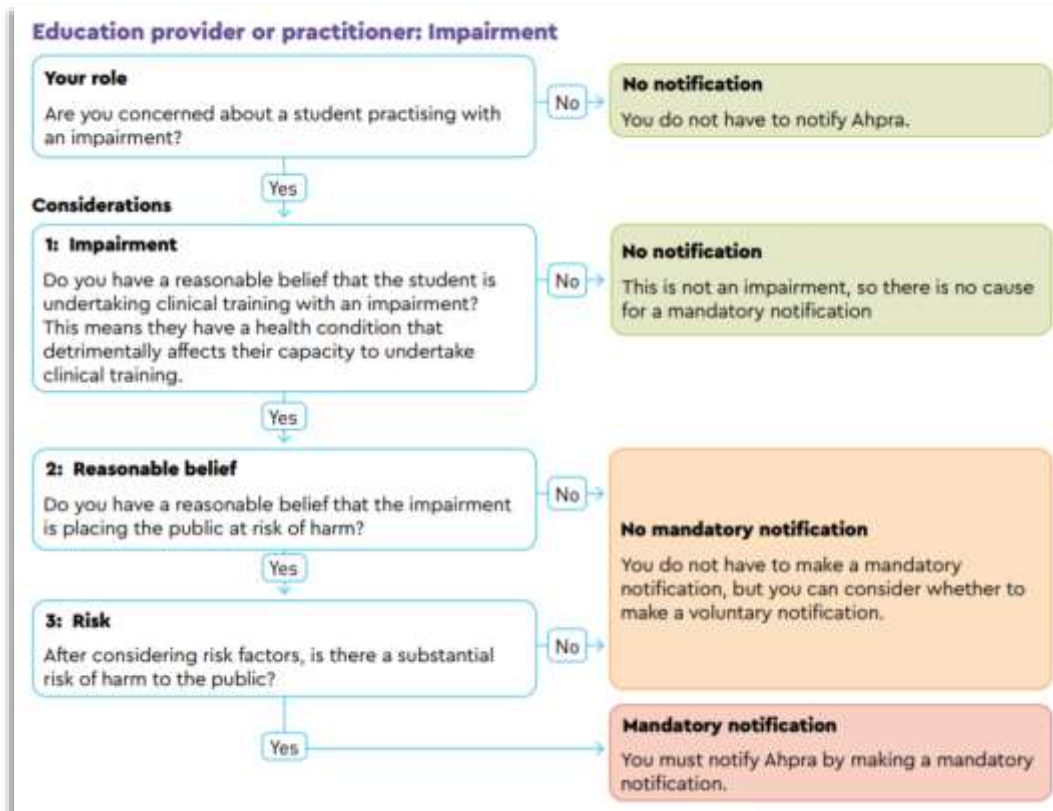
YES ☐   NO ☐

📎 You **must** attach to this application details of any impairments and how they are managed.

For your information, "The National Law defines impairment. In relation to practitioners, this is a 'physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect' their capacity to practise. For students, the impairment would, or be likely to, affect their capacity to undertake clinical training."
https://www.ahpra.gov.au/Notifications/Further-information/Guides-and-fact-sheets/Health-assessments.aspx

Similarly, the Program Team – i.e., Health Practitioners registered under National Law – must comply with AHPRA guidelines for mandatory notifications regarding impaired students (see here).

If you have any questions about impairment, provisional registration or mandatory notifications please contact the Program Director.

Education provider or practitioner: Impairment

Your role
Are you concerned about a student practising with an impairment? — No → **No notification** You do not have to notify Ahpra.

↓ Yes

Considerations

1: Impairment
Do you have a reasonable belief that the student is undertaking clinical training with an impairment? This means they have a health condition that detrimentally affects their capacity to undertake clinical training. — No → **No notification** This is not an impairment, so there is no cause for a mandatory notification

↓ Yes

2: Reasonable belief
Do you have a reasonable belief that the impairment is placing the public at risk of harm? — No →

↓ Yes

3: Risk
After considering risk factors, is there a substantial risk of harm to the public? — No → **No mandatory notification** You do not have to make a mandatory notification, but you can consider whether to make a voluntary notification.

↓ Yes → **Mandatory notification** You must notify Ahpra by making a mandatory notification.

1.11 Fees and Charges

A number of Commonwealth Supported Places are available to eligible students enrolled in the Program. A Commonwealth Supported Place is a higher education place for which the Government makes a contribution towards the cost of the student's education, and the student pays a Student Contribution amount.

Full information on fees and charges may be found at https://student.unsw.edu.au/fees.

PART 2: Coursework

2.1 Program Courses

Program courses are listed below and generally run on Mondays and Tuesdays during teaching periods. Different courses have different timetables and combinations of lectures, seminars and workshops (usually held on Thursdays and Fridays). Please refer to relevant course outlines for more information regarding specific timetable information, expectations and assessments for each course. These outlines will vary from year to year.

We expect that students on the Program will value Excellence (as per our Program Values). As such, we hope to see you achieve and maintain a Distinction average (mark of at least 75) across your courses. Students who do not successfully complete a course (i.e., do not achieve a pass grade) on the first attempt can attempt the same course again on one more occasion. However, any further attempts to complete the same course are at the discretion of the Program Director and are generally not permitted. You can request a meeting with the Program Director at any time if you would like to review your Coursework or Program progression.

During the Program you will complete each of the courses listed below. You can find more information about each course by following the link to the UNSW Handbook. Detailed course outlines will also be available on Moodle just prior to the start of each term https://moodle.telt.unsw.edu.au/.

LAWS9800 Law for Psychologists 1 (6 UOC)
The course is a postgraduate elective. It is available to postgraduate psychology students. This course will provide an introduction to certain aspects of law relevant to forensic psychologists. Topics to be covered will include an overview of the Australian legal system, civil obligations (tort and contract) and family law. Main Topics: Legal system; Civil Responsibility; Family Law.

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. As well as investigating many practical problems in applying the law, the course makes a sustained attempt to assist students to obtain a broad understanding of the framework of pre-trial and trial procedure. Main Topics: An Introduction to issues associated with policing, arrest, and search; The accused, the prosecution, the judge and the jury; An introduction to evidence law; Experts as witnesses, the accused and limitations on evidence – tendency and coincidence evidence and character of the accused.

The LAWS9800 and LAWS9810 courses can be taken in any order.

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. The course aims to provide students an opportunity to practice and improve their skills in critical analysis, research design & communication, and giving and receiving feedback.

PSYC7403 Experimental Psychology & Law (6 UOC)
This course is designed to allow students to explore the research related to selected topics in the field of Forensic psychology. Selected topics are used to illustrate the issues associated with undertaking applied research in Forensic psychology. Particular emphasis is placed on problems associated with research design and with the process of using research to inform policy change.

The course aims to develop the students' knowledge of the discipline, and to develop a greater understanding of the problems facing researchers working within this field. This will help develop students as both researchers in their own right and as informed consumers of published research who can critically evaluate published research and use this to inform their own clinical practice and policy development.

PSYC7409 Professional & Ethical Practice 1 (6 UOC)*
Introductory training in psychological assessment, treatment skills and ethical practices as required in the professional context. Attendance at lectures and workshops is required. This course is associated with the successful completion of the Readiness Module.

PSYC7410 Professional & Ethical Practice 2 (6 UOC)*
Continuation of training of psychological assessment and treatment skills and ethical practices required in the professional context. Attendance at lectures and workshops is required. This course is associated with the Orientation placement requirement of the program (completion of the midplacement review).

PSYC7419 Professional & Ethical Practice 3 (6 UOC)*
Continuation of training of psychological assessment and treatment skills and ethical practices required in the professional context. Attendance at lectures and workshops is required. This course is associated with the successful completion of the orientation placement requirement of the program.

PSYC7420 Professional & Ethical Practice 4 (6 UOC)*
Continuation of training of psychological assessment and treatment skills and ethical practices required in the professional context. Attendance at lectures and workshops is required. This course is associated with the placement requirement of the program (if completing four placements).

PSYC7421 Professional & Ethical Practice 5 (6 UOC)*
Continuation of training of psychological assessment and treatment skills and ethical practices required in the professional context. Attendance at lectures and workshops is required. This course is associated with the successful completion or continuation (completion of the mid placement review) of the first external placement requirement of the program.

PSYC7422 Professional & Ethical Practice 6 (6 UOC)*
Continuation of training of psychological assessment and treatment skills and ethical practices required in the professional context. Attendance at lectures and workshops is required. This course is associated with the successful completion of the second external placement requirement of the program.

PSYC7423 Assessment in Forensic Psychology (6 UOC)
This course teaches students how to use, administer and interpret the principles and techniques of standardised psychological assessment and how and when this can be applied, with specific reference to the forensic context. Students will be taught the skills to use, administer and interpret major psychological tests, including the Wechsler scales, and personality inventories. The course will also address how to communicate assessment findings in report writing.

PSYC7424 Forensic Interventions 1 (6 UOC)
This course will introduce students to issues relevant to working effectively with forensic clients and develop their understanding of theoretical models, diagnostic systems, assessment and intervention strategies for major psychological disorders and offending behaviours.

PSYC7425 Forensic Interventions 2 (6 UOC)

The aims of this course are to have students consider the assessment and treatment issues with regard to various forensic populations.

PSYC7426 Research Thesis (Forensic) 1 **(6 UOC)**
PSYC7427 Research Thesis (Forensic) 2 **(6 UOC)**
PSYC7428 Research Thesis (Forensic) 2 **(6 UOC)**

These courses involve undertaking a research project under the supervision of a member of academic staff in the School of Psychology. Research projects may be carried out on any topic that is relevant to forensic psychology. Students are required to prepare a thesis in the form of a journal article.
For more information, refer to .

2.2 Professional Development Log

Completion of a satisfactory Professional Development Log is a requirement for each of the four Professional and Ethical Practice (Forensic) courses. The habit of completing a Professional Development Log provides an important record of professional development throughout your career as a Forensic Psychologist and provides documentary evidence of your learning. The Professional Development Log is often the place where your reflective practice begins. This is an essential skill for you to develop as a Psychologist.

A format for the Professional Development Log is provided on Moodle. The log should record details of learning that occur at class, and in workshops, other lectures, and seminars.

PART 3: Research Thesis

3.1 Nature of Research

General Information

The information here is a guide to get you thinking, to lay out procedures, and to provide some background information. The Program Director is the chair of the Masters Thesis Committee (MTC) and is the best person to approach for more information about thesis projects and procedures. This is particularly important if you hope to complete a project that involves using existing data or external supervision.

In terms of enrolment progression for Research Thesis, you should enrol in PSYC7426 during T1, PSYC7427 in T2 and PSYC7428 in T3.

Topic Area

Your empirical project can be carried out in any area relevant to forensic psychology. The data may be collected in a forensic setting or be concerned with how people within the general population respond to issues of a forensic nature. Research into basic psychological processes (e.g., conceptual development, attitude change, social decision-making) is appropriate, provided the forensic significance of the research is clearly indicated. Other thesis topics may address forensic program evaluation, innovative approaches to forensic investigation, individual assessment, strategies for interviewing and counselling, and policy formulation.

Study Design

You can employ a wide variety of research strategies to meet the specific scientific aims of your 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 for you to spell out the theoretical context and indicate the significance of various potential outcomes. The primary approach must be quantitative, but qualitative approaches may be used to supplement this. Often quantitative measures may be extracted from qualitative data (e.g., ratings by judges), which facilitate analysis. We require that the primary analyses be quantitative rather than qualitative.

Single case designs and case series would only normally be presented as part of a larger study in order to illustrate a particular issue. Theoretical or historical analyses are generally not appropriate since the intention of the project is to provide experience in the practicalities of carrying out a research or evaluation project in an applied area of psychology. 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. Projects of this kind should be discussed with the Program Director early on (ideally, prior to supervisor allocation) to explore the project feasibility.

Participants

You can recruit participants from a variety of forensic settings, other special populations (e.g., schools), the general community, from the Psychology undergraduate participant pool, or through online services such as Prolific or Mechanical Turk (if your supervisor is able to fund the recruitment). 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.

Supervision

You will have a primary supervisor for your project who liaises with the MTC. The primary supervisor is generally a member of the academic staff of the UNSW School of Psychology.

Primary supervision can also be provided by a person with an academic, research or clinical position in another University unit (e.g., Faculty of Law) or community/Government forensic agency (e.g., Corrective Services NSW). In cases where one supervisor is external to the School of Psychology, the student will be appointed a co-supervisor from within the School of Psychology (usually from the Program Team) to liaise with the MTC. In this case, you will need to make sure that both the external and internal supervisors meet initially to discuss their respective roles and to ensure both are fully informed of progress with your project. The internal/co-supervisor will have a particular role in ensuring that your project meets the requirements of the Research Thesis and the MPsychol (Forensic) degree.

It is expected that you will comply with the supervision arrangements preferred by your supervisor. These may include weekly meetings, attendance at lab meetings, or other types of engagement. These arrangements can be negotiated between the supervisor and yourself, however ultimately your supervisor is best placed to determine what involvement is required in order to ensure appropriate progress and quality of the research project. If progress or contributions are not considered by your supervisor to be of suitable quality, your supervisor should advise the MTC and your progress in PSYC7426 or PSYC7427 may be reviewed.

The MTC will undertake a formal review of progress in PSYC7426 for each student at the end of their enrolment in PSYC7426, and prior to enrolment in PSYC7427 during T2. If satisfactory progress has not been made, a remediation plan may be required. Successful completion of this remediation plan will be required to continue enrolment (EC) in PSYC7426 and begin PSYC7427 in T2 continuing to PSYC7428 in T3.

Resources

Computing facilities: These are available in several areas of the School of Psychology. You are given a Psychology account and printing quota when you enrol in the Program. Students generally have access 24 hours a day/7days a week to these facilities. However, this access may be reduced when/if COVID-19 restrictions are required (http://www.psy.unsw.edu.au/current-students/computing-information#computingfacilities).

If you require testing space or facilities you should consult with your supervisor in the first instance, and be guided by them thereon. There are some bookable spaces available through the School Office (level 15 Mathews), and some equipment available through the Technical Support Unit.

Consumables: There is no budget available from the School to support your project. You will need to pay for photocopying and other consumables if your Supervisor is not able to provide you with these resources.

Ethical issues

All research must comply with the most current version of the National Statement on Ethical Conduct in Human Research and University ethical standards, regardless of the source of your participants. Ethics application procedures are described here (on the right side, you need to scroll down), and your Supervisor can guide you through the relevant procedures. In addition to School (HREAP-C) or University approval (HREC), you may also need approval from other bodies (e.g., to access health or court data, or to test offenders or other special populations). Your supervisor can help you to identify the Committees relevant for your project.

In the case of collaborative research – particularly with external forensic agencies – it is important to clarify in advance the nature of the research relationship (for example, the issue of "ownership" of the project and of the data). In some cases, it may be appropriate to spell out these issues in writing. In the case where supervision is being provided by external agencies, your internal/co-supervisor can assist you to formalise an "ownership" agreement. Please also note that projects can be significantly delayed while waiting to obtain ethical approvals. It is important to be mindful of this when planning your research.

Publications

Your Research 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. You are encouraged to submit your research for publication in the journal you choose and to present your research at relevant conferences. Order of authorship on any resultant publications should be negotiated with between you and your Supervisor. See here for relevant resources.

Research Conference

Once you finish your Research Thesis you will present your project at the Annual Forensic and Clinical Psychology Research Conference, which is usually held on the Tuesday and Wednesday around the 22nd of October (Week 6/7 T3). Current Program Trainees, Staff, program graduates, internal and external supervisors and members of the Forensic and Clinical Psychology community are invited to attend. This conference provides a showcase for your work and is an opportunity for you to impress potential future employers.

3.2 Detailed timeline

Whether following a Standard or Extended plan, students are normally required to enrol in PSYC7426 Research Thesis (Forensic) 1 in Term 1, and enrol in PSYC7427 in Term 2, and PSYC7428 in Term 3. The Thesis is submitted during in Term 3. It is mandatory that the thesis be completed over three consecutive Terms.

The timetable for Research Thesis projects is outlined below. Note that extensions to the submission deadline are not normally allowed and the standard penalty (2% per day) will apply for late submissions. The MTC (specifically, the Program Director) will only consider applications to waive a late penalty when the UNSW Special Consideration Application and Assessment Information is followed and the conditions for Special Consideration per the policy have been met.

It is in your interest to control the scope of the project to be able to meet the research deadlines as well as other commitments (e.g., Coursework and Placements).

Stage 1: The year prior to enrolment in PSYC7426 Research Thesis (Forensic) 1

Late October/early November: A list of potential academic supervisors from within the School of Psychology will be made available to you. Upon receipt of this information, you are advised to: begin seriously considering possible research areas from those suggested by supervisors; begin reading in areas identified by potential supervisors; speak with possible supervisors about potential projects; document any agreements relating to the willingness of a supervisor to oversee your project.

Early to mid-November: Complete a form detailing preferences for supervisors and return it to the Program Administrator. We attempt to provide you with your first supervision preference but we cannot make any guarantees. To facilitate the process please attach evidence that your nominated supervisor agrees to supervise you and submit your form by the due date. If you miss this deadline we can't guarantee appropriate supervision will be available for your project.

December-January: In mid-November/early December you will be advised of your supervision arrangements. As soon as you are notified you should begin working closely with your supervisor in designing the project. This includes finalising the topic, determining relevant theoretical background, designing the procedure, and sourcing participants. You might like to communicate with your supervisor using the Brief Research Proposal (BRP) format demonstrated in PSYC7402 – Applications of Forensic Psychology. Ultimately, a version of this BRP (described in detail below) will be submitted by you for review by the MTC.

Stage 2A: Term 1 of thesis enrolment

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

Week 4/5: You will submit your BRP to the MTC for review. The due date for your BRP is seven days prior to the date scheduled for your Thesis Panel Presentation in Week 5 or 6. In Week 10 of T1 the MTC will compare your progress with the timelines and goals you proposed in your BRP – so consider your plans carefully and conservatively. This is not the time to promise more than you can reasonably expect to deliver.

Week 5/6: You will give your Thesis Panel Presentation (described in detail below). Ideally, you will arrange for both your internal and external supervisors to attend this presentation. Where that is possible, this presentation will serve as a formal review of the thesis proposal. All going well, after your presentation the MTC will provide formal approval for you to proceed with your project. Based on the feedback received in the Presentation, you might be asked to revise and re-submit your BRP or to amend your goals/timelines before your project is approved by the MTC. Data collection should not begin until the MTC has given formal approval.

In the event that your Research Thesis Supervisor is unable to attend the Thesis Panel Presentation, a formal panel meeting including all supervisors must be scheduled before MTC will approve your proposal. If you feel you are ready to begin collecting data before your scheduled Thesis Panel Presentation, please consult with the Program Director and may be able to submit your BRP for early approval by the MTC. Having done so does not free you from the obligation to make a Thesis Panel Presentation during Weeks 5 or 6, but it does mean that you can start your data collection as soon as your project is approved.

Week 10: You will submit your signed Progress Report to the MTC by 5pm Friday of Week 10, T1. The form needs to be signed by your supervisor and is to include a copy of the Timelines & Goals that were approved by the MTC during your Thesis panel Presentation. The form will ask you to describe whether there have been any significant changes to the objectives, methodology or timeline of the project. Your Supervisor will review the completed form and sign-off on your progress.

Week 11: The MTC will review your Research Thesis Progress Report and advise you of the PSYC7426 course outcome. Students whose progress is considered satisfactory will continue enrolment (EC) and progress to PSYC7427 in T2 and PSYC7428 in T3. The MTC will liaise with you (and your Supervisors) if your project or progress is not considered to be satisfactory. In this situation you will have until Friday Week 3 of Term 2 to demonstrate satisfactory progress as negotiated between you, your Supervisor and the MTC.

Stage 2B: Term 2 of thesis enrolment

Week 3: If you haven't already progressed to PSYC7427 for T2 you must inform the MTC of your progress in relation to Timelines & (remediation) goals. The MTC will advise you whether your progress has been satisfactory. If satisfactory progress has not been made by this time you will not pass PSYC7426 or continue to PSYC7427. However, you may attempt PSYC7426 on one more occasion. If your progress is satisfactory, you will receive an EC for PSYC7426 and be permitted to continue with your enrolment in PSYC7427.

Week 10: You will provide the Annual Forensic and Clinical Psychology Research Conference organisers with the title of your conference presentation and supervisors names for the conference program and related communications.

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

Stage 2C: Term 3 of thesis enrolment

Week 3: You will provide the Annual Forensic and Clinical Psychology Research Conference organisers with an abstract of your conference presentation for inclusion in the Conference program. We understand that results and interpretation submitted at this stage are likely to change or be different to those finally submitted in the Research Thesis, so try to write your abstract in general terms that can accommodate this uncertainty. There is an example provided below.

Friday, Week 5: Your Research Thesis is due by 4pm of the last business day of Week 5 T3.

Week 6/7: You present your project at the Annual Forensic & Clinical Psychology Research Conference.

3.3 Preparing your Brief Research Proposal

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

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

- **Aims** – these should be clear, appropriate and match with method.
- **Background** – this should demonstrate your knowledge of the field of research, critically analyse previous research and clearly identify gaps in literature, and have a good smooth and logical progression towards the identification of your specific research questions. It should have a narrowing or funnelling structure that leaves the reader in no doubt that what you propose is the best and most obvious next step in your field of research.
- **Proposed Research (method)** – detail an appropriate, clear method matching with your aims, describe the population of interest, the recruitment procedure, identify appropriate ethics bodies, operationalise key variables, and convince the reader that you know what you are doing and that it can be achieved.
- **Significance & Innovation** – brief statement of the applications and benefits of the research contextualised appropriately.
- **Effort/Independence** – in order for a thesis project to be approved, the MTC must be convinced that the work you will be doing will be sufficient to meet program requirements. This is particularly important where a student is joining an existing project or accessing existing data. In all instances, you must demonstrate sufficient intellectual and "hands on" contributions in the design and execution of the project such that your efforts are commensurate with those constituting an 8-month research project. These contributions should be described in this section of the proposal. Please consider and include in your submission a version of the table below describing the effort/independence dimensions of your project to assist the MTC to understand your project and your role in it.

	Effort/Independence	
	Lower	**Higher**
Research idea	Supervisor's	Own
Ethics approval	Already existing	To be sought
	School	University
	School/University	External agency
Measures	Already determined	To be determined
	Already developed	To be developed

	Brief	Lengthy
	Easy to administer (no specific training required)	Technical/complex to administer (training required)
Data set	Pre-existing	To be collected
	Entered into database	Not entered into database
	Cleaned/transformed/coded	Un-cleaned/transformed/coded
	Few variables	Many variables
	Few cases	Many cases
	Independent/whole	To be linked
	Linked data available	Linked data to be requested
	Remote/online testing	Face-to-face testing
	General/undergrad sample	Limited/forensic sample
	Community testing site	Corrective/closed testing site
Analysis	t-test, chi-square, ANOVA, ANCOVA	Structural equation modelling, interrupted time series, factor analysis, multinomial regression, survival analysis

- **Timelines and goals** – you will be held accountable for your progress as compared to the goals and timelines you describe here in your BRP. In this section you need to document what you intend to achieve by the time T2 begins (i.e., by the start of June).   Progress with regard to goals is particularly important during T1 and your progress will be assessed at the end of PSYC7426 to determine whether you may continue your enrolment (EC) and can progress to PSYC7427 in T2 and PSYC7428 in T3. The stated goals may relate to: submitting ethics applications; obtaining ethical approvals; developing measures; survey distribution; data access; data collection; data entry; data analysis; completion of a literature review; producing drafts of thesis sections etc. It is important for you to propose realistic goals and timelines and it may be valuable to include some proposals for what steps you may take at certain times if the project appears to be going off-track. When the MTC reviews your progress at the end of T1 you will be aiming to convince them that you: a) have a viable project, b) of sufficient scope, c) that is progressing well.
- **References** – must be included in the document but are not included in character cou.

Your BRP should be no more than 20,000 characters (roughly five pages single-spaced), excluding references. You should consider readability when formatting your document. References may be endnoted in this document but the full reference included at the end should comply with APA referencing standards. The amount of content presented under each heading should be distributed as is appropriate for your project. For example, if you are using a complex experimental design or sampling procedure be sure to take the space to convince your reader that you know what you are doing, have thought through the details, and have proposed something 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.

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 (for the MTC, your supervisors and colleagues) is an excellent opportunity to receive feedback on your project and answer any questions the MTC might have about your proposal. These presentations often raise issues that have been missed during the planning stages, or helps to troubleshoot methodological challenges. You must speak to both your project timelines and to the effort/independence dimensions suggested above so that the MTC has a thorough understanding of the project being proposed and your role in it.

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 you will need to arrange an additional panel meeting with the MTC and Supervisor present to facilitate the final approval of your project. *You should not begin collecting data before your project has been approved by the MTC.*

3.5 Preparing your Annual Research Conference Abstract

Please provide the following information to conference organisers:

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

Your abstract should cover the following:

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

Wherever possible use simple, non-technical language.

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

Callous-unemotional (CU) traits are defined by low responsiveness to, and unfeeling disregard for the emotions of others. Given the function of CU traits as a risk factor for early emerging antisocial behaviour, it is important to understand the its heritable and environmental origins, as such understanding can inform future research, as well as design of prevention and treatment programmes. Thornberry's (2005) intergenerational theory posited that the level of intergenerational continuity and pathways would differ for mothers and fathers. The aim of this study was to examine the association between maternal and paternal psychopathic (antisocial and sadistic) features with child CU traits, as well as explore the potential explanations for this association (i.e., negative parenting as a potential mediator). Maternal antisocial trait was found to have an indirect, positive effect on child CU traits, through her negative parenting. The current study provided a preliminary cross-sectional test of the association between parental psychopathic features and child CU traits that could draw attention to the topic of intergenerational continuity of psychopathic traits and guide future research. The implications of these findings are discussed.

3.6 Preparing and submitting your thesis

1. Your thesis should be prepared as a submission for a named journal, and you should follow the recommendations of the journal, except where they conflict with these guidelines.
- Identify a journal that would be an appropriate home for your thesis (your target journal). In most cases, there are several journals that would be suitable – it does not matter which you select provided it is appropriate for the subject material.
- Read the "guidelines for authors" provided by the target journal. For many journals, the Publication Manual of the American Psychological Association (7th ed.) will be your bible in the preparation of the manuscript.
- Include with your thesis a mock letter of submission to the editor of the target journal (the APA publication guidelines may help with this letter).

2. Your thesis should be approximately 7,500 words in length at most (including abstract but

excluding tables, figures, references and appendices). In practice, we recommend you aim for less than 7,500 words so long as you have covered the relevant content. Ignore any word limit imposed by your target journal. Examiners are told to reward clear and concise writing and are never upset if something is shorter than anticipated if all the necessary information is there.

- Include all figures and tables in the text of the document (ignore instructions by the journal to submit these separately)

- Your thesis should be either double-spaced or 1.5-spaced and all referencing should be in APA format

- Journal articles do not include a table of contents and you do not need one for your thesis.

- If hardcopy submissions are required (TBC), 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)

- It isn't necessary to provide the examiner with all SPSS data files, output etc. but these do need to be provided to your Supervisors (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.

3. You are required to provide your supervisor with an electronic copy of your thesis. In addition, you must provide your supervisor with a copy of all materials, data files and analyses.
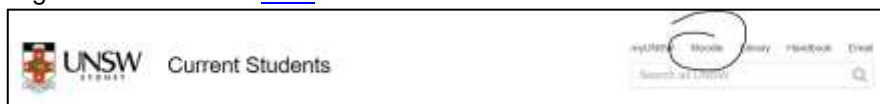
- Submit an electronic copy of your thesis (Abstract to Discussion only, no references or appendices) to Turnitin, via the Moodle module for the program. Updated instructions for how to do so will be provided closer to the due date, but a sample from last year can be found below.

- Submit an electronic copy of your full thesis, including signature on the Certificate of Originality, to the Program Administrator.

- Your thesis (electronic and hard copies, if required) must be submitted before 4.00pm on the due date (Friday of Week 5 Term 3). Note that extensions to the submission deadline are not normally allowed and the standard penalty (2% per day) will apply for late submissions (unless Special Consideration applies – see 3.2 Detailed timeline, above).

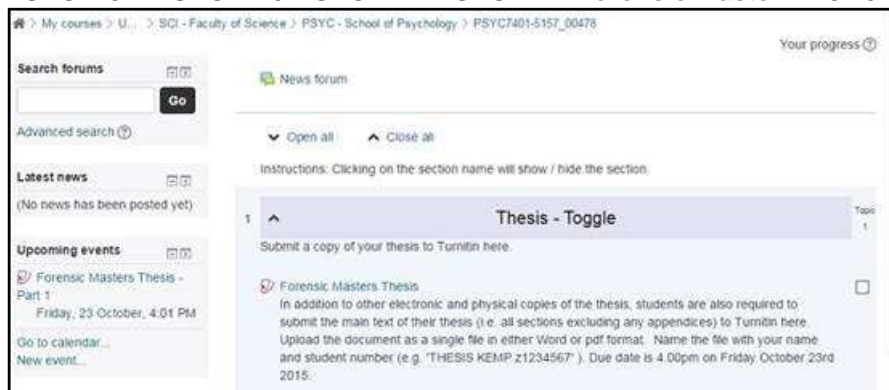**Turnitin submission instructions** (there may be slight variations from year to year)
Check that you can access Moodle and can see the Research Thesis Turnitin link by following the steps below. Contact the Program Administrator or the Program Director immediately if you are unable to access the Research Thesis Turnitin.
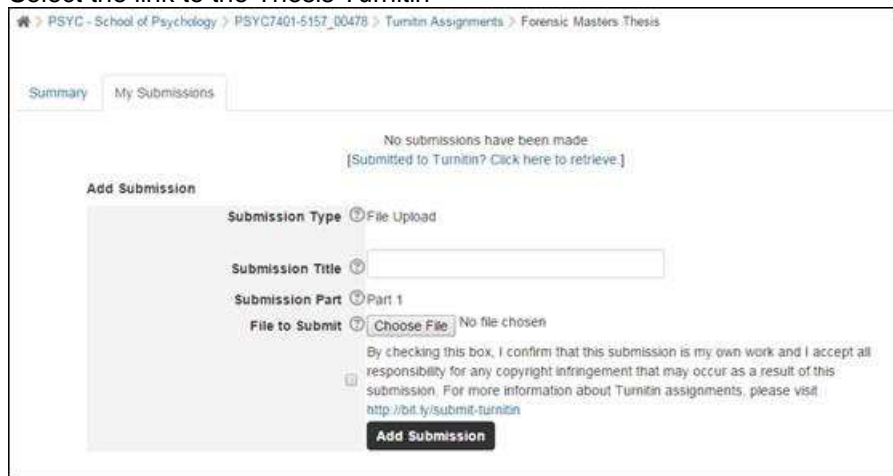
Moodle / Turnitin help: https://student.unsw.edu.au/how-use-turnitin-within-moodle

1. Log into Moodle from here

2. Select the general Moodle page for the Forensic Masters Program (e.g., **PSYC7401- PSYC7410-PSYC7412-PSYC7414-Forensic Master – T3 2021**)

3. Select the link to the Thesis Turnitin

4. Upload the document as a single PDF file. Name the file with your name and student number (e.g., 'THESIS MARTIRE z1234567').

Certificate of originality

The following statement, signed by the student, should be included on a separate page between the title and acknowledgment pages:

I declare that:

This assessment item is entirely my own original work, except where I have acknowledged use of source material such as books, journal articles, other published material, the Internet, and the work of other student/s or any other person/s. This assessment item has not been submitted for assessment for academic credit in this, or any other course, at UNSW or elsewhere.

I understand that:

The assessor of this assessment item may, for the purpose of assessing this item, reproduce this assessment item and provide a copy to another member of the University. The assessor may communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).

Signature _____ Student's Name _____

3.7 Assessment

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

PART 4: Professional Practice

4.1 Placements

Broad Aims of Placements
The primary aim of Professional Practice Placements is to ensure that you experience, develop and demonstrate competence in a wide range of work undertaken by forensic psychologists. This involves providing you with exposure to a variety of psychological models, exploring their application in a range of clinical and forensic problems, with a variety of clients, and in a variety of settings. To successfully complete the Program, you need to *satisfactorily* complete 1,000 hours of supervised professional practice Placement and within those hours, 300 hours must be Direct Client Activities hours. These Placements can only be completed while you are enrolled in an appropriate PEP course (unless you have made alternate arrangements approved by the Placement Coordinator and Program Director). Placement activities take place *across* and *between* teaching periods – including over the summer break. ALL your Placement plans need to be discussed with and approved by the Placement Coordinator at the earliest opportunity. In general it is good practice to check your Placement plans with the Placement Coordinator or Program Director early and often.

General Information
Placements are linked to the Professional and Ethical Practice (PEP) Courses described above. That means you need to be enrolled in the relevant PEP course while completing Placement activities. You must also satisfactorily complete the linked Placement to pass the associated PEP course. The PEP courses involve seminars, meetings and workshops (usually on Thursdays and Fridays throughout the term) that will develop your knowledge and skills relating to professional and ethical practice including: interviewing skills; risk assessment; intervention techniques; group dynamics; providing expert testimony; report writing; and professional supervision. There is a strong emphasis on: codes of conduct, ethical issues, workplace obligations and dynamics, protection of the public, the best interests of the client, and cultural and ethnic diversity.

Placements are completed across various settings both internally – at the UNSW Forensic Psychology Clinic (UFPC) (formerly the Wentworth Forensic Clinic) – and externally – in forensic agencies and organisations. Over the course of the Program you will need to satisfactorily complete at least three Placements. In the first year students completing a Standard Progression will complete a readiness module and orientation placement at UFPC. During the second year of a Standard Progression students work with increasing autonomy and broaden their skills by completing at least two external placements.

The outcome of your Placement (satisfactory or not) is determined by the Placement Coordinator and Program Director, with input from the placement supervisor or supervision team. Your Placement Supervisor will provide you and the Placement Coordinator detailed feedback regarding your skill development and clinical/professional competence during and at the end of your Placement. The Placement Coordinator and Program Director will use this feedback to determine the outcome of your Placement. If the Placement Coordinator and Program Director determine that your Placement outcome is *unsatisfactory* you will have one more opportunity to enrol in the relevant PEP course and attempt the associated Placement. The Placement Coordinator and Program Director will work with you to develop a remediation plan specifying the relevant the goals and expectations for this second attempt. If the Placement is not satisfactorily completed on the second attempt, it will be at the Program Directors discretion whether to permit a third. Third attempts at courses and associated placements are generally not permitted.

Placements and Equitable Learning Services
While students registered with Equitable Learning Services (ELS) can be provided some supports to assist with their Placement completion, not all placement sites can reasonably accommodate all

requests for support. Students registered with ELS should send a copy of their Letter of Support to the Program Director and Placement Coordinator at the beginning of each academic year (and again if any changes are made), and work closely with ELS and the Placement Coordinator to prepare for Placement. In general, the UFPC has more latitude and resources to provide support resources than can be anticipated at external placement sites. Refer to the inherent requirements for the program and AHPRA requirements for provisional registration (section 1.11).

4.2 Relationship between Placements and PEP Courses

Professional & Ethical Practice (PEP) courses and Placements are linked in the following manner:

PEP 1 (PSYC7409)
PSYC7409 classes are held during T1. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the readiness component of the orientation placement at UNSW Forensic Psychology Clinic (UFPC).

PEP 2 (PSYC7410)
PSYC7410 (T2) may contain workshops, but at this point, do not contain class lectures. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the midplacement review at the UNSW Forensic Psychology Clinic (UFPC) orientation placement.

PEP 3 (PSYC7419)
PSYC7419 classes are held during T3. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed your Orientation placement by UFPC Christmas shutdown date.

PEP 4 (PSYC7420)
PSYC7420 classes are held during T1. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have either satisfactorily completed the midplacement review of the first external placement.

PEP 5 (PSYC7421)
PSYC7421 (T2) may consist of workshops, but at this time does not contain lectures. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the first external placement.

PEP 6 (PSYC7422)
PSYC7420 classes are held during T3. To successfully complete this course you will need to have passed all course requirements as described in the course outline and have satisfactorily completed the second external placement, indicating completion of 1000 hours of placement including 300 hours of Direct Client Activities.

4.3 Placement Requirements

Supervision Requirement
Supervision is the foundation of developing clinical and professional competence. In order for you to satisfactorily complete 1,000 hours of professional practice (including 300 hours of Direct Client Activities), the Australian Psychology Accreditation Council requires that you obtain sufficient amounts and types of supervision during your Placements. Consistent with APAC guidance, we define sufficient Supervision in the following way:

- When completing your UNSW Forensic Psychology Clinic Placement you must obtain 1 hour of Supervision for every 7.5 hours of professional practice (ratio 1:7.5)
- When completing your external Placements you must obtain 1 hour of Supervision for every 10 hours of professional practice (ratio 1:10)
- At least 50% of your Supervision on any Placement must be individual (i.e., no more than 50% can be group supervision)

If your supervisor agrees, you may also include preparation time spent by your Supervisor as part of your Supervision hours. This includes time spent reviewing reports or other documentation, gaining collateral information when necessary, etc. These activities must be logged by your Supervisor in order for their time to be added to the Supervision time. For example, if an intern has 100 hours of professional practice placement and 6 hours of supervision (ratio 1:6), and the Supervisor has spent **and documented** 4 hours preparing for your supervision sessions, then the placement hours remain the same (100) but the number of supervision hours becomes 10 hours with a final ratio of 1:10 (which is within the 1:10 requirement).

Your Supervisor is responsible for:
- Meeting and working with you to formalise a Basic Contract and developing an agreed Learning Plan.
- Making their CV available so you can forward it to the Placement Coordinator (you should anticipate having to request a copy of the CV).
- Overseeing your clinical, professional and administrative work while you are on Placement – including direct observation of your professional practice.
- Attending and appropriately documenting Mid- and Final Placement review meetings, and for reviewing and signing your Placement logbook at regular intervals (though it is your responsibility to ensure the Placement Coordinator is provided a copy of the signed documents in a timely manner).
- Raising any issues or concerns regarding your professional practice with you in a timely manner.
- Raising any serious or significant concerns with the Placement Coordinator or Program Director at the earliest opportunity.
- Being available so that you can obtain the required Supervision ratio (however, it is your responsibility to monitor your ratio and schedule Supervision meetings as necessary to ensure your ratio is in line with requirements).

Supervisor Qualification Requirement
In order for you to satisfactorily complete your supervised professional practice, the Australian Psychology Accreditation Council requires that you are supervised by someone with appropriate qualifications and experience (i.e., Criterion 1.8: "placement supervisors have the professional and supervisory skills to supervise students in psychological work and are approved as a supervisor by the PsyBA …"). Consistent with APAC guidance this means that your Supervisor must:

- Be a Psychologist registered with PsyBA (must preferably be endorsed, any deviation from forensic endorsement must be approved by the Placement Coordinator)
- Be an AHPRA Accredited Supervisor

If your Supervisor does not meet these requirements you will need to raise this with the Placement Coordinator before the Placement can begin. The Placement Coordinator may be able to help you identify an appropriate alternate supervisor, for example from within the Program Team or School of Psychology.

Activity/Duty Requirement

In general, APAC guidelines suggest our Program graduates should be "competent to practise across a range of settings" and that "the 1000 placement hours comprise direct client and client-related activities".

Client-related activities are defined by APAC as: "client-related activities support students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and are distinct from direct client activities (though supportive of it). Client-related activities may include the following activities: phone calls, focus groups, and meetings in the service of data-gathering or case management in support of service provision to clients; file review; report writing; team reporting and meetings where the student reports to the team to advise of client progress; delivery of psychoeducational content to service providers/organisation; completing log books and assessment tasks for the placement; supervision; professional development activities (e.g. simulated activities, role plays, workshops); travel with regard to client sessions. Travel, in regard to client care, should be limited to a maximum of 20% of client-related activity hours; this is particularly relevant for regional and remote interns" (APAC Accreditation Standards: Glossary, 2018).

APAC defines *Direct Client Activities* as: "direct client activities provide opportunities for students to acquire graduate competencies as relevant to the level of graduate competency and/or the area or areas of practice undertaken, and may include the following activities directly in support of client-focused assessment or intervention: phone calls with clients; face-to-face contact with clients (including e-health modes of delivery); and meetings where the student reports to the team/ organisation (e.g. in the context of a nursing home, an employee assistance program), if the team/organisation will enact interventions to the client or is in fact the focus of interventions; work with clients, their families, employers, supervisors, teachers, health providers or legal guardians with regard to client care" (APAC Accreditation Standards: Glossary, 2018).

Each placement site will have a list of work duties, it will be in your best interest to determine which area (direct client activities or client related activities) your work duties fall. UFPC maintains a UFPC Placement handbook that outlines the duties and activities you can expect to undertake while on Placement at the Clinic. UFPC.

As noted in this handbook, students are expected to gain 300 hours of Direct Client Activities. Some simulated hours may be counted towards the 300 hours in the Readiness Module and Orientation Placement (as outlined in the UFPC Handbook). Simulated hours and observation of supervisors in their work are not generally counted in external placements (up to five hours of observation can be counted in external placements as part of placement induction).

The process of establishing a placement normally involves these important steps:

- Have regular discussions with the Placement Coordinator and other students about different available placements. Ensure that you do not contact a placement site prior to discussion with the Placement Coordinator.
- Prior to a placement, an interview should take place between the student and the Field Supervisor to discuss competency-based learning goals, and to complete a Basic Contract and Learning Plan specifically outlining the goals and expectations for the Placement. The student is responsible to ensure that the Supervisor sends the Placement Coordinator their CV identifying their registration status (i.e., endorsements, if any, and accreditation as a supervisor).
- Once the Placement commences, the student should complete relevant workplace inductions to become acquainted with the duties, roles, and casework of the supervising psychologist, be introduced to other agency or unit staff members, and be familiarised with the functions of the

unit or agency as a whole. While it is not expected that administrative duties are a significant part of your Placements, you should gain a general understanding of how the organisation formally functions. This includes familiarity with relevant administrative duties. Observation of a supervisor or other mental health professional should only be counted in the early (induction) phase of the placement.

- 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 a part-time member of staff, not merely an observer. The student will be expected to fulfil all duties that a psychologist on site would carry out as consistent with a level of competence (as negotiated with your Supervisor). The Supervisor will arrange clinical activities in accordance with the agency or unit's procedures. In addition to casework, the student should participate in ancillary activities undertaken by psychologists in the agency such as case conferences, report writing, conferring with referring agents, etc. If a student's active involvement in these activities is inappropriate or undesirable from the agency's point of view, then observe where possible.

- Any work done as an intern psychologist on Placement should be formally supervised by a Supervisor via pre- and post-session discussion, observation, or audio or videotaping of sessions. In addition, Supervisors are encouraged to make themselves available for informal discussion of matters that arise between formal supervision.

- **The student is responsible for achieving the required supervision ratio.** That means the student is responsible for seeking, obtaining and documenting the requisite Supervision has taken place. If a student experiences difficulties getting the amount of Supervision needed, it is imperative that the student contact the Placement Coordinator as soon as problems arise to seek assistance in resolving the matter. Waiting to raise the issue with the Placement Coordinator at mid- or end of Placement review it is often too late.

Conduct Requirement

While on Placement, you are expected to abide by the rules of work of each placement site, as well as AHPRA regulations, and the Code of Ethics and Ethical Guidelines (https://www.psychology.org.au/About-Us/What-we-do/ethics-and-practice-standards) of the Australian Psychological Society, including the guidelines for psychological practice in forensic contexts.

4.4 Organisation and Administration of Placements

The initial (and ongoing) contact for support or guidance relating to Placements is the Placement Coordinator. Taking a broad and flexible approach to your Placements is recommended, in part because some Placements are in higher demand than others and not all requests can be accommodated. A wide variety of Placements are available and you should take advantage of the opportunity to explore new and potentially rewarding areas of practice. The Placement Coordinator will consider preferences, prior experience and current professional development needs as well as Program considerations when making Placement allocations. The Program cannot not guarantee the availability of specific Placements for any specific student. Placement activities cannot be commenced without the explicit permission and approval from the Placement Coordinator.

Internal Placement Organisation

Your UNSW Forensic Psychology Clinic Placement is highly structured and the instructions you need to follow for that Placement can be found in the UFPC Handbook.

External Placement Organisation

You should complete the following steps in order to secure an appropriate external Placement.

1

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

2

- PC provides S with contact details of FS (Field Supervisor) and interview is arranged.
- S brings CV, Basic Contract and Learning Plan templates.
- S and FS complete Basic Contract and Learning Plan together.
- If either the S or FS choses not to proceed with placement, S will meet again with PC.

3

- Prior to commencing Placement, S sends signed and completed Basic Contract to PC and requests Indemnity Letter.
- S requests copy of FSs CV and forwards it to the PC to be held on file. CV must demonstrate evidence of PsyBA registration as endorsed psychologist and AHPRA accreditation as Supervisor.

4

- Once the PC has received the Basic Contract, FSs CV, and has provided the FS with the Indemnity Letter the Placement can commence
- Placement log is completed by S daily to be reviewed by Supervisor *at regular intervals*
- Regular Supervision occurs between the S and FS as per Basic Contract, including regular signing of logs, direct observation of S
- S and FS advise PC of any concerns at earliest opportunity

5

- S and FS complete the Mid-Placement Review per the Basic Contract. Basic Contract and Learning Plan are reviewed
- S submits signed log and Mid-Placement Review form to PC at the earliest opportunity
- S requests an extension to the Indemnity Letter if Placement is going to extend beyond the stated period of indemnity.

6

- S and FS complete the Final Placement Review. Basic contract and Learning Plan are reviewed.
- Complete Placement log is signed by ES, and FS completes Professional Review
- S submits the signed placement log, Professional Review and Student Placement Review, and a piece of work to the PC at the earliest opportunity.

In general, a Placement cannot commence until the student has met with their Supervisor and agreed on a Learning Plan and signed a Basic Contract that the student provides to the Placement Coordinator (you will find a standard Basic Contract and Learning Plan form on Moodle for external placements (and from the UFPC resource drive for UFPC placements)). In negotiating the Basic Contract and setting a Learning Plan, the student should consider both the range of opportunities available in the Placement as well as needs, interests, and previous experience. Particular effort might be made to either capitalise on strengths, or to fill gaps. The can also use the Competency Review form (available in Moodle and the UFPC resource folder) to guide discussion and reviews. The Basic Contract sets the times for the Mid-Placement Review and Final Review meetings. Both the student and Supervisor should each retain a copy of the Basic Contract and Learning Plan.

Once the Placement Coordinator has received the Basic Contract/Learning Plan (or at least knows the name of the supervisors and dates of the placement), they will issue a Letter of Indemnity. The student should not begin any Placement activities until that letter has been issued to the Supervisor. Once the Placement begins, the student will complete a logbook documenting Placement activities. This logbook is presented to the Supervisor to review and sign at regular intervals. Placement performance will be evaluated against the Basic Contract expectations by the Supervisor at Mid-Placement and End of Placement. The dates of these reviews are specified in the Basic Contract and are to be documented on available templates. Once the student has completed each review, they must be sent to the Placement Coordinator. At the conclusion of Placement, the Placement Coordinator will use these documents to determine the Placement outcome. The Placement is not considered complete until all documentation is satisfactorily completed and received by the Placement Coordinator.

The process described here must be followed and the associated documents must be in order for the Placement to be deemed satisfactory. If a student begins the Placement prior to the completion of these tasks without explicit approval from the Placement Coordinator to deviate from the standard procedure, any hours towards completion of the Placement will not be counted and the Placement may be deemed unsatisfactory. The student must also demonstrate stage-appropriate competence on the tasks/skills as well as ethical/professional conduct for the Placement to be deemed satisfactory. If a student is ever unsure about what is required, or if difficulties are anticipated following the standard procedures (for example in some cases the Basic Contract cannot be signed until the first day of Placement) please seek advice/guidance from the Placement Coordinator before taking action.

4.5 Placement Log

The placement log documents your activities on Placement, as well as reflections on learning. A Supervisor must sign the placement log at regular intervals for Placement hours to count towards the 1,000 hour (300 hour CDA) requirement. The placement log template is provided in Moodle.

Your Placement Log should include:
- A record of the time, date and accurate hours of placement, day to day [please note that only time spent actually on placement can be counted (i.e., lunch or other extended breaks should not be included in hours)].
- Activities on the placement (separated into direct and indirect client activities).
- Any and all supervision, as well as agendas for supervision (group and individual). Note that group supervision ratios must not exceed 50% of total supervision.
- Reflections, including reflections on any feedback received and plans for implementing the feedback.
- Notes on issues of interest .
- Any other significant issues.
- Signature of the supervisor at regular intervals.

This is not an exhaustive list of the information that appear in a Placement log, however it provides some indication of the level of detail that is expected. A log template is available on Moodle.

While we note that discussing issues with your peers is an important collegial activity, please note that 'peer supervision' or peer discussion is NOT to be counted as 'supervision' in your log book (i.e., peer consultation does not contribute to the ratio of Supervision to Professional Practice).

4.6 Placement Reviews

The Mid-Placement Review Meeting
In addition to regular Supervision meetings, the student and Supervisor should meet towards the middle of placement to review how the Placement is progressing (i.e., review the Basic Contract and Learning Plan). This will give general feedback about performance and provides an opportunity to comment on the placement experience, clarify expectations or uncertainties, and revise the Basic Contract or Learning Plan as necessary. The student should expect to receive detailed and constructive feedback that is designed to help improve performance and to develop a range of effective and appropriate skills. Any deficits in performance that have not already been raised should be discussed at this meeting and translated into specific goals added to the Learning Plan. A date for this meeting should be set at the start of the placement and recorded in the Basic Contract. A Mid-Placement Review Form is available (on Moodle and on the UFPC resource folder). Placement Logs should be signed by the Supervisor and scanned/emailed with the Mid-Placement Review Form to the Placement Coordinator at the earliest opportunity after the review has been completed. This is also a good opportunity to check that the student is achieving the required supervision ratio.

The Final Review Meeting and End of Placement
At the end of the placement, the Supervisor will provide feedback on professional performance. The Supervisor must complete a rating form to serve as standard feedback on performance (the student needs to provide the form to the Supervisor in word format – available on Moodle). The Supervisor should also review and sign the completed Placement Log at the end of your Placement – ideally at the review meeting.   the Supervisor is encouraged to provide both the student and the Placement Coordinator with any additional written or oral reports they consider relevant to the student's professional development and Placement progress.

Ad-Hoc Placement Review
Neither the student, nor the Supervisor are obligated to wait until the mid- or final placement review to raise any issues that are relevant to professional development or satisfactory Placement progress. If either the student or Supervisor believes that a serious breach of procedures, protocols (including in relation to workplace safety) or professional conduct (including impairment) has occurred in the course of a placement, this matter should be brought to the attention of the Placement Coordinator or the Program Director immediately. The Placement Coordinator and Program Director will then take action to assess and appropriately address the situation.

The Placement Coordinator is generally available to attend any Mid-, Final- or Ad Hoc Review as requested.

4.6 Placement Outcomes

For the supervisor, one of the rewards of supervision is to see the student develop growing competence and confidence as the placement progresses. The Supervisor might reasonably see their main function as helping this development process along, through observation, training, encouragement and ongoing feedback. There is, however, an important "gate-keeping" function to be performed by the Supervisor; they must evaluate whether the student has demonstrated an acceptable level of competence and monitor whether student conduct has been consistent with provisional registration obligations to your clients and the profession, and is in keeping with workplace procedures and protocols. In the event that

a Supervisor has significant and/or serious concerns in any of these areas they have an obligation to inform the Placement Coordinator or the Program Director at the earliest opportunity.

In order to pass a PEP course a student must satisfactorily complete the linked/associated Placement. The final decision about whether a Placement has been completed satisfactorily or unsatisfactorily is made by the Program Director in consultation with the Placement Coordinator and the Supervisor as per the following:

Conditions for an 'Unsatisfactory' Placement

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

- Failed to demonstrate an acceptable level of competence, given the stage of training.
- Failed to complete sufficient work as set out in the Basic Contract, for the general level of competence to be assessed. [N.B. Where a student has completed insufficient work in a placement due to factors beyond their control (e.g., prolonged absence through illness), assessment may be deferred until a later date rather than being considered 'unsatisfactory'].
- Committed a significant breach of the regulations of the placement provider, University or AHPRA, or has engaged in behaviour deemed unprofessional or unethical by the Program Director and/or regulators.

Competence-Based Remediation Plan

Remediation plans may be put in place to address (remediate) identified learning, skill or professional deficits/barriers either during the course of an ongoing Placement or at the beginning of a second attempt at an unsatisfactory placement (Remediation Placement). It is the student's responsibility to develop their remediation plan in consultation with Supervisors, the Placement Coordinator and Program Director such that it addresses the identified concerns (form is available in Moodle). If a student is not able to meet the goals of the remediation plan, the Placement will likely be deemed unsatisfactory.

Placement Outcome Determinations

Placements can be deemed as unsatisfactory at any point of the placement if the deficit or behaviour is significant and/or serious. The Placement can be classified as unsatisfactory whether or not there is a remediation plan in place. If a Supervisor is considering terminating the placement or recommending that the placement was unsatisfactory, they should notify the Placement Coordinator. If a Supervisor considers a Placement unsatisfactory, the following procedures will apply.

1. The Supervisor should indicate on the Placement Review form (or within an email) that the placement is considered unsatisfactory. The form should then be forwarded to the Placement Coordinator as soon as possible. It should be noted that the Supervisors view is a recommendation for the Placement outcome. The final decision will be made by the Program Director with input from the Supervisor and Placement Coordinator.
2. The Placement Coordinator or Program Director will contact the Supervisor to discuss the issue(s).
3. The Placement Coordinator or Program Director will contact the Student to discuss the issues. A student can request a support person to attend any meeting but they must advise the Program Team who will be attending in advance. The support person needs to have appropriate qualifications and experience. Prior to the meeting, the support person would need to be advised that:
   a. their role is as an observer to the proceedings and a support to the student,
   b. they are welcome to take notes,
   c. they must respect and maintain the confidentiality of the meeting (given the potential for discussion of client interaction),

      d.   they are not to act as an advocate,

      e.   the Program Team will intercede to clarify the support person's role if their conduct deviates from the stated expectations.

4. The Program Director will consider all available information from relevant parties.
5. The final outcome decision will be based on the opinions of the Program Director, the Placement Coordinator and Supervisor and falls under UNSW Review of Results Procedures https://student.unsw.edu.au/results.

Implications of an Unsatisfactory Placement

Where the Program Director deems that a placement is unsatisfactory*, no hours can be counted from that Placement towards the 1,000 required hours, nor can the Direct Client Activities be counted towards the required 300 hours.* The student will also normally be required to put a remediation plan in place for their second attempt at the Placement (Remediation Placement). The content, duration and timing of the Remediation Placement will be decided based on the deficits identified; the development of the plan is the responsibility of the student, and acceptance by the Supervisor is required. In most cases, this Remediation Placement will extend the students Program duration. In some cases, remediation will be required prior to commencing activities at a Placement site.

While students may find it difficult to share information regarding their remediation plan with a new supervisor at the start of a Remediation Placement, it is imperative that students do so, so that supervision on the identified issues can be addressed and evaluated. Generally, on an external Remediation Placement, the supervisor is made aware of the remediation plan, and the Placement Coordinator is much more closely involved (e.g., requiring the student to forward weekly logs).

We recommend that students who need to complete a Remediation Placement take time to reflect on their circumstances and take steps to ensure that any barriers to successful Placement completion have been resolved before commencing any further Placement activities. A Remediation Placement can only be attempted once, and if not successful a third enrolment in the same course is generally not permitted.

4.7 Paid Employment and Placements

Students are not permitted to claim any time spent in previous employment or experience towards their 1,000 hours of placement as required for the MPsychol (Forensic) Program.

Students who wish to complete a placement at their existing worksite must contact the Placement Coordinator to assess whether the Placement is viable (i.e. satisfies at least the following criteria):

- has a separate supervisor to their work supervisor/line manager
- involves the completion of activities that are different to those associated with existing paid employment
- does not exceed 30% of the required 1,000 hours.

4.8 Summary of Placement Responsibilities

Supervisor

1. To be able provide the Placement Coordinator with an up-to-date CV that identifies registration as a psychologist and status as an accredited Supervisor.
2. To be available for an initial meeting with prospective placement students.
3. To be available to negotiate a Basic Contract and Learning Plan—OR—to notify the Placement Coordinator if they feel the placement should not proceed. A Basic Contract and Learning Plan must identify goals for the Placement as well as dates for supervision, mid-placement and final review.
4. To inform the student of any necessary or desirable preparation for the placement.

5. To provide adequate opportunities for the student to observe and practice skills in the worksite, and to observe their practice through live observation or review of video.

6. To conduct themselves in line with professional codes of conduct and ethical guidelines. Informed Consent procedures must be followed.

7. To specify formal supervision times for the student to obtain the required Supervision ratio (or more as necessary), and to follow through with formal and informal supervision of the student. While not mandatory, it may be helpful to maintain a supervision log in order to accurately reflect the supervision process, note any performance deficits/goals, and to more fully identify the nature of the ratio of supervision (1:7.5 at UFPC, 1:10 at external Placements – this ratio does not include the preparation, editing, or other time spent by the supervisor *unless a log is kept*).

8. To contact the Placement Coordinator or Program Director if problems arise or to clarify any aspects of placement procedure and to maintain adequate documentation of any arising issues.

9. To sign the Placement Log, complete the Supervisor Review of Intern Competency Form at the conclusion of the placement, provide the student with any feedback considered necessary, both formally and informally, and return the completed form to the Placement Coordinator.

Placement Coordinator

1. To provide students with information regarding placement type and availability.
2. To aid the student in investigating other placement options if either party feels the placement to be inappropriate.
3. To act as a primary supervisor on those occasions where it is required and when time permits.
4. To arrange for the University to provide a Letter of Indemnity while the student is on placement.
5. To be available for meetings or telephone contact with the student or Supervisor if problems arise during the placement, or to discuss placement progress, or if procedures require clarification.
6. To manage the Placement documentation, including ensuring that the Supervisor has met the appropriate requirements.

Student

1. To consult with the Placement Coordinator on a regular basis regarding placement preferences and placement progress.
2. In identifying a placement site, recognising that they may only negotiate one placement at a time.
3. Once a placement is available, to arrange an initial meeting with the prospective Supervisor. The Placement Coordination should be cc'd into all email contact with potential supervisors.
4. To notify the Placement Coordinator if an allocated placement does not proceed so that an alternative placement can be arranged.
5. To complete the necessary preparation before the placement begins (e.g., completion of the Basic Contract, Learning Plan and/or completion of a Police Check or ClinConnect). Inform the Placement Coordinator of the dates of the placement in order for a Letter of Indemnity to be sent to the Supervisor prior to the placement commencing. To ensure that all placement documentation is scanned and received by the Placement Coordinator prior to the placement commencing.
6. To act in an ethical and professional manner at all times during Placement; to be punctual and attend all scheduled meetings with the Supervisor and/or other placement staff as required.
7. To contact the Placement Coordinator if any problems arise during the placement, or if procedures require clarification.
8. To keep an accurate and complete log of all placement activities, and have that log signed by the Supervisor on a regular basis.
9. To ensure that minimum ratios of supervision are being met.

10. To keep copies of all documents relevant to the placement, and bring these to meetings with Supervisors and the Placement Coordinator.
11. To give the Supervisor informal and formal feedback on the placement and supervision received.
12. To submit a scanned copy of the Mid-Placement Review form and Placement Log to the Placement Coordinator within one week of completion of the mid-placement review.
13. To submit signed scanned copies of the Supervisor Review of Intern Competency Form, Student Placement Review and Placement Log at completion of the placement.

Contact Information

Please direct enquiries to the relevant staff below.

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