



Course Program

Master of Psychology (Forensic)

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Students! READ THIS before starting this program!

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 familiarity

6. When a student joins the Master of Psychology (Forensic) program they begin their professional training. We expect that students will conduct themselves in a professional manner for the duration of their enrolment. This is a demanding program that has a professional development focus, which means that students ions, but
Students need to be aware and compliant with the Fitness to Practice/Inherent Requirements policies, as well as the competency framework that AHPRA expects that students attain in order to become registered as a psychologist in Australia. We will enforce these regulations so please act accordingly. If a student experiences something that they think may affect their progression through the Program (e.g., physical or mental health challenges, family or financial circumstances), or if there is something a student needs to support their learning (e.g., learning adjustments), please raise it with us so we can help. Generally, we do not need to hear the specifics of any personal issues, but we do need to understand when additional support is required. More information that may be relevant to needs can be found on the [Special Consideration](#) and [Equitable Learning Services](#) pages. Students within this program will be exposed to difficult and potentially distressing information and situations. A ability to manage these situations is their responsibility we provide with training, supervision, support and resources, but the program staff may well be unaware of personal triggers or circumstances students need to communicate on a regular basis as to their own well being, this is part of learning to be a forensic psychologist.
7. Prior to starting the program, students must ensure they have status as a provisional psychologist (or are in the process of attaining it), and their Working with Children Check and maintain currency throughout their studies. Student who have placements within NSW Health

1.5 Program Components & Structure

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

The University year extends from early-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 (there is 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 should expect to have program-related commitments on most weekdays 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 (), session is also available. ***Please be aware that in an extended progression program, students will likely not have the same experience in scaffolded learning (i.e., that the T1 courses in year 1 of a standard progression program are meant to align with the foundational placement. Extended progression means that students are taking courses in year 1, with clinical placements not beginning until year 2).*** 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	

PSYC74

1.6 'Standard' vs 'Extended' Program Progression

This program standard progression, students complete their coursework and Orientation placement within the UFCP in their first year and completing coursework, external placements and thesis during their second years. If on an extended progression, t attend classes on Mondays and Tuesdays. This means part-time work can theoretically be accommodated

1.9 Program Leave

PART 2: Coursework

2.1 Program Courses

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

We expect that students on the program will value Excellence (as per our Program Values). As such, students should seek to and maintain a Distinction average (mark of at least 75 or equivalent) across 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 additional occasion). However, any further attempts to complete the same course are at the discretion of the Program Director and are generally not permitted. Students can request a meeting with the Program Director at any time if they would like to review coursework or program progression.

Students 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.

[LAWS9800 Law for Psychologists 1](#),
[LAWS9810 Law for Psychologists 2](#) *

* The LAWS courses are offered in alternating years so should be taken at the first available opportunity.

Year 1

[PSYC7423 Assessment in Forensic Psychology](#)
[PSYC7424 Forensic Interventions 1](#)
[PSYC7425 Forensic Interventions 2](#)
[PSYC7402 Applications of Forensic Psychology.](#)
[PSYC7409 Professional & Ethical Practice \(PEP\) 1](#)
[PSYC7410 PEP 2](#)
[PSYC7419 PEP 3](#)

Year 2

[PSYC7403 Experimental Psychology & Law](#)
[PSYC7420 PEP 4](#)
[PSYC7421 PEP 5](#)
[PSYC7422 PEP 6](#)
[PSYC7426 Research Thesis \(Forensic\) 1](#), [PSYC7427 Thesis 2](#), [PSYC7428 Thesis 3](#) **

** Refer to PART 3: Research Thesis

PART 3: Research Thesis

3.1 Nature of Research

General Information

The information here is a guide to get a student thinking, to lay out procedures, and to provide some background information. The Course Convenor for PSYC7426, 7427 and 7428 acts as the chair of the Masters Thesis Committee (MTC). Members of the Masters Thesis Committee will advise the chair as necessary and provide more information to students about thesis projects and procedures. Please contact one of the members of the MTC (either Richard Kemp or Kristy Martire) with thesis-related queries in the first instance. Seeking guidance early in the process is necessary to complete a project that involves using existing data or external supervision.

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

Topic Area

An 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

A student can employ a wide variety of research strategies to meet the specific scientific aims of a 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 a student 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 MTC early on (ideally, prior to supervisor allocation) to explore the project feasibility.

Participants

Students 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 a

Students will have a primary supervisor for their 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 Universi

		Present your Research Proposal at workshops in either Week 5 or 6. Your presentation will be one week after you submit your Brief Research Proposal. You will be advised of the presentation time and location by the Masters Thesis Committee.
Week 6	Thesis	Present your Research Proposal at workshops in either Week 5 or 6. Your presentation will be one week after you submit your Brief Research Proposal. You will be advised of the presentation time and location by the Masters Thesis Committee.
Week 7-10	Thesis	Continue working on your MTC approved thesis project and write-up with your supervisor (until final thesis submission).
Week 11	Thesis	Submit your signed Thesis Progress Report to the MTC for review and approval.

Assignment 1 Brief Research Proposal: This assessment is a hurdle task, and failure to complete it will lead to failure of the course.

During Week 2 T1 students will be allocated to a BRP submission week by the Masters Thesis Committee (MTC). During Week 4 or 5 students will submit their BRP to the MTC for review.

Details for preparing a Brief Research Proposal are as follows:

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

The proposal should be clear, concise, fully referenced, and easy to read. A compelling case is required for the MTC to approve any proposal. The BRP should include the following sections:

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

Background this should demonstrate 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 the specific research questions. It should have a narrowing or funnelling structure that leaves the reader in no doubt that what a student proposes is the best and most obvious next step in the field of research.

Proposed Research (method) detail an appropriate, clear method matching with the aims, describe the population of interest, the recruitment procedure, identify appropriate ethics bodies, operationalise and identify appropriate

sampling procedure be sure to take the space to convince the reader that they know what they are doing, have thought through the details, and have proposed something achievable. If study is relatively straightforward, characters may be better used in the background and significance sections. Irrespective of the nature of the project, a student must present sufficient background information to explain why their project is necessary and appropriate. A student will be given feedback on their Brief Research Proposal and, ultimately project approval, once the BRP is presented to the MTC and their Supervisor. The feedback a student receives on their

Once submitted, the MTC will review Research Thesis Progress Report and advise them of the PSYC7426 course outcome. Students whose progress is considered satisfactory at Week 11 will continue enrolment (EC) and progress to PSYC7427 in T2 and, ultimately, PSYC7428 in T3. The MTC will liaise with students (and supervisor(s)) if a project or progress is not satisfactory as described at Week 11. In this situation students will have until Friday Week 3 of Term 2 to demonstrate satisfactory progress as negotiated between the student, their Supervisor and the MTC.

3.3 PSYC7427 Course Schedule & Assessments

Week	Topic	Activity
Week 0-10	Thesis	<p>- Attend supervision and lab meetings as agreed with your supervisor (until final thesis submission).</p> <p>Continue working on an MTC approved thesis project and write-up with your supervisor (until final thesis submission).</p>

Assignment 1 Satisfactory Progress Report (#2). This assessment is a hurdle task, and failure to complete it will lead to failure of the course.

The template for the Thesis Progress Report (#2) can be found here: https://unsw-my.sharepoint.com/:w:/g/personal/z3121448_ad_unsw_edu_au/EXIPT8lkpa1EIVGMwZIYYD0BL3kljO7T_KwQeal2ocKvfA?e=e5NGyW

Students are required to demonstrate satisfactory progress with their thesis project and write-up.

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Week 0-6	Thesis	- Attend supervision and lab meetings as agreed with your supervisor (weekly until final thesis submission). Continue working on your MTC approved thesis project and write-up with your supervisor (weekly until final thesis submission).
Week 3	Thesis Presentation Skills #2 Workshop (TBC)	Practice thesis presentation and give feedback to peers
Week 5		THESIS DUE Friday Week 5
Week 6		Present at Annual Forensic and Clinical Psychology Research Conference (TBC)
Week 7-10	-	No formal activities. Thesis activities are concluded.

Assignment 1: Students must submit and pass a research thesis which constitutes 100% of the mark for PSYC74

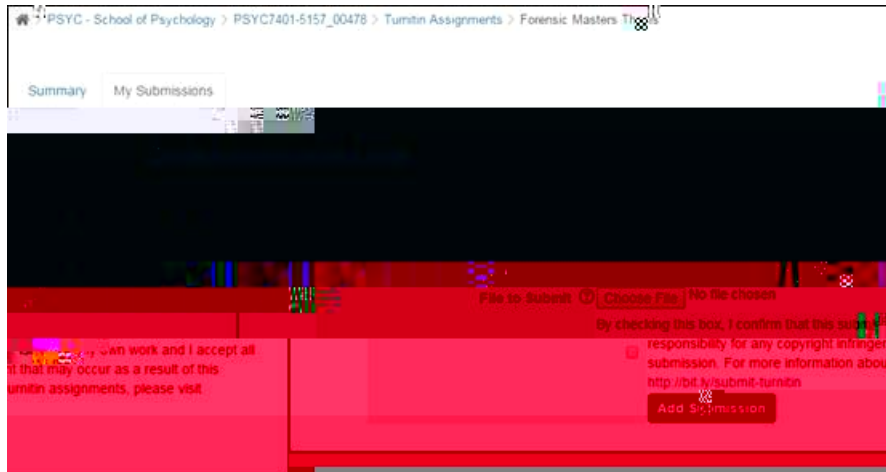
1. Log into Moodle from [here](#)



2. Select the general Moodle page for the Forensic Masters Program (e.g., **PSYC7401- PSYC7410-PSYC7412-PSYC7414-Forensic Master – T3 2023**)



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 mes.32for 9.32pu thpos.32opf0 Gture.78 tpl a p1etain

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

making placement allocations. The program cannot not guarantee the availability of specific placements for any specific student.

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

Having regular discussions with the Placement Coordinator and other students about different available placements. External placements should be identified and organized by mid-year prior to beginning placement. Students should not contact a placement site prior to discussion with the Placement Coordinator we value the time and good will of our external supervisors who provide placements for our students.

Prior to a placement, an interview should take place between the student and the External Placement Supervisor to discuss the goals and expectations for the placement (discussion of DCA, competencies to be gained, etc.). 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), and any other documentation required for the placement to begin. The student must be communicating with the external placement coordinator until the placement begins (and of course, during the placement).

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 placements, a student 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 can only be counted in the early (induction) phase of the placement (5-10 hours).

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-tin7(ETQq0.000008871 0 5-5(tud)-7ka005(bu)-7(ti)-5(on)4(t)-9(o t)4(h)-9(e wo)4(r)-3(k)-5(of)-7(t)-5



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

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PC provides S with contact details of ES (External Supervisor) and interview is arranged by the student and the ES.
S brings their CV, CRF, Basic Contract and Learning Plan templates.
S and ES complete Basic Contract and Learning Plan, DCA plan.
If either the S or ES chooses 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.

If a student begins

with any additional written or oral reports they consider relevant to professional development and placement progress. The student is required to complete a review of the placement and share their feedback with the supervisor and the Placement Coordinator.

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 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 assess and appropriately address the situation.

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

4.8 Placement Outcomes

For the supervisor, one of the rewards of supervision is to see students develop growing competence and confidence. The supervisor's main function is 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

followed, and make a non-binding recommendation to the Program Director for the final decision (information on the PCAB process is available in the Fitness for Duty/Inherent Requirements policy).

Conditions for an 'Unsatisfactory' Placement

Some of the conditions for a recommendation for an unsatisfactory completion include that the student:

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. [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

Committed a significant breach of the regulations of the placement provider, University or AHPRA, or has engaged in significant unprofessional or unethical behaviour.

Action Plans and Competence-Based Remediation Plan

Action Plans may be developed by a student to rectify identified learning, skill or professional deficits/barriers during the course of an ongoing placement.

Remediation Plans are developed by a student when a placement has been found to be unsatisfactory. It is highly recommended that a student take time to ensure they are prepared to successfully implement their plan.

- d. they are not to act as an advocate,
 - e. the Program Team will intercede to clarify the support role if their conduct deviates from the stated expectations.
3. The Program Director may convene a PCAB to review the information from all parties, and will review the non binding recommendations to make a final decision regarding outcome.

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 any Direct Client Activities be counted towards the required hours.* If the termination of the placement was due to an egregious professional or ethical breach, the student may be terminated from the program. Otherwise, the student would be required to put a remediation plan in place for a 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. A remediation placement will extend the students program duration. It is the _____ make the decision that they are ready to begin their remediation placement, though the timing must be in conjunction with the requirements of the placement site.

On an external remediation placement, the supervisor is made aware of the remediation plan (in addition, or as part of the CRF), 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. Taking time to ensure the relevant issues are managed has been key in past students successfully completing their remediation placements.

4.9 Paid Employment and Placements

We believe our job is to ensure that students gain the most from their training; placements are generally seen by the students to be the part of their program where they developed most of their skills. As most of the placement sites are keen to employ students (most of our graduates attain employment prior to graduation), we fee

5. To complete the necessary preparation (including any vaccination or other health requirements, and all documentation) before the placement begins. To amend the Basic Contract/WIL agreement if the placement is to be extended or terminated for any reason. To ensure that all placement documentation is scanned and received by the Placement Coordinator prior to the placement commencing (or organised through InPlace).
6. To ensure that WIL is informed of the placement site. Ensure that all clock in/out or other WIL procedures are completed as required and in a timely manner. Failure to do so will be seen as a competency issue, and failure to utilise clock in/out procedures will result in those hours of placement not being part of placement hours.
7. To act in an ethical and