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Exploring the practice of members of the college of forensic psychologists: a step towards conceptualising forensic psychology in Australia

Brooke Harvey
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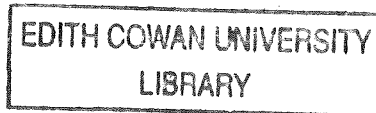
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Exploring the Practice of Members of the College of Forensic Psychologists: A Step
Towards Conceptualising Forensic Psychology in Australia.

Brooke Harvey



A report submitted in Partial Fulfilment of the Requirements for the Award
of Bachelor of Arts (Psychology) Honours, Faculty of Computing, Health and
Science.

Edith Cowan University.

October, 2009

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The Development of Forensic Psychology as a National Specialty in Australia: A
Review of the Models of Forensic Psychology Evident in Australia and Selected
International Countries.

Brooke Harvey

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of the Models of Forensic Psychology Evident in Australia and Selected International
Countries.

Abstract

Australia is moving towards the proposed National Registration and Accreditation Scheme for Health Professionals, which would entail a unified national registration system for various health professions including psychology. Under this scheme, the Council of Australian Governments has indicated that specialist title in psychology may exist at a national level for the first time. As specialist areas are likely to align with the Australian Psychological Society's (APS) Colleges, forensic psychology is likely to be recognised as a specialty. This raises the question of what model of forensic psychology will be adopted at a national level. Currently the model of forensic psychology adhered to in Australia is not clear, based on the criteria of the APS College of Forensic Psychologists and the Western Australia Board of Registration, which is the only Board to currently endorse forensic psychology with specialist title. The purpose of this paper is to examine the models of forensic psychology used, explicitly or implicitly, in other countries, in particular the United States of America, South Africa, The United Kingdom and Europe. The data collected will be used to make recommendations about possible models of forensic psychology that can be used in Australia.

Brooke Harvey

Professor Alfred Allan

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October, 2009

The Development of Forensic Psychology as a National Specialty in Australia: A Review of the Models of Forensic Psychology Evident in Australia and Selected International Countries.

Introduction

In a major step towards improving Australia's health system, the Council of Australian Governments (COAG) seeks to reform registration and accreditation systems at a national level for ten health professions, including psychology (COAG, 2008). Currently psychology registration systems are individual to each state in Australia. As such, these health professionals are prone to the same issues faced by the United States of America's (USA) health professionals who also practise under regulations defined individually by States, rather than a uniform nation standard (Shuman, Cunningham, Connell & Reid, 2003). These issues include continual barriers to inter-state practice, variability in regulations, inaccessibility and ambiguity. An Australia wide reform seeks to overcome and avoid these issues through the implementation of a National Registration and Accreditation Scheme. Specifically;

The new system will for the first time create a single national registration and accreditation system for ten health professions: chiropractors; dentists (including dental hygienists, dental prosthetists and dental therapists); medical practitioners; nurses and midwives; optometrists; osteopaths; pharmacists; physiotherapists; podiatrists; and psychologists. The new arrangement will help health professionals move around the country more easily, reduce red tape, provide greater safeguards for the public and promote a more flexible, responsive and

sustainable health workforce. For example, the new scheme will maintain a public national register for each health profession that will ensure that a professional who has been banned from practising in one place is unable to practise elsewhere in Australia. (COAG, 2008, ¶ 1).

The COAG has presented the task of endorsing “the professional registration of suitably qualified practitioners to indicate specialist status based on appropriate criteria” to the peak professional bodies of the health professions that are to come under the national scheme (COAG, 2008). The Australia Psychological Society (APS) is the peak professional body for psychologists in Australia and has responded by recommending that nine specialty fields of psychology, which correspond to the nine colleges of the APS, be endorsed, namely: clinical neuropsychology, clinical psychology, community psychology, counselling psychology, educational and developmental psychology, forensic psychology, health psychology, organisational psychology and sport psychology (APS, 2008). This entails that forensic psychology will be established as a specialty on a national level.

The practice of forensic psychology in Australia takes place across a broad range of settings. Psychologists may be engaged in forensic work within the civil and criminal justice systems, within prisons, rehabilitative and correctional facilities or with victims and offenders (Allan, 2009). Allan, Martin and Allan (2000) reported that at the time of their research the majority of psychologists who do forensic work in Australia hold a postgraduate qualification, usually a masters degree, but only a small portion have had specialised training in forensic psychology. Rather, psychologists engaging in forensic work in Australia acquire specialised knowledge largely through informal training and work experience (Allan, et al., 2000). As Allan et al. (2000) report, such

training methods are not standardised, which allows for vast variations in practice standards across the country.

Currently Western Australia is the only state that recognises forensic psychology as a registered specialty, and thus the only state where specialists may legally practise under this title (Psychologists Registration Board of Western Australia, 2009). Psychologists engaging in forensic work in other states may only imply specialist title via membership to the APS College of Forensic Psychologists (APS College of Forensic Psychologists, 2009). The implementation of a national scheme raises the question of what standards of forensic psychology are currently in place via the Psychologists Registration Board of Western Australia and the APS College of Forensic Psychologists, and importantly, if these prescribed standards of qualification and experience would be appropriate for adoption at a national level. As such, a concise review of the current position of forensic psychology in Australia is warranted.

Despite being the only state to endorse forensic psychology as a specialty, the Psychologists Registration Board of Western Australia's (2009) website does not provide a definition or theoretical model of the field. Registration as a forensic psychologist in Western Australia follows the standards depicted in other psychological specialty areas, namely, completion of an accredited masters degree specialising in forensic psychology, as approved by the Australia Psychology Accreditation Council (APAC, 2009). A period of supervised practice is also required to gain registration. A detailed look at the Western Australia Board's supervision objectives reveals a distinct lack of clarity. Namely, the nature and content is not predetermined with a view to having a specified set of necessary skills and experience upon completion of the supervised term. Rather the supervision program is based on the following: "In view of the wide professional scope of forensic psychology, the particular specialist skills and

knowledge required by a supervisee must be specifically agreed upon by the supervisor and supervisee". (Psychologists Registration Board of Western Australia, 2009, Registration; Forensic Psychology, p. 12, ¶ 1). This lack of pre-determined objectives largely allows for supervisors and supervisees to determine what constitutes forensic psychology in Western Australia and this can result in vast variation between professionals who are practising under the same specialist title.

Obtaining membership to the APS College of Forensic Psychologists is an alternative means to infer specialist title in Australia. This College currently defines forensic psychology as follows:

Forensic psychologists apply psychological theory and skills to the understanding and functioning of the legal and criminal justice system. They often work in criminal, civil and family legal contexts and provide services for perpetrators, victims and justice personnel. Forensic psychology encompasses issues such as: the causes, prevention and treatment of criminal behaviour; the psychology of police, the courts and the correctional system; and the contributions of psychological evidence to legal proceedings. (APS College of Forensic Psychologists, 2009, ¶ 1).

The APS College of Forensic Psychologists indicates that forensic psychologists may also provide the following services;

Expert psychological evidence (written reports and/or oral evidence) in courts (civil, criminal, family, coroner and others) and other tribunals (e.g., compensation tribunals, guardianship boards, parole boards, administrative appeals tribunals); Consultation to areas of the legal and justice system (e.g., trial process and preparation,

impact of court proceedings on witnesses and other participants, mediation, police investigations, crime prevention, correctional services, workplace safety, child protection, victims' needs); Development and delivery of research and clinical services to forensic populations (e.g., counselling children affected by divorce, treatment of substance use disorders, psychotherapy for victims of crime, assessment and treatment of offenders, parenting training). (APS College of Forensic Psychologists, What is Forensic Psychology? 2009, ¶ 2).

In regard to the membership criteria held by the APS College of Forensic Psychologists, it is necessary to "...have usually completed a minimum of six years full-time university training. This includes, but is not restricted to, postgraduate study in a recognised forensic psychology training program, plus further supervised practice as a forensic psychologist." (APS College of Forensic Psychologists, 2009, ¶ 3). This standard does not state a distinct minimum tertiary qualification requirement, on the premise that specialised knowledge gained through alternative training mediums should also be acknowledged. In regard to the period of supervised practice, it is apparent that the criteria for college membership is prone to the same lack of clarity and distinct learning objectives evident in the supervision requirements held by the Psychologists Registration Board of Western Australia.

As the APS has proposed that the accreditation and registration guidelines for all endorsed psychological specialties under the national scheme "...will generally follow the specialist colleges of the APS for which there are well established and accredited training courses" (APS, 2008, Item 10: Endorsement of Registration, ¶ 1), the model of forensic psychology put forth by the APS College of Forensic Psychology

may be transposed to a national level. However, it is apparent that the standards currently provided by the APS entail an unclear and relatively undefined model of forensic psychology which cannot be considered as appropriate or adequate for application on a national level in their current form. If no model of forensic psychology in Australia is considered appropriate for adoption at a national level, then it is important to explore other models of practice and standards that may be evident internationally. Reviewing, assessing and contrasting the different models of forensic psychology that are evident internationally could greatly assist the future of forensic psychological practice in Australia, and is timely as Australia is presented with an opportunity to comprehensively define and structure the field of forensic psychology while the National Registration and Accreditation Scheme is still in a developmental stage. The purpose of this paper is to thus explore the position of forensic psychology on an international scale to see what other models of the field are apparent and possibly more suitable for Australia. Specifically this paper will explore and contrast the models of forensic psychology evident within the literature and in practice in the United States of America (USA), the United Kingdom (UK), South Africa and Europe. This will be done by reviewing journal articles available in full text through Edith Cowan University's library and by reviewing information provided on the websites of the various national psychology boards of the mentioned countries.

The United States of America.

The USA has perhaps developed clearer parameters than other international counterparts, in part due to the American Psychological Association (APA) recognising forensic psychology as a specialty in 2001 (Packer, 2008). This endorsement was brought about by a growing interest and need for psychological services within the judicial system, and led to the APA defining forensic psychology as "...the professional

practice by psychologists who foreseeably and regularly provide professional psychological expertise to the judicial system” (APA, 2001). The APA noted that “Such involvement may be in civil litigation (e.g., personal injury suits, civil commitment), criminal matters (e.g., sanity at the time of the offense, sentencing), or juvenile and family issues (e.g., juvenile commitment, child custody determination)” (APA, 2001). Packer (2008) notes that significant deficiencies regarding the services provided to the courts by inadequately trained psychologists had increasingly become an issue. This is perhaps most prevalent when considering the nature of the relationship between the psychologists and the person being evaluated. When completing a forensic assessment, the psychologist must refrain from a therapeutic role that is typical in therapy. Rather, the psychologist may be required to adopt an adversarial role as their client is the court, or any other legal entity, requiring valid information which will inform a legal decision (Packer, 2008). As such, the APA recognised the need for psychologists engaging in forensic work to hold specialised knowledge in three key areas: clinical (e.g., diagnosis, treatment, psychological testing, prediction and intervention measurement, epidemiology of mental disorders, ethics); forensic (e.g., forensic ethics, tools and techniques for assessing symptoms and capacities relevant to legal questions) and legal (e.g., knowledge of law and the legal system, knowledge of where and how to obtain relevant legal information; APA, 2001).

Preceding the APA’s decision to establish forensic psychology as a specialty, the American Board of Forensic Psychology (ABFP) was initially established over 30 years ago, and continues to protect consumers of forensic psychological work in the USA (ABFP, 2009). The ABFP is a specialty branch of the American Board of Professional Psychology (ABPP), and provides a benchmark for the standards and

qualifications of those practising forensic psychology. The ABFP offers a more expansive definition of forensic psychology than the APA;

Forensic Psychology is a distinct specialty pertaining to the interface of psychology and law. The ABFP defines the specialty broadly as the application of the science and profession of psychology to the questions and issues relating to the law and legal system. (ABFP, 2009, Specialty Certification in Forensic Psychology, ¶ 2).

Under this definition of forensic psychology, the ABFP suggests that forensic psychologists are likely to engage in a variety of work activities including;

Psychological evaluation and expert testimony regarding criminal forensic issues such as trial competency, waiver of Miranda rights, criminal responsibility, death penalty mitigation, battered woman syndrome, domestic violence, drug dependence, and sexual disorders; Testimony and evaluation regarding civil issues such as personal injury, child custody, employment discrimination, mental disability, product liability, professional malpractice, civil commitment and guardianship; Assessment, treatment and consultation regarding individuals with a high risk for aggressive behavior in the community, in the workplace, in treatment settings and in correctional facilities; Research, testimony and consultation on psychological issues impacting on the legal process, such as eyewitness testimony, jury selection, children's testimony, repressed memories and pretrial publicity; Specialized treatment service to individuals involved with the legal system; Consultation to lawmakers about public policy issues with psychological

implications; Consultation and training to law enforcement, criminal justice and correctional systems; Consultation and training to mental health systems and practitioners on forensic issues; Analysis of issues related to human performance, product liability and safety; Court-appointed monitoring of compliance with settlements in class-action suits affecting mental health or criminal justice settings; Mediation and conflict resolution; Policy and program development in the psychology-law arena; Teaching, training and supervision of graduate students, psychology, and psychiatry interns/ residents, and law students. (ABFP, 2009, Brochure, ¶ 3).

To obtain certification from the ABFP, a psychologist must have completed an accredited doctoral degree, must be licensed at a doctoral level in a jurisdiction or territory of the USA or in Canada, have had at least 100 hours of formal education or supervision in forensic psychology and have at least 1000 hours of experience in forensic psychology (ABFP, 2009). These minimum requirements are in contrast to the requirements stipulated for membership with the APS College of Forensic Psychologists where required qualification levels are not clearly stated, and suggest that the USA views forensic psychology as a field requiring practitioners to hold extensive specialised knowledge, and the aptitude to apply this knowledge in a vast variety of relevant settings. Notably, the practice of experimental forensic psychology, that is psychologists who engage in research centred on the interaction between psychology and law, is evident within the broad ABFP model of forensic psychology.

While the ABFP provides certification for a specialist title in forensic psychology, any registered psychologist may still engage in forensic work in the USA, as is the current practise in Australia. Additionally, the use of titles such as prison

psychologist or corrections psychologist is also well established and growing in the USA, and refers to a psychologist who, through years of experience and/or self directed training has reached a level of specialised knowledge in a particular work setting, yet still lacks formal qualification (Blackburn, 2001; Boothby, 2000). In acknowledgement of the practising psychologists who may lack formal qualification and to maintain the credibility of forensic practice, the APA's forensic division named The American Psychology-Law Society (AP-LS) provides non-mandatory specialty guidelines that describe a desirable model of practice for psychologists within any sub-discipline of psychology, such as clinical or developmental psychology, who engage in work that could be considered forensic on a regular or limited basis (Committee on Ethical Guidelines, 1991). Notably, these guidelines were developed prior to the APA endorsing forensic psychology as a distinct specialty and are in the process of being updated (AP-LS, 2008). Overall, it is apparent that the field of forensic psychology in the USA is leading towards a standard of practice that requires an extensive level of specialised qualification and experience as set out by the ABFP, rather than relying on adherence to non-mandatory guidelines.

Europe.

In reviewing forensic psychology in Europe both language barriers and limitations in regard to access to current relevant full text articles served to limit the availability of information, in turn reducing the breadth and depth of information provided in this paper. However, available and accessible sources indicate that within European countries such as Germany and Portugal, the dominant term for a psychologist working with any links to the legal system is that of a legal psychologist, whereas the term forensic psychology is associated with more specialised activity (McGuire, 1996). The Spanish practice of forensic psychology is considered as simply

an area or subdivision of a specialty amongst many other legal subdivisions, so can thus be described as adhering to a broad model of the field. Sweden also adheres to a very broad conceptualisation of forensic psychology, in which a psychologist working with any links between the fields of psychology and law is considered a forensic psychologist. The work settings of psychologists engaging in forensic work across Europe are considered extremely diverse. Work within psychiatric hospitals is common in Germany, France and Sweden while in Austria and Slovenia practice is common in community settings, such as mental health clinics (McGuire, 1996). Working within prisons is also common in Sweden and Finland (McGuire, 1996).

The type of forensic work engaged in by psychologists in Europe is also varied, including involvement with the civil and criminal legal frameworks, within family law, child protection law and mental health law (McGuire, 1996). McGuire (1996) reports that the most common work type is involvement with divorce or custody issues, followed by assessments for criminal court, child abuse investigations, witness evaluations and civil work, such as injury compensation. Sigurdsson and Gudjonsson (2004) report that while more individual psychologists in Iceland are likely to be involved with preparing reports for criminal courts, overall a larger volume of reports are submitted for civil cases. Icelandic psychologists are also very likely to give evidence in court, with Sigurdsson and Gudjonsson (2004) reporting that 87% of surveyed psychologists had given evidence in court on at least one occasion, in some instances without having prepared a report for the particular matter previously. Research also suggests an increasing interest in experimental forensic psychology in Europe (Christianson, 1996). Research efforts in Europe have served to significantly advance knowledge and understanding of several relevant areas including eyewitness testimony and the legal decision making process (Christianson, 1996). Notably, only a

small minority of psychologists who do forensic work in Europe reportedly engage solely in direct work with the courts, as a literal interpretation of the word forensic would imply (McGuire, 1996).

Importantly, across Europe the field of forensic psychology is not necessarily even considered as specialty practice by governing boards of registration (McGuire, 1996). This is reflected in a lack of curriculum providing post-graduate education specialising in forensic psychology in all European countries, with the exception of Germany. Overall, the majority of countries have not established any practice regulations for forensic psychologists, with the exception of Sweden where practitioners are required to attend a course in *witness psychology* to practise as a forensic psychologist (McGuire, 1996). Unfortunately, the website provided by the European Federation of Psychologists' Associations (EFPA), which is a federation for 32 National Psychological Associations in the European Union, fails to provide a definition of the field or any further specific information on the current position of forensic psychology in Europe (EFPA, 2009).

Overall it appears that Europe largely adheres to varying perceptions of the field of forensic psychology, while practice involves a broad variety of work settings similar to the practice of forensic psychology in the USA. However, differences are clearly evident between these countries in regard to the availability of, and necessity for, specialised qualification in the field when engaging in practice.

The United Kingdom

As a large volume of information is available regarding forensic psychology specifically pertaining to the UK, this country is considered separately from Europe despite being a member country of the European Union. It is apparent that the position of forensic psychology in the UK is prone to confusion, with three terms used to denote the interaction of psychology and the law, namely, criminological psychology, legal

psychology and forensic psychology (McGuire, 1996). Boundaries between these areas are not defined and at best are unclear (McGuire, 1996). Within the British Psychological Society (BPS) the representative body for psychologists engaging in forensic work is the Division of Forensic Psychology (DFP; BPS, 2009). The DFP has endured a long and protracted debate as to how a psychologist should acquire and subsequently demonstrate a standard of specialised knowledge in forensic psychology that would fulfil BPS membership criteria (Adler, 2004). Adler (2004) suggests this debate is a reflection of variations in understanding of what actually makes a forensic psychologist. Currently the BPS (2009) defines the field as so;

Forensic Psychology is devoted to psychological aspects of legal processes in courts. The term is also often used to refer to investigative and criminological psychology: applying psychological theory to criminal investigation, understanding psychological problems associated with criminal behaviour, and the treatment of criminals. (BPS, 2009, Society Qualifications; Forensic Psychology, ¶ 1).

This demonstrates that the BPS views forensic psychology as having a distinct focus on the criminal aspects of the law. However evidently such a focus does not reflect actual practice, as research undertaken in the UK suggests civil and family matters form a notable proportion of the work undertaken by psychologists engaging in forensic work (Gudjonsson, 1985). Indeed Gudjonsson (1996) notes that preparing reports for civil matters is far more common than for criminal proceedings, with reports for civil proceedings accounting for over 50% of the overall reports prepared by UK psychologists and reports for criminal matters accounting for only 15% of reports produced. Gudjonsson (1996) does note that psychologists are more likely to have to

testify in criminal matters than civil matters in the UK. Notably only slightly more than half of the psychologists (56%) involved in Gudjonsson's (1996) research reported giving evidence in court at all, which is proportionally less frequent than psychologists in Iceland (Sigurdsson & Gudjonsson, 2004).

In regard to qualification criteria, the BPS (2009) notes "To be recognised as a qualified forensic psychologist you must have successfully undertaken a program of training, including academic study, supervised practice and research...". This can be achieved through specific training offered by the DFP in the form of a Diploma of Forensic Psychology, which involves an academic component and a supervised practice period over a minimum three year period (BPS, 2009). Completion of this Diploma fulfils the eligibility criteria for registration as a Chartered Psychologist, which is considered the pinnacle of registration standards for psychology in the UK (BPS, 2009). Importantly, as of July 2009 under new statutory regulations, psychologists are legally required to register, and hence meet the aforementioned BPS standards of qualification and experience, if they wish to practise under the title of forensic psychologist (BPS, 2009). As such, forensic psychology in the UK can be viewed as moving towards a standard of practice similar to that already in place in the USA. This entails attaining a certain level of qualification and experience in order to be eligible to register and hence use the title of forensic psychologist, while practice under this title may take place in a broad range of settings.

South Africa

As with all countries reviewed, a psychologist need only have registered as a professional psychologist to be eligible to engage in forensic work in South Africa (Louw & Allan, 1996). Notably, while several South African universities offer training in forensic matters, this is not considered on a specialist level and could be considered as

simply exposure to the field of forensic psychology (Louw & Allan, 1996). Research seeking to develop a profile of forensic psychologists in South Africa indicates that psychologists practise in a variety of forensic settings, including civil, children's and criminal courts (Louw & Allan, 1996). Louw and Allan (1996) report that work within the civil field is more common than within the criminal field, with civil matters accounting for over half of the total forensic activity of psychologists surveyed.

Recently, the Psychological Society of South Africa (PsySSA) which is the peak professional body representing psychologists in South Africa, has amalgamated its neuropsychology and forensic divisions to create the Division of Neuropsychology and Forensic Psychology. This division, in collaboration with South Africa's professional Board for Psychology, is in the process of developing specialist registration for forensic psychology (PsySSA, 2009). As such the proposed specialist standards, or core competencies, that will equate to registration criteria are currently in a draft state (PsySSA, 2009). This is similar to the situation in Australia where forensic psychology is also to be endorsed as specialty for the first time at a national level, however, the PsySSA has reported that developing these standards for the field is proving challenging (PsySSA, 2009). To overcome this, the PsySSA is holding a congress session so members may provide input and debate as to what the ideal scope of practice, core competencies and training requirements will be for forensic psychology (PsySSA, 2009).

While the PsySSA does not provide a definition of forensic psychology, practice in South Africa can be considered as falling under a broad model of the field, and is currently in a stage of development and conceptualisation that is very similar to the current position in Australia.

Discussion

Based on the review of Australia, the USA, Europe, the UK and South Africa, it is evident that varied models of forensic psychology exist either theoretically or in practice within each of these countries. These models are distinct from one another in terms of their defining features and/or qualification standards (see Table 1). The terms investigations and interventions have been used to summarise the numerous work tasks that are a feature in several models. Investigations refer to a psychologist generating information that will be used to assist in making a legal decision, while interventions refer to developing, delivering and/or managing interventions that may be rehabilitative or therapeutic in focus and may involve either the victim or perpetrator of civil or criminal wrongdoings.

Table 1

Summary of the Different Models of Forensic Psychology Within Reviewed Countries

Model	Features
A	Psychologists perform a specialised investigative role for the Criminal, Civil and Administrative courts.
B	Psychologists perform investigations and/or interventions within Criminal, Civil and Administrative courts/justice systems. Psychologists have obtained a specialised postgraduate degree in forensic psychology.
C	Psychologists perform investigations and/or interventions within Criminal, Civil and Administrative courts/justice systems. Psychologists are likely to hold a postgraduate degree, but not in forensic psychology.
D	Psychologists perform investigations and/or interventions within Criminal, Civil and Administrative courts /justice systems. Psychologists do not hold any postgraduate qualification but have reached a level of specialised knowledge in a particular forensic work setting through extensive experience and/or self directed training.
E	Psychologists perform investigations and/or interventions solely within the criminal justice system.
F	Experimental forensic psychology. Psychologists engage only in research centred on the interaction between psychology and law.

Support for such a narrow specialisation as depicted in *Model A* stems from the critical need for court room procedures to uphold legal ethics, namely, that expert information indeed comes from an expert in the required field (Brigham, 1999). Adherence to a narrow definition of forensic psychology would mean that training, education and the credentialing process would focus on, and reflect, this requirement (Brigham, 1999; Otto & Heilbrun, 2002). Through this culmination of specialised knowledge, the possibility of inadequate and/or substandard practice is largely reduced, with research suggesting that psychologists who would be considered as practising under *Model A* indeed provide a superior service to the courts than other psychologists who lack formal forensic training or experience (Tolman & Mullendore, 2003). Essentially, under this model, a psychologist is considered a forensic psychologist if they are qualified to practice as a psychologist while holding additional specialist knowledge to allow for this practice to adequately and ethically take place within the legal sphere (Packer, 2008).

In contrast to support for a narrow model of forensic psychology, Brigham (1999) notes that adherence to such a highly specialised role may result in valuable contributions from many professional psychologists who work within the legal system failing to receive due recognition, due to a lack of specialist qualification in forensic psychology. Considering that the vast majority of psychologists from the USA, Europe the UK and South Africa who engage in forensic work do so under a much broader context, this would seem likely. However, Brigham (1999) suggests it allows for the conceptualisation of forensic psychology as a distinct specialty, while allowing other specialty fields to continue within their own areas of expertise throughout the justice system. Further, Packer (2008) suggests that distinguishing between the non-specialised practice of psychology and the practice of forensic psychology within the justice

system could remove substantial ambiguity. Simply, non-specialised practice could be referred to as *legal psychology*, which acknowledges the unique work setting and role, but does not constitute a specialist title (Packer, 2008).

Under the second model, *Model B*, practising as a forensic psychologist would require a certain level of specialised forensic knowledge that is generally at a masters or doctoral level, in addition to having obtained extensive supervision and experience in a forensic work environment. This highly specialised knowledge is then applied in a range of job activities or roles within any area of the justice system. This removes the distinct specialty role evident in *Model A*, and providing information to legal fact finders is considered as one of the many forensic roles a psychologist might engage in as the expansive list of possible work areas provided by the ABFP suggests, including “...Specialized treatment service to individuals involved with the legal system... Consultation and training to law enforcement, criminal justice and correctional systems; Consultation and training to mental health systems and practitioners on forensic issues...” (ABFP, 2009, Brochure, ¶ 3; Heltzel, 2007; McGuire, 1996). This model is evident in the USA under the ABPP (2009) and in Western Australia under the Psychologists Registration Board of Western Australia (2009).

Similar to the broad view of forensic psychology offered under *Model B*, proponents of *Model C* view the field of forensic psychology as a broad, all encompassing field. The distinguishing difference between *Model B* and *Model C* is the notable variation in qualification requirement between both models. Under *Model B* a psychologist would be required to have completed a relevant postgraduate level qualification in forensic psychology to register as a forensic psychologist, whereas under *Model C*, any registered psychologist practising, with or without specialty qualification, within an area of the justice system could be referred to as a forensic

specialist (Brigham, 1999; Myers & Arena, 2001; Otto & Heilbrun, 2002). Strictly speaking, while advanced legal knowledge would be considered desirable, it is not necessarily a requirement for practice under *Model C*. This model is evident within all of the countries reviewed (Gudjonsson, 1996; Louw & Allan, 1996; McGuire, 1996; Packer, 2008), including Australia where the APS College of Forensic Psychologists' membership criteria does not stipulate a specific forensic qualification as a membership requirement (APS College of Forensic Psychologists, 2009).

Importantly, with all specialties it is vital that a degree of specialised training be inherent and a broad conceptualisation of forensic psychology should not escape this, as is currently the case under *Model C*. This is a highly relevant issue when the specific ethics of legal proceedings are considered. As Packer (2008) indicates, "Psychologists who venture into the legal system without proper grounding and training risk doing harm to both parties involved and their own reputations" (p. 3). Countries such as the USA and UK have clearly recognised this, and have developed practising standards and registration criteria for those wishing to practise under the actual title of forensic psychologist. Both Australia and South Africa have also recognised the need for qualification standards, and hence are moving towards specialist registration for forensic psychologists. Importantly, it would appear that the qualification standards depicted under *Model B* largely overcome the issues regarding a lack of specialised knowledge and experience that can potentially be associated with forensic psychology under a broad model of forensic psychology as depicted under *Model C*.

A further model of forensic psychology *Model D* is also notable and refers to psychologists that have practised within correctional settings for an extended period of time and have additionally engaged in extensive training that is specifically relevant to their position (Allan, 2009). Subsequently through years of work experience and self-

referred education and training, they have developed their own level of knowledge to that of a specialist in the field and with relevant populations (Allan, 2009). Expert knowledge under this model of forensic psychology can often be found in specialists who refer to themselves as either forensic psychologists, prison psychologists or corrections psychologists and such practice is well established, especially in the USA (Blackburn, 2001; Boothby & Clements, 2000). So while not necessarily practising under the specialist title of forensic psychologist, such psychologists indeed fulfil a forensic role that may be investigative or involve interventions, and indeed hold specialist knowledge in many areas including criminogenic and non-criminogenic needs of specific offenders and theories of criminal behaviour (Allan, 2009). This model of forensic psychology is evident in Australia, which is reflected in the APS College of Forensic Psychologists' (2009) membership criteria which affords membership opportunity to such specialists, despite a lack of formal qualification.

Criminological psychology was also identified as a model of forensic psychology under *Model E*. While practice under this model is similar to that in *Model B* and *Model C*, the British Psychological Society (2009) strictly defines forensic psychology as a field concerned with criminal law and the criminal justice system. However, as research suggests, practice in the UK includes substantial, if not predominate, involvement with the civil justice system (Gudjonsson, 1996; Gudjonsson, 1985). Therefore this model can be largely viewed as theoretical, rather than practical

Another model of forensic psychology is evident within the literature, namely *Model F* or experimental forensic psychology. This area can be specifically described as psychologists who engage in research centred on the interaction between psychology and law (Allan, 2009). While research within the field of forensic psychology is largely

conducted in the USA and Canada, there is growing body of research emanating from Australia and European countries which considers areas such as confessions during police interrogations, interviewing techniques, eyewitness creditability, prison research, legal decision making and many more relevant areas (Christianson, 1996).

Experimental forensic psychology has also led to the development of specialised forensic testing instruments, including risk assessment tools (Packer, 2008). Clearly continued research regarding the interface of psychology and law is vital to maintaining the veracity and credibility of forensic psychology into the future (Christianson, 1996).

In summary, it is apparent that all countries, with the exception of South Africa, appear to adhere to more than one model of forensic psychology, as demonstrated in Table 2. Importantly, *Model B*, *Model C* and *Model D* could be considered as one model in respect to the type of practise that occurs under these models, as they differ only in terms of the qualification level and type identified within the literature or as per registration requirements stipulated by various boards . However, as a means to comprehensively identify the models of forensic psychology in Australia and internationally it was considered appropriate to include this distinction.

Table 2
Models of Forensic Psychology Evident Within Reviewed Countries

Country	Model/s
USA	A, B, C, D, F
Europe	A, C, F
UK	B, C, E, F
South Africa	C
Australia	B, C, D, F

Conclusion

Forensic psychology in Australia is moving towards a unified national standard as the field becomes endorsed as a specialty for the first time at a national level under the new Registration and accreditation Scheme for Health Professionals. Currently, the models of forensic psychology provided by the Psychologists Registration Board of Western Australia and the APS College of Forensic Psychologists are unclear, and thus unsuitable for adoption on a national level.

Comparably, the position of forensic psychology on an international level demonstrates a similar picture, in that the field is largely undergoing development and re-structuring. As the practice of forensic psychology in Europe involves so many different countries and subsequently a vast variety of standards and applications, it is apparent that the definitive conceptualisation of forensic psychology is still a while from being a reality (Adler, 2004). As in Australia, both the UK and South Africa have recently, or are in the process of, developing standards to recognise the field as a specialty on a national level and hence enhance the credibility and reputation of forensic psychology (BPS, 2009; PsySSA, 2009). Both countries have endured protracted debate and challenges in developing parameters for the field of forensic psychology (Adler, 2004; PsySSA, 2009), and Australia may benefit from the experiences of these countries in regard to overcoming such challenges. This could include following the example of the PsySSA by developing core competencies or specialist standards through a process of drawing direction, advice and information from those directly involved in the practice of forensic psychology, namely those registered as forensic psychologists in Western Australia and those holding membership to the APS College of Forensic Psychologists.

Forensic psychology is further developed and defined in the USA. The USA recognised forensic psychology as a specialty nearly 20 years ago, and has since developed clear parameters regarding the necessary qualifications and experience required to practise legally and ethically under the title of forensic psychologist (ABPP, 2009). While accreditation with the ABFP requires doctoral level qualification, the practice of forensic psychology in the USA cannot be considered as falling under one particular model. Several models, all with unique features, are evidently in practice. Australia could benefit from drawing on the experience that the USA has to offer as the benchmark of forensic psychology and perhaps utilise these standards as a template for forensic psychology in Australia.

In summary, varied models of forensic psychology are evident both theoretically and in practice within and between all of the countries reviewed in this paper. Australia is in a beneficial situation as the National Registration and Accreditation Scheme presents an opportunity to decisively define the field and standards required to practise under the specialist title of forensic psychologists. If done effectively, forensic psychology in Australia will be in a position to develop as an equivalent counterpart to the USA and other international bodies, while ensuring the credibility and future of the field in general.

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Exploring the Practice of Members of the College of Forensic Psychologists: A Step
Towards Conceptualising Forensic Psychology in Australia.

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Exploring the Practice of Members of the College of Forensic Psychologists: A Step
Towards Conceptualising Forensic Psychology in Australia.

Abstract

Under the proposed National Registration and Accreditation Scheme for Health Professionals, specialist title in psychology may exist at a national level for the first time. As specialist areas are likely to align with the Australian Psychological Society's (APS) Colleges, forensic psychology is likely to be recognised as a specialty. This raises the question of what model of forensic psychology should be adopted at a national level. Based on a review of forensic psychology in the United States of America, Europe, the United Kingdom, South Africa and Australia it is apparent that varied models of forensic psychology are in practice. The APS has indicated the model of forensic psychology provided by the College of Forensic Psychologists is likely to be followed; however this model is currently unclear. Additionally, no research has explored how the APS model of forensic psychology translates into actual practice. Thus, this research aimed to determine which model/s of forensic psychology members of the APS College of Forensic Psychologists practice under. A total of 112 members participated and provided information on their qualifications, work type and work setting via an electronic survey instrument. Results supported the hypothesis that several models of practice would be identified within this cohort. The suitability of each model for adoption as a national standard is discussed.

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Professor Alfred Allan
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October, 2009

Exploring the Practice of Members of the College of Forensic Psychologists: A Step Towards Conceptualising Forensic Psychology in Australia.

In a major step towards improving Australia's health system, the Council of Australian Governments (COAG) seeks to reform registration and accreditation systems at a national level for ten health professions, including psychology (COAG, 2008). The COAG has presented the task of endorsing "the professional registration of suitably qualified practitioners to indicate specialist status based on appropriate criteria" to the peak professional bodies of the health professions that are to come under the national scheme (COAG, 2008). The Australia Psychological Society (APS) is this body for psychologists in Australia and has responded by recommending that nine speciality fields of psychology, which correspond to the nine colleges of the APS, be endorsed: clinical neuropsychology, clinical psychology, community psychology, counselling psychology, educational and developmental psychology, forensic psychology, health psychology, organisational psychology and sport psychology (APS, 2008). This entails that forensic psychology will be established as a specialty on a national level, which raises several questions, namely, what models of forensic psychology are currently in practice in Australia and internationally, what model of forensic psychology does the APS intend to endorse and finally, is this model appropriate as a national standard? The field of forensic psychology is established to varied extents internationally, thus it is considered appropriate to review and compare the practice and regulation of forensic psychology on an international scale, to forensic psychology within Australia. Such comparison may allow for superior modes of practice and standards to emerge, which may prove to benefit the development of forensic psychology in Australia.

Drawing from psychological Board websites and literature available in full text from Edith Cowan University's library, a review of forensic psychology in Australia,

the United States of America (USA), Europe, the United Kingdom (UK) and South Africa shows that varied models of the field exist either theoretically or in practice within each of these countries. These models are distinct from one another in terms of their defining features and/or qualification standards (see Table 1). The terms investigations and interventions have been used to summarise the numerous work tasks in professional forensic practice that are a feature of several models. Investigations refer to a psychologist generating information that will be used to assist in making a legal decision, while interventions refer to developing, delivering and/or managing interventions that may be rehabilitative or therapeutic in focus and may involve either the victim or perpetrator of civil or criminal wrongdoings.

Table 1
Summary of the Different Models of Forensic Psychology Within Reviewed Countries

Model	Features
A	Psychologists perform a specialised investigative role for the Criminal, Civil and Administrative courts.
B	Psychologists perform investigations and/or interventions within Criminal, Civil and Administrative courts/justice systems. Psychologists have obtained a specialised postgraduate degree in forensic psychology.
C	Psychologists perform investigations and/or interventions within Criminal, Civil and Administrative courts/justice systems. Psychologists are likely to hold a postgraduate degree, but not in forensic psychology.
D	Psychologists perform investigations and/or interventions within Criminal, Civil and Administrative courts /justice systems. Psychologists do not hold any postgraduate qualification but have reached a level of specialised knowledge in a particular forensic work setting through extensive experience and/or self directed training.
E	Psychologists perform investigations and/or interventions solely within the criminal justice system.
F	Experimental forensic psychology. Psychologists engage only in research centred on the interaction between psychology and law.

The first model of forensic psychology evident within the literature, *Model A*, is based upon a very literal interpretation of the word ‘forensic’. Proponents of *Model A* view forensic psychology as a highly specialised, narrow field in which psychologists require forensic training and their role is to do forensic investigations in order to provide information to legal decision makers, who are the sole clients (Brigham, 1999). Importantly, while this model is recognised within the literature in both the USA and Europe, none of the countries reviewed strictly adhered to this model of practice, so it can be considered as a largely theoretical, rather than practical, model of forensic psychology.

Under the second model, *Model B*, practising as a forensic psychologist would require a certain level of specialised forensic knowledge that is generally at a masters or doctoral level, in addition to having obtained extensive supervision and experience in a forensic work environment. This highly specialised knowledge is then applied in a broad range of job activities or roles within any area of the justice system. This removes the distinct specialty role evident in *Model A*, and providing information to legal fact finders is considered one of the many forensic roles a psychologist might engage in (Heltzel, 2007; McGuire, 1996). Other tasks engaged in under a broad conceptualisation of forensic psychology may include “...Specialized treatment service to individuals involved with the legal system...Consultation and training to law enforcement, criminal justice and correctional systems; Consultation and training to mental health systems and practitioners on forensic issues...” (American Board of Forensic Psychology, 2009, Brochure, ¶ 3). This type of practice and standard of qualification depicted under *Model B* is evident in the USA under the American Board of Professional Psychology (2009) and in Western Australia under the Psychologists Registration Board of Western Australia (2009).

Similar to the broad view of forensic psychology offered under *Model B*, proponents of *Model C* view the field of forensic psychology as a broad, all encompassing field. The distinguishing difference between *Model B* and *Model C* is the notable variation in qualification requirement between the models. Under *Model B* a psychologist would be required to have completed a relevant postgraduate level qualification to practise as a forensic psychologist, whereas under *Model C*, any registered psychologist practising, with or without specialty qualification, within an area of the justice system could be referred to as a forensic specialist (Brigham, 1999; Myers & Arena, 2001; Otto & Heilbrun, 2002). Strictly speaking, while advanced legal knowledge would be considered desirable, it is not necessarily a requirement for practice under *Model C*. This model is evident within all of the countries reviewed (Gudjonsson, 1996; Louw & Allan, 1996; McGuire, 1996; Packer, 2008), including Australia where the APS College of Forensic Psychologists' membership criterion does not stipulate a specific forensic qualification as a membership requirement (APS College of Forensic Psychologists, 2009).

A further model of forensic psychology, *Model D*, is also notable and refers to psychologists that have practised within legal, correctional or justice settings for an extended period of time and have additionally engaged in extensive training that is specifically relevant to their position (Allan, 2009). Subsequently through years of work experience and self-referred education and training, they have developed their own level of knowledge to that of a specialist in the field and with relevant populations (Allan, 2009). Expert knowledge under this model of forensic psychology can often be found in specialists who refer to themselves as either forensic psychologists, prison psychologists or corrections psychologists and such practice is well established, especially in the USA (Blackburn, 2001; Boothby & Clements, 2000). So while not necessarily practising

under the specialist title of forensic psychologist, such psychologists indeed fulfil a forensic role that may be investigative or involve interventions, and hold specialist knowledge in many areas including criminogenic and non-criminogenic needs of specific offenders and theories of criminal behaviour (Allan, 2009). This model of forensic psychology is evident in Australia, and reflected in the APS College of Forensic Psychologists' (2009) membership criteria which affords membership opportunity to such specialists, despite a lack of formal qualification.

Criminological psychology was also identified as a model of forensic psychology, *Model E*. While practice under this model is similar to that in *Model B* and *Model C*, the British Psychological Society (2009) strictly defines forensic psychology as a field concerned with criminal law and the criminal justice system. However, as research suggests, practice in the UK includes substantial, if not predominate, involvement with the civil justice system (Gudjonsson, 1996; Gudjonsson, 1985). Therefore this model can be largely viewed as theoretical, rather than practical.

Another model of forensic psychology is evident within the literature, namely *Model F*, or experimental forensic psychology. This model can be specifically described as involving psychologists who only engage in research centred on the interaction between psychology and law (Allan, 2009). While research within the field of forensic psychology is largely conducted in the USA and Canada, there is growing body of research emanating from Australia and European countries which considers areas such as confessions during police interrogations, interviewing techniques, eyewitness creditability, prison research, legal decision making and many more relevant areas (Christianson, 1996). Experimental forensic psychology has also led to the development of specialised forensic testing instruments, including risk assessment tools (Packer,

2008). Clearly continued research regarding the interface of psychology and law is vital to maintaining the veracity and credibility of forensic psychology into the future (Christianson, 1996).

In summary, it is apparent that all countries, with the exception of South Africa, appear to adhere to more than one model of forensic psychology, as demonstrated in Table 2. Importantly, *Model B*, *Model C* and *Model D* could be considered as one model in respect to the type of practice that occurs under these models, as they differ only in terms of the qualification level and type identified within the literature or as per registration requirements stipulated by various boards . However, as a means to comprehensively identify the models of forensic psychology used in Australia, it was considered appropriate to include this distinction.

Table 2
Models of Forensic Psychology Evident Within Reviewed Countries

Country	Model/s
USA	A, B, C, D, F
Europe	A, C, F
UK	B, C, E, F
South Africa	C
Australia	B, C, D, F

Specifically in Australia, psychologists may be engaged in forensic work within the civil and criminal justice systems, within prisons, rehabilitative and correctional facilities or with victims and offenders (Allan, 2009). Such practice could be considered under *Model B*, *Model C* or *Model D*. As per *Model F*, psychologists in Australia also conduct research into forensic matters (Allan, 2009). Allan, Martin and Allan (2000) reported that at the time of their research the majority of surveyed

psychologists who do forensic work in Australia hold a postgraduate qualification, usually a masters degree, but only a small portion have had specialised training in forensic psychology. Rather, psychologists engaging in forensic work in Australia acquire specialised knowledge largely through informal training and work experience, as depicted under *Model D* (Allan, et al., 2000). As Allan et al. (2000) report, such training methods are not standardised, which allows for vast variations in practice standards across the country.

Currently Western Australia is the only state in Australia that recognises forensic psychology as a registered specialty, and thus the only state where specialists may legally practise under this title (Psychologists Registration Board of Western Australia, 2009). Importantly, as there is a set minimum qualification standard to meet registration criteria, namely the completion of an accredited masters degree specialising in forensic psychology and a supervision requirement, those registered as forensic psychologists in Western Australia can be considered as practising under *Model B*. Psychologists engaging in forensic work in other states may only imply specialist title via membership to the APS College of Forensic Psychologists (APS College of Forensic Psychologists, 2009). This College currently defines forensic psychology as follows:

Forensic psychologists apply psychological theory and skills to the understanding and functioning of the legal and criminal justice system. They often work in criminal, civil and family legal contexts and provide services for perpetrators, victims and justice personnel. Forensic psychology encompasses issues such as: the causes, prevention and treatment of criminal behaviour; the psychology of police, the courts and the correctional system; and the contributions

of psychological evidence to legal proceedings. (APS College of Forensic Psychologists, 2009, ¶ 1).

In regard to membership criteria held by the College of Forensic Psychologists, it is necessary to “...have usually completed a minimum of six years full-time university training. This includes, but is not restricted to, postgraduate study in a recognised forensic psychology training program, plus further supervised practice as a forensic psychologist.” (APS College of Forensic Psychologists, 2009, ¶ 3). This standard can be considered as falling under *Model C*, however, this standard does not state a distinct minimum tertiary qualification requirement, on the premise that specialised knowledge gained through alternative training mediums, as depicted in *Model D*, should also be acknowledged. In regard to the period of supervised practice, it is apparent that the criteria for college membership lack clarity and distinct learning objectives.

As the APS has proposed that the accreditation and registration guidelines for all endorsed psychological specialties under the national scheme “...will generally follow the specialist colleges of the APS for which there are well established and accredited training courses” (APS, 2008, Item 10: Endorsement of Registration, ¶ 1), the model of forensic psychology put forth by the APS College of Forensic Psychologists may be transposed to a national level. However, the model and membership standards currently provided by the APS are unclear and no research has explored how the current membership criterion translates into actual practice. Research of this nature allows for informed decision making when determining whether or not the membership criteria is appropriate and adequate for adoption as a registration standard on a national level. As such, the purpose of this present research was to ask ‘what model of forensic psychology is adhered to in practice by members of the APS

College of Forensic Psychologists?’ Based on the literature review and information from the APS website, it was hypothesised that the practice of members of the APS College of Forensic Psychologists would fall under several identified models, namely, *Model B*, *Model C*, *Model D* and *Model F*.

Method

Research Design

The research involved a quantitative approach and used a survey design. I employed a survey design as it is recognised as an appropriate method to obtain personal opinions from a large number of participants (Nueman, 2006).

Participants

Participants were members of the APS College of Forensic Psychologists. Participants holding any membership type (Student, Affiliate, Associate and Full) were included in this research. The APS College of Forensic Psychologists is a national body, thus participants were from all states in Australia. The APS College of Forensic Psychologists had 298 members at the time of this research. All members were invited to participate in this research. A total of 112 members (37.6%) participated in this research. This response rate compares favourably to that found in other similar studies (e.g. Allan, Martin & Allan, 2000). Five members of the APS College of Forensic Psychologists who were known to the research supervisor were involved in a pilot study, and were also invited to participate in the final study.

Materials

I developed a questionnaire using an internet based questionnaire tool called ‘SurveyMonkey’ (see www.surveymonkey.com). This allowed participants to follow a link that was provided with the information letter and ensures they remain anonymous.

All responses were stored under the researcher's secure, password protected electronic account that was provided by SurveyMonkey. I developed the questionnaire by taking into account other similar research and literature on forensic psychology (Allan, Martin & Allan, 2000; Brigham, 1999; Gudjonsson, 1996; Louw & Allan, 1996). Several drafts of the instrument were read by the project supervisor and a pilot study involving five members of the APS College of Forensic Psychologists was completed. Those involved in the pilot study were emailed a copy of the draft questionnaire (see Appendix A) and asked to complete it and report any difficulties with answer options, any confusing or unclear questions and, in general, any unnecessary or alternatively missing questions they felt would improve the survey design. Overall, the pilot study generated feedback regarding the validity of the instrument, resulting in several improvements and adjustments to the design and content of the instrument (see Appendix B). The resulting questionnaire used both closed questions, in which participants answered from a list provided, and semi-closed questioning in which participants indicated the most appropriate answer offered to them and/or additionally had the option of adding their own comments. A copy of the questionnaire is provided in Appendix B. Other materials included an information letter (Appendix C) and a thankyou letter (Appendix D).

Procedure

A research proposal was submitted to the Computing, Health and Science Faculty Ethics Committee at Edith Cowan University prior to data collection and analysis. Upon ethics approval, a pilot study was completed. Responses from the pilot study were then cleared from the survey tool. The final version of the questionnaire, with an accompanying information letter, was then emailed to all members of the APS College of Forensic Psychologists. Those who participated in the pilot project were also

invited to participate as the nature of the instrument was not prone to practise effects, and further, all participations remain anonymous so they could not be identified in any way. Participants were advised of a deadline for completing the survey which was a period of three weeks after they received the email containing the survey link. Due to a relatively low response rate within this time frame, the information letter and survey link was re-sent to members email addresses advising them that the response timeframe had been extended by two more weeks. Questionnaires returned within this five week period formed the data for this research. An automatic thankyou letter was generated once the questionnaire has been completed via SurveyMonkey.

Data were entered into the statistic package SPSS 17.0. As the aim of this research was to explore the models of forensic psychology that participants practised under, descriptive statistics were considered the best representation of the data. Initially an overall description, or profile, of the entire data set was created by obtaining frequency data on the entire data set.

Responses were then considered under the model of forensic psychology that was most suitable according to the type of work engaged in and qualification held by each respondent. This information was drawn from Questions 8-19 and Question 21 (see Appendix A) and based on the models provided in Table 1. Respondents who reported solely preparing assessments and reports and giving evidence for courts or other legal bodies and/or providing a consultancy service for lawyers or similar legal bodies, were considered as practising under *Model A*. Respondents who reported engaging in work with courts and other legal bodies as per *Model A*, but additionally worked in other areas described under Question 21 (see Appendix A) and held a postgraduate qualification specialising in forensic psychology were considered as practising under *Model B*. Respondents who practised under several different areas provided under

Question 21 (see Appendix A) as per *Model B*, but held a postgraduate qualification that did not specialise in forensic psychology were considered under *Model C*.

Respondents who practised under several different areas provided under Question 21 (see Appendix A) as per *Model B*, but held no postgraduate qualification at all and had over 5 years experience in a forensic work setting were considered as practising under *Model D*. Respondents who indicated all of their work, regardless of type, was concerned solely with the criminal justice system were considered as practising under *Model E*. Finally, respondents who indicated in Question 21 (see Appendix A) that they do research in forensic psychology or other relevant areas were considered as practising under *Model F*. Descriptive and frequency statistics were then obtained for these models. Missing values were included in the analysis classified as ‘missed/skipped’.

Throughout this procedure, all returned questionnaires were stored electronically in a password protected account. A hard copy of the anonymous, completed questionnaires are stored in a secure filing cabinet in the primary supervisor’s office at Edith Cowan University’s School of Psychology and Social Science building on the Joondalup Campus.

Results

General Characteristics

Results from descriptive and frequency analysis indicate that respondents were drawn from all states in Australia, with the majority from New South Wales or Victoria (both 30.4%, $n = 34$; see Figure 1). Half ($n = 56$) of the respondents report that they would consider over 70% of their overall work as forensic work (see Figure 2).

The number of years which participants had been registered as a psychologist ranged from less than one year to 40 years, with an average of approximately 14 years ($M = 13.93$, $SD = 9.77$). As demonstrated in Figure 3 and Figure 4 respectively,

respondents were most likely to work primarily in a private practice (38.4%, $n = 43$) and hold a full membership to the College of Forensic Psychologists (73.2%, $n = 82$).

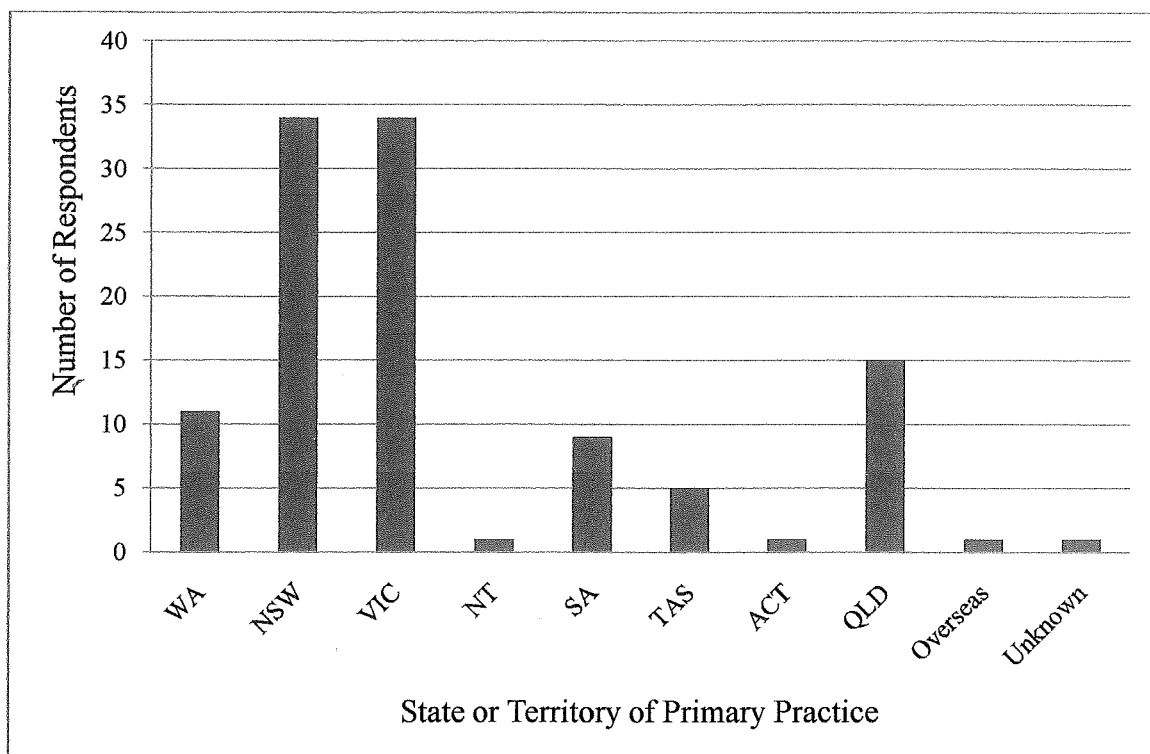


Figure 1. Primary state or territory of practice.

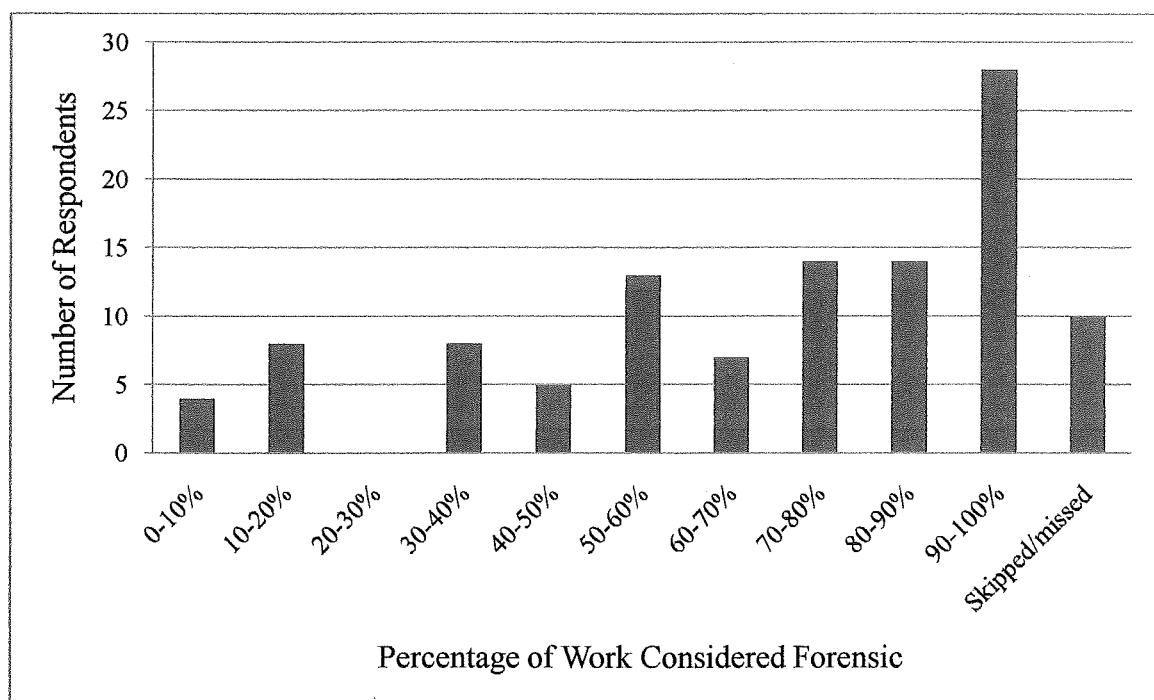


Figure 2. Percentage of overall workload considered forensic work.

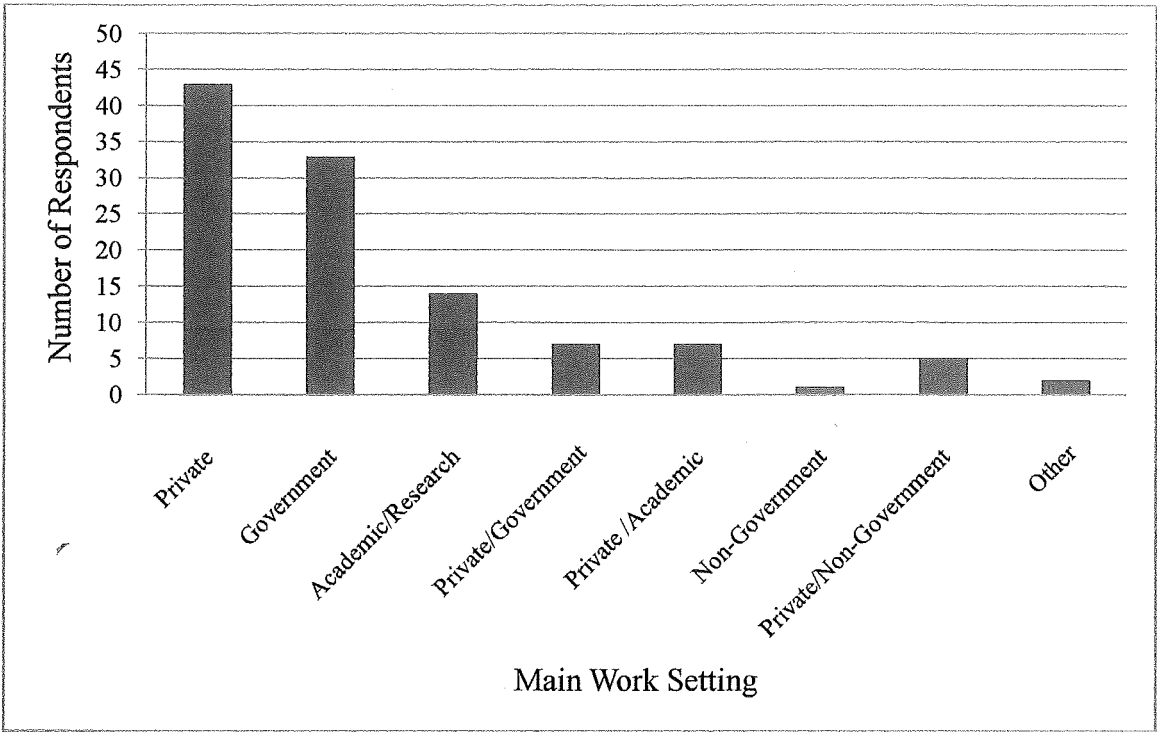


Figure 3. Main work setting.

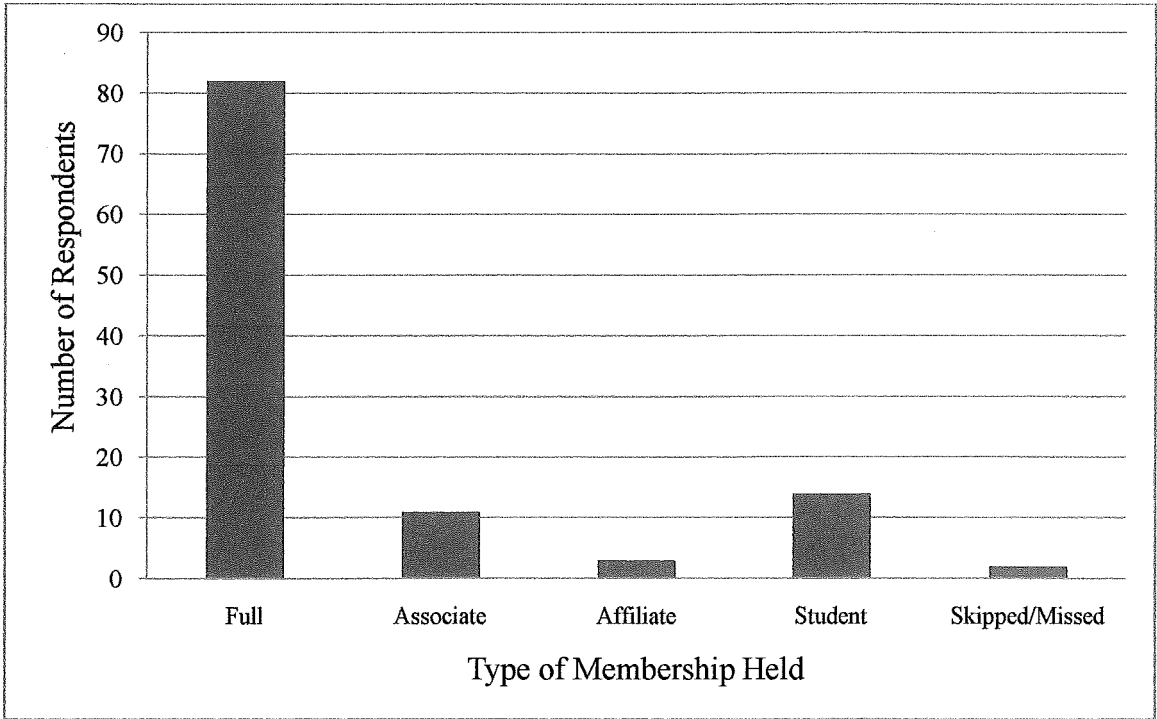


Figure 4. Type of membership to the APS College of Forensic Psychologists.

The majority of respondents were solely members of the College of Forensic Psychologists (51.8%, $n = 58$), however 37.5% ($n = 42$) also held membership to the College of Clinical Psychologists. The majority (41.1%, $n = 46$) of respondents held a masters degree as their highest university qualification (see Figure 5). The majority of respondents had accumulated over 200 hours of supervised forensic practice (54.5%, $n = 61$) and over half (52.7%, $n = 59$; see Figure 6) had over ten years experience engaging in forensic work, with a mean of 8.5 years experience ($SD = 3.61$; see Figure 7). Notably, 10 respondents (8.9%) of respondents did not report their amount of supervised practice and nine respondents (8%) did not report their amount of experience in a forensic setting. The type of work that respondents engaged in (see Question 21, Appendix A) was varied as demonstrated in Figure 8.

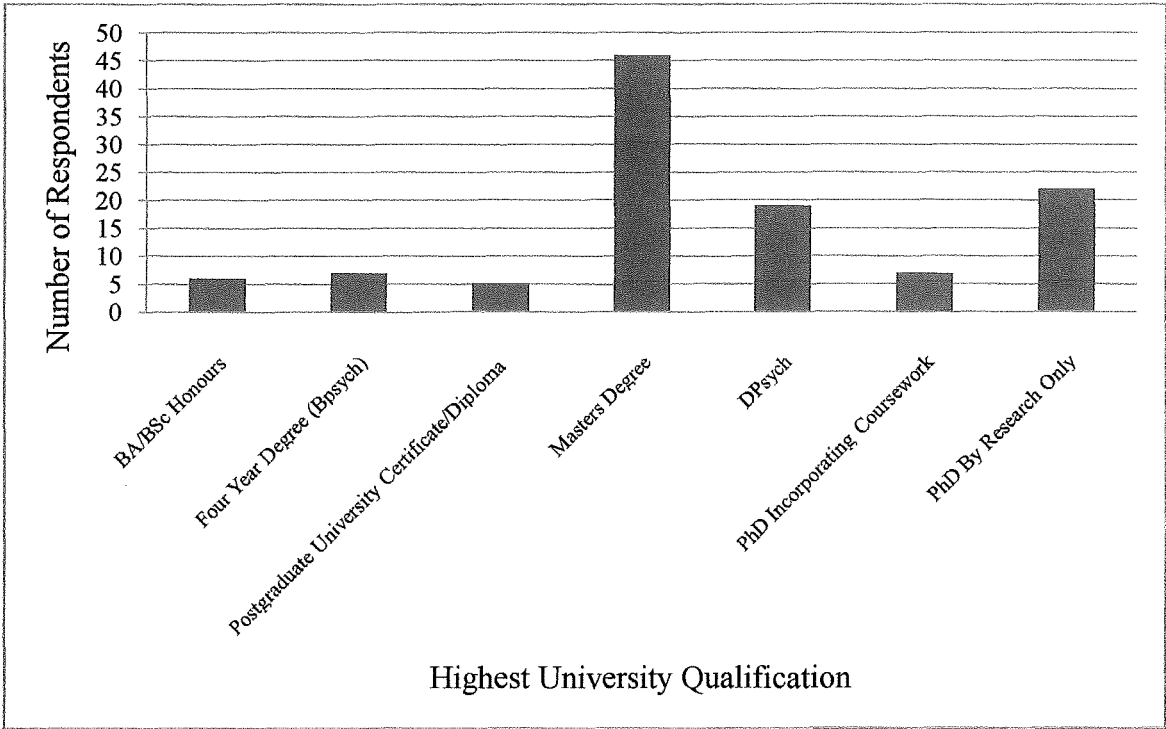


Figure 5. Highest university qualification obtained by respondents.

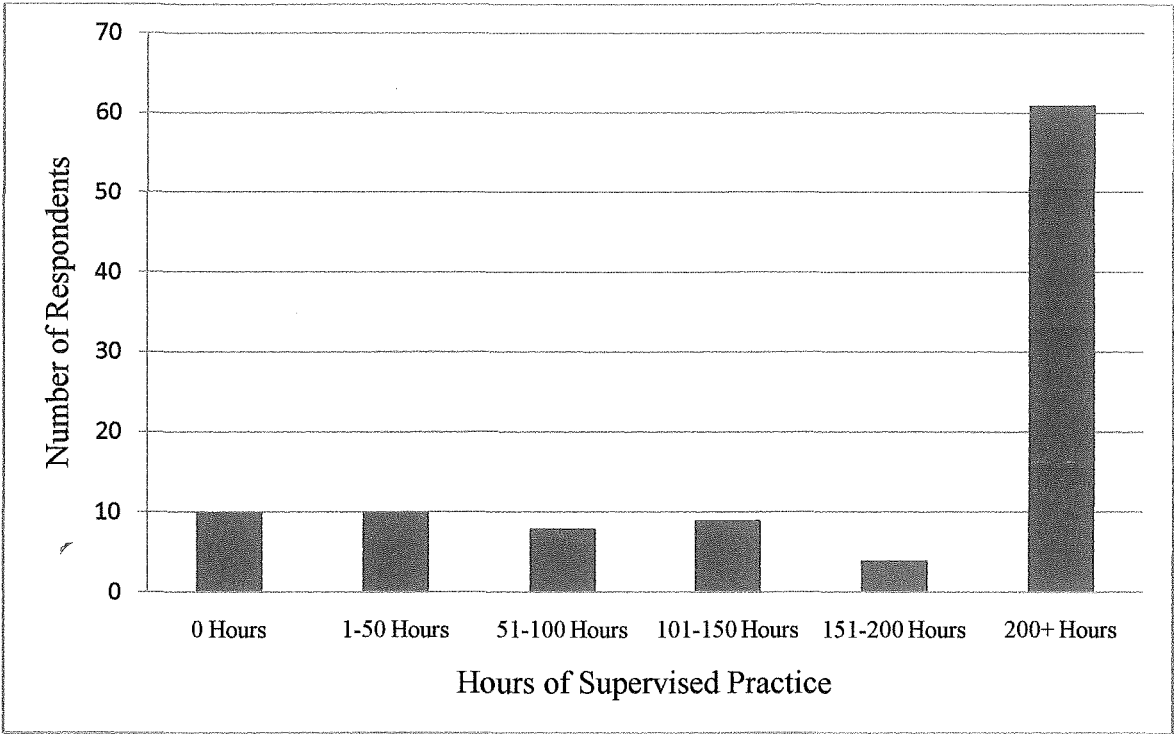


Figure 6. Hours of supervised practice in a forensic setting.

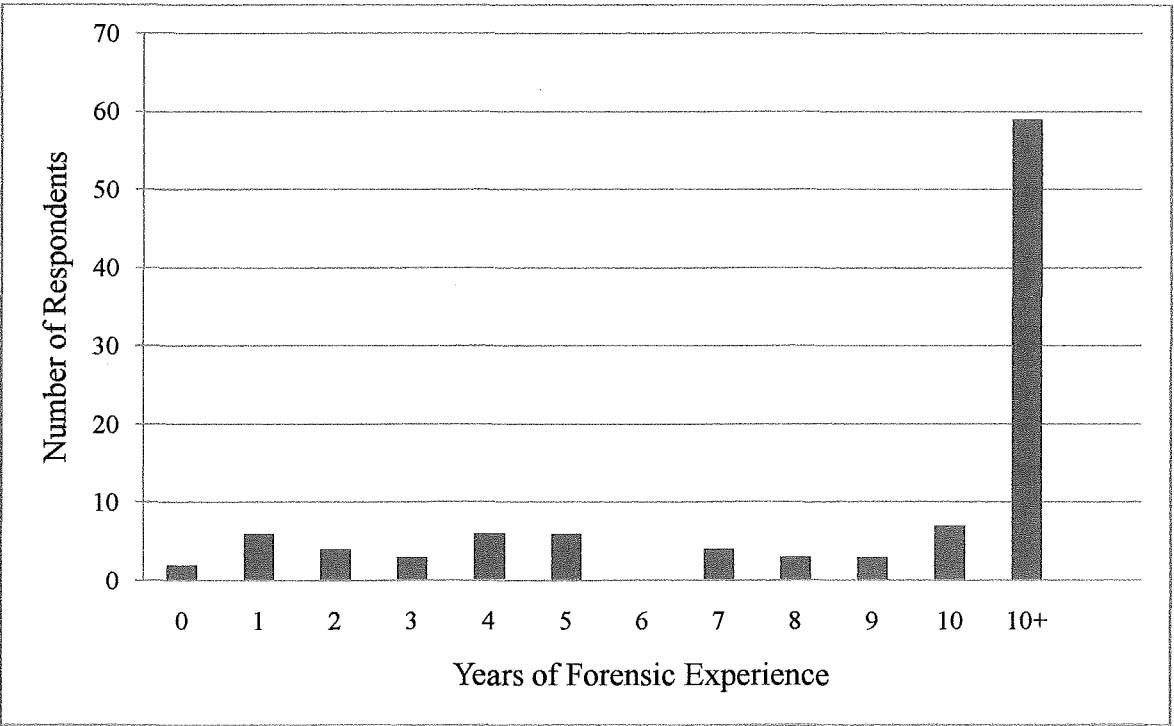


Figure 7. Years of experience in a forensic specialty.

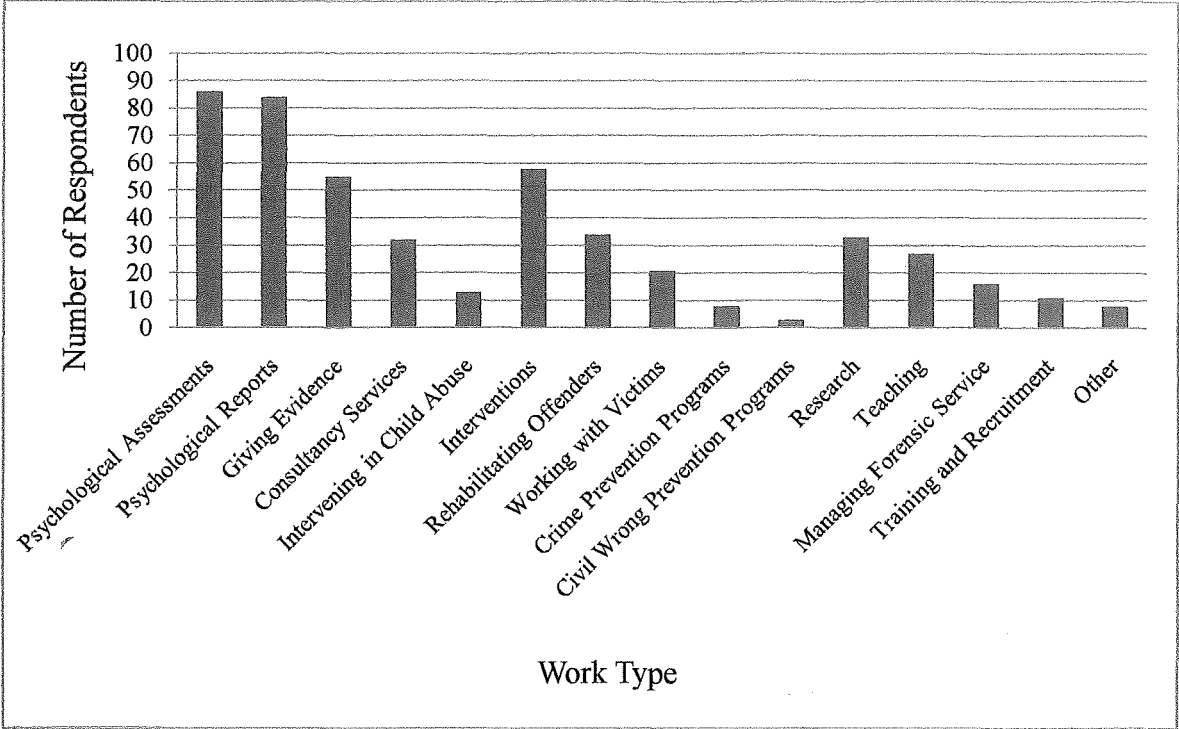


Figure 8. The different types of forensic work engaged in by all respondents.

Models of Practice

Respondents were then considered under a model according to the type of activities they perform and the type and level of any qualification they had completed. While respondents were found under all models, the majority (36.6%, $n = 41$) were found to fall under *Model B* (see Figure 9). Importantly, while no respondents were found to fall solely under *Model F*, nearly a third (29.5%, $n = 33$) of all respondents indicated that a portion of their overall forensic work was concerned with conducting relevant research. Three respondents (2.7%) indicated they were students, and hence not practising, and nine respondents (8%) returned incomplete surveys, hence the model they practised under could not be determined.

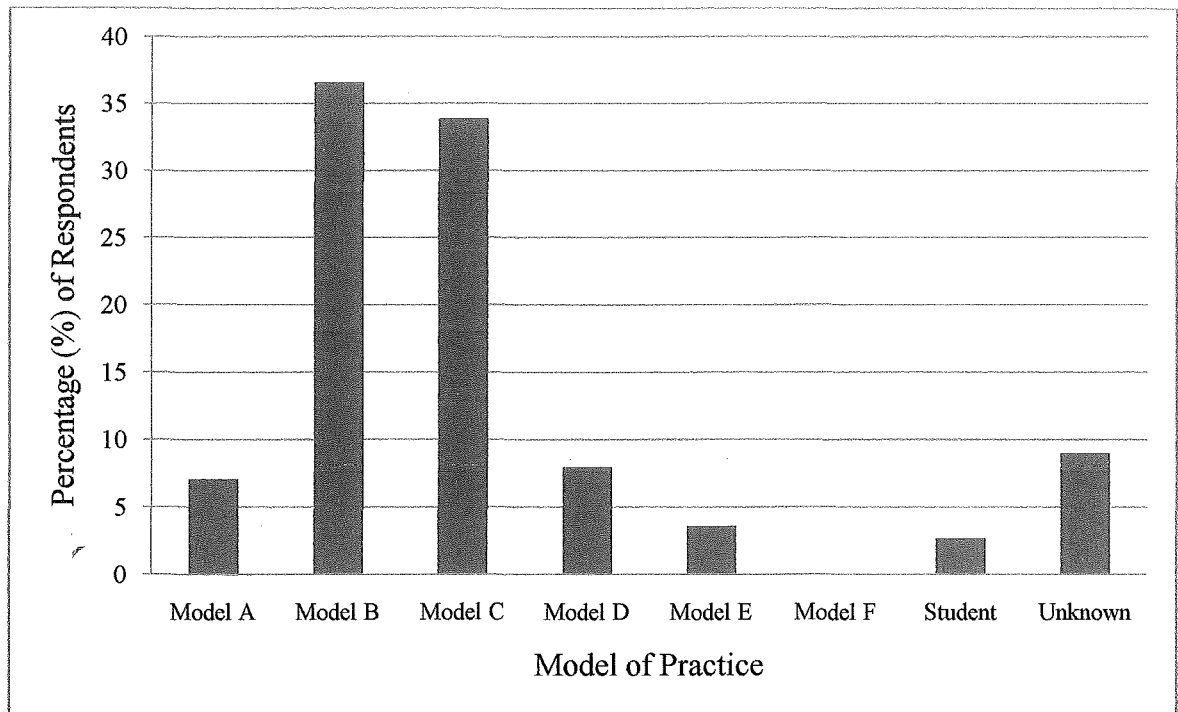


Figure 9. The percentage of respondents who were considered as practising under each of the different models of forensic psychology.

Model A

Specifically, eight respondents (7.1%) were found to practise distinctively under *Model A*. A masters degree was the highest university qualification achieved by the majority of respondents (37.5%, $n = 3$), followed by a PhD by research (25%, $n = 2$), a PhD incorporating coursework (12.5%, $n = 1$), a DPsych (12.5%, $n = 1$) and a university certificate/diploma following a BA/BSc degree (12.5%, $n = 1$), however this respondent was in the process of completing a DPsych at the time of the survey. Overall, a postgraduate qualification specialising in forensic psychology was held by less than half (37.5%, $n = 3$) of the respondents under *Model A*, of which two were at a masters level and one at a DPsych level. All other postgraduate qualifications involved specialisation in clinical psychology.

Three quarters of respondents (75%, $n = 6$) considered 50% or more of their overall workload as forensic work, while the remaining two respondents (25%)

reported that they would only consider 0-10% of their overall workload as forensic work. The type of work engaged in by respondents was primarily performing psychological assessments and writing reports for courts or legal bodies and giving evidence in courts or tribunals. One respondent reported providing a consultancy service to lawyers or similar organisations. Respondents indicated writing reports for the varied courts, tribunal or bodies demonstrated in Figure 10, and giving evidence in various courts as demonstrated by Figure 11. Notably, respondents may have prepared reports or given evidence in more than one type of court.

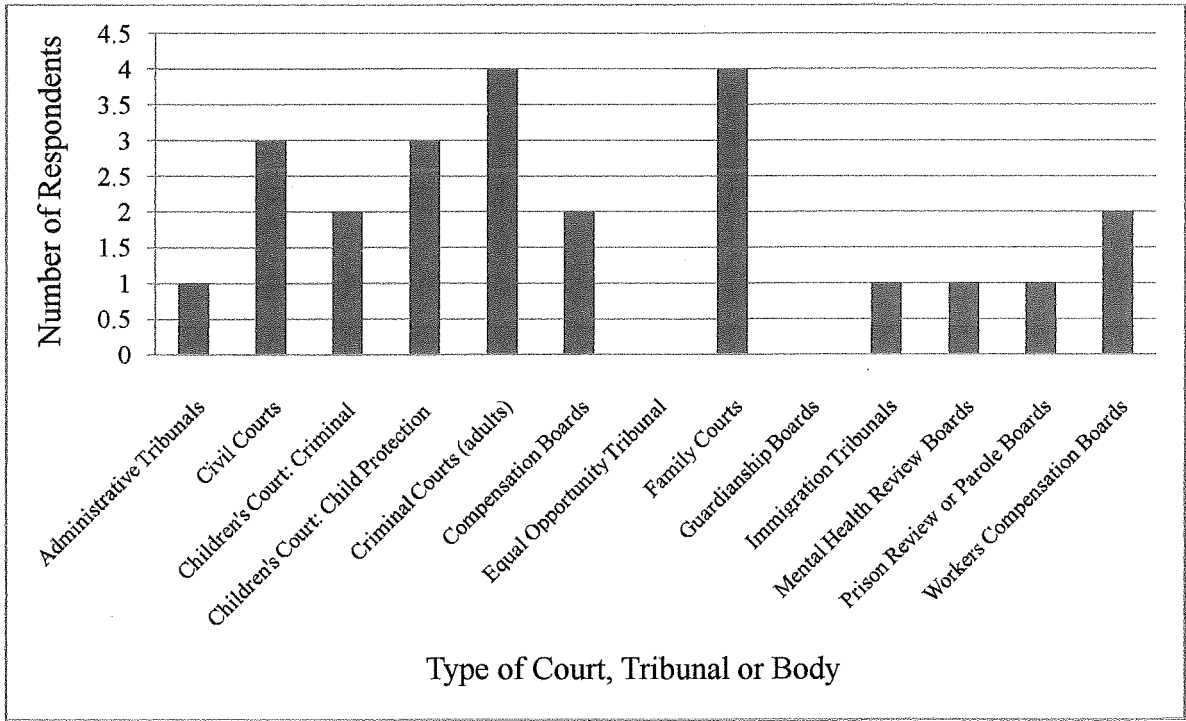


Figure 10. The type of court, tribunal or legal body that respondents under Model A write reports for.

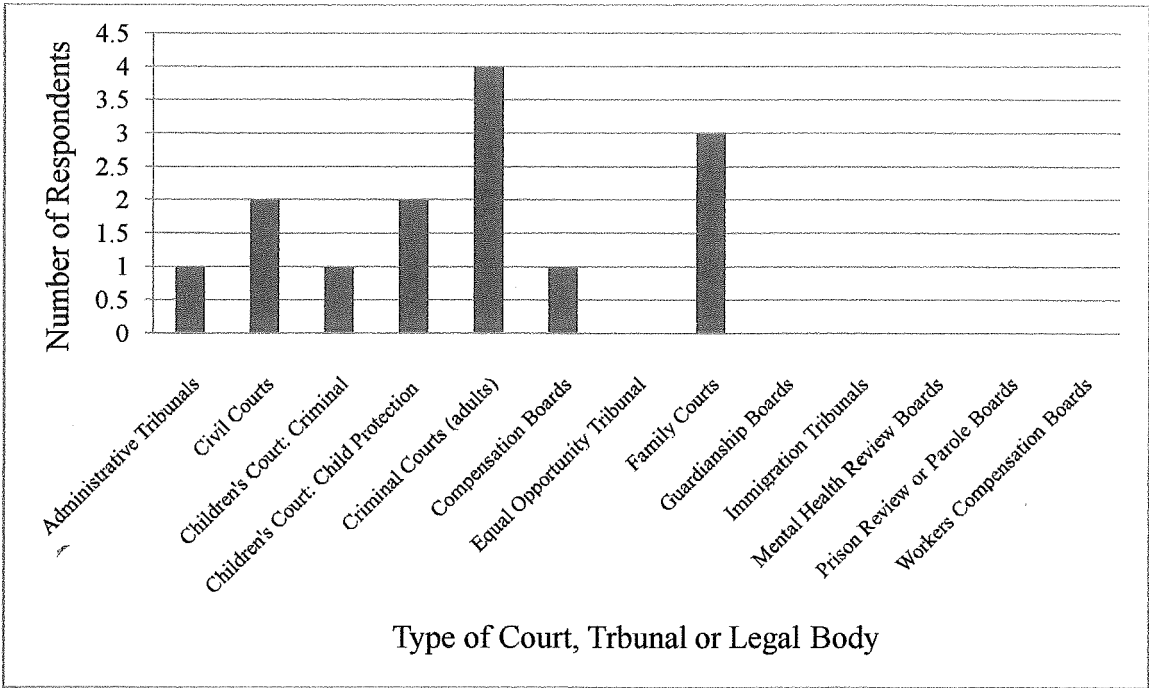


Figure 11. The type of court, tribunal or legal body that respondents under *Model A* give evidence and express opinion/s within.

Model B

The majority (36.6%, $n = 41$) of respondents were found to practise under *Model B*. One of the defining characteristics of this model is a specialised postgraduate degree in forensic psychology and all respondents in this group thus had a postgraduate qualification in psychology. A masters degree was the highest university qualification completed by the majority of respondents (36.6%, $n = 15$), followed by a DPsych (29.3%, $n = 12$), a PhD by research (26.8%, $n = 11$) and a PhD incorporating coursework (7.3%, $n = 3$).

All respondents who had completed a masters degree had specialised in forensic psychology, as had 11 (91.6%) of those who had completed a DPsych, one (33.3%) of those who had completed a PhD incorporating coursework, and nine (81.8%) of those who had completed a PhD by research. Those respondents whose highest qualification did not include specialised forensic training had obtained other forensic qualifications.

Three respondents who had completed a DPsych and PhD incorporating coursework had also completed a postgraduate certificate in forensic psychology, while two respondents who had completed a PhD by research had completed masters degrees specialising in forensic psychology.

The majority of respondents (80.5%, $n = 33$) considered 50% or more of their overall workload as forensic work, while the remaining eight respondents (19.5%) considered more than 10% but less than 50% of their overall workload as forensic work. The type of work engaged in by respondents was varied, and all respondents engaged in more than one type of work (see Figure 12). Respondents indicated writing reports for varied courts, tribunals or legal bodies (see Figure 13) and giving evidence in varied courts, tribunals or legal bodies (see Figure 14). Notably, respondents may have prepared reports or given evidence in more than one type of court.

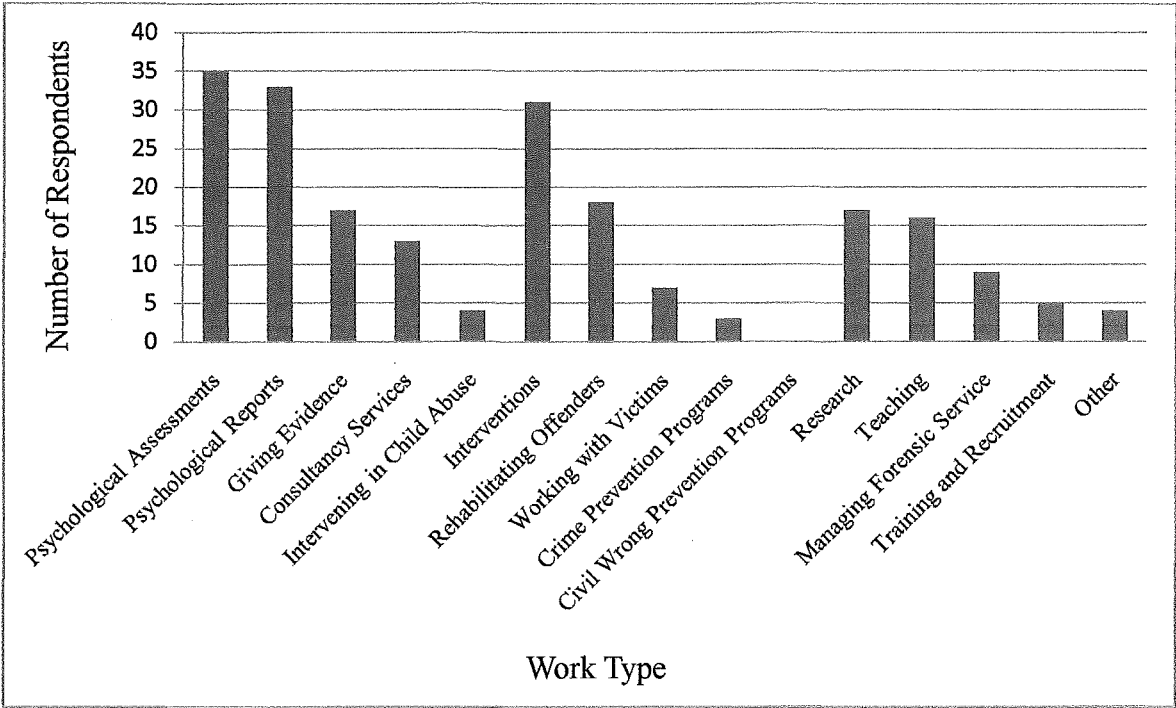


Figure 12. The different types of forensic work engaged in by respondents under *Model B*.

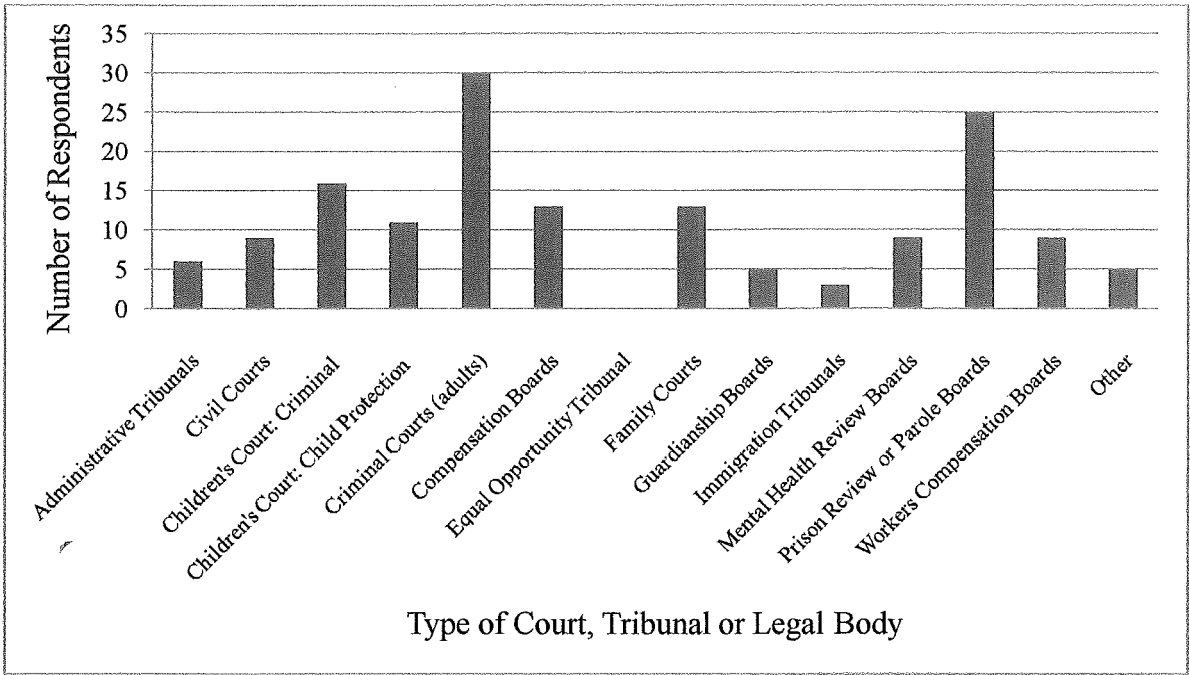


Figure 13. The type of court, tribunal or legal body that respondents under Model B write reports for.

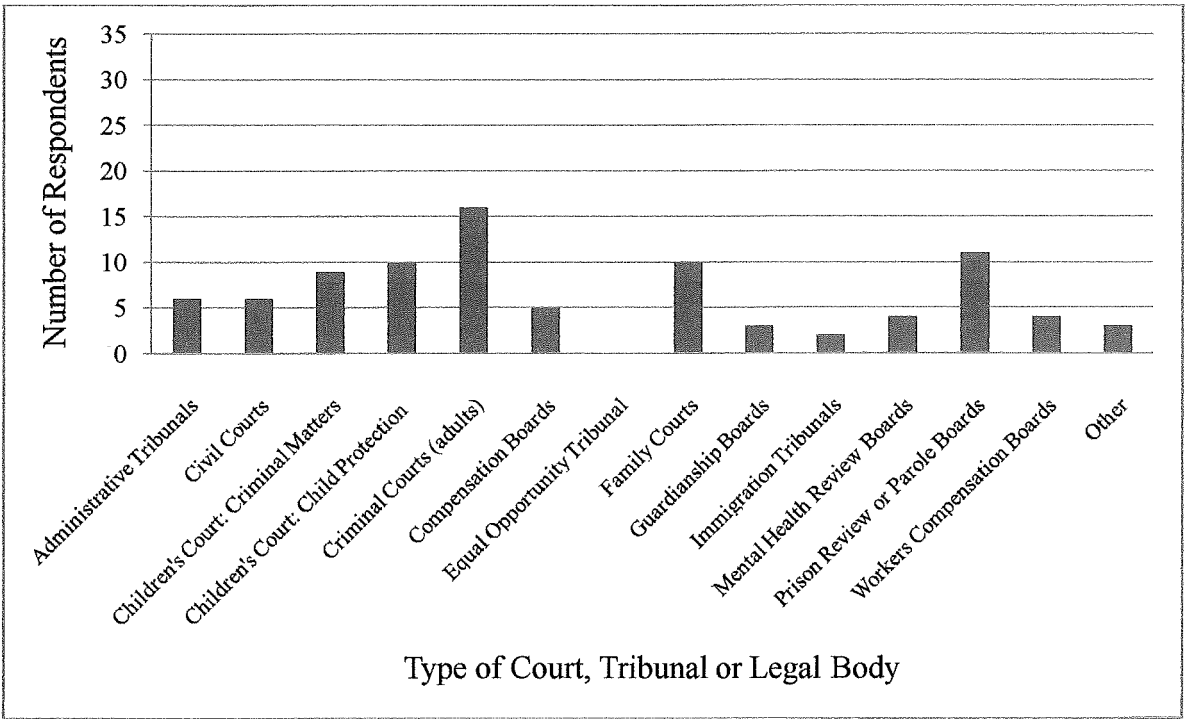


Figure 14. The type of court, tribunal or legal body that respondents under Model B give evidence and express opinion/s within.

Model C

A total of 38 respondents (33.9%) were found to practise under *Model C*.

No respondents in this group held a post graduate qualification specialising in forensic psychology. A masters degree was the highest university qualification achieved by the majority of respondents (57.9%, $n = 22$), followed by a PhD by research (15.8%, $n = 6$), a DPpsych (10.5%, $n = 4$), a PhD incorporating coursework (7.9%, $n = 3$), a university certificate/diploma following a BA/BSc degree (2.6%, $n = 1$), a four year degree (2.6%, $n = 1$) and a BA/BSc Honours (2.6%, $n = 1$). The three respondents who did not hold a postgraduate qualification were included under this model as they had not acquired the necessary work experience required to be considered under *Model D*. Hence *Model C* was determined to be the most appropriate model for these respondents. Notably, two of these respondents were currently studying towards a postgraduate qualification, while the final respondent had only recently registered as a psychologist.

The majority of respondents who had completed a postgraduate qualification had specialised in clinical psychology (45.7%, $n = 16$), followed by developmental/educational psychology (11.4%, $n = 4$), social psychology (5.7%, $n = 2$) and counselling psychology (5.7%, $n = 2$). Other areas of specialisation within this group include organisational psychology, disability studies, family psychology, neuropsychology, cognitive psychology and psychopharmacology (each 2.9%, $n = 1$). Five respondents (14.3%) did not indicate the area of specialisation of their postgraduate studies.

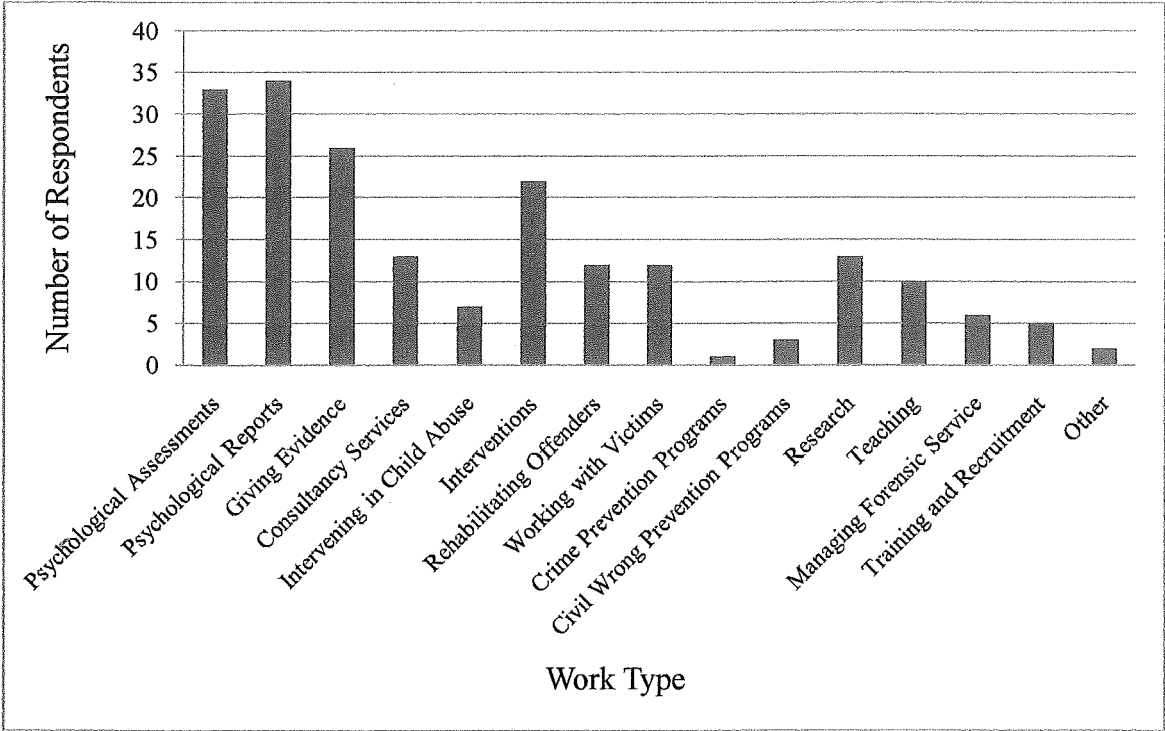


Figure 15. The different types of forensic work engaged in by respondents under *Model C*.

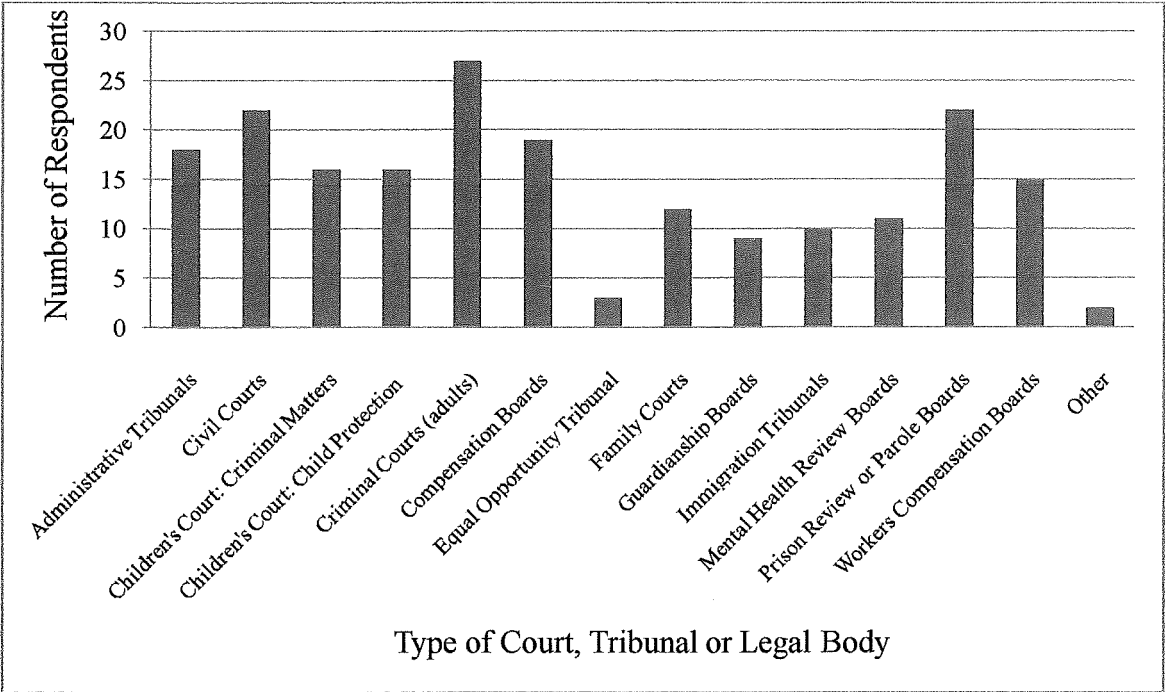


Figure 16. The type of court, tribunal or legal body that respondents under *Model C* write reports for.

The majority of respondents (68.5%, $n = 26$) considered 50% or more of their overall workload as forensic work, with the remaining respondents (31.5%, $n = 12$) considering over 10% but less than 50% of their overall workload as forensic work. The type of work engaged in by respondents was varied, and all respondents engaged in more than one work type (see Figure 15). Respondents indicated writing reports for varied courts, tribunals or legal bodies (see Figure 16) and giving evidence in varied courts, tribunals or legal bodies (see Figure 17). Notably, respondents may have prepared reports or given evidence in more than one type of court.

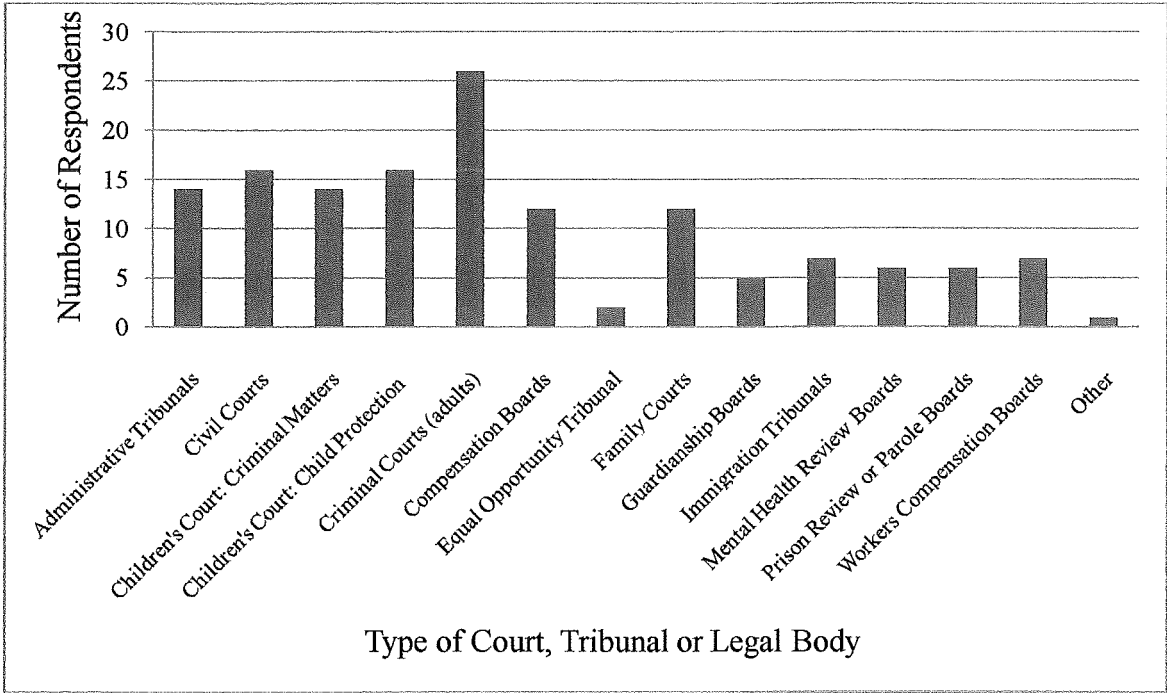


Figure 17. The type of court, tribunal or legal body that respondents under *Model C* give evidence and express opinion/s within.

Model D

A total of nine respondents (8%) were found to practise distinctively under *Model D*. The highest university qualification held by the majority of respondents was BA/BSc Honours (44.4%, $n = 4$), followed by a four year degree (33.3%, $n = 3$) and a

university certificate/diploma after a BA/BSc degree (22.2%, $n = 2$). One respondent was in the process of completing a masters degree specialising in forensic psychology.

A third of respondents (33.3%, $n = 3$) had acquired over 200 hours of supervised practice in a forensic setting (see Figure 18). All respondents had 10 or more years work experience in a forensic specialty area.

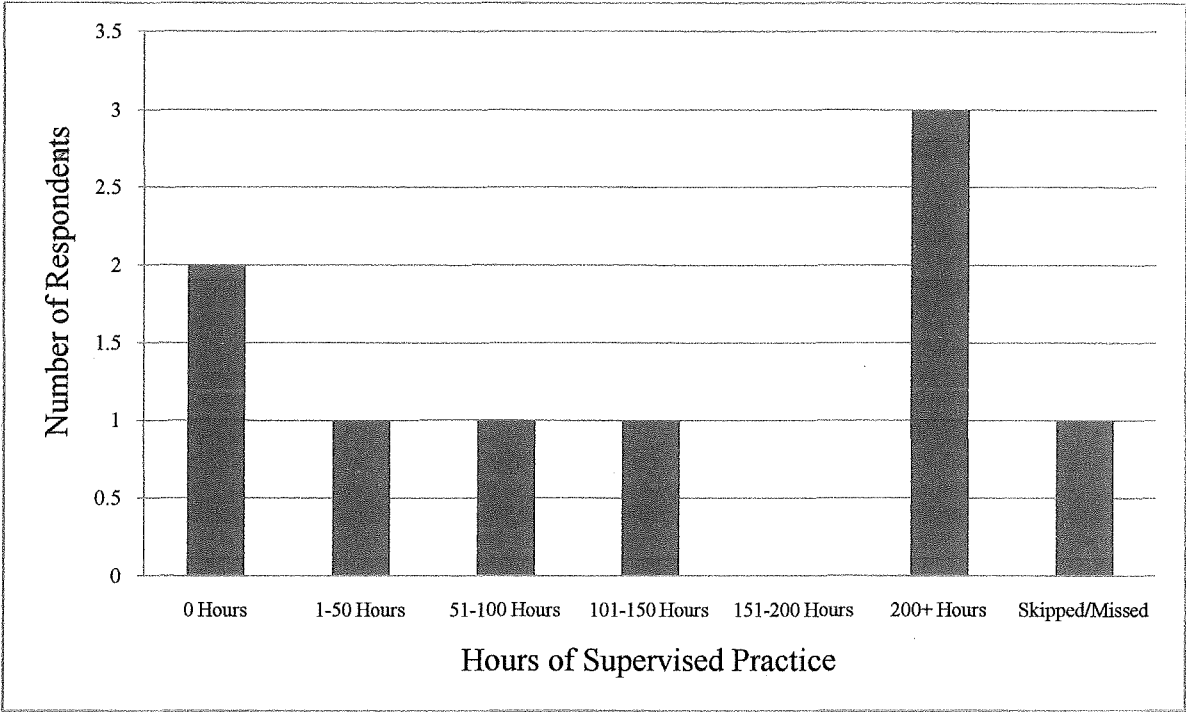


Figure 18. Hours of supervised practice in a forensic setting for respondents under Model D.

All respondents considered 50% or more of their overall workload as forensic work. The type of work engaged in by respondents was varied, and the majority of respondents (89.9%, $n = 8$) engaged in more than one type of work (see Figure 19). Only one respondent (11.1%) reported working solely in one area for 100% of their work time. Respondents indicated writing reports for varied courts, tribunals or legal bodies (see Figure 20) and giving evidence in varied courts, tribunals or legal bodies

(see Figure 21). Notably, respondents may have prepared reports or given evidence in more than one type of court.

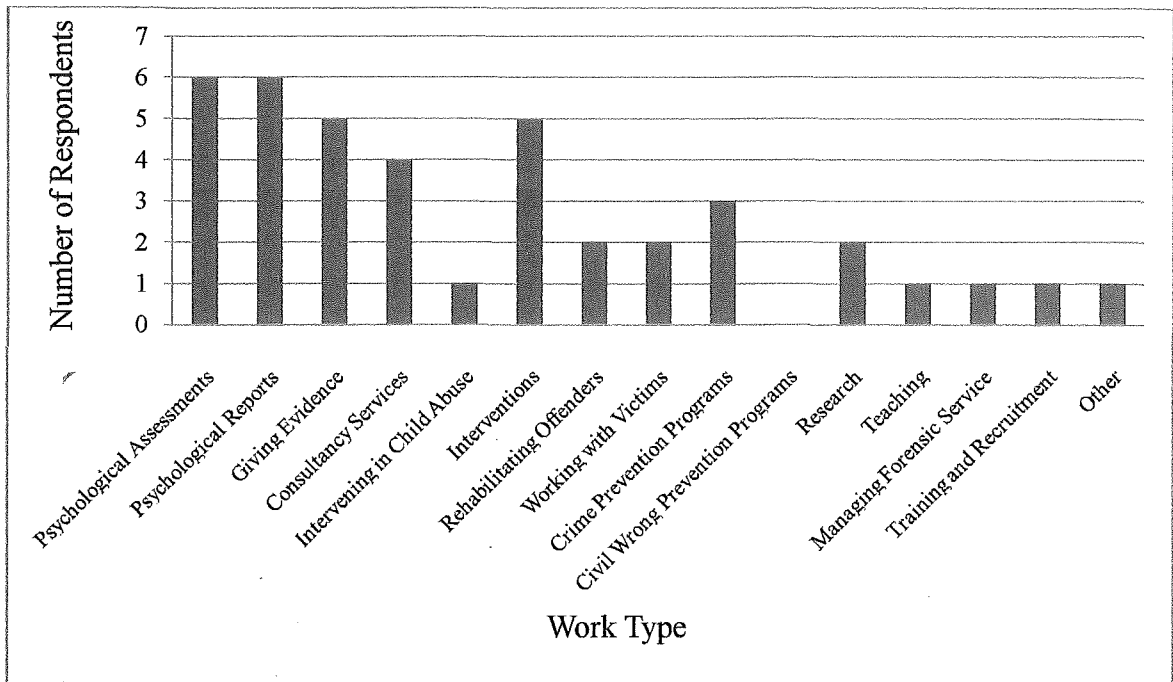


Figure 19. The different types of forensic work engaged in by respondents under *Model D*.

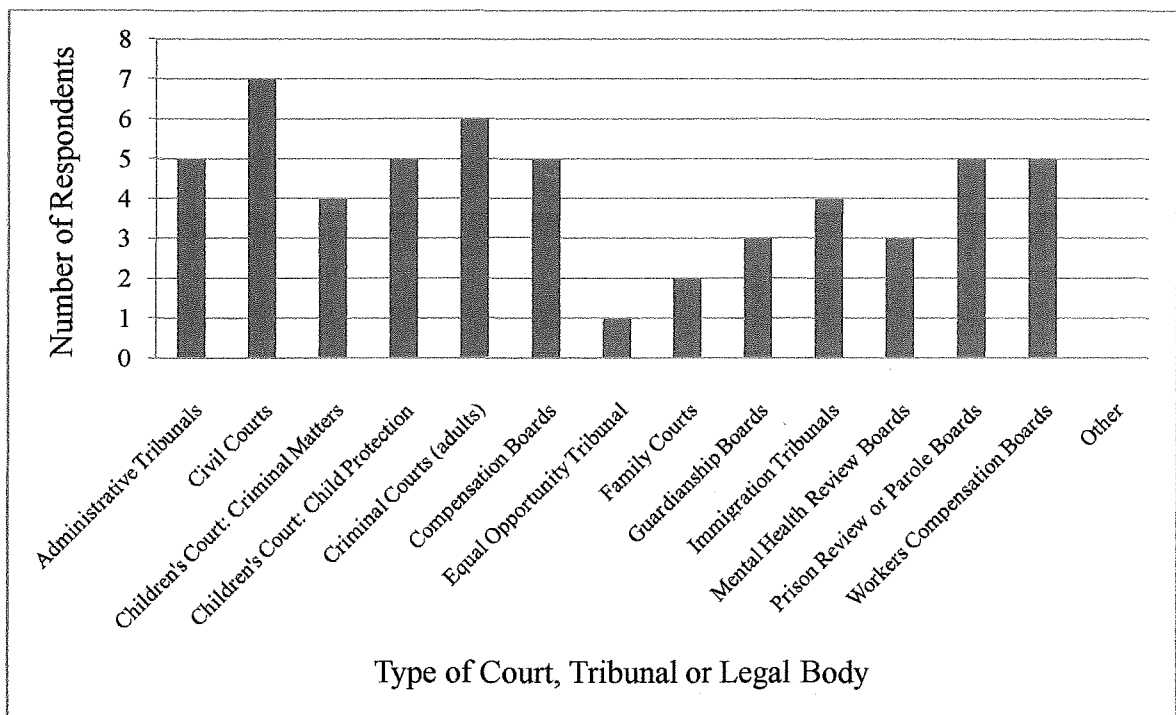


Figure 20. The type of court, tribunal or legal body that respondents under *Model D* write reports for.

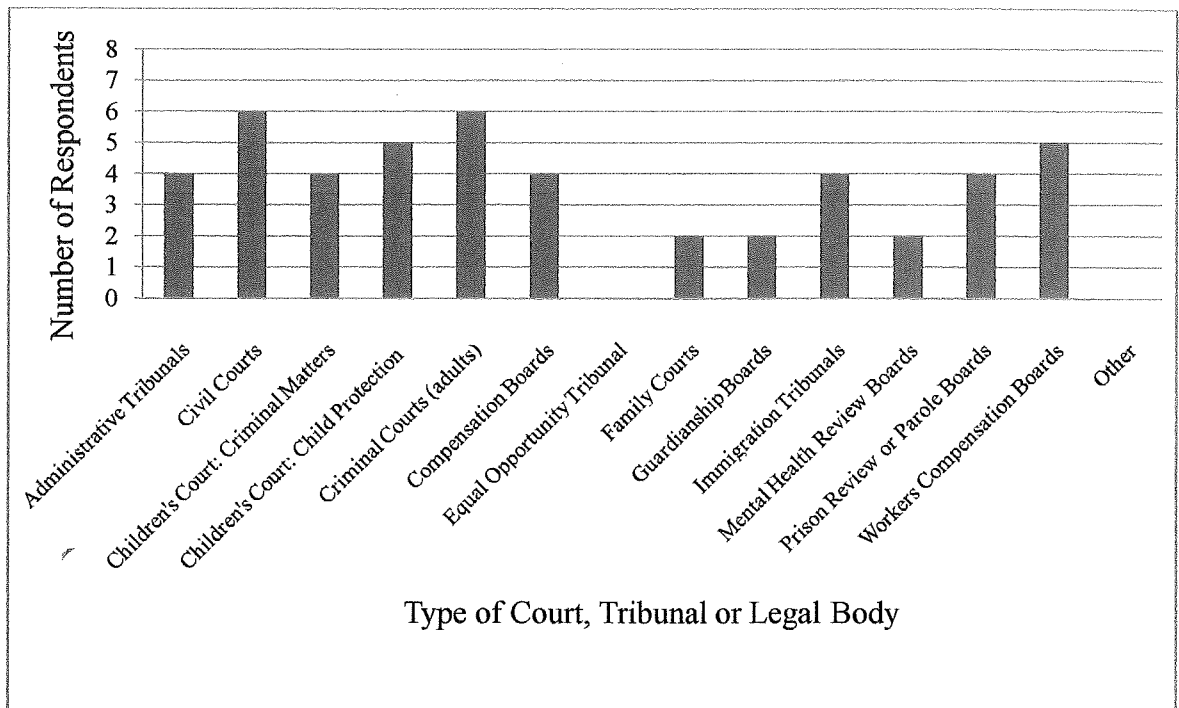


Figure 21. The type of court, tribunal or legal body that respondents under *Model D* give evidence and express opinion/s within.

Model E

Only four respondents (3.6%) were considered as practising distinctly under *Model E*. Two respondents had completed a masters degree as their highest university qualification and two respondents had completed a PhD by research as their highest qualification. Of the respondents who had completed a masters degree, one respondent had specialised in forensic psychology and one respondent had specialised in counselling psychology. Both respondents who had completed a PhD by research had specialised in forensic psychology.

Three respondents considered 50% or more of their overall work load to be forensic work, while one respondent reported they would only consider 0-10% of their overall workload as forensic work. The type of work engaged in by respondents involved performing psychological assessments ($n = 4$), writing reports for courts, tribunal or other legal bodies ($n = 3$), giving evidence in courts or tribunals ($n = 2$),

providing a consultancy service to lawyers or similar bodies ($n = 1$), managing, designing and/or delivering rehabilitative programs for offenders ($n = 1$), designing/delivering crime prevention programs ($n = 1$) and doing research relating to forensic psychology, law and justice or law enforcement ($n = 1$). Respondents indicated writing reports for the Criminal Courts, prison review or parole boards and the Department of Corrective Services. Respondents indicated giving evidence only in the Criminal Courts.

Model F

No respondents were considered as practising solely under *Model F*, however 33 respondents (29.5%) reported engaging in research to varying extents (see Figure 22). The majority of these respondents were from *Model B* (51.5%, $n = 17$), followed by *Model C* (39.4%, $n = 13$), *Model D* (6.1%, $n = 2$) and *Model E* (3%, $n = 1$).

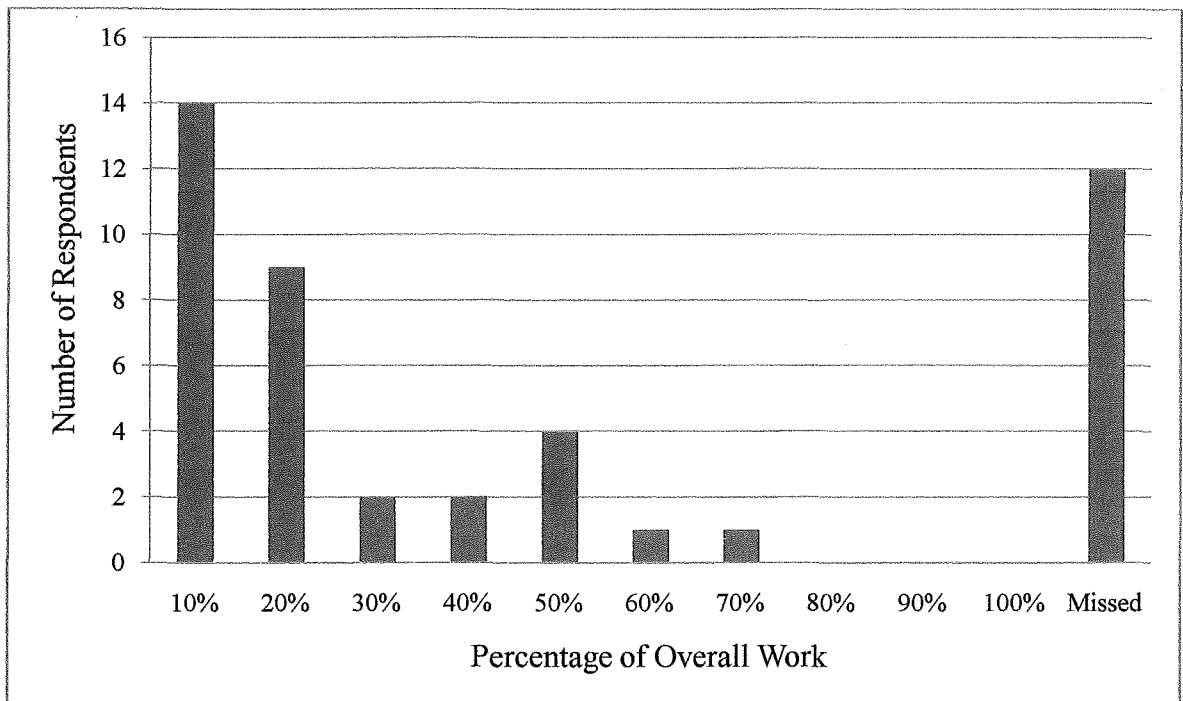


Figure 22. Percentage of overall forensic work spent on research related to forensic psychology, law and justice, or law enforcement.

Discussion

Results support the hypothesis that the practice of members of the APS College of Forensic Psychologists would fall under several models of forensic psychology, namely *Model B*, *Model C* and *Model D*. While no respondents practised solely under *Model F*, almost a third indicated that they do engage in research as part of their overall practice. Further to the research hypothesis, some members were also found to practise distinctly under *Model A* and *Model D*.

However it would appear that the narrow, purely investigative role that is the feature of *Model A* is not a common mode of practice for members of the APS College of Forensic Psychologists. As such, this model of forensic psychology can be considered as largely theoretical in Australia, as it is in the USA and Europe (McGuire, 1996; Packer, 2008). Similarly, a distinct focus on practising solely within the criminal justice system, as per *Model E*, is not common. Respondents were more likely to be involved with administrative and civil matters, than criminal matters. This suggests that the model of forensic psychology provided by the British Psychological Society (2009) would not be appropriate on a national level in Australia.

Rather, members of the APS College of Forensic Psychologists tend to practise under a broader conceptualisation of the field, as depicted under *Model B*, *Model C* and *Model D*. Collectively, over three quarters of respondents were found to practise under one of these models. As previously stated, the actual practice of forensic psychology under these models has the same features. The distinguishing factor between these models is the level and type of qualification held by those practicing.

While only a small portion of respondents held no postgraduate qualification, as per *Model D*, it should perhaps be a concern of the APS that psychologists are able to join a specialist college without such qualifications. These same issues exist for those

practising under *Model C*, where respondents indeed held a postgraduate qualification, however they had not completed any qualification specifically specialising in forensic psychology. Rather, respondents under this model had predominantly completed a postgraduate degree specialising in clinical psychology. Notably, the vast majority of respondents under these two models held extensive experience working in a forensic specialty area which should indeed be recognised and acknowledge. However, as Allan et al. (2000) suggest, this means of gaining specialist expertise is not standardised. As respondents who were considered as practising under *Model C* or *Model D* collectively account for nearly half of all respondents, it can be generalised that nearly half of all members of the APS College of Forensic Psychologists do not actually hold a specific qualification specialising in forensic psychology. If Australian standards are to be developed as equivalent to that in the USA and the UK, the APS standard cannot be considered appropriate for extension to a national level in its current form.

Over a third of respondents were found to practise under *Model B* and hence hold a qualification specifically in forensic psychology. If each model is considered discretely, then the majority of respondents were found to practise under this model. Practice under this model supports the notion that with all specialties it is vital that a degree of specialised training be inherent (Packer, 2008). This is a highly relevant issue when the specific ethics of legal proceedings are considered. Governing boards in the USA have clearly recognised this, and have thus developed appropriate practising standards and registration criteria for those wishing to practise under the actual title of forensic psychologist (American Board of Psychological Practice, 2009). The Psychologists Registration Board of Western Australia (2009) also holds a similar standard for those wishing to become a registered forensic psychologist in that state. Overall, it is apparent that including a requirement to have a forensic qualification for

registered forensic psychological practice in the future and on a national level would serve to create a level of standardisation within the field.

Importantly, almost a third of respondents reported that they engaged in relevant research as part of their overall forensic workload. Involvement in research relevant to the field of forensic psychology is vital to the development of the field (Christianson, 1996). This is an especially relevant issue for forensic psychology in Australia as large volumes of research are often generated from the USA and Canada, and hence may not be relevant to the Australian population (Christianson, 1996). Thus, it can be considered as highly important that Australian-based research is supported and continued into the future.

Notably some limitations are evident in this research. The wording of several questions made it impossible for the researcher to determine whether the respondent was referring to the civil justice system or the criminal justice system, or both (see Q 21, Appendix A). As such, it is possible that several more respondents could have been considered as practising under *Model E*. As this would have been relevant for only a few respondents and hence would not have impacted greatly on overall findings, it was considered appropriate to only include those respondents who clearly and decisively practised solely within the criminal justice system under *Model E*. Additionally, in asking respondents if they had given evidence in a court or tribunal (see Question 17, Appendix A), it was not clearly stated that this was in reference to oral evidence. However as other mediums of evidence, such as report writing, were covered in surrounding questions, this oversight was not considered to have impacted greatly on the respondents' understanding of the question and several made comments that they had interpreted the question as meaning oral evidence.

A further limitation may be the level to which this research can be generalised. While obtained results may provide a representation of APS College of Forensic Psychologists' members, results cannot necessarily be generalised to the entire population of psychologists who engage in forensic work across Australia. Future research could benefit from conducting similar survey research on a random sample of all Australian psychologists. Additionally, similar survey research should be conducted on members of the other APS colleges to explore how much forensic work is engaged in by specialists from other areas.

In summary, varied models of forensic psychology are evident both theoretically and in practice in all of the countries reviewed and in Australia. Specifically, members of the APS College of Forensic Psychologists were found to practise under each of the identified models of forensic psychology. While the type of qualification held and practice engaged in is currently widely varied between members, Australia is in a beneficial situation as the National Registration and Accreditation Scheme presents an opportunity to decisively define the field and standards required to practise under the specialist title of forensic psychologist. As the majority of respondents were found to practise under *Model B*, this model is perhaps the most appropriate for adoption across Australia. The qualification requirements and actual practice under this model can also be considered as equivalent to those in place under the American Board of Professional Psychology (2009) and under the Psychologists Registration Board of Western Australia (2009). By developing a standard based on the practice and qualification levels depicted in *Model B*, or similar, forensic psychology in Australia will become a standardised field and in a position to develop as an equivalent counterpart to the USA and other international bodies, while ensuring the credibility and future of the field in general.

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Appendix A
Draft Questionnaire

Forensic Psychology in Australia

To complete this questionnaire, simply use your computer mouse to navigate the cursor to the answer that is relevant to you, and click the left side to mark your choice on the questionnaire.

Default Section**1. In what State/Territory do you primarily practice?**

- ☐ ACT
- ☐ NSW
- ☐ NT
- ☐ QLD
- ☐ SA
- ☐ TAS
- ☐ VIC
- ☐ WA

2. How would you best describe your main work setting?

- ☐ In a private practice
- ☐ In a Government institution
- ☐ In an academic/research institution
- ☐ In a private practice and in a Government institution
- ☐ In a private practice and an academic institution
- ☐ In a non-Government organisation
- ☐ In a private practice and/or non-Government organisation

Other work setting (please specify)

3. How many years have you been a registered psychologist?

4. How many years have you been a member of the College of Forensic Psychologists?

- ☐ less than 1 year
- ☐ more than 1 year-less than 2
- ☐ more than 2 years-less than 3
- ☐ more than 3 years-less than 4
- ☐ more than 4 years-less than 5
- ☐ more than 5 years-less than 6
- ☐ more than 6 years-less than 7
- ☐ more than 7 years-less than 8
- ☐ more than 8 years-less than 9
- ☐ more than 9 years-less than 10
- ☐ more than 10 years

5. What type of membership do you have to the College of Forensic Psychologists?

- ☐ Full membership
- ☐ Associate membership
- ☐ Affiliate membership
- ☐ Student membership

6. Please indicate what university qualifications you have achieved- you may indicate more than one if applicable:

- ☐ BA/BSc
- ☐ BA/BSc Honours
- ☐ Four Year Degree (e.g. BPsych)
- ☐ University Certificate/Diploma after BA/BSc degree
- ☐ Masters Degree
- ☐ DPsych
- ☐ PhD incorporating coursework
- ☐ PhD by research only
- ☐ University Certificate/Diploma after postgraduate degree

Other-please specify area and level of qualification

If You Have Completed a Coursework Masters Degree:**7. If you completed a coursework Masters degree, in what specialist area was it?**

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

If You Have Completed a DPsych:**8. If you completed a Dpsych degree, in what specialist area was it?**

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

If You Have Completed a PHD:

9. If you completed a PhD by research, please indicate which option best describes your research:

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

10. If you completed a PhD that incorporated coursework, in what specialist area was it?

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

If You Have Completed a Post Grad Certificate/Diploma:

11. If you completed a university certificate or diploma after your postgraduate degree, in what specialist area was it?

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

12. How many hours of supervised practise have you had in the following psychological specialties?

	0	[1-25]	[26-50]	[51-75]	[76-100]	[101-125]	[126-150]	[151-175]	[176-200]	[200+]
Forensic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuropsychological	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational/developmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other area of supervised practise (please specify)

13. How many years of registered practise/experience do you have working in the following psychological specialty areas?

	0	1	2	3	4	5	6	7	8	9	10	10+
Forensic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuropsychological	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational/developmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify in space provided below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other area of practise/experience (please specify)

14. What percentage (%) of your OVERALL work as a psychologist would you describe as forensic work?

- ☐ 0-10%
☐ 10-20%
☐ 30-40%
☐ 40-50%
☐ 50-60%
☐ 60-70%
☐ 70-80%
☐ 80-90%
☒ 90-100%

15. In regard to your forensic work activities, what percentage (%) of that time would be spent engaged in the following activities:

	[0-10%]	[10-20%]	[20-30%]	[30-40%]	[40-50%]	[50-60%]	[60-70%]	[70-80%]	[80-90%]	[90-100%]
Performing psychological assessments and providing psychological reports for the courts and parole boards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appearing in court as an expert witness and giving professional opinions on psychological matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and delivering rehabilitative programs for offenders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing risk assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing and treating victims of crime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervening in child neglect and abuse cases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acting in family court matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting, training and counselling justice personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering psychological consulting services to legal and justice organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and/or implementing crime prevention programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carrying out research in forensic matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching forensic psychology or related subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessing and/or treating people who are involved in legal proceedings (e.g. victims of traffic or industrial accidents)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing preventative services to young people who are at risk of becoming entrenched in the legal system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing therapeutic services to offenders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other forensic task and percent of forensic workload (please specify)

16. What do you believe would be an ideal standard for forensic psychology in Australia in the future?

- ☐ 1) Holding a specialist forensic psychologist title should require: a) A postgraduate qualification in a specialist area of psychology, other than forensic. b) Postgraduate specialised training in forensic assessments, report writing and giving expert testimony in legal settings.
- ☐ 2): Holding a specialist forensic psychologist title should require: a) A postgraduate qualification in a specialist area of psychology, other than forensic. b) Postgraduate specialised training in theories of offending, victimology, and interventions developed for offenders and victims.
- ☐ 3): A combination of both (1) and (2).

None of the above. Please specify what you believe would be an ideal standard of forensic psychology for Australia in the space provided below:

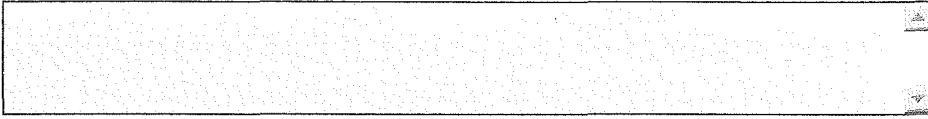
100

17. What is your main reason for gaining memberships with the College of Forensic Psychologists?

Please rank your reasons (1 = most important, 10 = least important)

[illegible]

18. This concludes the questionnaire. If you have any additional comments you would like to add, please do so in the space provided below.



TO SUBMIT YOUR COMPLETED QUESTIONNAIRE, SIMPLY SKIP TO THE NEXT PAGE AND CLICK 'DONE'.

Appendix B
Questionnaire

Forensic Psychology in Australia

Forensic Psychology in Australia

Thankyou for visiting this site. We appreciate your interest. To complete this questionnaire, simply use your computer mouse to navigate the curser to the answer that is relevant to you, and click the left side to mark your choice on the questionnaire.

Default Section

1. In what STATE OR TERRITORY do you primarily practice?

- ☐ WA
- ☐ NSW
- ☐ VIC
- ☐ NT
- ☐ SA
- ☐ TAS
- ☐ ACT
- ☐ QLD
- ☐ Overseas

2. How would you best describe your MAIN work setting?

- ☐ In a private practice
- ☐ In a Government institution
- ☐ In an academic/research institution
- ☐ In a private practice and in a Government institution
- ☐ In a private practice and an academic institution
- ☐ In a non-Government organisation
- ☐ In a private practice and/or non-Government organisation

Other work setting (please specify)

3. How many YEARS have you been a registered psychologist?

Forensic Psychology in Australia

4. What TYPE of membership do you currently have to the College of Forensic Psychologists?

- ☐ Full membership
- ☐ Associate membership
- ☐ Affiliate membership
- ☐ Student membership

5. How long have you held ANY TYPE OF MEMBERSHIP (Student, Affiliate, Associate or Full) to the College of Forensic Psychologists?

- ☐ less than 1 year
- ☐ more than 1 year-less than 2
- ☐ more than 2 years-less than 3
- ☐ more than 3 years-less than 4
- ☐ more than 4 years-less than 5
- ☐ more than 5 years-less than 6
- ☐ more than 6 years-less than 7
- ☐ more than 7 years-less than 8
- ☐ more than 8 years-less than 9
- ☐ more than 9 years-less than 10
- ☐ more than 10 years

Forensic Psychology in Australia

6. Please indicate how strongly you feel the following reasons explain WHY you have gained membership to the Forensic College:

	Not important	Somewhat important	Very important
Opportunity to network and communicate with like-minded people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To obtain professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To assist in the development of forensic psychology in Australia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To assist in improving the standards of forensic psychology in Australia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To enhance my credibility as a forensic psychologist and gain recognition of my competence in the forensic field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To enhance my career prospects and ability to gain the position of my choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To attend the conference at a cheaper rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To attend professional development events at a cheaper rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity to mentor/supervise or be mentored/supervised by people with similar interest and who work similar settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Forensic Psychology in Australia

7. Are you a member of any OTHER APS College/s?

Please indicate all other Colleges that are applicable:

- ☐ N/A
- ☐ Clinical
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

8. Please indicate all UNIVERSITY qualifications you have achieved:

- ☐ BA/BSc
- ☐ BA/BSc Honours
- ☐ Four Year Degree (e.g. BPsych)
- ☐ University Certificate/Diploma after BA/BSc degree
- ☐ Masters Degree
- ☐ DPsych
- ☐ PhD incorporating coursework
- ☐ PhD by research only
- ☐ University Certificate/Diploma after postgraduate degree

Other-please specify area and level of qualification

If You Have Completed a Coursework Masters Degree:

Forensic Psychology in Australia

9. If you completed a coursework MASTERS degree, in what specialist area was it?

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

If You Have Completed a DPsych:

10. If you completed a DPSYCH degree, in what specialist area was it?

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

If You Have Completed a PHD:

Forensic Psychology in Australia

11. If you completed a PhD by RESEARCH, please indicate which option best describes your research:

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

12. If you completed a PhD that incorporated COURSEWORK, in what specialist area was it?

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

If You Have Completed a Post Grad Certificate/Diploma:

Forensic Psychology in Australia

13. If you completed a university CERTIFICATE OR DIPLOMA after your postgraduate degree, in what specialist area was it?

- ☐ N/A
- ☐ Clinical
- ☐ Forensic
- ☐ Developmental/educational
- ☐ Neuropsychology
- ☐ Community
- ☐ Sport
- ☐ Organisational
- ☐ Counselling
- ☐ Health

Other (please specify)

14. How many hours of SUPERVISED practise have you had in the following psychological specialties?

	0	[1-50]	[51-100]	[101-150]	[151-200]	[200+]
Forensic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuropsychological	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational/developmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other area of supervised practise (please specify)

Forensic Psychology in Australia

15. How many years of EXPERIENCE do you have working in the following psychological specialty areas?

	0	1	2	3	4	5	6	7	8	9	10	10+
Forensic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuropsychological	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational/developmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify in space provided below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other area of practise/experience (please specify)

Forensic Psychology in Australia

16. Do you write REPORTS for any of the following courts, tribunals or bodies in which you are asked to express opinions regarding the psychological functioning of people:

- ☐ N/A
- ☐ Administrative tribunals
- ☐ Civil courts
- ☐ Children's court on criminal matters
- ☐ Children's court on child protection matters
- ☐ Criminal courts (Adult)
- ☐ Criminal injuries compensation/victim compensation bodies
- ☐ Equal opportunity tribunal
- ☐ Family courts
- ☐ Guardianship boards
- ☐ Immigration tribunals
- ☐ Mental health review boards
- ☐ Prison review or parole boards
- ☐ Worker's compensation boards or tribunals
- ☐ Other similar bodies (please specify)

Forensic Psychology in Australia

17. Do you give EVIDENCE in the following courts, tribunals or bodies during which you express opinions regarding the psychological functioning of people:

- ☐ N/A
- ☐ Administrative tribunals
- ☐ Civil courts
- ☐ Children's court on criminal matters
- ☐ Children's court on child protection matters
- ☐ Criminal courts (Adult)
- ☐ Criminal injuries compensation/victim compensation bodies
- ☐ Equal opportunity tribunal
- ☐ Family courts
- ☐ Guardianship boards
- ☐ Immigration tribunals
- ☐ Mental health review boards
- ☐ Prison review or parole boards
- ☐ Worker's compensation boards or tribunals
- ☐ Other similar bodies (please specify)

Forensic Psychology in Australia

18. Do you provide CONSULTANCY SERVICES to lawyers or organisations that make legal or quasi-legal decisions related to the following courts, tribunals or bodies:

- ☐ N/A
- ☐ Administrative tribunals
- ☐ Civil courts
- ☐ Children's court on criminal matters
- ☐ Children's court on child protection matters
- ☐ Criminal courts (Adult)
- ☐ Criminal injuries compensation/victim compensation bodies
- ☐ Equal opportunity tribunal
- ☐ Family courts
- ☐ Guardianship boards
- ☐ Immigration tribunals
- ☐ Mental health review boards
- ☐ Prison review or parole boards
- ☐ Worker's compensation boards or tribunals
- ☐ Other similar bodies (please specify)

Forensic Psychology in Australia

19. Do you provide REPORTS OR CONSULTANCY SERVICES to institutions for internal use expressing opinions regarding the psychological functioning of people in matters that may eventually lead to proceedings in the following courts, tribunals or bodies:

- ☐ N/A
- ☐ Administrative tribunals
- ☐ Civil courts
- ☐ Children's court on criminal matters
- ☐ Children's court on child protection matters
- ☐ Criminal courts (Adult)
- ☐ Criminal injuries compensation/victim compensation bodies
- ☐ Equal opportunity tribunal
- ☐ Family courts
- ☐ Guardianship boards
- ☐ Immigration tribunals
- ☐ Mental health review boards
- ☐ Prison review or parole boards
- ☐ Worker's compensation boards or tribunals
- ☐ Other similar bodies (please specify)

Forensic Psychology in Australia

20. What percentage (%) of your OVERALL work as a psychologist would you describe as forensic work?

- ☐ 0-10%
- ☐ 10-20%
- ☐ 30-40%
- ☐ 40-50%
- ☐ 50-60%
- ☐ 60-70%
- ☐ 70-80%
- ☐ 80-90%
- ☐ 90-100%

Forensic Psychology in Australia

21. In regard to the FORENSIC ACTIVITIES you undertake as a psychologist, indicate approximately what percentage (%) of time you are engaged in the following activities (Note that sum of the total value of the chosen categories should not exceed 100%):

	%
Performing psychological assessments of which the primary focus is to generate information that you will use to provide psychological opinions regarding people that will be used directly or indirectly by a person or body to make a legal or quasi legal decisions regarding the people in respect of whom the opinion was expressed.	<input type="text"/>
Writing reports in which you provide psychological opinions regarding people to persons, organisations or bodies that will directly or indirectly use the opinion to make a legal or quasi legal decision regarding the people in respect of whom the opinion was expressed.	<input type="text"/>
Giving evidence to courts or tribunals during which you express opinions regarding the psychological functioning of people on whom you have done a forensic assessment	<input type="text"/>
Providing consultancy services to lawyers or organisations that make legal or quasi legal decisions	<input type="text"/>
Intervening in child neglect and abuse matters	<input type="text"/>
Doing clinical, counselling, neuropsychological or other psychological assessments and interventions that have a therapeutic focus with the victims or perpetrators of civil or criminal wrongs	<input type="text"/>
Managing, designing and or delivering rehabilitative programs for offenders	<input type="text"/>
Assessing, treating, rehabilitating or managing victims of criminal or civil wrongs (e.g. victims of traffic or industrial accidents)	<input type="text"/>
Designing and or delivering crime prevention programs	<input type="text"/>
Designing and or delivering programs aimed at preventing the perpetration of civil wrongs (e.g., reducing the risk of work place injuries or harassment)	<input type="text"/>
Doing research related to forensic psychology, law and justice, or law enforcement	<input type="text"/>
Teaching forensic psychology or related subjects	<input type="text"/>
Managing a forensic service	<input type="text"/>
Selecting, training and counselling justice, correctional or law enforcement personnel	<input type="text"/>
Other (please specify in text box below)	<input type="text"/>
Other:	
<input type="text"/>	

Forensic Psychology in Australia

22. What do you believe would be an IDEAL standard for forensic psychology in Australia in the future?

- ☐ 1) Holding a specialist forensic psychologist title should require: a) A postgraduate qualification in a specialist area of psychology, other than forensic. b) Postgraduate specialised training in forensic assessments, report writing and giving expert testimony in legal settings.
- ☐ 2): Holding a specialist forensic psychologist title should require: a) A postgraduate qualification in a specialist area of psychology, other than forensic. b) Postgraduate specialised training in theories of offending, victimology, and interventions developed for offenders and victims.
- ☐ 3): A specialist forensic postgraduate qualification that covers a combination of both 1(b) and 2(b).
- ☐ 4) None of the above

If (4) please specify what you believe would be an ideal standard of forensic psychology for Australia in the space provided below:

23. This concludes the questionnaire. If you have any additional comments you would like to add, please do so in the space provided below.

TO SUBMIT YOUR COMPLETED QUESTIONNAIRE, SIMPLY SKIP TO THE NEXT PAGE AND CLICK 'DONE'.

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Appendix C
Information Letter

Dear Participant

I am currently completing a Bachelor of Arts in Psychology (Honours) and as part of this degree I am undertaking a research project on forensic psychology, specifically members of the APS College of Forensic Psychologists. As you are currently a member, I am interested in your views.

The aim of this study is to collect anonymous data about members of the Forensic College to develop a profile of such professionals. An additional aim of this study is to gather the views of Forensic College members regarding an ideal standard of the field of forensic psychology for the future.

The questionnaire is brief and should take you no more than 10 minutes to complete. You will be asked for information regarding your qualifications, experience and current work activities in forensic psychology. You will also be asked to provide an opinion of what standard of the field you believe would be ideal in the future.

This research has been approved by Computing, Health and Science Faculty Ethics Committee and any further questions may be directed to the email address provided where I will endeavour to answer them as soon as possible. Your involvement in this research is completely voluntary and you may withdraw from the study at any time. If you have any concerns regarding the project you may contact myself, the project supervisors or a person independent of the project at:

Dr Justine Dandy
Telephone: 6304 5105
Facsimile: 6304 5834
Email: j.dandy@ecu.edu.au
Location: JO30.207
Edith Cowan University
270 Joondalup Drive
JOONDALUP WA 6027

To participate in this research, follow the link provided with this email. This will direct you to a survey website that contains the questionnaire. Once you have completed the survey, please press the submit button. This ensures that the data is received and stored in the researcher's password protected account. By providing you with the questionnaire in this way, you are ensured confidentiality and completed questionnaires remain anonymous, even to the researchers. I ask that if you intend to participate, that you do so by the **10th of August 2009** so that your information and opinions are included in the research.

A summary of the research findings will be published in the Profiler and may be submitted for publication in a peer reviewed journal. I appreciate the time you have taken to assist in this research project, and hope the results will be of some benefit to you in the future.

Regards,

Brooke Harvey
Faculty of Computing, Health and Science
brooke.harvey@ecu.edu.au

Professor Alfred Allan (Supervisor)
Faculty of Computing, Health and Science
a.allan@ecu.edu.au

Dr Maria Allan (Co-Supervisor)
Faculty of Computing, Health and Science
m.allan@ecu.edu.au

Survey Link:

http://www.surveymonkey.com/s.aspx?sm=1RkrNOu77gvocajcOEK_YFA_3d_3d

Appendix D

Thankyou Letter

Dear Participant,

I would like to take this opportunity to thank you for participating in this research project concerning forensic psychology in Australia. The new National Registration and Accreditation Scheme presents an exciting time for the field of forensic psychology, and I hope that you may benefit from any input this research has in the future. It is the researcher's aim to have the results published in a psychology journal and additionally in The Profiler-the newsletter of the College of Forensic Psychologists-so that you may peruse any significant findings.

Your time was most appreciated.

Regards,

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Australian Psychologist

Instructions for Authors

The journal publishes work that is of direct professional relevance to psychologists or of general relevance within Australian psychology. This includes original contributions to scientific knowledge, state-of-the-art reviews of professional and applied areas and reviews and essays on matters of general relevance to psychologists, and manuscripts which address matters of general, professional and public relevance, techniques and approaches in psychological practice, professional development issues, and professional and public policy issues. Commentaries on matters arising from anything published in the journal may also be submitted for consideration for publication.

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Manuscripts should be between 4,000 and 7,000 words in length, excluding references, figures and tables, and authors should clearly note ON THE TITLE PAGE the exact word count of their manuscript, excluding tables, etc. In preparing manuscripts, contributors should follow the rules set out in the Publication Manual of the American Psychological Association (fifth edition). An abstract of no more than 200 words should be included. Note especially the proper style for references, both in the text and in the reference list. Tables should be typed one to a page at the end of the article, with notations as to their appropriate placement in the text. Diagrams and figures must be of a professional quality. A margin of at least 3 cm should be left on all four sides.

Spelling should conform to the Macquarie Dictionary (third edition, revised). For other matters of style and spelling, the Style Manual for Authors, Editors and Printers (sixth edition, Wiley) should be consulted. Manuscripts that do not meet these standards may be returned without review.

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