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| Course Code: | 1010CCJ |
| Course Name: | Introduction to Forensic Psychology |
| Trimester: | Trimester 3, 2018 |
| Program: | Diploma of Criminology & Criminal Justice |
| Credit Points: | 10 |
| Course Coordinator: | Wendy Broxham |
| Document modified: | 18 October 2018 |

Teaching Team

Lecturer: Wendy Broxham
Tutor: Wendy Broxham
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Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "MyTimetable" link.

Prerequisites

There are no prerequisites for this course

Brief Course Description

This course provides an introduction to the various domains of expertise of forensic psychologists. It examines the way in which psychologists produce and use psychological theory and research within the criminal justice setting. In particular, the course focuses on the use of psychological assessments in court, issues of criminal responsibility and predicting dangerousness, jury processes and decision making, eyewitness testimony, the use of psychological knowledge in prisons, and the psychology of criminal behaviour.

Rationale

The study of forensic psychology in Australia has expanded dramatically over the past decade and a half. This is due in part to an increased interest in the field by students as well as an increased demand in the workforce (particularly in corrections) for graduates with skills in forensic psychology. There is a growing awareness of the value of studying and applying psychological principles to the legal system. This course offers an introduction to forensic psychology.

One of the most common questions about forensic psychology is: What is forensic psychology? The term 'forensic' literally means 'of the courts', so forensic psychology is essentially the 'psychology of the courts'. For the purpose of this course we use the term forensic psychology to refer to both the production of knowledge (research and theory) and application of knowledge (professional practice) as it relates to the criminal justice system and offenders.

Aims

The course allows students to focus on both the academic and vocational aspects of forensic psychology and will assist in developing skills to critically evaluate criminal justice processes. With this in mind, the three aims of the course are:

1. To examine the various ways that psychologists interact with the legal system and apply research and theory to legal problems
 2. To provide a working knowledge of the psychological theories that underpin human behaviour in the criminal justice system, including the behaviour of witnesses, children, jurors, and offenders
 3. To critically review the research in forensic psychology and to enable students to become intelligent consumers of this research
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Learning Outcomes

Upon successful completion of this course students will be able to:

1. Be able to describe the various ways that psychologists interact with the legal system
 2. Understand the importance and limitations of psychological research to the application of legal processes
 3. Understand the importance of developing testable theories and how these theories help to explain and predict human behaviour within the legal system
 4. Be able to articulate the tensions that exist between psychology and law
 5. Have acquired and improved core skills and competencies relevant to criminology and in line with the Griffith Graduate, including: (a) ability to communicate effectively through tutorial or web-based discussions (b) be information literate, by developing skills in criminological research including finding and using empirical research published in academic journals (c) ability to work autonomously, including gathering resources and producing written work; ability to work in teams during tutorials (d) critical reading and evaluation of current academic literature and research in the field (e) ability to manage time and multiple tasks, and (f) effective writing skills
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Texts and Supporting Materials

Required Reading:

Howitt, D. (2012). Introduction to Forensic and Criminal Psychology. (4th ed). Pearson Education Limited: Essex, England.

See the 'Weekly Teaching Schedule' table below for the list of weekly readings.

Organisation and Teaching Strategies

Each week, you are required to attend 4 hours of contact time in class consisting of lectures (2 hours per week), and tutorials/workshops (1 hour tutorial and 1 hour workshop per week). To achieve the course objectives, a lecture complemented by the required text will deliver the primary course content. The lectures will develop your understanding of the topics covered within the course. The tutorials/workshops are oriented towards solving problems that are related to concepts and issues that have been introduced in lectures and the required reading. The tutorials/workshops will also provide you with the opportunity to ask any unresolved questions and develop a solid foundation for understanding the lecture, textbook, and other material.

Content Schedule

Attendance:

Your attendance in class will be marked twice during your four contact hours. To receive full attendance, you must be present in the classroom on both occasions.

Program Progression:

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Lecture Notes & Course Materials:

You are required to bring a copy of the lecture notes printed from the Griffith College website and any other required course materials to classes each week.

Independent Study:

You are expected to reinforce your learning gained during class time by undertaking sufficient independent study. For this 10 Credit Point course, you will need to spend at least 10 hours per week engaged in activities that will help your learning and fulfil the course objectives. Thus, provided you have well used the 4 hours per week of formal contact, you would then complete at least 6 hours per week of independent study.

Weekly Teaching Schedule

| Week | Lecture Topic | Tutorial Topic | Reading |
|------|---|--|--|
| 1 | Introduction to Forensic Psychology | Referencing and plagiarism | Howitt (Chapter 1: What is forensic and criminal psychology?) |
| | Crime in Context | Annotated bibliography, essay writing, sample essays, and paraphrasing | Howitt (Chapter 2: The social context of crime; Chapter 3: Crime and the public) |
| 2 | Theories of Crime | Understanding how theory relates to reality | Howitt (Chapter 5: Theories of Crime) |
| 3 | Juvenile Delinquency and Juvenile Justice | Juvenile delinquency | Howitt (Chapter 6: Juvenile offenders and beyond) |
| 4 | Violent Offenders | Stalkers | Howitt (Chapter 8: Violent offenders) |
| 5 | Sexual Offenders | Sexual Offenders | Howitt (Chapter 9: Sexual offenders 1: rapists; Chapter 10: Sexual offenders 2: paedophiles and child molestation) |
| 6 | Eyewitness Testimony | When eyewitness testimony goes wrong; Feedback on annotated bibliography | Howitt (Chapter 13: Eyewitness testimony) |
| 7 | Profiling | Profiling | Howitt (Chapter 14: Profile analysis 1: FBI-style; Chapter 15: Profile analysis 2: investigative psychology and statistical profiling) |
| 8 | False Allegations and Confessions | Psychology of evidence | Howitt (Chapter 16: False allegations; Chapter 17: False confessions) |
| 9 | Mental Health Law and Offending | Criminal responsibility | Howitt (Chapter 21: Mental disorders and crime; Chapter 22: Mental, personality and intellectual problems in court) |
| 10 | Juries and Decision Making | Jury decision making | Howitt (Chapter 24: Juries and decision making) |
| 11 | Assessment of risk, dangerousness, and recidivism | Predicting dangerousness | Howitt (Chapter 27: Assessment of risk, dangerousness and recidivism) |
| 12 | Course Review | Practice Exam | |

Assessment

This section sets out the assessment requirements for this course.

Summary of Assessment

| Item | Assessment Task | Weighting | Relevant Learning Outcomes | Due Date |
|------|--|-----------|----------------------------|-------------------|
| 1 | Assignment - Planning Document Research and Referencing | 20% | 2,3,4,5 | Friday Week 6 |
| 2 | Assignment - Research-based Assignment Essay | 40% | 2,3,4,5 | Monday Week 10 |
| 3 | Exam - Selected response and short answer | 40% | 2,3,5 | Exam Period |

Assessment Details

(1) Research and Referencing

Type: Assignment - Planning Document

Learning Outcomes Assessed: 2, 3, 4, 5

Due Date: Friday Week 6

Weight: 20%

Task Description:

Length: 1000 words

Students must submit an research and referencing essay discussing 2 articles from four to be provided from academic journals -Tutors will provide guidance to students about what is expected from them in this piece of assessment in tutorials in Week 2/3. Students are expected to incorporate feedback from their research and referencing essay to think critically about the literature they will use in - their arguments in their essays (Assessment Item 2).

Criteria & Marking:

Students will be assessed on their ability to:

- Identify three key research articles
- Summarise key findings and implications from research articles
- Analyse research articles highlighting strengths and weaknesses
- Discuss the use and relevance of the articles to their essay argument
- Follow APA writing conventions

Submission: Students must submit once via Turnitin. No paper copy is required to be submitted.

(2) Essay

Type: Assignment - Research-based Assignment

Learning Outcomes Assessed: 2, 3, 4, 5

Due Date: Monday Week 10

Weight: 40%

Task Description:

Length: 2000 words

Students must submit an essay addressing one of the three topics below. In completing the essay students are required to review and include at least five articles published in academic journals that relate to the essay question. Three of these articles should be the ones used in the research and referencing assessment. The essays should be clearly argued and reflect your critical thinking on the topic. The tutorial for Week 2/3 will provide guidance about essay writing. Further information will be available in the assessment folder on the portal unit site.

1) *Risk assessment should be used as a tool for children coming into contact with the CJS. Discuss*

2) *Children are not able to provide reliable eyewitness testimony. Discuss*

3) *Is FBI profiling effective and should it be used in the CJS? Discuss*

The School of Criminology has an Essay Writing and Study Guide available on its website at http://www4.gu.edu.au/arts/ccj/study_guide/. This will provide you with help in getting started with your essay.

Criteria & Marking:

Students will be assessed on their ability to:

- Identify a minimum of five key research articles
- Summarise key findings and implications from research articles
- Analyse research articles highlighting strengths and weaknesses
- Use the articles to form an empirically based argument
- Follow APA writing conventions and a structured essay style

Submission: Students must submit once via Turnitin. No paper copy is required to be submitted.

(3) Exam

Type: Exam - selected response and short answer

Learning Outcomes Assessed: 2, 3, 5

Due Date: Examination Period

Weight: 40%

Perusal: 10 minutes

Duration: 120 minutes

Format: Closed Book

Task Description:

The final exam will consist of 40 multiple-choice items and eight short response items and will cover content presented in the set readings for Weeks 1 through 12 as well as the lectures. Students are encouraged to familiarise themselves with both lecture content and the text book to prepare for the exam. The exam will assess students' comprehension of the set readings. The exam is closed-book and will take place during the University exam period.

Criteria & Marking:

Your grades will be awarded from the following classifications:

High Distinction: Demonstrated a complete and comprehensive understanding of the course content; development of relevant skills to a comprehensive level; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; and achievement of all aims of the course

Distinction: Demonstrated a very high level of understanding of content; development of relevant skills to a very high level of interpretative and analytical ability and intellectual initiative; and achievement of all aims of the course.

Credit: Demonstrated a high level of understanding of course content; development of relevant skills to a high level; demonstration of a high level of interpretative and analytical ability; and achievement of most aims of the course.

Pass: Demonstrated satisfactory understanding of most of the course content, development of relevant skills to a satisfactory level; adequate interpretative and analytical ability evidenced and a satisfactory number of aims achieved.

Fail: Demonstrated inadequate level of understanding of the course content; failure to develop relevant skills; insufficient evidence of interpretative and analytical ability and failure to achieve some or all of the aims of the course.

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Extensions

To apply for an extension of time for an assessment item you must submit a written request to your lecturer via the Student Website at least 48 hours before the date the assessment item is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. medical certificate]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Penalties for late submission without an approved extension

Penalties apply to assignments that are submitted after the due date without an approved extension. Assessment submitted after the due date will be penalised 10% of the TOTAL marks available for assessment (not the mark awarded) for each day the assessment is late. Assessment submitted more than five days late will be awarded a mark of zero (0) For example:

- > 5 minutes and <= 24 hours 10%
- > 24 hours and <= 48 hours 20%
- > 48 hours and <= 72 hours 30%
- > 72 hours and <= 96 hours 40%
- > 96 hours and <= 120 hours 50%
- > 120 hours 100%

Note:

- Two day weekends will count as one day in the calculation of a penalty for late submission.
- When a public holiday falls immediately before or after a weekend, the three days will count as one day in the calculation of a penalty for late submission.
- When two public holidays (e.g. Easter), fall immediately before or after, or one day either side of a weekend, the four days will count as two days in calculating the penalty for late submission.
- When a single public holiday falls mid-week, the day will not be counted towards the calculation of a penalty.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

Assessment Feedback

Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).

Generic Skills

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills | Taught | Practised | Assessed |
|----------------------------------|--------|-----------|----------|
| Written Communication | Yes | Yes | Yes |
| Oral Communication | Yes | Yes | |
| Information Literacy | Yes | Yes | Yes |
| Secondary Research | Yes | Yes | Yes |
| Critical and Innovative Thinking | Yes | Yes | Yes |
| Academic Integrity | Yes | Yes | Yes |
| Self Directed Learning | Yes | Yes | Yes |
| Team Work | | Yes | |
| Cultural Intelligence | Yes | Yes | Yes |
| English Language Proficiency | Yes | Yes | Yes |

Academic Integrity

Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of a breach of academic integrity made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor. Please ensure that you are familiar with the [Griffith College Academic Integrity Policy](#); this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Academic Integrity Policy on the Griffith College website – Policy Library.

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