



1. General Course Information

1.1 Course Details

Course Code:	1010CCJ
Course Name:	Introduction to Forensic Psychology
Trimester:	Trimester 3, 2019
Program:	Diploma of Criminology and Criminal Justice
	In Person
	Mt Gravatt/Gold Coast
Credit Points:	10
Course Coordinator:	Wendy Broxham
Document modified:	14 October 2019

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.

Assumed Knowledge

Not Applicable

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

Name	Email
Wendy Broxham	Wendy.broxham@staff.griffithcollege.edu.au

1.3 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 "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course 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

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Identify the various ways that psychologists interact with the legal system
2. Discuss the importance and limitations of psychological research to the application of legal processes
3. Describe the importance of developing testable theories and how these theories help to explain and predict human behaviour within the legal system
4. Articulate the tensions that exist between psychology and the law
5. Critically evaluate current academic literature and research in the field.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

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

3. Learning Resources

3.1 Required Resources

Howitt, D. (2012). Introduction to Forensic and Criminal Psychology. (6th ed). Pearson Education Limited: Essex, England.

3.2 Recommended Resources

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.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

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].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

4.1 Weekly Learning Activities

Week	Topic	Activity	Readings	Learning Outcomes
1	Intro to Forensic Psychology/Crime in Context	Lecture	Howitt: Chapters 1 - 3	1, 2, 4
2	Theories of Crime	Lecture	Howitt: Chapter 5	3, 5
3	Juvenile Delinquency and Juvenile Justice	Lecture	Howitt: Chapter 6	1, 3, 5
4	Violent Offenders	Lecture	Howitt: Chapter 8	1, 3, 5
5	Sexual Offenders	Lecture	Howitt: Chapters 9 & 10	1, 3, 5
6	Eyewitness Testimony	Lecture	Howitt: Chapter 13	1, 3, 5
7	Profiling	Lecture	Howitt: Chapters 14 & 15	1, 3, 5
8	False Allegations and Confessions	Lecture	Howitt: Chapters 16 & 17	1, 3, 5
9	Mental Health Law and Offending	Lecture	Howitt: Chapters 21 & 22	1, 3, 5
10	Juries and Decision Making	Lecture	Howitt: Chapter 24	1, 3, 5
11	Assessment of Risk, Dangerousness & Recidivism	Lecture	Howitt: Chapter 27	1, 3, 5
12	Course Review	Practice Exam		1, 2, 3, 4, 5

5. Assessment Plan

5.1 Assessment Summary

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

5.2 Assessment Detail

(1) Research and Referencing

Type: Assignment - Planning Document

Learning Outcomes Assessed: 2, 3, 4, 5

Weight: 20%

Length: 1000 words

Task Description:

Students must submit a planning document discussing 2 articles: one to be supplied, and one to be researched by the student. 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 one key research article
- 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 MyStudy.

(2) Essay

Type: Assignment - Research-based Assignment

Learning Outcomes Assessed: 2, 3, 5

Weight: 40%

Length: 2000 words

Task Description:

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) *Psychological research shows that eyewitness testimony is not always accurate, therefore it should not be used in the criminal justice system. Discuss.*
- 2) *Females are incapable of being sex offenders. Discuss.*
- 3) *Juvenile delinquency is on the rise and therefore young people should be named and shamed. 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 MyStudy

(3) Exam

Type: Exam - selected response and short answer

Learning Outcomes Assessed: 2, 3, 5

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.

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

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

5.4 Other Assessment Information

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.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment 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. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. 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).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support> Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

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 an allegation of a breach of academic integrity being 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 Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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