



1. General Course Information

1.1 Course Details

Course Code:	1010CCJ
Course Name:	Introduction to Forensic Psychology
Trimester:	Trimester 2020
Program:	Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	Wendy Broxham
Document modified:	1 June 2020

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

Nil

1.2 Teaching Team

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

Name	Email
Wendy Broxham	webr@portal.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 found on the Moodle Course Site.

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 with a camera and a microphone.

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. Critically evaluate current academic literature and research in the field of Forensic Psychology



2.3 Generic Skills and Capabilities

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 and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking		✓	✓	
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

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

3.2 Recommended Learning Resources

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

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 academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.

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 Information about your Learning

Attendance

You are expected to actively engage in all learning experiences and learning activities which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to 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 Learning

In order to enhance your learning, you need to prepare before participating in the learning experiences. Absorb the learning content and complete the learning activities that are provided online before you attend the scheduled learning experiences. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. 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 Learning Materials

Learning materials are made available to you in MyStudy on the Griffith College Portal. The learning materials are arranged in Modules. In each Module you will find the learning content, learning activities and learning experiences. Actively working your way through these course learning materials together with your lecturer or tutor will prepare you to succeed when completing the evidence of learning (assessment).

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your lecturer or tutor. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning (assessment) beyond that given to you, 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 Content, Learning Activities and Learning Experiences

4.1 Modules for Learning and Weekly Learning Content, Learning Activities and Learning Experience

	Learning Content 	Learning activities 	Learning experiences 	Evidence of learning 	Learning outcome 
Module 1					
1	Intro to Forensic Psychology/Crime in Context	Video lectures; revision sheet	Course Outline; Group questions activity; TED talk Stanford Prison Experiment	Howitt: Chapters 1 - 3	1, 2
2	Theories of Crime	Video lectures; revision sheet	Kahoot; Journal article discussion; Social Learning Theory activity	Howitt: Chapter 5	3
Module 2					
3	Juvenile Delinquency and Juvenile Justice	Video lectures; revision sheet	Group discussion - TED talk, Columbine Massacre; Youth Justice Conferencing Video and activity; Essay preparation	Howitt: Chapter 6	3
4	Violent Offenders	Video lectures; revision sheet	Kahoot; Stalking activity from reading; Mr X activity; Essay preparation	Howitt: Chapter 8	3
5	Sexual Offenders	Video lectures; revision sheet	Rapists reading and discussion; Dennis Ferguson activity sheet; Essay preparation	Howitt: Chapters 9 & 10	3

	Module 3				
6	Eyewitness Testimony	Video lectures; revision sheet	Kahoot; TED talk Elizabeth Loftus with activity sheet; Ronald Cotton video and group activity; Eyewitness identification videos; Essay preparation	Howitt: Chapter 13	4
7	Profiling	Video lectures; revision sheet	Building an FBI profile activity	Howitt: Chapters 14 & 15	4
8	False Allegations and Confessions	Video lectures; revision sheet	Kahoot; TED talk and activity sheet; Michael Crowe case - video and group discussion	Howitt: Chapters 16 & 17	4
9	Mental Health Law and Offending	Video lectures; revision sheet	Kahoot; Two case studies - activity; Practice exam questions	Howitt: Chapters 21 & 22	4
	Module 4			Module 3	
10	Juries and Decision Making	Video lectures; revision sheet	Jury activity; Practice exam questions	Howitt: Chapter 24	4
11	Assessment of Risk, Dangerousness & Recidivism	Video lectures; revision sheet	Predicting recidivism activity; Practice Exam questions	Howitt: Chapter 27	4
12	Course Review	Video lectures	Kahoot; practice exam		



5. Evidence of Learning (Assessment Plan)

5.1 Evidence of Learning Summary

	 Evidence of learning	 Weighting	 Learning outcome	 Due Date
1	Quiz	10%	1, 2	Week 3
2	Essay	30%	3	Week 7
3	Debate	20%	3	Week 10
4	Exam	40%	1, 2, 3	Exam Period

5.2 Evidence of Learning Task Detail

Evidence of Learning: Quiz

Due Date: Week 3

Weight: 10%

Task Description:

Students will undertake a quiz from the worksheet supplied in Week 3 to test knowledge of how crime is contextualised and why theory is important to the study of Forensic Psychology.

The quiz will consist of multiple choice and short answer questions. Further information will be provided in class.

Evidence of Learning 2: Research Essay

Type: Assignment - Research-based Assignment

Weight: 30%

Due Date: Week 7

Length: 1500 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. 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.

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 through the Course Portal

Evidence of Learning 3: Debate

Type: Debate

Due Date: Week 10

Weight: 20%

Task Description:

Based on the course readings and Week 6 of Module 3, prepare the opening statements for the affirmative and opposing sides in a debate on the following proposition:

Psychological research shows that eyewitness testimony is not always accurate, therefore it should not be used in the criminal justice system.

Each student will submit in writing the opening statement for the affirmative (500 words) and the negative (500 words) - a total of 1,000 words (+/- 10%)

So the affirmative team would argue that eyewitness testimony is not always accurate and should not be used, and the negative team will argue that eyewitness testimony is accurate and should be used.

You should draw on the concepts of eyewitness testimony and accuracy based on theoretical understandings and using empirical sources to support each side of the argument.

Guidance will be provided in class for the writing of this assessment. A 'Frequently Asked Questions' document is available on the portal.

Evidence of Learning 4: Exam

Type: Exam - selected response and short answer

Learning Outcomes Assessed: 1, 2, 3

Weight: 40%

Perusal: 10 minutes

Duration: 120 minutes

Format: Online

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 College exam period.

5.3 Late Submission

An evidence of learning (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. Evidence of learning 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 Information about Evidence of Learning

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 evidence of learning item, 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 Evidence of Learning Items

1. Marks awarded for in-trimester evidence of learning 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 evidence of learning 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 final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning 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 of evidence of learning 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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