



1. General Course Information

1.1 Course Details

| | |
|----------------------------|---|
| Course Code: | 1010CCJ |
| Course Name: | Introduction to Forensic Psychology |
| Trimester: | Trimester 3, 2021 |
| Program: | Diploma of Criminology and Criminal Justice |
| Credit Points: | 10 |
| Course Coordinator: | Wendy Broxham |
| Document modified: | 27 September 2021 |

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 teacher can be contacted via the email system on the portal.

| Name | Email |
|---------------|------------------------------------|
| Wendy Broxham | webr@portal.griffithcollege.edu.au |

1.3 Staff Consultation

Your teacher is available each week for consultation outside of normal class times. Times that your teacher 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. (2018). 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 - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with the Epigeum to Academic Integrity online modules within the suite of Academic and Professional Studies courses.

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 a concern to your teacher'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 Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning tasks (assessment) in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

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 teacher. 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 teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher by completing course and teacher 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 experiences  | Learning activities  | Evidence of learning  | Learning outcome  |
|--|--|--|--|--|--|
| Module 1- Introduction and Theories | | | | | |
| 1 | Intro to Forensic Psychology/Crime in Context | Course Outline; team questions activity; TED talk Stanford Prison Experiment | Video learning experience; revision sheet Howitt: Chapters 1 - 3 | | 1, 2 |
| 2 | Theories of Crime | Kahoot; Journal article discussion; Social Learning Theory activity | Video learning experience; revision sheet Howitt: Chapter 5 | | 3 |
| Module 2 – Offender Types | | | | | |
| 3 | Juvenile Delinquency and Juvenile Justice | Team discussion - TED talk, Columbine Massacre; Youth Justice Conferencing Video and activity; Essay preparation | Video learning experience; revision sheet Howitt: Chapter 6 | Quiz Due 10% | 3 |
| 4 | Violent Offenders | Kahoot; Stalking activity from reading; Mr X activity; Essay preparation | Video learning experience; revision sheet Howitt: Chapter 8 | | 3 |
| 5 | Sexual Offenders | Rapists reading and discussion; Dennis Ferguson | Video learning experience; revision sheet | | 3 |

| | | | | | |
|---|---|---|--|-------------------------------|----------|
| | | activity sheet; Essay preparation | Howitt: Chapters 9 & 10 | | |
| Module 3 – Forensic Psychology Work | | | | | |
| 6 | Eyewitness Testimony | Kahoot; TED talk Elizabeth Loftus with activity sheet; Ronald Cotton video and team activity; Eyewitness identification videos; Essay preparation | Video learning experience; revision sheet Howitt: Chapter 13 | | 4 |
| 7 | Profiling | Building an FBI profile activity | Video learning experience; revision sheet Howitt: Chapters 14 & 15 | Essay Due – 30% | 4 |
| 8 | False Allegations and Confessions | Kahoot; TED talk and activity sheet; Michael Crowe case - video and team discussion | Video learning experience; revision sheet Howitt: Chapters 16 & 17 | | 4 |
| 9 | Mental Health Law and Offending | Kahoot; Two case studies - activity; Practice exam questions | Video learning experience; revision sheet Howitt: Chapters 21 & 22 | | 4 |
| Module 4 – Forensic Psychology in action | | | | Module 3 | |
| 10 | Juries and Decision Making | Jury activity; Practice exam questions | Video learning experience; revision sheet Howitt: Chapter 24 | Debate due – worth 20% | 4 |
| 11 | Assessment of Risk, Dangerousness & Recidivism | Predicting recidivism activity; Practice Exam questions | Video learning experience; revision sheet Howitt: Chapter 27 | | 4 |
| 12 | Course Review | Kahoot; practice exam | Video learning experience | | |



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% | 3,4 | Week 7 |
| 3 | Debate | 20% | 3,4 | 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 Evidence of Learning 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

- 1. FBI profiling is effective and should be used in the Criminal Justice System. Discuss
- What is risk assessment and should it be used in the CJS. Discuss
- 2. Children who are exposed to physical violence become violent adults. Discuss
- People with mental health problems are at increased risk of violent offending? Discuss.

- 3. Females are incapable of being sex offenders. Discuss
- Juvenile delinquency is on the rise and therefore young people should be named and shamed. Discuss

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 evidence of learning. 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 tasks and eight short response tasks 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) task 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 evidence of learning task by 5% of the maximum mark applicable for the evidence of learning task, for each working day or part working day that the task is late. Evidence of learning tasks 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 task, 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 Tasks

1. Marks awarded for in-trimester evidence of learning tasks, 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 task in this course (marks for this task 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 tasks 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 tasks 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 evidence of learning task-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed 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 teachers 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 within 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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