



# PSYC13021 *Forensic Psychology*

## Term 2 - 2017

Profile information current as at 05/05/2024 09:32 pm

All details in this unit profile for PSYC13021 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

Forensic Psychology is the area of behavioural science concerned with psychology and the law. In this unit, you will discuss how psychological principles and practices can be applied to topics such as police recruitment and procedures, suspect interviewing, false confessions, courtroom practices and witness reliability, understanding criminal behaviour, mental competency, and justice. You will also discuss general psychological principles as they relate to the legal systems within Australia and other countries as well as specific case studies.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Minimum of 24 credit points of Psychology units for CA10, CQ01 and CQ91; Minimum of 24 credit points of Level 2

Psychology units for CF59; Minimum of 30 credit points of Level 2 Psychology units for CC43

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2017

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Group Discussion**

Weighting: 15%

#### 2. **Written Assessment**

Weighting: 45%

#### 3. **Examination**

Weighting: 40%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Course evaluation feedback

##### Feedback

Students enjoyed the collaborative nature of assessments.

##### Recommendation

Maintain forum assessments.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Understand the philosophical similarities and differences underlying the disciplines of psychology and the legal system
2. Have a knowledge of the accomplishments of legal psychologists
3. Be aware of the particular challenges facing psychologists interacting with the legal system
4. Have further developed your research and writing skills.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



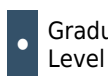
N/A  
Level



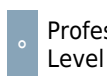
Introductory  
Level



Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Discussion - 15%	•			•
2 - Written Assessment - 45%	•		•	•
3 - Examination - 40%	•	•		

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication				•
2 - Problem Solving				•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy		•	•	•

Graduate Attributes	Learning Outcomes			
	1	2	3	4
5 - Team Work				
6 - Information Technology Competence				
7 - Cross Cultural Competence				
8 - Ethical practice				
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Group Discussion - 15%										
2 - Written Assessment - 45%										
3 - Examination - 40%										

## Textbooks and Resources

### Textbooks

PSYC13021

#### Prescribed

#### Legal Psychology in Australia

(2015)

Authors: Nolan, M. & Goodman-Delahunty, J.

Thomson Reuters

Sydney , NSW , Australia

ISBN: 9780455223889

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Karena Burke** Unit Coordinator

[k.j.burke@cqu.edu.au](mailto:k.j.burke@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Introduction to forensic psychology</b> ("It depends on what you mean.")	Nolan & Goodman-Delahunty (2015). pp. 1-28.	

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Offender profiling</b> ("Well, Watson, what do you make of it?")	Nolan & Goodman-Delahunty (2015). pp.38-48.	Psychic detectives - activity and online discussion (details on Moodle)

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Forensic science: oxymoron</b> ("The FBI stands by their conclusion of a 100 percent positive identification.")	Kassin, S. M., Dror, I. E., & Kukucka, J. (2013). The forensic confirmation bias: Problems, perspectives, and proposed solutions. <i>Journal of Applied Research in Memory and Cognition</i> , 2(1), 42-52.	

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Eyewitness testimony</b> ("Did you see any glass?")	Nolan & Goodman-Delahunty (2015). Chapter 2.	

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Children as witnesses</b> ("She's a sharp girl, that.")	Nolan & Goodman-Delahunty (2015). pp. 232-246 Supplementary material can also be found at pp. 424-432 & 441-451.	Bizarre questions - activity and online discussion (details on Moodle)  <b>Offender profiling</b> Due: Week 5 Monday (7 Aug 2017) 9:00 am AEST

### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Interviewing and interrogation</b> ("There's just one more thing.")	Nolan & Goodman-Delahunty (2015). Chapter 3.	

### Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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**Detecting truth and deception**  
 ("Interrogators may try to confuse the brother.")

Nolan & Goodman-Delahunty (2015).  
 Chapter 4.

## Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Mental disorder and the law</b> ("Call the police. I think I killed him.")	Nolan & Goodman-Delahunty (2015). Chapter 5.	The case of Karen Brown - activity and online discussion (details on Moodle) Bizarre questions assignment due.  <b>How not to talk to children</b> Due: Week 8 Monday (4 Sept 2017) 9:00 am AEST

## Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Sexual harassment</b> ("It doesn't happen here.")	Funnell, N. (2016a, September 15). If universities want to know about sexual assault, they're doing it wrong. The Guardian. Retrieved from <a href="https://www.theguardian.com/commentisfree/2016/sep/15/if-universities-want-to-know-about-campus-sexual-assault-theyre-doing-it-wrong">https://www.theguardian.com/commentisfree/2016/sep/15/if-universities-want-to-know-about-campus-sexual-assault-theyre-doing-it-wrong</a> Funnell, N. (2016b, October 10). Full list of universities exposed by sexual assault investigation. News.Com.au. Retrieved from <a href="http://www.news.com.au/lifestyle/real-life/true-stories/full-list-of-universities-exposed-by-sexual-assault-investigation/news-story/f7c39dcacce8a9c839bc8b881172173b">http://www.news.com.au/lifestyle/real-life/true-stories/full-list-of-universities-exposed-by-sexual-assault-investigation/news-story/f7c39dcacce8a9c839bc8b881172173b</a>	

## Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Hate crimes</b> ("41 shots.")	Walters, M.A., Brown, R. & Wiedlitzka, S. (2016). Causes and motivations of Hate Crimes. Equality and Human Rights Commission Research report 102. Manchester: Equality and Human Rights Commission.	

## Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Jury decision making</b> ("A better instrument could scarcely be imagined....")	Nolan & Goodman-Delahunty (2015). Chapter 7	The case of Paul Ingram - activity and online discussion (details on Moodle)

## Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Miscarriages of justice</b> ("Bring back the death penalty.")	Weathered, L. (2013). Wrongful convictions in Australia. University of Cincinnati Law Review, 80(4), 1391-1414.	

## Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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## Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Exam in exam weeks: details to be advised.

## Assessment Tasks

### 1 Offender profiling

#### Assessment Type

Group Discussion

#### Task Description

This is a group assignment. You will be assigned into a study group in Week 2. Each group will be asked to identify a single case (or sequence of cases involving the same offender/offenders), to collect and pool information on that case, and to then individually produce a short summary of that case.

Using journal articles, or books, and media reports, identify a solved case in which criminal offender profiling was used. Answer the following questions about that case:

1. Identify the case (offence type, location, year, etc)
2. What characteristics of the offender were identified? (e.g., race, age, etc).
3. Was the profile accurate? Which characteristics of the offender were accurately or inaccurately identified?
4. Was the profile useful in the investigation? Why/why not?

Your report, in its entirety, should be submitted on maximum of two A4 pages. The exact format is up to each student (within groups differences in approach are permitted), with some possible options including: a poster, a Wikipedia-style page, a newspaper-style layout (e.g., multiple columns).

**Assessment Due Date**

Week 5 Monday (7 Aug 2017) 9:00 am AEST

Upload written report to Moodle

**Return Date to Students**

Week 7 Friday (1 Sept 2017)

Feedback will be provided via Moodle

**Weighting**

15%

**Assessment Criteria**

Assignment will be marked according to the Rubric on Moodle.

Marks available for each section of the report are as follows:

Case summary (out of 20)

Summary of the offender profile (out of 20)

Assessing the accuracy of the profile (out of 20)

Impact of the profile on the investigation (out of 20)

Presentation (out of 20)

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Upload through Moodle

**Learning Outcomes Assessed**

- Understand the philosophical similarities and differences underlying the disciplines of psychology and the legal system
- Have further developed your research and writing skills.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Technology Competence
- Ethical practice

## 2 How not to talk to children

**Assessment Type**

Written Assessment

**Task Description**

This assignment is based on an original study by Hughes and Grieve (1980) which attempted to show how children will try to make sense of any question, no matter how strange it may be. Children, aged 5 and 7, were asked "bizarre" or "conceptually ill-formed" questions like, "Is milk bigger than water?", and "Is red heavier than yellow?" Although these questions were apparently meaningless, the children would typically give answers. A similar related study was also carried out by Waterman, Blades and Spencer (2001).

The assignment requires you to conduct two interviews (with either a child and an adult, or two children) featuring a series of "bizarre" questions. You will then write a brief

report (1500 words maximum) based on those interviews. The report should follow the conventions of a psychological report (Abstract, Introduction, Method, Results, Discussion, References, Appendix).

### Instructions

1. Read the articles Hughes and Grieve (1980) and Waterman et al. (2001).  
2. Based on your reading, create two original “bizarre” questions. Add these to the list below to create a total of eight questions.

1. Q1. Is milk bigger than water? Why?
2. Q2. What do feet eat for breakfast? Why?
3. Q3. Is red heavier than yellow? Why?
4. Q4. One day there were two flies crawling up a wall. Which fly got to the top first? Why?
5. Q5 Is a jumper angrier than a tree? Why?
6. Q6. One day there were two people standing at a bus-stop. When the bus came along, who got on first? Why?
7. Q7. INSERT YOUR OWN QUESTION HERE
8. Q8. INSERT YOUR OWN QUESTION HERE

3. Identify two family members or friends (the person must be someone known to you) and ask them to participate in an interview study (tips for conducting the interviewing will be posted on Moodle).

4. Ask the series of 8 questions, recording the answers.

5. Once the questions are completed, thank the person interviewed and explain that the study was about how people are (usually) able to find meaning and give coherent reasoned answers to what are essentially meaningless questions.

### References

Hughes M. and Grieve R. (1980) On asking children bizarre questions. *First Language*, 1, 149-60.

Waterman, A., Blades, M. and Spencer, C. (2001) Is a jumper angrier than a tree? *The Psychologist*, 14 (9), 474-477.

### Assessment Due Date

Week 8 Monday (4 Sept 2017) 9:00 am AEST

### Return Date to Students

Week 10 Friday (22 Sept 2017)

Feedback will be provided via Moodle

### Weighting

45%

### Assessment Criteria

Assignment will be marked according to the Rubric on Moodle.

Marks available for each section of the report are as follows:

Abstract (out of 10)

Introduction (out of 25)

Method (out of 15)

Results (out of 15)

Discussion (out of 25)

References (out of 5)

Appendix (out of 5)

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)



**Submission**

Online

**Learning Outcomes Assessed**

- Understand the philosophical similarities and differences underlying the disciplines of psychology and the legal system
- Be aware of the particular challenges facing psychologists interacting with the legal system
- Have further developed your research and writing skills.

**Graduate Attributes**

- Communication
- Critical Thinking
- Information Literacy
- Ethical practice

## Examination

**Outline**

Complete an invigilated examination.

**Date**

During the examination period at a CQUniversity examination centre.

**Weighting**

40%

**Length**

120 minutes

**Exam Conditions**

Closed Book.

**Materials**

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem