



PSYC13021 Forensic Psychology

Term 2 - 2019

Profile information current as at 26/04/2024 06:12 am

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

Pre-requisites: CA10 and CQ01- Must complete PSYC11008, PSYC11009, PSYC12014, and PSYC12013 or PSYC12010. p.p1 {margin: 0.0px 0.0px 0.0px 0.0px; font: 14.0px Calibri; -webkit-text-stroke: #000000} span.s1 {font-kerning: none} CC13 - Must have completed PSYC11008, PSYC11009, PSYC12010 and PSYC12048. CC43 - Minimum of 96 credit points, which must include PSYC12048 and PSYC12047. CF59 - Must have completed PSYC12048 and (PSYC12010 or PSYC12012 or PSYC12013 or PSYC12014 or PSYC12047).

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 - 2019

- Adelaide
- Bundaberg
- Online
- Rockhampton
- Townsville

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 Work**

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 Student evaluation

Feedback

Weekly tutorials - many students appreciated the live tutorial sessions and the interactive nature of the sessions.

Recommendation

Live weekly tutorials to be retained as this is a popular and effective method of teaching.

Feedback from Student evaluation

Feedback

Assignments - many students commented positively on the assignments (particularly the practical assignment).

Recommendation

Practical assignment to be retained as this is a popular and effective method of teaching.

Feedback from Student evaluation

Feedback

Opinions on the value of the textbook were mixed, some really liked it, some didn't.

Recommendation

The textbook is the only one relevant for an Australian context. It mixes law and psychology and as such may have been different in style to other textbooks that students may have encountered. Overall, the positives outweigh the negatives and until a better text becomes available, the set text will be retained.

Unit Learning Outcomes

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

1. Describe the philosophical similarities and differences underlying the disciplines of psychology and the legal system
2. Illustrate the role that psychological research has had on the legal system
3. Identify challenges that psychologists currently face when interacting with the legal system.

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
1 - Group Work - 15%	•		•
2 - Written Assessment - 45%	•	•	
3 - Examination - 40%		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication		•	
2 - Problem Solving			
3 - Critical Thinking	•	•	•
4 - Information Literacy		•	•
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 Work - 15%	•		•	•				•		
2 - Written Assessment - 45%	•		•	•				•		
3 - Examination - 40%	•		•							

Textbooks and Resources

Textbooks

PSYC13021

Prescribed

Legal psychology in Australia

Edition: 1 (2015)

Authors: Nolan, M., & Goodman-Delahunty, J. (2015).

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

Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to forensic psychology	Nolan & Goodman-Delahunty (2015). pp. 1-28.	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Offender profiling	Nolan & Goodman-Delahunty (2015). pp.38-48.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Forensic science: oxymoron	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 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Eyewitness testimony	Nolan & Goodman-Delahunty (2015). Chapter 2.	
Week 5 - 12 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Children as witnesses	Nolan & Goodman-Delahunty (2015). pp. 232-246 Supplementary material can also be found at pp. 424-432 & 441-451.	Offender profiling Due: Week 5 Monday (12 Aug 2019) 9:00 am AEST
Vacation Week - 19 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		
Week 6 - 26 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Interviewing and interrogation	Nolan & Goodman-Delahunty (2015). Chapter 3.	
Week 7 - 02 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Detecting truth and deception	Nolan & Goodman-Delahunty (2015). Chapter 4.	
Week 8 - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
The case of Paul Ingram (part 1)	Fulero, S.M. & Wrightsman, L.S. (2009). Forensic psychology. Third edition. Wadworth: Belmont. Chapter 11: Interrogations and confessions (pages 246-248)	
Week 9 - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
The case of Paul Ingram (part 2)	Jones, M. (1994, April 3). Speaking of the Devil. Newsweek. Retrieved from https://www.newsweek.com/speaking-devil-186852	How not to talk to children Due: Week 9 Monday (16 Sept 2019) 9:00 am AEST
Week 10 - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
One hundred (plus) years after Münsterberg: Any signs of progress?	Dalby, J. T. (2014). Forensic psychology in Canada a century after Münsterberg. Canadian Psychology, 55(1), 27-33.	
Week 11 - 30 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Towards best practice in forensic psychology	Goodman-Delahunty, J., Nolan, M. A., & van Gijn-Grosvenor, E. L. (2017). Empirical guidance on the effects of child sexual abuse on memory and complainants' evidence.	
Week 12 - 07 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Miscarriages of justice	Weathered, L. (2013). Wrongful convictions in Australia. University of Cincinnati Law Review, 80(4), 1391-1414.	
Review/Exam Week - 14 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

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

Assessment Tasks

1 Offender profiling

Assessment Type

Group Work

Task Description

You will be assigned into a study group in Week 2. Each group will be asked to identify a single historical closed case (or sequence of cases involving the same offender/offenders), to collect and pool information on that case, and to then individually produce a summary of that case (i.e., one submission per person).

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 four A4 pages, comprising:

Page 1: Cover page (your name, names of your group members, your student id number, title of your report)

Pages 2-3: Answers to questions 1-4.

Page 4: References

The assignment may be submitted in standard essay-style format, Wikipedia-style format, or newspaper-style format (e.g., multiple columns).

Note: no matter which format you choose, APA style referencing is required.

Assessment Due Date

Week 5 Monday (12 Aug 2019) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 6 Monday (26 Aug 2019)

Returned 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 20%

Summary of the offender profile 20%

Assessing the accuracy of the profile 20%

Impact of the profile on the investigation 20%

Presentation and referencing 20%

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Describe the philosophical similarities and differences underlying the disciplines of psychology and the legal system

- Identify challenges that psychologists currently face when interacting with the legal system.

Graduate Attributes

- Communication
- Critical Thinking
- Information Literacy
- 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. While the answers were often sophisticated, they were all wrong. A meaningless question should not elicit a meaningful response, but something about the question and answer format in interviews elicits responses, even when the respondent does not understand the question. Is it conformity, suggestion, or something else?

The basic pattern of results has been replicated across different populations and across different types of bizarre questions. This then prompts the following question: how can interviews be modified to ensure that respondents reject the underlying premise of bizarre questions?

The assignment requires you to conduct two interviews (with either two children OR two adults) featuring a series of "bizarre" questions. The two interviews should differ in some significant way. For example, the first interview could be conducted in a formal setting, the other in a more informal setting; one might be conducted seated at a desk, the other sitting on the floor; and so on). This introduces an **experimental design** into your study, albeit one with a sample of 2. The type of interview (format, style) becomes an **independent variable**. Responses to the questions are the **dependent variable**.

You will then write a brief report (1500 words maximum) based on those interviews, drawing attention to your chosen experimental design.

The report must follow the conventions of a psychological report (Abstract, Introduction, Method, Results, Discussion, References, Appendix).

Further instructions about how to conduct the interviews and possible experimental designs will be available on Moodle.

Assessment Due Date

Week 9 Monday (16 Sept 2019) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 11 Monday (30 Sept 2019)

Returned via Moodle

Weighting

45%

Assessment Criteria

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

Abstract 100 words maximum 10%

Introduction

Approximately 400 words 25%

Method

Approximately 300 words 15%

Results

Approximately 300 words 15%

Discussion

Approximately 400 words 25%

References

No word limit 10%

Full marking criteria and formatting instructions are on Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Describe the philosophical similarities and differences underlying the disciplines of psychology and the legal system
- Illustrate the role that psychological research has had on the legal system

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

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