



PSYC13021 Forensic Psychology

Term 2 - 2020

Profile information current as at 30/04/2024 06:59 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 personality and crime, suspect interviewing, pathways to offending, 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 - 2020

- Adelaide
- Bundaberg
- Cairns
- 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. **Online Test**

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

Many students commented positively on the assignments (particularly the practical assignment).

Recommendation

Format and content of assignments to be retained.

Feedback from Student evaluation

Feedback

Many students commented on the positive lecturing style. Two main themes emerged: the use of humour, and lectures that went beyond simply reiterating the content in textbook.

Recommendation

Positive lecturing style (use of humour, going beyond the textbook) to be maintained.

Feedback from Student evaluation

Feedback

Weekly tutorials were well received. Students who could not attend appreciated recordings being made available online.

Recommendation

Weekly tutorials are an integral part of this unit and will be continued. Recordings will be placed on Moodle for those unable to attend.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Group Work - 15%	●		●
2 - Written Assessment - 45%	●	●	
3 - Online Test - 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 - Online Test - 40%	•		•							

Textbooks and Resources

Textbooks

PSYC13021

Prescribed

Publication Manual of the American Psychological Association, Seventh Edition

Seventh Edition (2019)

Authors: American Psychological Association

American Psychological Association

Washington , United States of America.

ISBN: 978-1433832161

Binding: Paperback

Additional Textbook Information

If you prefer to study with a paper copy, they are available at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBooks are available at the publisher's website.

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Nathan Brooks Unit Coordinator

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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to forensic psychology	Nolan, M., & Goodman-Delahunty, J. (2015). In M. Nolan & J. Goodman-Delahunty, <i>Legal Psychology in Australia</i> (pp. 1-28). Thomas Reuters.	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Offender Profiling	Douglas, J. E., Ressler, R. K., Burgess, & A. W., Hartman, C. R. (1986). Criminal profiling from crime scene analysis. <i>Behavioral Sciences & the Law</i> , 4(4), 401-422. Davis, M., Rainbow, L., Fritzon, K., West, A., & Brooks, N. (2018). Behavioural Investigative Advice: A contemporary commentary on offender profiling activity. In A.Griffiths & R. Milne (Eds.), <i>The psychology of criminal investigation: From theory to practice</i> . New York: Routledge.	
Week 3 - 27 Jul 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Risk Assessment	Monahan, John, and Jennifer L Skeem. (2014). "The Evolution of Violence Risk Assessment." <i>CNS Spectrums</i> , 19, 419-24. doi: 10.1017/S10928529140014	
Week 4 - 03 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Psychopathic Personality	Brooks, N., Fritzon, K., Watt, B., Duncan, K., & Madsen, L. (2020). Criminal and noncriminal psychopathy: The devil is in the detail. In K. Fritzon, N. Brooks, & S. Croom (Eds.), <i>Corporate Psychopathy: Investigating destructive personalities in the workplace</i> . UK: Palgrave Macmillian.	Offender Profiling Due: Week 4 Monday (3 Aug 2020) 9:00 am AEST
Week 5 - 10 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Psychopathology & Crime	Fazel, S., & Danesh, J. (2002). Serious mental disorder in 23 000 prisoners: A systematic review of 62 surveys. <i>Lancet</i> , 359(9306), 545-550. doi: 10.1016/S0140-6736(02)07740-1	
Vacation Week - 17 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		
Week 6 - 24 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Stalking and domestic violence	Huss, M., Covell, C., & Langhinrichsen-Rohling, J. (2006). Clinical Implications for the Assessment and Treatment of Antisocial and Psychopathic Domestic Violence Perpetrators. <i>Journal of Aggression, Maltreatment & Trauma</i> , 13(1), 59-85. https://psycnet.apa.org/doi/10.1300/J146v13n01_04	
Week 7 - 31 Aug 2020		
Module/Topic	Chapter	Events and Submissions/Topic
Lone actor violence and terrorism	Liem, M.C.A., Buuren, van, G.M., Roy, de, van Zuijdewijn J.H., Schönberger, H.J.M., & Bakker, E. (2017). European Lone Actor Terrorists Versus "Common" Homicide Offenders: An Empirical Analysis. <i>Homicide Studies</i> , 22(1), 45-69. https://psycnet.apa.org/doi/10.1177/1088767917736797	
Week 8 - 07 Sep 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Detecting truth and deception	Porter, S., ten Brinke, L., & Gustaw, (2010). Dangerous decisions: The impact of first impressions of trustworthiness on the evaluation of legal evidence and defendant culpability. <i>Psychology, Crime & Law</i> , 16, 477-491. doi: 10.1080/10683160902926141 Brooks, N. (2020). The tangled web: Psychopathic personality, vulnerability, and victim selection. In K. Fritzon, N. Brooks, & S. Croom (Eds.), <i>Corporate Psychopathy: Investigating destructive personalities in the workplace</i> . UK: Palgrave Macmillian.
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Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Interviewing and Interrogation	Nolan, M., & Goodman-Delahunty, J. (2015). Investigative interviewing. In M. Nolan & J. Goodman-Delahunty, <i>Legal psychology in Australia</i> (p. 89-126). Thompson Reuters.	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Eyewitness testimony and vulnerable witnesses	Nolan, M., & Goodman-Delahunty, J. (2015). Memory Processes in Legal Settings. In M. Nolan & J. Goodman-Delahunty, <i>Legal psychology in Australia</i> , (pp. 61-88). Thomas Reuters. Nolan, M., & Goodman-Delahunty, J. (2015). Children in the criminal justice system. In M. Nolan & J. Goodman-Delahunty, <i>Legal psychology in Australia</i> , (pp. 221-261). Thomas Reuters.	The Danger of First Impressions Due: Week 10 Monday (21 Sept 2020) 9:00 am AEST

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Treatment, rehabilitation and risk	Andrews, D., Bonta, J., & Wormith, J. (2011). The Risk-Need-Responsivity (RNR) Model: Does Adding the Good Lives Model Contribute to Effective Crime Prevention? <i>Criminal Justice and Behavior</i> , 38(7), 735-755. https://doi.org/10.1177%2F0093854811406356 Ward, T., Yates, P., & Willis, G. (2012). The Good Lives Model and the Risk Need Responsivity Model: A Critical Response to Andrews, Bonta, and Wormith (2011). <i>Criminal Justice and Behavior</i> , 39(1), 94-110. https://doi.org/10.1177%2F0093854811426085	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Towards best practice in forensic psychology	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. https://doi.org/10.1016/j.jarmac.2013.01.001	

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 19 Oct 2020

Module/Topic

Chapter

Events and Submissions/Topic

Exam will be in the form of an online test 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 should include: Cover page (your name, names of your group members, your student id number, title of your report), Answers to questions 1-4, and 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 4 Monday (3 Aug 2020) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 7 Monday (31 Aug 2020)

Return via Moodle

Weighting

15%

Assessment Criteria

Assignment will be marked according to the following:

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%

The assignment is approximately 1500 words (with 10% range either side).

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted 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 The Danger of First Impressions

Assessment Type

Written Assessment

Task Description

On January 6, 2006, David Rosenbaum was found barely conscious on a sidewalk near his home. What followed was a series of misguided decisions that led to his death. Upon arriving at the scene, firefighters concluded that David was just intoxicated, a decision that was then supported by police and subsequently ambulance officers. This line of thinking continued upon David arriving at the hospital, failing to receive treatment. He died a short time later. In fact, the cause of death was that David had been assaulted and suffered a head injury, key factors that were missed by a myriad of emergency services professionals.

In July 2015, African woman Sandra Bland was leaving a University campus in her car after having just interviewed for a job. A police officer observed Sandy pull out of the University and turn onto the highway. Believing that she failed to indicate, he followed Sandy in his vehicle, pulling her over. The interaction between Sandy and the police officer started out courteous, however, things began to drastically escalate when Sandy lit a cigarette, resulting in the officer pulling his taser gun out and stating, "Get out of the car. I will light you up. Get out. Now". This change in behaviour by Sandy led to the officer perceiving that she was a threat, defiant, and may burn him with the cigarette. Sandy was arrested and three days later died in her prison cell, with her death determined to be suicide.

For the written assignment, your task is to choose one of the above cases and examine this in respect to the problems associated with first impressions. You will be required to consider Dangerous Decision Theory for the assignment and use this theoretical perspective to explain the first impression problem. The aim of the assignment is to consider how first impressions influence our decision making about others.

The assignment should consider the following:

1. Provide a background analysis of your chosen case, discussing key details relevant to the case and the decision making involved
2. Provide a review of why first impressions are problematic and discuss Dangerous Decision Theory.
3. Examine the empirical literature and research findings relating to decisions being made based upon first impressions.

Examine the empirical evidence from this research.

4. Analyse your chosen case in respect to the issues associated with first impressions and dangerous decision theory.

Examine how empirical evidence on first impressions can be applied to your case and propose strategies or solutions to protect against these forms of problematic decision making in cases.

The written task is approximately 2000 words (with 10% range either side).

References:

Klein, G. C. (2018). On the death of Sandra Bland: A case of anger and indifference. *Journal of Police Emergency Response*, 1-11. doi: 10.1177/2158244018754936

Porter, S., ten Brinke, L., & Gustaw, (2010). Dangerous decisions: The impact of first impressions of trustworthiness on the evaluation of legal evidence and defendant culpability. *Psychology, Crime & Law*, 16, 477-491. doi: 10.1080/10683160902926141

Shaw, B. J. (2019). Sandy still speaks: the digital afterlives of Sandra Bland. *Prose Studies*, 40, 40-59. doi: 10.1080/01440357.2019.1656396

Stout, D. (2006, June 17). Inquiry into reporter's death finds multiple failures in care. *New York Times*. Retrieved from <https://www.nytimes.com/2006/06/17/washington/17district.html>

Assessment Due Date

Week 10 Monday (21 Sept 2020) 9:00 am AEST

Submit via Moddle

Return Date to Students

Week 12 Monday (5 Oct 2020)

Return via Moodle

Weighting

45%

Assessment Criteria

Assessment criteria (100 marks)

Abstract (10 marks)

- Concise and accurately summarises the details from your report (100-150 words)

Body (80 marks)

- Overview of the key details relevant to the case and the decision making involved (20 marks)
- Examine the problems associated with first impressions and detail Dangerous Decision Theory (20 marks)
- Examine and discuss the empirical literature and research relating to decision making and first impressions (20 marks)
- Examine how empirical evidence on first impressions can be applied to your case and propose strategies or solutions to protect against these forms of problematic decision making in cases (20 marks)

Style/References (10 marks)

- Correct APA format in-text and reference list
- Grammar, spelling and sentence structure
- Overall readability, flow of writing
- Appropriate use of sub-headings

Length: 2000 words (including abstract, excluding end of essay references)

Cover Page: Yes. Should have your name (essential), student id number (essential), the assignment title (essential).

Line spacing: Double. File format: Word (preferred) or PDF.

File name: Your name, id number, unit code and assignment number..... as in: "C.T. Boy 5705 PSYC13021 Assignment 2.docx"

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted 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

3 Online Test

Assessment Type

Online Test

Task Description

The online test will consist of a short answer and essay questions relating to the lecture material and readings provided for the unit. Students will be required to select four short answer questions from a series of possible questions. Students will also be required to select two essay questions from a series of possible questions. Further details will be provided on Moodle.

Assessment Due Date

Review/Exam Week Monday (12 Oct 2020) 11:45 pm AEST

Submit via Moodle

Return Date to Students

Exam Week Monday (19 Oct 2020)

Return via Moodle

Weighting

40%

Assessment Criteria

Students will be marked for each of the four short answer questions that are completed. Each questions will be worth 10% (overall 40% for short answer questions).

Students will be marked for each of the two essay questions that are completed. Each essay question will be worth 30% (over 60% for essay questions).

Further details will be provided on Moodle.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submitted via Moodle

Learning Outcomes Assessed

- Illustrate the role that psychological research has had on the legal system
- Identify challenges that psychologists currently face when interacting with the legal system.

Graduate Attributes

- Communication
- Critical Thinking

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