



# PSYC13021 *Forensic Psychology*

## Term 2 - 2022

Profile information current as at 10/04/2024 06:57 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

96 credit points

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 - 2022

- Online

#### 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 feedback through Moodle, tutorials and email.

#### Feedback

Students found the content of this unit interesting and engaging.

#### Recommendation

Continue to offer the content covered in this unit in a way that promotes interaction and engagement by including tutorial activities that include real-world applications of forensic psychology concepts.

## 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 - 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		•	•

Graduate Attributes	Learning Outcomes		
	1	2	3
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

#### Supplementary

#### 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

### 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

**Rebecca Wilcoxson** Unit Coordinator  
[r.wilcoxson@cqu.edu.au](mailto:r.wilcoxson@cqu.edu.au)

## Schedule

### Week 1 - 11 Jul 2022

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

### Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Risk Assessment	Garrington, C. & Boer, D. P. (2020). Structured professional judgement in violence risk assessment. In J. S. Wormith, L. A. Craig, & T. E. Hogue, <i>The Wiley handbook of what works in violence risk management: Theory, research, and practice</i> (pp. 145 - 159). John Wiley & Sons.	

### Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Offender Profiling	Fox, B. (2021). Offender profiling: A review of the research and state of the field. In P. Marques & M. Paulino (Eds.), <i>Police Psychology</i> (pp. 381- 392). San Diego: Elsevier Science & Technology.	

### Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Psychopathy	Thomson, N. D. (2019). Psychopathy and the biopsychosocial model. In N. D. Thomson, <i>Understanding psychopathy: The biopsychosocial perspective</i> (pp. 1 - 14). Taylor & Francis Group.	

### Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Mental Disorder and Law	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  Nolan, M., & Goodman-Delahunty, J. (2015). Mental disorder and law. In M. Nolan & J. Goodman-Delahunty, <i>Legal psychology in Australia</i> (pp. 155 0 219). Thomas Reuters.	

### Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week		

**Week 6 - 22 Aug 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Personality Disorders & Offending: Assessment and Treatment	McMurran, M., & Howard, R. (2019). Personality disorders and offending. In <i>The Wiley international handbook of correctional psychology</i> (pp. 265-281). John Wiley & Sons.	

**Week 7 - 29 Aug 2022**

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.	Assessment 1 Due  <b>Risk Assessment via the HCR-20-V3</b> Due: Week 7 Monday (29 Aug 2022) 9:00 am AEST

**Week 8 - 05 Sep 2022**

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.	

**Week 9 - 12 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Intimate Partner Violence	Paulino, M., Marques, P., Rodrigues, M., & Morewitz, S. (2021). Contributions of psychological science to enhancing law enforcement agencies' response to intimate partner violence (pp. 205-241). In P. Marques & M. Paulino (Eds.), <i>Police Psychology</i> . Elsevier Science & Technology.	

**Week 10 - 19 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
Forensic Science	Douglas, S. (2022). The bias hunter. <i>Science</i> , 376(6594), 686-690.  Introduction (pp. 21 - 24) and Scientific Findings (pp. 146 - 150), in President's Council of Advisors on Science and Technology. (2016). <i>Forensic science in criminal courts: Ensuring scientific validity of feature-comparison methods</i> . Executive Office of the President of the United States.	Assessment 2 Due  <b>The Aetiology of Psychopathy</b> Due: Week 10 Monday (19 Sept 2022) 9:00 am AEST

**Week 11 - 26 Sep 2022**

Module/Topic	Chapter	Events and Submissions/Topic
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Detecting Deception	Sternglanz, R., Morris, W., Morrow, M., & Braverman, J. (2019). A review of meta-analyses of deception detection. In T. Docan-Morgan (Ed.). <i>The Palgrave handbook of deceptive communication</i> . Springer International Publishing.	
<b>Week 12 - 03 Oct 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Miscarriages of Justice	Dioso-Villa, R., Julian, R., Kebbell, M., Weathered, L. & Westera, N. (2016). Investigation to exoneration: A systemic review of wrongful conviction in Australia. <i>Current Issues in Criminal Justice</i> , 28(2), 157-172.  Stratton, G., & Sigamoney, A. (2020). Why we don't see race: How Australia has overlooked race as an influence on miscarriages of justice. <i>Race and Justice</i> , 1- 16.	
<b>Review/Exam Week - 10 Oct 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Exam Week - 17 Oct 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
		Exam will be in the form of an online test in exam weeks: details to be advised.  <b>Online Test</b> Due: Exam Week Monday (17 Oct 2022) 11:45 pm AEST

## Assessment Tasks

### 1 Risk Assessment via the HCR-20-V3

#### Assessment Type

Group Work

#### Task Description

You can either self-select or be assigned to a five-person study group in week 2. This task involves performing a risk assessment of either Arthur Fleck (A.K.A The Joker) or Bruce Wayne (A.K.A Batman) and providing a brief rationale for your chosen risk level.

Each group will choose to watch either The Joker or any of the Batman movies and then perform a group risk assessment. If group members cannot access any of these movies, the unit coordinator will provide a written case study. Group members will collaboratively assess the likelihood of future violence/risk to the community with their chosen individual (the Joker, Batman or the subject of the case study) via the HCR-20-V3 form (this form will be provided to you). The HCR-20-V3 is a popular tool used by forensic practitioners to assess the level of risk posed by individuals in the forensic system (Douglas et al., 2013), for example, prior to a parole hearing. An explanation of the HCR-20-V3 will be provided in week 2. Group members will also provide an individual brief rationale as to the level of risk that was decided on including their personal opinions on the risk level (i.e., did you agree/disagree with the group on all of the chosen items and why?).

The group can present the HCR form, rationale and personal opinions on risk level as a prerecorded zoom presentation of approximately 18 - 25 minutes (approximately 3 - 5 minutes to present the HCR form and 3 - 4 minutes of talk time for each member to provide their rationale and personal opinions on the risk level).

Alternately, the group can choose to submit the HCR-20-V3 form, rationale for the chosen risk level (200-300 words), and personal opinions (200 - 300 words for each group member) on the negotiated risk level as a written report.

**Assessment Due Date**

Week 7 Monday (29 Aug 2022) 9:00 am AEST

Submit via Moodle

**Return Date to Students**

Return via Moodle

**Weighting**

15%

**Assessment Criteria**

The assignment will be marked according to the following:

**Group mark (10 marks)****The group mark will be awarded based on:**

- The appropriate completion of the HCR-20-V3 form (2 marks)
- The quality of the group submission (8 marks)
  - The group submission (either written or verbal) will be assessed based on:
    - The coherence and quality of the group rationale provided (5 marks)
    - The clarity and quality of either written or oral communication skills (2 marks)
    - Adherence to the time limit or word count (as relevant) (1 mark)

**Individual mark (5 marks)****The individual mark will be awarded based on:**

- Articulation of areas of agreement and disagreement with the group assessment (2.5 marks)
- The coherence and quality of the personal rationale for chosen risk level (which could be the same or different to the group's chosen risk level) (2.5 marks)

**Weighting - 15%****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 Aetiology of Psychopathy

**Assessment Type**

Written Assessment

**Task Description**

Forensic research has uncovered three possible contributors to psychopathy: genetics, brain dysfunction and adverse childhood environments. This assessment involves choosing one factor (either genetics, brain dysfunction or adverse childhood environments) or a combination of factors that you think matters most in the development of psychopathy and writing a short essay that presents research to support your contention. The essay should include information regarding the implications for treatment and recidivism likelihood. For example, if psychopathy is genetic, is treatment likely to work, is recidivism inevitable and does research support this contention?

The maximum word count is 1500 words (no minimum).

**Assessment Due Date**

Week 10 Monday (19 Sept 2022) 9:00 am AEST

Submit via Moodle



## Return Date to Students

Return via Moodle

### Weighting

45%

### Assessment Criteria

#### Assessment criteria (100 marks)

##### Abstract (10 marks)

- Concise and accurately summarises the topic addressed, maximum 200 words

##### Body (70 marks)

- Summary of psychopathy (10 marks)
- Critical evaluation and discussion of aetiology research (20 marks)
- Implications for treatment (10 marks)
- Implications for recidivism likelihood (10 marks)
- Conclusion (10 marks)
- In-text referencing (10 marks)

##### Reference list (10 marks)

- Correct APA format
- In-text and reference list match exactly

##### Style/Presentation (10 marks)

- Grammar, spelling, and sentence structure
- Overall readability, flow of writing
- Adheres to word limit Length: Maximum 1500 words (including abstract, excluding end of essay references)

Title Page: Yes. Should be APA formatted, and have your name (essential), student id number (essential), the assignment title (essential).

Line spacing: Double. File format: Word document

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 end of Term Online Test will consist of 'long answer' responses (300 - 400 words) to questions related to the lecture material and readings provided for the unit. The test is scheduled for Monday, October 17th at 9 am AEST and will be open for 24 hours, closing at 9 am AEST on October 18th. Students will be required to select four questions from a series of possible questions and the responses to items can be written on Moodle or if you prefer to write this in Word, then an attachment can be uploaded. Once you open the test, you will have three hours to complete and submit your responses.

**Assessment Due Date**

Exam Week Monday (17 Oct 2022) 11:45 pm AEST

Submit via Moodle

**Return Date to Students**

Return via Moodle

**Weighting**

40%

**Assessment Criteria**

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

**Marks for each question (10 possible marks each) will be awarded as follows:**

- An excellent response that is factual, comprehensive, well-written and includes multiple references (9 - 10 marks)
- A very good response that is factual, well-written and includes a reference (7 - 8 marks)
- An adequate response that is mostly factual and or mostly well-written and includes a reference (5 - 6 marks)
- A limited response that is somewhat lacking in the accuracy of response, and or quality of written work and referencing (3 - 4 marks)
- A very poor response that is lacking in accuracy, quality of written work and referencing (1 - 2 marks)
- No response or irrelevant response (0 marks)

**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