



PSYC20050 *Introduction to Forensic Psychology*

Term 1 - 2020

Profile information current as at 14/05/2024 09:17 pm

All details in this unit profile for PSYC20050 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

Introduction to Forensic Psychology is a core unit in the Graduate Certificate in Applied Forensic Psychology. It is designed to introduce you to the key concepts, debates, and theories that underpin forensic psychology, and to prepare you for the subsequent units in the course. You will focus on the history of forensic psychology, the relationship between forensic psychology and other forensic sciences, and the distinction between science and pseudoscience. You will also examine the Australian criminal justice system, research methods and ethics. The unit will feature engaged teaching and learning, with real-world content, designed to prepare you to work with community-based organisations, or in private practice.

Details

Career Level: *Postgraduate*

Unit Level: *Level 9*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

There are no requisites for this unit.

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 1 - 2020

- Online
- 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 Postgraduate 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. **Essay**

Weighting: 30%

2. **Case Study**

Weighting: 30%

3. **Report**

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 email.

Feedback

Students appreciated the support offered during the semester and flexibility over assignment deadlines.

Recommendation

Support will continue to be offered throughout the semester and deadlines can be renegotiated.

Feedback from Student email.

Feedback

The weekly lectures were well received, with students commenting positively on the delivery style (e.g., lecturer's use of humour), and clear structures.

Recommendation

The lecturing style will be continued.

Feedback from Student email.

Feedback

The readings were easy to access and the library's range of texts and journals was commended.

Recommendation

The lecturer will continue to ensure that set readings are available and that the university maintains an excellent selection of relevant texts and journals.

Unit Learning Outcomes

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

1. Describe the broad areas that forensic psychology encompasses
2. Critically evaluate the history of forensic psychology
3. Reflect on the roles forensic psychologists play within the criminal justice system.

N/A



Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes		
	1	2	3
1 - Essay - 30%	•	•	
2 - Case Study - 30%	•		•
3 - Report - 40%		•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Knowledge			
2 - Communication			
3 - Cognitive, technical and creative skills			
4 - Research			
5 - Self-management			
6 - Ethical and Professional Responsibility			
7 - Leadership			
8 - 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
1 - Essay - 30%								
2 - Case Study - 30%								
3 - Report - 40%								

Textbooks and Resources

Textbooks

There are no required textbooks.

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 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
History of forensic psychology (part 1)	Brigham, J. C. (1999). What is forensic psychology, anyway? Law and Human Behavior, 23(3), 273-298. doi:10.1023/A:1022304414537	

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
History of forensic psychology (part 2)	Tapp, J. L. (1976). Psychology and the law: An overture. Annual Review of Psychology, 27(1), 359-404. doi:10.1146/annurev.ps.27.020176.002043	

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Forensic psychology and forensic science (part 1)	National Academy of Sciences. (2009). Strengthening forensic science in the United States: A path forward. Washington, DC: National Academies Press Retrieved from https://www.ncjrs.gov/pdffiles1/nij/grants/228091.pdf	

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Forensic psychology and forensic science (Part 2)

Julian, R., Kelty, S., Roux, C., Woodman, P., Robertson, J., Davey, A., . . . White, R. (2011). What is the value of forensic science? An overview of the effectiveness of forensic science in the Australian criminal justice system project. *Australian Journal of Forensic Sciences*, 43(4), 217-229. doi:10.1080/00450618.2011.610820

What is the CSI effect and what impact can it have on the criminal justice system? Due: Week 4 Friday (3 Apr 2020) 11:45 pm AEST

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
The psychology of criminal investigations (Part 1)	O'Mahony, P. (1992). The Kerry Babies case: Towards a social psychological analysis. <i>The Irish Journal of Psychology</i> , 13(2), 223-238. doi:10.1080/03033910.1992.1010557881	

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
The psychology of criminal investigations (Part 2)	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. doi:10.1016/j.jarmac.2013.01.001	

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Miscarriages of justice (Part 1)	Zalman, M., Smith, B., & Kiger, A. (2008). Officials' estimates of the incidence of "actual innocence" convictions. <i>Justice Quarterly</i> , 25(1), 72-100. doi:10.1080/07418820801954563	The Kerry Babies case Due: Week 7 Friday (1 May 2020) 11:45 pm AEST

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Miscarriages of justice (Part 2)	Cole, S. A. (2009). Cultural consequences of miscarriages of justice. <i>Behavioral Sciences & the Law</i> , 27(3), 431-449. doi:10.1002/bsl.874	

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Miscarriages of justice (Part 3)	Olio, K. A., & Cornell, W. F. (1998). The facade of scientific documentation: A case study of Richard Ofshe's analysis of the Paul Ingram case. <i>Psychology, Public Policy, and Law</i> , 4(4), 1182-1197. doi:10.1037/1076-8971.4.4.1182	

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Conclusions: Forensic psychology in 2020 (and beyond)

Lilienfeld, S. O., & Landfield, K. (2008). Science and pseudoscience in law enforcement: A user-friendly primer. *Criminal Justice and Behavior*, 35(10), 1215-1230. doi:10.1177/0093854808321526

Week 11 - 25 May 2020

Module/Topic

Chapter

Events and Submissions/Topic

Miscarriages of justice in Australia: The case of Andrew Mallard Due: Week 11 Friday (29 May 2020) 11:45 pm AEST

Assessment Tasks

1 What is the CSI effect and what impact can it have on the criminal justice system?

Assessment Type

Essay

Task Description

The purpose of this assessment is to determine whether the CSI effect has an impact on the criminal justice system. A reading list, including links to source materials, is available on Moodle.

Assessment Due Date

Week 4 Friday (3 Apr 2020) 11:45 pm AEST

Submit via Moodle

Return Date to Students

Week 6 Monday (20 Apr 2020)

Return via Moodle Gradebook

Weighting

30%

Minimum mark or grade

50

Assessment Criteria

Assessment criteria (100 marks)

Abstract (10 marks)

- Concise and accurately summarises the topic addressed

Body (70 marks)

- On topic, concise and develops argument

- Research led arguments

- Referenced where appropriate (in-text)

- Evidence of critical evaluation and discussion of material

References (10 marks)

- 5 to 10, majority peer-review journal articles

- Correct APA format in-text and reference list

- In-text and reference list match exactly

Style/Presentation (10 marks)

- Grammar, spelling and sentence structure

- Overall readability, flow of writing

- Appropriate use of sub-headings

Full details of length, formatting, etc. can be found on Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Describe the broad areas that forensic psychology encompasses
- Critically evaluate the history of forensic psychology

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

2 The Kerry Babies case

Assessment Type

Case Study

Task Description

The purpose of this assessment is to develop an in-depth forensic psychological understanding of the causes of miscarriages of justice. The case (known as “The Kerry Babies” from 1984, Ireland) will be introduced in the lectures and tutorials.

A reading list, including links to source materials, is available on Moodle.

Assessment Due Date

Week 7 Friday (1 May 2020) 11:45 pm AEST

Submit via Moodle

Return Date to Students

Week 9 Monday (11 May 2020)

Return via Moodle Gradebook

Weighting

30%

Minimum mark or grade

50

Assessment Criteria

Abstract (10 marks)

- Concise and accurately summarises the topic addressed

Body (70 marks)

- Includes a case summary
- On topic, concise and develops argument
- Research led arguments
- Referenced where appropriate (in-text)
- Evidence of critical evaluation and discussion of material

References (10 marks)

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

Style/Presentation (10 marks)

- Grammar, spelling and sentence structure
- Overall readability, flow of writing
- Appropriate use of sub-headings

Full details of length, formatting, etc. can be found on Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Describe the broad areas that forensic psychology encompasses
- Reflect on the roles forensic psychologists play within the criminal justice system.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

3 Miscarriages of justice in Australia: The case of Andrew Mallard

Assessment Type

Report

Task Description

The purpose of this assessment is to understand how miscarriages of justice can be prevented. Your focus here is on the case of Andrew Mallard who was convicted in 1995 of the murder of Pamela Lawrence. A reading list, including links to source materials, is available on Moodle.

Assessment Due Date

Week 11 Friday (29 May 2020) 11:45 pm AEST

Submit via Moodle

Return Date to Students

Review/Exam Week Monday (8 June 2020)

Return via Moodle Gradebook

Weighting

40%

Minimum mark or grade

50

Assessment Criteria

Abstract (10 marks)

- Concise and accurately summarises the topic addressed

Body (70 marks)

- Identifies a population/issue

- On topic, concise and develops argument

- Research led arguments (includes government data/sources)

- Referenced where appropriate (in-text)

- Evidence of critical evaluation and discussion of material

References (10 marks)

- Correct APA format in-text and reference list

- In-text and reference list match exactly

Style/Presentation (10 marks)

- Grammar, spelling and sentence structure

- Overall readability, flow of writing

- Uses table/s to summarise key data (optional)

- Appropriate use of sub-headings

Full details of length, formatting, etc. can be found on Moodle.

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

Learning Outcomes Assessed

- Critically evaluate the history of forensic psychology
- Reflect on the roles forensic psychologists play within the criminal justice system.

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

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