PSYC20052 *Offender Profiling and Crime Analysis*
Term 2 - 2019

Profile information current as at 07/05/2024 04:20 am

General Information

Overview

Offender Profiling and Crime Analysis is designed to introduce you to the key concepts, debates, and theories that underpin the use of offender profiling and crime analysis in criminal investigations. You will study the history of offender profiling, current models of offender profiling/criminal investigative analysis, and media representations of profiling. You will also focus on crime analysis in Australia: homicide, sexual offences, and arson. During your study, you will use 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 2 - 2019

- 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 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. **Laboratory/Practical**
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.

Unit Learning Outcomes

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

1. Evaluate the efficacy of major models of offender profiling
2. Integrate and synthesise complex data to profile a single offence type
3. Apply creative strategies to create a profile of an unknown offender.

N/A

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 - Essay - 30%	●	●	
2 - Case Study - 30%	●		●
3 - Laboratory/Practical - 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 - Laboratory/Practical - 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

Nathan Brooks Unit Coordinator
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Karena Burke Unit Coordinator
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Schedule

Week 1 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The early origins of profiling (Part 1)	Norris, G. (2012). The evolution of criminal profiling: From Whitechapel to Quantico and beyond. In W. Petherick (Ed.), Profiling and serial crime: Theoretical and practical issues (pp. 1-14). Oxford: Elsevier.	

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The early origins of profiling (Part 2)	Ramsland, K. (2009). James A. Brussel: The "Sherlock Holmes of the Couch". Forensic Examiner, 18(1), 29-30,32-33.	

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
The FBI method of crime scene profiling	Ault, R. L., & Reese, J. T. (1980). A psychological assessment of crime: profiling. FBI Law Enforcement Bulletin, 49(3). Retrieved from https://leb.fbi.gov/file-repository/archives/march-1980.pdf	

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

	Mjanes, K., Beauregard, E., & Martineau, M. (2017). Revisiting the organized/disorganized model of sexual homicide. Criminal Justice and Behavior, 44(12), 1604-1619. doi: 10.1177/0093854817736554	**The Science of Offender Profiling** Due: Week 4 Monday (5 Aug 2019) 9:00 am AEST
The FBI method: Hits and misses....		

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Geographical profiling	Harries, K., & LeBeau, J. (2007). Issues in the Geographic Profiling of crime: Review and commentary. Police Practice and Research, 8(4), 321-333. doi:10.1080/15614260701615029	

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
Psychological profiling	Hanson, R. K. (2009). The psychological assessment of risk for crime and violence. Canadian Psychology, 50(3), 172-182. doi:10.1037/a0015726	

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Suspect-based profiling	Schaefer, A. (2007). Inside the terrorist mind. Scientific American Mind, 18(6), 72. doi:10.1038/scientificamericanmind1207-72	

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Research methods and ethics in offender profiling	Fox, B. H., & Farrington, D. P. (2014). An experimental evaluation on the utility of burglary profiles applied in active police investigations. Criminal Justice and Behavior, 42(2), 156-175. doi:10.1177/0093854814548446 ????	**Who was Jack the Ripper?** Due: Week 8 Monday (9 Sept 2019) 9:00 am AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Interviewing and interrogation	Cooper, G. M., Napier, M. P., & Adams, S. H. (2013). Interviewing, interrogation, and criminal confessions. In J. E. Douglas, A. W. Burgess, A. G. Burgess, & R. K. Ressler (Eds.), Crime classification manual: A standard system for investigating and classifying violent crime. Third edition. San Francisco: Wiley.	

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Police perceptions of profiling	Snook, B., Taylor, P. J., & Bennell, C. (2007). Criminal profiling belief and use: A study of Canadian police officer opinion. The Canadian Journal of Police & Security Services, 5(3/4), 1-11	

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Offender profiling in court	Bosco, D., Zappalà, A., & Santtila, P. (2010). The admissibility of offender profiling in courtroom: A review of legal issues and court opinions. International Journal of Law and Psychiatry, 33(3), 184-191. doi:10.1016/j.ijlp.2010.03.009	

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
Does profiling work?	Fox, B. H., & Farrington, D. P. (2018). What have we learned from offender profiling? A systematic review and meta-analysis of 40 years of research. Psychological Bulletin, 144(12), 1247-1274. doi:10.1037/bul0000170	**Profiling an unknown offender** Due: Week 12 Monday (7 Oct 2019) 9:00 am AEST

Assessment Tasks

1 The Science of Offender Profiling

Assessment Type
Essay

Task Description
The Science of Offender Profiling
In this essay you will critically evaluate the scientific validity of the FBI approach to offender profiling, from its initial conception through to its modern form. You should focus your analysis on the early attempts to classify offence types (e.g., how did the FBI generate the classifications?), and how the growing knowledge base (research and case analysis) on offender profiling has helped to refine and develop the FBI approach. Note that there have been three editions of the *Crime Classification Manual* (Douglas, Burgess, Burgess, & Ressler, 1992, 2006, 2013).
In your essay you may take either a broad perspective (considering all/most offence classifications) or focus on a smaller number of offences (e.g., the *hero-homicide* classification*)*.
Some key questions:
-       How have the FBI profilers expanded/changed their classification scheme?
-       How have FBI profilers responded to the development of other approaches to profiling?
You may revise the essay title if you wish.
References
>   Douglas, J. E., Burgess, A. W., Burgess, A. G., & Ressler, R. K. (1992). *Crime classification manual: A standard system for investigating and classifying violent crime*. San Francisco: Wiley.
>   Douglas, J. E., Burgess, A. W., Burgess, A. G., & Ressler, R. K. (2006). *Crime classification manual: A standard system for investigating and classifying violent crime. Second edition*. San Francisco: Wiley.
>   Douglas, J. E., Burgess, A. W., Burgess, A. G., & Ressler, R. K. (2013). *Crime classification manual: A standard system for investigating and classifying violent crime. Third edition*. San Francisco: Wiley.

Assessment Due Date
Week 4 Monday (5 Aug 2019) 9:00 am AEST
Submit via Moodle

Return Date to Students
Week 6 Monday (26 Aug 2019)
Returned via Moodle

Weighting
30%

Assessment Criteria
Assessment criteria (100 marks)
Abstract (10 marks)
- Concise and accurately summarises the details from your report (100-150 words)
Body (70 marks)
- Summary and critique of the FBI research methodology
- Commentary on the historical changes in classification schemes/typologies

- Referenced where appropriate (in-text)
References (10 marks)
- Correct APA format in-text and reference list
Style/Presentation (10 marks)
- Grammar, spelling and sentence structure
- Overall readability, flow of writing
- Appropriate use of sub-headings
Length: 1500-2000 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 PSYC20052 Assignment 1.docx"

Referencing Style

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

Submission
Online

Submission Instructions
Submit via Moodle

Learning Outcomes Assessed

- Evaluate the efficacy of major models of offender profiling
- Integrate and synthesise complex data to profile a single offence type

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management

2 Who was Jack the Ripper?

Assessment Type
Case Study

Task Description
Who was Jack the Ripper?
Following an accident with a time machine (it happens more often than you'd think) you find yourself in London in 1895. The hunt for the killer, known as Jack the Ripper has gone cold: There do not *appear* to have been any killings after 1888. Aware of your arrival from the future and your forensic knowledge, the police have requested that you assist them in catching Jack.
Luckily, you have with you your laptop computer containing a hundred plus years of psychological profiling materials. In another stroke of good luck, electricity is now available for you to power your device.
While you know that the identity of the offender has never been determined, you will attempt to assist the police by collating and synthesising material from different schools of offender profiling. The main focus here is on identifying the unknown offender's characteristics, possible home location, or any other details that might assist the investigators.
The police, rightfully skeptical of the newly emerging science of psychology, demand that you explain the science behind your profile. They want to know, in brief, how does each school of profiling that you are relying on work? The police, possessing a very small time machine of their own, further demand that you reference your claims using something called "APA6".
Key references
To be provided in Weeks 1-6.

Assessment Due Date
Week 8 Monday (9 Sept 2019) 9:00 am AEST
Submit via Moodle

Return Date to Students
Week 10 Monday (23 Sept 2019)
Returned via Moodle

Weighting
30%

Assessment Criteria
Assessment criteria (100 marks)
Abstract (10 marks)
- Concise and accurately summarises the details from your report (100-150 words)
Body (70 marks)
- Identification of relevant case details
- Evidence of critical evaluation and discussion of case material
- Integration of material from multiple schools of profiling
- Referenced where appropriate (in-text)
References (10 marks)
- Correct APA format in-text and reference list
Style/Presentation (10 marks)
- Grammar, spelling and sentence structure
- Overall readability, flow of writing
- Appropriate use of sub-headings
Length: 1500-2000 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: "Rosie Lotta 423956 PSYC20052 Assignment 2.docx"

Referencing Style

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

Submission
Online
Learning Outcomes Assessed

- Evaluate the efficacy of major models of offender profiling
- Apply creative strategies to create a profile of an unknown offender.

Graduate Attributes

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

3 Profiling an unknown offender

Assessment Type
Laboratory/Practical

Task Description
Profiling an unknown offender
In this assignment you will create a profile of an unknown offender. To begin, identify a case (this should be an 'open' investigation – either historical or contemporary) and collect as much evidence - available in the public domain - as you can about that offence. This might include forensic evidence or eyewitness testimony. You can use media reports (e.g., newspapers), or other public documents such as reports.
You may select a case in which a profile has already been created, but if so, your own profile will be assessed on what new information (or reasoning) you are able to generate.
You should explain the reasoning behind each part of your profile. For example, if you are proposing that an offender lives in a particular area, you should explain how you reached that conclusion.

Assessment Due Date
Week 12 Monday (7 Oct 2019) 9:00 am AEST
Submit via Moodle

Return Date to Students
Exam Week Monday (21 Oct 2019)
Return via Moodle

Weighting
40%

Assessment Criteria
Assessment criteria (100 marks)
Abstract (10 marks)
- Concise and accurately summarises the details from your report (100-150 words)
Body (70 marks)
- Identification of relevant case details. This must including a timeline and map(s).
- A summary of the known evidence in the case (e.g., forensic evidence, eyewitness statements)
- An original profile of the offender (your own work). You may use either a single type of profiling, or several different types of profiling. If a profile has already been used in the case, you may compare/contrast this with your own profile. You must not simply restate the profile created in the actual case.
- Critical evaluation/reflection of your profile. Highlight the information derived from profiling that goes beyond the known evidence. For example, if a witness has described the offender as male, a profile identifying the offender as 'male' has not made a meaningful contribution to an ongoing investigation.
- Referenced where appropriate (in-text)
References (10 marks)
- Correct APA format in-text and reference list
Style/Presentation (10 marks)
- Grammar, spelling and sentence structure
- Overall readability, flow of writing
- Appropriate use of sub-headings
Length: Not specified. There is no minimum/maximum, though an assignment less than 1000 words would probably be 'too short' and anything more than 3000 would probably be 'too long'.
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: "Glenn Miller 6500 PSYC20052 Assignment 2.docx"

Referencing Style

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

Submission
Online

Learning Outcomes Assessed

- Integrate and synthesise complex data to profile a single offence type
- Apply creative strategies to create a profile of an unknown offender.

Graduate Attributes

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