



PSYC20052 Offender Profiling and Crime Analysis

Term 2 - 2020

Profile information current as at 20/04/2024 01:13 am

All details in this unit profile for PSYC20052 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

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 - 2020

- 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](#).

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 'Have your say' Unit Evaluations and Self-reflection.

Feedback

The unit needs more focus on emerging approaches to profiling rather the older FBI methods.

Recommendation

Lectures for the unit next semester will encompass a review of the emerging profiling modalities, with specific attention being given to behavioural evidence analysis and behavioural investigative advice. These new modalities will be contrasted in relation to the FBI methods.

Feedback from Informal student feedback and Self-reflection.

Feedback

Students suggested further guidelines on how to write and develop a criminal profile be provided.

Recommendation

An additional lecture will be provided on how to develop and write a criminal profile. This will focus on applying learnt knowledge to develop a criminal profile and incorporate the practical skills needed to produce this outcome.

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



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

Textbooks and Resources

Textbooks

PSYC20052

Prescribed

Criminal Profiling: An Introduction to Behavioral Evidence Analysis

Fourth Edition (2012)

Authors: Brent E. Turvey

Elsevier

Oxford , United Kingdom

ISBN: 978-0-12-385243-4

Binding: Hardcover

Additional Textbook Information

Copies can be purchased from the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code). eBook is available online at the CQUniversity Library.

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

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 - 13 Jul 2020

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

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
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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 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
The FBI method: Hits and misses	Mjanes, K., Beauregard, E., & Martineau, M. (2017). Revisiting the organized/disorganized model of sexual homicide. <i>Criminal Justice and Behavior</i> , 44(12), 1604-1619. doi: 10.1177/0093854817736554 Petherick, W. A., & Turvey, B. E. (2012). Criminal profiling: Science, logic, and cognition. In B. E. Turvey (Ed.), <i>Criminal profiling: An introduction to Behavioral Evidence Analysis</i> (Fourth Edition). Great Britain: Elsevier.	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Investigative Psychology & Geographical profiling	Canter, D. V. (2011). Resolving the offender 'profiling equations' and the emergence of investigative psychology. <i>Current Directions in Psychological Science</i> , 20, 5-10. doi: 10.1177/0963721410396825 Harries, K., & LeBeau, J. (2007). Issues in the Geographic Profiling of crime: Review and commentary. <i>Police Practice and Research</i> , 8(4), 321-333. doi:10.1080/15614260701615029	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Applying psychological principles to investigating crime	Alison, L., Goodwill, A., Almond, L., van den Heuvel, C., & Winter, J. (2010). Pragmatic solutions to offender profiling and behavioural investigative advice. <i>Legal and Criminological Psychology</i> , 15, 115-132. doi: 10.1348/135532509X463347 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.	Assignment 1 due Monday 10/08/20 at 9am. A Critical Review of FBI Profiling Due: Week 5 Monday (10 Aug 2020) 9:00 am AEST

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
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Victimology

Turvey, B. E., & Freeman, J. (2012). Forensic victimology. In B. E. Turvey (Ed.), *Criminal profiling: An introduction to Behavioral Evidence Analysis (Fourth Edition)*. Great Britain: Elsevier.

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Investigating sex crimes	Turvey, B. E. (2012). Sexual deviance. In B. E. Turvey (Ed.), <i>Criminal profiling: An introduction to Behavioral Evidence Analysis (Fourth Edition)</i> . Great Britain: Elsevier. Turvey, B. E., & Freeman, J. (2012). Case linkage: Offender modus operandi and signature. In B. E. Turvey (Ed.), <i>Criminal profiling: An introduction to Behavioral Evidence Analysis (Fourth Edition)</i> . Great Britain: Elsevier.	Assignment 1 returned Monday 31/08/20.

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Psychopathy & serial crime	Hickey, E. W., Walters, B. K., Drislane, L. E., Palumbo, I. M. & Patrick, C. J. (2018). Deviance at its darkest: Serial murder and psychopathy. In C. J. Patrick (Ed.), <i>Handbook of psychopathy (2nd ed., pp. 570-584)</i> . New York: Guilford Press. Stone, M. H. (2001). Serial sexual homicide: Biological, psychological, and sociological aspects. <i>Journal of Personality Disorders</i> , 15, 1-18.	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Developing an offender profile	Turvey, B. E. (2012). An introduction to crime scene analysis. In B. E. Turvey (Ed.), <i>Criminal profiling: An introduction to Behavioral Evidence Analysis (Fourth Edition)</i> . Great Britain: Elsevier. Turvey, B. E. (2012). Inferring offender characteristics. In B. E. Turvey (Ed.), <i>Criminal profiling: An introduction to Behavioral Evidence Analysis (Fourth Edition)</i> . Great Britain: Elsevier.	Assignment 2 due Monday 14/09/20 at 9am. The Killer will have a Speech Impediment Due: Week 9 Monday (14 Sept 2020) 9:00 am AEST

Week 10 - 21 Sep 2020

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. <i>International Journal of Law and Psychiatry</i> , 33(3), 184-191. doi:10.1016/j.ijlp.2010.03.009	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary issues in offender profiling: Research, ethics, and biases.	Petherick, W., & Brooks, N. (2014). Where to from here? In W. Petherick (Ed.), <i>Profiling and serial crime: Theoretical and practical issues</i> (3rd ed.), (pp. 241-262). Massachusetts: Anderson Publishing. Welch, K. (2007). Black criminal stereotypes and racial profiling. <i>Journal of Contemporary Criminal Justice</i> , 23, 276-288	Assignment 2 returned Monday 28/9/20.

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Towards best-practice in offender profiling	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. <i>Psychological Bulletin</i> , 144(12), 1247-1274. doi:10.1037/bul0000170 Snook, B., Taylor, P. J., & Bennell, C. (2007). Criminal profiling belief and use: A study of Canadian police officer opinion. <i>The Canadian Journal of Police & Security Services</i> , 5(3/4), 1-11	Assignment 3 due Monday 05/10/20 at 9am. Profiling an unknown offender Due: Week 12 Monday (5 Oct 2020) 9:00 am AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assignment 3 returned Monday 19/10/20.

Assessment Tasks**1 A Critical Review of FBI Profiling****Assessment Type**

Essay

Task Description**A Critical Review of FBI 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?), the research approaches employed by the FBI, and how the FBI methods were implemented to identify suspects and perpetrators. 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 cases where FBI profiling was employed.

Some key questions:

How have the FBI profilers expanded/changed their classification scheme?

How successful has FBI profiling been to suspect apprehension, have the techniques helped or hindered investigators?

How have FBI profilers responded to the development of other approaches to profiling?

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 5 Monday (10 Aug 2020) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 7 Monday (31 Aug 2020)

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 (80 marks)

- Overview of the FBI methodology (20 marks)

- Critique and analysis of empirical research on profiling and the implications of the FBI methodology (20 marks)

- Examine the profiling typologies and the processes to derive an FBI profile (20 marks)

- Application of FBI profiling to investigations and conclusions that can be inferred (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 (+/- 10%, 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 7th Edition \(APA 7th edition\)](#)

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 The Killer will have a Speech Impediment

Assessment Type

Case Study

Task Description

The Killer will have a Speech Impediment

Between 1979 and 1981, 10 victims were discovered in the trail-side areas of San Francisco. The perpetrator of these crimes was dubbed, The Trail-side Killer. In devising a profile relating to these killings, the FBI agent at the time, John Douglas, profiled that "the killer will have a speech impediment". Douglas stated, "the fact that none of the victims had been approached in a crowd or tricked into going along with him, the fact that he felt he had to rely on a blitz attack even in the middle of nowhere - all of this told me we were dealing with someone with some condition that he felt awkward or ashamed about" (Douglas & Olshaker, 1995, p. 156).

The focus of the assignment is to review the Trail-side killings and examine the inference that was made by Douglas about the perpetrator. In completing the case study, areas to be considered include:

1. Can a speech impediment be inferred from a crime scene? What evidence or crime scene details would be required to determine this?
2. Are there any behavioural components associated with a speech impediment that may influence behavioural expression?
3. Consider the investigative implications from making this statement in a profile? What potential implications could this have on an investigation?
4. Is this type of offender characteristics a feature that should be included in a profile?

Key reference

Douglas, J., & Olshaker, M. (1995). *Mindhunter: Inside the FBI elite serial crime unit* Great Britain: Arrow Books.

Assessment Due Date

Week 9 Monday (14 Sept 2020) 9:00 am AEST

Submit via Moodle

Return Date to Students

Week 11 Monday (28 Sept 2020)

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 (80 marks)

- Identification of relevant case details (20 marks)
- Evidence of critical evaluation and discussion of case material (20 marks)
- Integration of material relating to key profile and offender characteristics (20 marks)
- Critical analysis of the investigative relevance of offender profiles (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 (+/- 10%, 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 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via Moodle

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 and consideration should be given to the key components required to develop an offender profile as covered in the lecture material. For example, if you are proposing that an offender has a specific characteristic, you should explain how you reached that conclusion.

Assessment Due Date

Week 12 Monday (5 Oct 2020) 9:00 am AEST

Submit via Moodle

Return Date to Students

Exam Week Monday (19 Oct 2020)

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 (80 marks)

- Identification of relevant case details, with particular emphasis given to crime scene information (15 marks)

- A summary of the known evidence in the case (e.g., forensic evidence, eyewitness statements) (15 marks)

- 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 (25 marks)

- Critical evaluation/reflection of your profile. Highlight the information and evidence utilised to develop and derive conclusions within the profile. This should include a review of the strengths and weakness of the profile (25 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: 3500 words maximum. There is no specific word requirement other than the assignment not exceed the maximum words limit, though an assignment less than 1000 words would probably be 'too short' and anything more than 3500 would 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 3.docx"

Referencing Style

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

Submission

Online

Submission Instructions

Submit via Moodle

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