

Applied Criminal Psychology

Section A: Headline Information	
Module title	Applied Criminal Psychology
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Susan Ní Chuileann
Parent programme(s) the plural arises if there are embedded programmes to be validated.	BA (Honours) in Arts and Humanities
Stage of parent programme	4
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, Web Based Learning and Class Debates
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 3 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Psychology
Maximum number of learners per module	60
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall Library IT Resources
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1: 5	4	1:5			4	93			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				30%			70%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>Applied Criminal Psychology is a module set at the interface between psychology and criminality. It considers patterns and anomalies in the types of individuals who come to the attention of the criminal justice system whilst also considering individuals' decision-making processes, children and how they recall criminal events, and the psychology of advocacy in the courtroom.</p> <p>The rationale for including this module in this Programme is builds on modules already covered in the programme. Furthermore, this module can facilitate and enrich knowledge across modules such as Cyber Psychology, Clinical Psychology and Counselling Psychology.</p>
Module Aims and Objectives	The main aim of this module is to explore the psychology of the Irish courtroom, as well as treatment programmes and risk assessments that are carried out with convicted criminals in the Republic of Ireland and parts of the UK today. An important objective of this module rests in broadening the learner's understanding of how principles of psychology are applied to arenas such as the courts and the prison services.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Understand and evaluate the ethical implication of imprisonment. (MIPLO 2, 3, 6, 8)

	<ol style="list-style-type: none"> 2. List and discuss what makes for a vulnerable witness in the Irish Court System. (MIPLO 1, 2, 3, 5) 3. Debate the various behavioural approaches for dealing with different types of offenders. (MIPLO 2, 3, 5, 7) 4. Discuss and understand needs and risk assessment in forensic populations. (MIPLO 2, 3, 4, 7)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Over the course of 12 weeks, the learner will cover topics such as:</p> <p>Reasoning and Decision Making in the Courtroom</p> <ul style="list-style-type: none"> • A history of Irish Courtrooms • What characterises a good narrative • Define Regret Theory • Eyewitness Testimony • Memory Retrieval <p>Vulnerable Witnesses in Court</p> <ul style="list-style-type: none"> • Define a vulnerable witness • Children as reliable witnesses • The Witness and the Jury • Jury Deliberation • Making Legal Decisions about Children <p>Persuasion in the Courtroom</p> <ul style="list-style-type: none"> • Defining advocacy • Qualities of an Advocate • Effective Advocacy <p>Offenders and Psychology</p> <ul style="list-style-type: none"> • Punishment or Treatment • Nothing Works • What Works? • Evidence-based practice • Effective interventions for Offenders in Ireland and the UK <p>Offending Behaviour Programmes</p> <ul style="list-style-type: none"> • Manualised Offending Behaviour Programmes • Sex Offender Behaviour Programmes • Implementation Issues

	<ul style="list-style-type: none"> Evaluating these Programmes <p>Risk and Needs Assessment</p> <ul style="list-style-type: none"> The Risk Principle The Needs Principle Predicting Risk Assessing Risk
Module Teaching and Learning Strategy	<p>This module will be delivered in a two-hour lecture for twelve weeks and four one-hour tutorials delivered across eight weeks. The rationale for this teaching mode rests in the amount of information to be covered in this timeframe.</p> <p>Moodle will be used each week to upload relevant articles, required reading and in some instances, links to essential viewing.</p>
Work-Based Learning and Practice-Placement	N/a
E-Learning	Learners will complete two sets of short answer timed questions on Moodle worth 30%. Each test should take no longer than 2 hours.
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
Module Summative and Formative Assessment Strategy	<p>2 sets of short answer timed questions on Moodle worth 30% Summative</p> <p>1 end-of-term exam worth 70% Formative.</p>
Sample Assessment Materials	<p>Short Answer Questions (30%)</p> <p>Each question to be answered in no more than 30 words</p> <p>Include word count for EACH question</p> <p>This is a timed exam on Moodle and your grade will be available immediately</p> <p>Examples</p> <ul style="list-style-type: none"> According to Friendship, Beech and Browne (2002), what are the ETHICAL implications of denying treatment to offenders? Define Restorative Justice. What is CSAP an abbreviation for in Irish Law? <p>Sample Exam Questions (70%)</p> <p><i>Each question is worth 35 marks</i></p> <p><i>Of the 4 questions provided, please answer two.</i></p> <p>Critically evaluate the practice of risk assessment with a forensic population.</p> <p>List and provide your understanding of an effective intervention with child/young offenders.</p>

	Demonstrate your knowledge relating to the understanding and prevention of violence in institutions.
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u> Davies, G. M. and Beech, A. R. (2017). <i>Forensic Psychology: Crime, justice, law interventions</i> (3rd ed.). West Sussex, United Kingdom: Wiley.</p> <p>Howitt, D. (2018). <i>Introduction to forensic and criminal psychology</i> (6th ed.). Harlow, United Kingdom: Pearson.</p> <p>Scott, A. J. (2019). <i>Forensic psychology: Macmillan insights In psychology</i> (2nd ed.). London: Red Globe Press, Springer Nature.</p> <p><u>Other Reading:</u> Case studies and articles as posted on Moodle by the Lecturer. Journal articles will also be explored from journals such as:</p> <p><i>Criminology and Criminal Justice</i> <i>European Journal on Criminal Policy and Research</i> <i>Canadian Journal of Criminology and Criminal Justice</i> <i>Journal of Criminal Law and Criminology</i> <i>Journal of Contemporary Criminal Justice</i> <i>Criminal Justice and Behavior.</i></p> <p><u>Essential Viewing:</u> Ted Talks as allocated by lecturer</p>
Module Physical Resource Requirements	Lecture Hall, IT facilities and whiteboard