

Forensic Psychology

Section A: Headline Information	
Module title	Forensic 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)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and Web Based Learning
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: 10						101: 65 hours Self-directed study and reading 36 hours assessment prep and writing			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>Forensic psychology is the intersection between psychology and the justice system. It involves understanding fundamental legal principles, particularly with regard to expert witness testimony and the specific content area of concern (e.g., competence to stand trial, child custody and visitation, or workplace discrimination), as well as learning how to interact with Gardaí, Solicitors and Judges.</p> <p>The rationale for including forensic psychology in this Programme is twofold. In the first instance understanding of ways forensic psychologist observe, comprehend and respond to the rapid pace of criminal and legal behaviour is vital for the learner pursuing a career pathway in psychology. In the second instance, this module builds on the psychology modules taught in previous Stages of the Programme by applying the very definitive aspects of psychology to real-life disciplines such as Law.</p>
Module Aims and Objectives	The aim of this module is to give learners to the opportunity to learn the applications of psychology associated with the legal system along with issues and problems that can arise when psychology is applied.

	<p>The objectives are to incorporate lectures, debates, case studies, experiments and discussion to the learner on the subject of legal processes, criminology, crime, offenders, and how punishment can fail and achieve change. This module draws on previous learning therefore, such as cognitive psychology (memory), abnormal and clinical psychology (the abnormal personality and how to treat that), social and organisational psychology (the influence of a courtroom and how law is organised) as well as child and educational psychology (offenders tend to hail from less than conducive family and educational backgrounds).</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. List, describe and evaluate the most prominent criminological theories as well as more recent models. (MIPLO 1, 2, 3, 4, 5, 7) 2. Demonstrate a clear understanding of biological explanations when debating the nature of crime. (MIPLO 1, 3, 5) 3. Articulate and critique definitions and prevalence of crime in Ireland and its impact on victims. (MIPLO 2, 3, 4, 5, 6, 7) 4. Discuss the history and ethics surrounding punishment. (MIPLO 2, 3, 4, 5, 8)
<p>Information Provided to Learners about the Module</p>	<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>
<p>Module Content, Organisation and Structure</p>	<p>Psychology and the Legal Process</p> <ul style="list-style-type: none"> • Aims • The nature of the two disciplines • Methods of enquiry • The legal System • Psych and Law: Different Approaches? • Psych issues in Forensic and Legal Contexts <p>Introduction to Criminology</p> <ul style="list-style-type: none"> • Aims • Prominent Criminological Theories • Classical Criminology • Positivist Criminology • Urban Theories of Crime • Strain Theory • Control Theories • Labelling Theory • Marxist Criminology

	<p>Recent Models of Criminology</p> <ul style="list-style-type: none"> • Radical criminology • Left Idealism • New Administrative Criminology • Right Realism • Left Realism • Critical Criminology <p>Definitions and Prevalence of Crime</p> <ul style="list-style-type: none"> • Aims • What is Crime? • Alternative Definitions • Violating Social Norms • Social Harm • Violating Human Rights • Deviance • Measuring and Counting Crimes • Surveys • Observations <p>Identifying Offenders and Victims</p> <ul style="list-style-type: none"> • Aims • A question of design • Juvenile crime • Long Term Criminals • Adult Criminals • Victimology • Domestic Violence • Hate Crimes • Victimisation • Fear of Crime <p>Punishment</p> <ul style="list-style-type: none"> • Aims • History of Imprisonment • Is it effective? • What are the goals of punishment? • Nature of the Offender • Specific Deterrents • Incapacitation • Summing Up.
<p>Module Teaching and Learning Strategy</p>	<p>This module will be delivered in a two-hour lecture for twelve 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	N/A
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>This is a 20-80% CA task for the learner touching on all 4 MIMLOs.</p> <p>Building on what was learned across Psychology Stages 1-3, the learner is tasked with writing a 2,500 – 3,000 word report on the psychology of juvenile crime and punishment in Ireland today.</p> <p>This needs to be written as per a Psychology Report</p> <ul style="list-style-type: none"> • Cover Page • Abstract 250 words (20%) (MIMLO 1) • Table of Contents • Introduction • Literature Review • Methods used to Diagnose and Treat • Conclusions • References • (2,500-3,000 words) (80%) (MIMLO 1, 2, 3 and 4) <p>This prepares the learner with the ability to prepare case notes and report for Psychology positions in the workplace. It also prepares the continuing learner with a clear understanding of how a dissertation needs to be undertaken in Stage 4.</p> <p>Learners will be assessed on different stages of the work every third week of the 12-week module.</p> <p>Stage 1 (week 3): Cover Page and chosen topic (i.e. mood/anxiety/eating or sexual disorders)</p> <p>Stage 2 (week 6): Start of Literature Review and References</p> <p>Stage 3 (week 9): Methods used to diagnose and treat the disorders and References</p> <p>Stage 4 (week 12): Submit Full Report</p>
Sample Assessment Materials	As above
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Bull, R., Bilby, C. et al., <i>Criminal Psychology: A Beginner's Guide</i> (Beginner's Guides) (UK: Open University Press, 2009)</p> <p>Canter, D., <i>Forensic Psychology: A Very Short Introduction</i> (UK: Open University Press, 2010)</p>

	<p>Webb, D., <i>Criminal Profiling: An Introductory Guide</i> (UK: Open University Press, 2013)</p> <p><u>Other Reading:</u> Case studies and articles as posted on Moodle by the Lecturer.</p> <p><u>Essential Viewing:</u> Ted Talks as allocated by lecturer</p>
Module Physical Resource Requirements	Lecture Hall with PowerPoint, DVD and internet access.