

Applied Criminal Psychology

Module title										
Applied Criminal Psychology										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number / reference		ECTS Value		Duration				
8				5		12 weeks				
Parent programme(s). Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				2		2				
Teaching and Learning modes		Proportion (% of Total Directed Learning)								
Classroom / Face to Face		22.4%								
Workplace										
Online										
Other (Identify)		77.6% (directed and self-directed learning)								
Entry requirements (statement of knowledge, skill and competence)										
Successful completion of Stage 1 of the programme or equivalent is required for entry onto Stage 2.										
Maximum number of learners per instance of the module				40						
Average (over the duration of the module) of the contact hours per week				2.3						
Pre-requisite module title(s) (if any)										
Co-requisite module title(s) (if any)										
Is this a capstone module? (Yes or No)				No						
Module-specific physical resources and support required per centre (or instance of the module)										
Lecture hall, Library, IT Resources										
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.										
Role e.g. Tutor, Mentor etc.		Qualifications & experience required:				# of Staff with this profile (WTEs)				
Lecturer		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%				
Analysis of required learning effort										
				Hours of Learner effort						
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning	Independent learning	Other (specify)	Work-based learning	Total effort
Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10	4	1:10			4	93			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	30%			70%	100%

<p>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</p>	<p><i>Applied Criminal Psychology</i> 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 is that it builds on <i>Introduction to Psychology and Crime</i> in Stage 1 as well as <i>Forensic Psychology</i> in later stages of the programme. Furthermore, this module can facilitate and enrich knowledge across modules such as <i>Cyber Psychology</i>, <i>Clinical Psychology</i> and <i>Counselling Psychology</i>. Module content also contains embedded content on core areas of psychology such as Developmental Psychology and Social Psychology, and these are noted accordingly.</p>
<p>Module Aims and Objectives</p>	<p>This second of three modules dedicated to the application of psychology to law, builds on the Stage 1 module <i>Introduction to Psychology and Crime</i> and provides a basis for both <i>Cyber Psychology</i> and <i>Forensic Psychology</i> in later stages of the programme. 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.</p>
<p>Minimum Intended Module Learning Outcomes</p>	<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 1, 2, 4, 7, 8) 2. List and discuss what makes for a vulnerable witness in the Irish Court System. (MIPLO 2, 4, 7) 3. Debate the various behavioural approaches for dealing with different types of offenders. (MIPLO 2, 4, 5, 8) 4. Discuss and understand needs and risk assessment in forensic populations. (MIPLO 2, 3, 4, 7)
<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 Moodle Page 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>

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 • 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 (including formative assessment) Strategy	<p>This module will be delivered in a two-hour lecture format across 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>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	<p>Learners will complete two sets of short answer timed questions on Moodle worth 30%. Each test should take no longer than 2 hours.</p> <p>MIMLOS 1-5 inclusive</p>

Specifications for Module Staffing Requirements	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p> <p>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.</p>
Module Summative Assessment Strategy	<p>Two sets of short answer timed questions on Moodle worth 30% MIMLOS 1-4 inclusive</p> <p>One end-of-term exam worth 70% MIMLOS 1-4 inclusive</p>
Sample Assessment Materials	<p>Short Answer Questions (30%) Each question (15 questions in total per assessment) to be answered in no more than 30 words 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%) <i>Each question is worth 35 marks</i> <i>Of the 4 questions provided, please answer two.</i></p> <ul style="list-style-type: none"> • Critically evaluate the practice of risk assessment with a forensic population. • List and provide your understanding of an effective intervention with child/young offenders. • 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></p>

	<p><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