

## Forensic Psychology

<b>Module title</b>							
Forensic Psychology							
<b>Module NFQ level</b> (only if an NFQ level can be demonstrated)		<b>Module number / reference</b>		<b>ECTS Value</b>		<b>Duration</b>	
8				5		12 weeks	
<b>Parent programme(s).</b> Principal programme title, and embedded(s) if relevant				<b>Stage of parent programme</b>		<b>Semester No.</b>	
BA (Honours) in Psychology				3		1	
<b>Teaching and Learning modes</b>		<b>Proportion</b> (% of Total Directed Learning)					
Classroom / Face to Face		19.2%					
Workplace							
Online							
Other (Identify)		80.8% (Directed and self-directed Learning)					
<b>Entry requirements (statement of knowledge, skill and competence)</b>							
Successful completion of Stage 2 of the programme or equivalent is required for entry onto Stage 3.							
<b>Maximum number of learners per instance of the module</b>			40				
<b>Average (over the duration of the module) of the contact hours per week</b>			2				
<b>Pre-requisite module title(s) (if any)</b>							
<b>Co-requisite module title(s) (if any)</b>							
<b>Is this a capstone module? (Yes or No)</b>			No				
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>							
Lecture hall, Library, IT Resources							
<b>Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.</b>							
<b>Role e.g. Tutor, Mentor etc.</b>		<b>Qualifications &amp; experience required:</b>				<b># of Staff with this profile (WTEs)</b>	
Lecturer		Minimum level 9 qualification in Psychology with teaching and/or research competence in the area				100%	
<b>Analysis of required learning effort</b>							
			<b>Hours of Learner effort</b>				
<b>Classroom and demonstrations</b>	<b>Mentoring and small-group tutoring</b>	<b>Other (specify)</b>	<b>Directed e-learning</b>	<b>Independent learning</b>	<b>Other (specify)</b>	<b>Work-based learning</b>	<b>Total effort</b>

Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner	Hours	Minimum ratio teacher / learner					
24	1:10						101			125

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

<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	Forensic psychology is the intersection between psychology and the justice system. The rationale for including forensic psychology in this Programme is twofold. In the first instance understanding of ways forensic psychologists observe, comprehend and respond to the rapid pace of criminal and legal behaviour is of specific interest for the learner pursuing a career pathway in criminal, forensic or clinical psychology. In the second instance, this module builds on the psychology modules taught in Stage 1 of the programme by applying definitive aspects of psychology to real-life disciplines such as Law. Module content also contains embedded content on core areas of psychology such as Developmental Psychology and Social Psychology, and these are noted accordingly.
<b>Module Aims and Objectives</b>	<p>The third module dedicated to the application of psychology to law, the aim of this module is to give learners 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> <p>The objectives are to expand the learners understanding of psychology as it relates to law.</p>
<b>Minimum Intended Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. List, describe and evaluate the most prominent criminological theories as well as more recent models. (MIPLO 1, 2, 4, 7)</li> <li>2. Demonstrate a clear understanding of biological explanations when debating the nature of crime. (MIPLO 1, 2, 4, 8)</li> <li>3. Articulate and critique definitions and prevalence of crime in Ireland and its impact on victims. (MIPLO 1, 2, 8)</li> <li>4. Discuss the history and ethics surrounding punishment. (MIPLO 1, 2, 4, 8)</li> </ol>
<b>Information Provided to Learners about the Module</b>	<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>
<p><b>Module Content, Organisation and Structure</b></p>	<p>Over the course of 12 two-hour lectures, the learner will cover topics such as:</p> <p><b>Introduction and Overview</b></p> <ul style="list-style-type: none"> <li>• Defining Forensic Psychology</li> <li>• Methods of enquiry</li> <li>• The legal System</li> <li>• Psychology and Law: Different Approaches?</li> <li>• Psychology issues in Forensic and Legal Contexts</li> </ul> <p><b>Victims of Crime</b></p> <ul style="list-style-type: none"> <li>• Victim-Offender Overlap</li> <li>• Psychology and the victims of crime</li> <li>• PTSD and the victims of crime</li> <li>• Theories of PTSD</li> <li>• PTSD and re-victimisation</li> <li>• Victim Decision-Making</li> </ul> <p><b>Types of Crime and Forensic Investigations: Violent Offenders</b></p> <ul style="list-style-type: none"> <li>• Violent Offenders, drugs and alcohol</li> <li>• Anger and violent crime</li> <li>• Media influences on violent crime</li> <li>• Theories of Homicide</li> <li>• Investigating Violent Crimes as a Psychologist</li> </ul> <p><b>Types of Crime and Forensic Investigations: Rapists</b></p> <ul style="list-style-type: none"> <li>• Frequency of Rape</li> <li>• Youth Sex Offenders</li> <li>• Sex Offenders as specialists and generalists</li> <li>• Rape as a sexual orientation</li> <li>• Anger and Hostility in Sex Offending</li> <li>• Investigating Forensic patterns in Rape</li> </ul> <p><b>Types of Crime and Forensic Investigations: Paedophiles</b></p> <ul style="list-style-type: none"> <li>• Classifications of paedophiles</li> <li>• Incidence and prevalence of this crime</li> <li>• The normal sex lives of child sex offenders</li> <li>• The nature of these offences</li> <li>• Theories of Paedophilia</li> <li>• Forensic Information and Guiding Investigations</li> </ul> <p><b>Terrorism and hostage-taking Incidents</b></p> <ul style="list-style-type: none"> <li>• The nature of terrorism</li> <li>• The consequences of terrorism</li> <li>• Is there a terrorist personality type or is this a psychopathology?</li> <li>• Risk Assessing terrorism</li> <li>• The creation of a terrorist</li> <li>• Planning a terrorist attack</li> <li>• Hostage barricade incidents</li> </ul>

	<ul style="list-style-type: none"> <li>• Hostage Negotiation</li> </ul> <p><b>Profile Analysis: American Style Offender Profiling</b></p> <ul style="list-style-type: none"> <li>• The origins of offender profiling</li> <li>• The FBI profiling process</li> <li>• The methodology of FBI profiling</li> <li>• The process of police investigation</li> <li>• An example of FBI profiling</li> <li>• Research on profiling and its efficacy</li> </ul> <p><b>Profile Analysis: Investigative psychology, statistical and geographical profiling</b></p> <ul style="list-style-type: none"> <li>• Geographical Profiling</li> <li>• A research-based approach to profiling</li> <li>• The homology issues and basic theory</li> <li>• Consistency in offending</li> <li>• Crime linkage</li> <li>• Profiling and Personality</li> </ul> <p><b>Lies, lie detecting and credibility</b></p> <ul style="list-style-type: none"> <li>• Ekman’s theory of lie detection</li> <li>• Cues to deception</li> <li>• What offenders say about lying</li> <li>• Strategic Questioning</li> <li>• The use of Strategic Use of Evidence (SUE) technique</li> </ul> <p><b>Assessment of Risk, dangerousness and recidivism</b></p> <ul style="list-style-type: none"> <li>• Risk Assessment</li> <li>• Dynamic and static risk factors</li> <li>• Clinical versus statistical judgement</li> <li>• Statistical or actuarial prediction</li> <li>• Assessing risk and dangerousness</li> <li>• Ethical issues in risk assessments</li> </ul>
<p><b>Module Teaching and Learning (including formative assessment) Strategy</b></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 regularly to upload relevant articles, required reading and in some instances, links to essential viewing. A template for a Forensic Psychology Report will be available to learners in this VLE to assist with their CA work.</p>
<p><b>Work-Based Learning and Practice-Placement</b></p>	<p>N/A</p>
<p><b>E-Learning</b></p>	<p>N/A</p>
<p><b>Specifications for Module Staffing Requirements</b></p>	<p>Staff: Learner ratio is typical of the overall programme approach with a maximum of 40 learners, but where there are cross-programme modules, the maximum staff: learner ratio may vary between 50 and an upper limit of 120.</p>

	Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.
<b>Module Summative Assessment Strategy</b>	<p>This module will be assessed by Continuous Assessment worth 100%.</p> <p>This is a 20-80% CA task for the learner touching on all four MIMLOs.</p>
<b>Sample Assessment Materials</b>	<p>Building on what was learned across Stages 1 and 2, 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><b>A. Cover Page</b></p> <p><b>B. Abstract</b> 250 words (20%) (MIMLO 1)</p> <ol style="list-style-type: none"> <li>1. Adhering to APA formatting within the presented work.</li> <li>2. Adhering to the template provided for the Cover Page and Abstract (available via Moodle)</li> <li>3. Work must be proof-read for spelling and grammatical errors.</li> <li>4. Employing a discursive and critical approach to the topic.</li> <li>5. Using a balanced, objective approach to the question outlined.</li> <li>6. Do not refer to “I” in this work, instead write in the third party.</li> <li>7. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.</li> <li>8. Demonstrate an appropriate depth and breadth of reading.</li> </ol> <p><b>C. The Report</b> (2,500-3000 words) (MIMLOs 1,2,3 and 4)</p> <ul style="list-style-type: none"> <li>• Table of Contents</li> <li>• Introduction</li> <li>• Literature Review</li> <li>• Methods used to Diagnose and Treat</li> <li>• Conclusions</li> <li>• References</li> </ul> <ol style="list-style-type: none"> <li>1. Adhering to APA formatting within the presented work.</li> <li>2. Adhering to the template provided for the Report (available via Moodle)</li> <li>3. Work must be proof-read for spelling and grammatical errors.</li> <li>4. Employing a discursive and critical approach to the topic.</li> <li>5. Using a balanced, objective approach to the question outlined.</li> <li>6. Do not refer to “I” in this work, instead write in the third party.</li> <li>5. All work should include reference to appropriate peer-reviewed texts or resources when making a specific point or argument.</li> <li>6. Demonstrate an appropriate depth and breadth of reading.</li> </ol>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b></p> <p>Davies, G. M., and Beech, A. R. (2017). <i>Forensic Psychology: Crime, justice, law interventions</i> (3<sup>rd</sup> ed.). West Sussex, United Kingdom: Wiley.</p> <p>Howitt, D. (2018). <i>Introduction to forensic and criminal psychology</i> (6<sup>th</sup> ed.). Harlow, United Kingdom: Pearson.</p> <p>Scott, A. J. (2019). <i>Forensic psychology: Macmillan insights In psychology</i> (2<sup>nd</sup> ed.). London: Red Globe Press, Springer Nature.</p>

	<p><b><u>Other Reading:</u></b>  Case studies and articles as posted on Moodle by the Lecturer, these will be related to articles 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>  <i>Forensic Science International</i>  <i>Journal of Forensic Sciences</i>  <i>Journal of Forensic Psychiatry and Psychology.</i></p> <p><b><u>Essential Viewing:</u></b>  Ted Talks as allocated by lecturer</p>
<p><b>Module Physical Resource Requirements</b></p>	<p>Lecture Hall with PowerPoint, DVD and internet access.</p>