

Introduction to Psychology and Crime

Module title										
Introduction to Psychology and Crime										
Module NFQ level (only if an NFQ level can be demonstrated)		Module number / reference		ECTS Value		Duration				
8				5		12				
Parent programme(s). Principal programme title, and embedded(s) if relevant				Stage of parent programme		Semester No.				
BA (Honours) in Psychology				1		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)										
The entry requirements, as set out in Section 4, must be satisfied for entry onto the programme.										
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/Tutor		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				97			125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	40%			60%	100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The rationale for including this module in Stage 1 is that it introduces the learner to a broad understanding of crime, based on factors such as the individual's cognition and emotional development, in addition to the influences of socialisation, peer groups and the social and economic environment. Module content also contains embedded content on core areas of psychology such as Developmental Psychology and Cognitive Psychology, and these are noted accordingly.
Module Aims and Objectives	This module is the first of three modules focused upon the application of psychology to law. The main aim is to provide the learner with the knowledge that a methodological approach to the study of criminal behaviour can generate both systematic findings and practical solutions to problems. This first module related to understanding criminal behaviour defines crime and introduces the learner to theories and models used in criminological theory. It is a module designed to equip the learner with an understanding of the various pathways in to crime, aimed at systematically explaining the many approaches to understanding criminal behaviour, and methods that can then attempt to prevent and reduce crime. A critical objective is to draw theoretical points of view and methods from core areas such as Developmental Psychology modules to enrich learner knowledge and to draw on integrated learning methodologies.
Minimum Intended Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Describe and discuss criminogenic risk factors. (MIPLO 1, 4, 7) 2. Compare and contrast retribution, deterrence and incapacitation. (MIPLO 1, 4, 7) 3. List and expand on practical applications of psychology in policing, prosecution and sentencing. (MIPLO 1, 5) 4. Consider and discuss ethical considerations in criminal psychology. (MIPLO 2, 4, 5, 8)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms. 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.

**Module Content,
Organisation and
Structure**

Over the course of 12 weeks, the learner will cover topics such as:

Introduction to Criminology

Defining and Measuring Crime (Ireland and UK)

- Prominent Criminological Theories
- Classical Criminology
- Positivist Criminology
- Urban Theories of Crime
- Strain Theory
- Control Theories
- Labelling Theory
- Marxist Criminology

Models of Criminology

- Radical Criminology
- Left Idealism
- New Administrative Criminology
- Right Realism
- Left Realism
- Critical Criminology

Accounting for Crime

- Neuropsychology of offending
- Intelligence and Crime
- Psychoanalysis and Crime
- Addiction to Crime
- Eysenck's biosocial theory of Crime
- Social Learning Theory and Crime
- The Social Construction of Crime

Juvenile offenders and Beyond

- International Comparisons
- Adolescence, crime and the Family
- Criminogenic Factors in Childhood
- Continuity of Childhood and Adult Anti-Social Behaviour (ASB)
- Biological Factors in ASB
- Two Types of Delinquents
- Specific Explanations of ASB in Childhood
- Interventions
- Diversion from the criminal justice system
- The DSM-V (Conduct Disorder and Anti-Social Personality Disorder)

A Brief Overview of Types Offending Behaviour

- Property offences
- Personal violence
- Substance use and social learning
- Sexual offences

Preventing and Reducing Crime

- What works?
- Features of a 'more likely to succeed' service

	<ul style="list-style-type: none"> • Treating offenders with mental illnesses <p>Crime and Punishment</p> <ul style="list-style-type: none"> • Key concepts in sentencing and punishment • Evidence for deterrence in the UK and Ireland • Ethics and the failure of punishment <p>Applications and Values</p> <ul style="list-style-type: none"> • Psychology and the criminal justice system • Psychology and crime: The Social Context • Ethical dilemmas: Risk Assessments, prediction and change
<p>Module Teaching and Learning (including formative assessment) Strategy</p>	<p>This module will be delivered in a two-hour lecture format across twelve weeks and four one-hour tutorials delivered across eight weeks.</p> <p>Each lecture will begin by focusing on the theoretical underpinnings of the topic discussed, learner understanding of the topic will then be strengthened by engaging in debate, considering examples of the behavioural principles in question and critiquing extant literature. By providing an interactive teaching environment, this module is designed to:</p> <ul style="list-style-type: none"> • Strengthen and refine learners understanding of the psychological principles discussed. • Allow learners to consider the ethics of applied and experimental research within the area of criminal and forensic psychology. • Critique the methods introduced within the current session. <p>The rationale for this teaching methodology rests in the amount of information to be covered in this timeframe and in teaching the learner the subtle distinctions between the various principles explored within class.</p> <p>Moodle will also be used each week to upload relevant articles, PowerPoints of the lecture material, required reading and in some instances, videos examples of explored topics within the module.</p> <p>Moodle will be used to encourage learner engagement and to provide learners with video examples of SLT, prison services in Sweden and TED talks on the failure of punishment.</p> <p>Moodle will be monitored and contributed to weekly by the lecturer with appropriate learning materials in order to ensure continued engagement and learning.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>N/A</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff: Learner ratio is typical of the overall program approach with a maximum of 40 learners.</p> <p>The maximum tutor: learner ratio is 1:20</p>

	Staffing Requirements: 1 lecturer with teaching and/or research competence in the relevant area.
Module Summative Assessment Strategy	<p>This module will be assessed by exam and continuous assessment.</p> <p>During this module, learners will be asked to complete one essay of 1,250 words, worth 40% and one exam worth 60%.</p>
Sample Assessment Materials	<p>This module will ask the learner to write an essay on topics such as:</p> <ol style="list-style-type: none"> 1. Drawing on Eysenck's biosocial theory of crime, discuss the concept of a criminal personality. 2. Drawing on critical criminology, consider explanations of poverty and oppression for offending behaviours 3. List the most effective measures for dealing with the criminally insane and discuss one in detail. 4. Evaluate the ethical issues involved with incarceration in Irish prisons in the early 1900s <p>This essay will have a word limit of 1,250 words and should take at least eight-nine hours of learner effort. The guidelines involve:</p> <ul style="list-style-type: none"> • Using a discursive and critical approach to the topic. • Using a balanced, non-judgemental and person-first approach. • Using TNR font size 12 with 1.5 line-spacing • Work must be proof-read for spelling and grammar • Up to 10 references from reputable sources are required • Include a separate Cover Page and Reference Page • All work should introduce and map-out the work as well as a strong conclusion. • Do not refer to 'I' in this work, instead write in the third party. <p>This work is worth 40% of the CA and is graded as follows:</p> <ul style="list-style-type: none"> • Structure (Guidelines 3-8) is worth 20% • Academic understanding and ability as per Guidelines 1 and 2 is worth 50% • The remaining 30% is awarded for content, comprehension and excellent flow to the work. <p>This assessment addresses MIMLOS 1-4.</p> <p>End of Semester Exam (60%) (Learners will answer two out of four questions).</p> <p>Sample Questions</p> <ol style="list-style-type: none"> (a) Outline a theory to best describe the phenomenon of career criminals. Your answer should compare and contrast two particular theories from the literature. (b) Read the case study provided and drawing on your understanding of crime and punishment, discuss the skills required for active and reflective listening whilst working with prison populations.

<p>Reading Lists and Other Information Resources</p>	<p><u>Essential Reading:</u> Canter, D. (2017). <i>Criminal psychology: Topics in applied psychology</i>. UK: Routledge.</p> <p>Davies, G. M. and Beech, A. R. (2018). <i>Forensic psychology: Crime, justice, law, interventions</i> (3rd ed.). West Sussex: Wiley and Sons.</p> <p>Howitt, D. (2018). <i>Introduction to forensic and criminal psychology</i> (6th ed.). UK: Pearson.</p> <p>Petherick, W. and Sinnamon, G. (2017). <i>The psychology of criminal and antisocial behaviour: Victim and offender perspectives</i>. UK: Elsevier/Academic Press.</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>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with PowerPoint, WIFI. IT resources and Library access.</p>