SOMS1501
INSIDE THE CRIMINAL MIND

Course Outline
Summer 2023

School of Medical Sciences

Faculty of Medicine & Health

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1. Staff

Position	Name	Email	Consultation times and locations
Course Convenor	Professor Tony Butler	tbutler@unsw.edu.au	During the course
Co-Convenor	Mr Lee Knight	lee.knight@unsw.edu.au	During the course
Administrative Coordinator	Bianca Ton	bianca.ton@unsw.edu.au	During the course

2. Course information

Units of credit: 6

Pre-requisite(s):   Nil

Teaching times and locations:

This course is offered as a 1 week intensive during Summer 2023. The contact hours for this course are from Monday to Friday (16th to 20th January 2023) between the hours of 9am to 5.30pm. There will be a debate held on Monday 23rd January 2023.

Students are expected to attend all the lectures by attending in-person or watching online (streamed live via YouTube). All lectures will be recorded and uploaded to Moodle.

2.1 Course summary

This course seeks to give students from many disciplines an understanding of the workings of the criminal mind. From birth, genetics, and early adolescence this course will take the student through the life cycle of the criminal mind. Students will gain an insight into the motivations of serial killers, lust murderers, paedophiles, and stalkers. We will examine where the criminal justice system and forensic psychiatry interface and how they coexist. The investigation process including forensic pathology (autopsies) will be covered, culminating in the arrest of the offender and their incarceration period.

2.2 Course aims

This intensive course aims to give students:

1. Insights into the psychopathology of high-profile offender groups

2. A lifecycle approach to the antecedents of offending, early life exposures, genetic influences, the detection, prosecution, and treatment of this group, and punishment

3. A brief introduction to the principles of forensic psychiatry and psychology as applied to key high-profile offender groups; and

4. An introduction to the principals of law, forensic pathology, the coronial inquest process, and the criminal justice system as applied to key high-profile offender groups

Real life examples will be used to illustrate the above aims.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Describe the major theories, motivations and causes underlying serious criminal offending
2. Identify the major issues involved in the investigation, prosecution and punishment of serious offenders
3. Use critical thinking to distinguish between the common myths versus reality of various high-profile offender groups
4. Identify key mental health issues prevalent in this group and their impact on offending, culpability and the risk of reoffending
5. Identify key issues, professional groups and social structures relating to the treatment, rehabilitation, and punishment of serious offenders.

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1	Describe the major theories, motivations and causes underlying serious criminal offending	1, 2, 4	Debate Group Assignment
CLO 2	Identify the major issues involved in the investigation, prosecution and punishment of serious offenders	2, 4	Debate Group Assignment
CLO 3	Use critical thinking to distinguish between the common myths versus reality of various high-profile offender groups	1, 2, 4	Debate Personal Reflection Group Assignment
CLO 4	Identify key mental health issues prevalent in this group and their impact on offending, culpability, and the risk of reoffending	3	Group Assignment
CLO 5	Identify key issues, professional groups and social structures relating to the treatment, rehabilitation, and punishment of serious offenders	1, 2, 3, 4	Debate Group Assignment

3. Strategies and approaches to learning

3.1 Learning and teaching activities

The course employs a variety of teaching modes to facilitate student learning. These include:

Formal lectures will be delivered face-to-face at the University of New South Wales Kensington Campus, over five days. Lectures will be broadcast live to students unable to attend campus over the teaching period, or if COVID restrictions prevent on-campus attendance. Those students who wish to learn at their own pace will have access to recorded material via Moodle.

Lectures will comprise two-hour slots. The first hour will be given over to a lecture from an expert in the field being taught, generally broadcast via YouTube (link will be uploaded to Moodle). Generally, the second hour, delivered via Zoom or Teams (link in Moodle), will involve a short video or case description from a real-life case with students working in groups to further analyse and discuss the material with the expert or other group activity.

Each day will end with the opportunity to prepare for the final debate. Students will have the opportunity to discuss their position on the proposed debate question and ask questions with the course convenors.

Learning is supported via Moodle. Announcements, timetables, lecture slides and other resources will be available on Moodle during the course.

3.2 Expectations of students

Students are reminded that UNSW recommends that a 6 units-of-credit course should involve about 150 hours of study and learning activities. The formal learning activities total approximately 45 hours throughout the term and students are expected (and strongly recommended) to do at least the same number of hours of additional study.

4. Course schedule and structure

Time	Topic	Speaker
Day 1 - Monday		
09.00−09.15	Introduction	Tony Butler & Lee Knight
09.15 − 10.00	Prisons and offender populations	Tony Butler
10.00 - 11.00	Interactive Session (Q&A / Polls)	Tony Butler
11.00- 11.15	Short Break	
11.15 − 12.15	ReINVEST − Treating DV offenders	Tony Butler & Lee Knight
12.15 − 1.15	LUNCH	
1.15 − 2.15	Natural Born Killers − is there a criminal gene?	Rodney Scott
2.15 − 4.00	Interactive Session − Q&A Ask the forensic psychiatrist	Steve Allnutt

4.00 – 4.15	Short Break	
4.15 – 5.15	The making of a criminal – younger offenders	John Kasinathan
5.15 – 6.00	Interactive Session (Q&A / Polls)	John Kasinathan
Day 2 - Tuesday		
09.00 – 10.00	Violent Offenders	Kerri Eagle
10.00 – 11.00	Interactive Session (Q&A / Polls)	Kerri Eagle
11.00 – 11.15	Short Break	
11.15 – 12.15	Crime and the Brain	Peter Schofield
12.15 – 1.15	LUNCH	
1.15 – 2.15	Fatal Attraction – Stalkers and obsession	Sunny Wade
2.15 – 2.30	Short Break	
2.30 – 3.15	Interactive Session (Q&A / Polls)	Sunny Wade
Day 3 - Wednesday		
09.00 – 10.00	Prison Break – the escapee	John Killick
10.00 – 11.00	Interactive Session (Q&A / Polls)	John Killick
11.00 – 11.15	Short Break	
11.15 – 12.15	Paedophiles and Child Molesters	David Greenberg
12.15 – 1.00	Interactive Session (Q&A / Polls)	David Greenberg
1.00 – 2:00	LUNCH	
2.00 – 3.30	Sexual Sadists and Lust murders	Lee Knight
3.30 – 3:45	Short Break	
3.45 – 4.45	Mind Hunters – The Art of Profiling	Andrew Ellis
4.45 – 5.45	Interactive Session (Q&A / Polls)	Andrew Ellis
Day 4 - Thursday		
09.00 – 10.00	The Coroner	Hugh Dillon
10.00 - 10.45	Interactive Session (Q&A / Polls)	Hugh Dillon
10.45 – 11.00	Short Break	
11.00 – 12.00	Women who kill	Danny Riordan
12.00 – 1.00	Interactive Session (Q&A / Polls)	Danny Riordan
1.00 – 1.30	LUNCH	
1.30 – 2.30	Bone Collector - The post-mortem	Istvan Szentmariay

2.30 – 3.15	Interactive Session (Q&A / Polls)	Istvan Szentmariay
3.15 – 3.30	Short Break	
3.30 – 4.30	Blue Bloods – the detective	Steven Davies
4.30 – 5.30	Sex, drugs and rock and roll – the drug squad	Luke Walsh
Day 5 - Friday		
09.00 – 10.00	TBD	TBD
10.00 – 11.00	Interactive Session (Q&A / Polls)	TBD
11.00 – 11.15	Short Break	
11.15 – 12.15	Defending and Prosecuting a murderer	James Trevallion
12.15 – 1.15	LUNCH	
1.15 – 2.00	Interactive Session (Q&A / Polls)	James Trevallion
2.00 – 4.00	Green is the New Orange – what happens in prison - Live Q&A Macquarie	Luke Grant
4.00 – 4.15	Close	Tony Butler & Lee Knight

5. Assessment

5.1 Assessment tasks

For UNSW assessment information and policy, see student.unsw.edu.au/assessment

Assessment for SOMS1501 includes both individual and group work, as follows:

Assessment	Contribution	Weight	Due Date
Personal reflection	**~1000 words**	**30%**	**Friday 27th January 2023**
Post course group assignment	**~5000 words spread between a team of 5 students* (1000 each per student) plus 500-word executive summary**	**50%**	**Friday 3rd February 2023**
Class debate	**Debate presentation by team**	**20%**	**Held on Monday 23rd January 2023**

* Group size may vary depending on class numbers.

5.1.1 Personal reflection (30%)

Students are to write a critical reflection on one aspect of the course they found particularly challenging or interesting. This could relate to a particular crime or offender discussed in the course or contrast the portrayal of a crime or offender as reported in the media (e.g. a TV show) with factual information presented by the experts during the course. The critical reflection will be 1000 words in length and weighted at 30% for successful completion of the course.

5.1.2 Group assignment (50%)

A reputable TV station is planning to commission a new series about a notorious criminal and the producer requires a detailed briefing before making the decision to proceed to production. Each episode will feature a high-profile criminal and will include sections on:

1. Background to the individual offender (the reporter)
2. Police investigation (the detective)
3. Psychiatric/psychological aspects of the offender (the profiler)
4. Legal process (defence and/or prosecution); and
5. Treatment options (expert witness).

Your task is to produce a briefing document about a high-profile offender (listed below) to senior management including the 5 perspectives specified above (reporter, detective, profiler, legal process, and treatment), plus an executive summary providing a succinct overview to the proposal.

Student 1. (The reporter)   1000 words
Student 2. (The detective)   1000 words
Student 3. (The profiler)   1000 words
Student 4. (The lawyer)   1000 words
Student 5. (The expert witness)   1000 words

500 words - Group executive summary

Students need to nominate to cover one component of the assignment and write 1000 words. Groups must ensure that they cover all three aspects of the assignment - (1) the investigation, (2) adjudication, and (3) rehabilitation.

The case studies below are aimed at reflecting the offender group types covered in the lectures[1].

1. Ivan Milat
2. Martin Bryant
3. Fred West
4. Richard Kuklinski
5. Keli Lane

Guide to the assignment based on past FAQs:

1. Academic rigour needs to be included in the document e.g.:
   - Expert witness perspective will need to reference psychiatric theories, evidence-based treatment options, etc.
   - Legal perspective could reference specific laws or legal principles.
2. Could the offences have been prevented and at what point (e.g. treatments and interventions, or missed investigation opportunities)?
3. Ethical/moral aspects - Individual responsibility (who is to blame – society, mother, father?).
4. Media treatment of the offender.
5. Executive summary ½ page and agreed on by the group.
6. Okay to take a negative view of the case and that it does not warrant further action.
7. Are you able to classify the offender? Does the offender fit a certain "profile" or a kind of offender group (i.e., serial killer, sexual sadist, etc.)?

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[1] These may change.

Formatting requirements:

- 1.5 spacing
- Font size 12
- Margins ~2.5cm
- Page numbers

Cover page:

- Clearly name the offender being covered
- List all group members and which component they wrote

Students will be marked **individually** for their 1000-word contribution (40/50); however, the executive summary mark will be given to all **group** members (10/50).

5.1.3 Class debate (20%)

Participants will be required to take part in a debate on one of three topics (see below).

Each team will be given approximately 10 minutes to present their arguments and a 2–3-minute rebuttal by the team spokesperson at the end. Teams can either nominate two spokespersons who will present all the arguments on behalf of the group, or the group can decide to each speak for 2 minutes. Students will be assessed by a group mark allocated by the moderators of the debates.

Debate topics[2]:

1. Chemical castration should be compulsory for sex offenders
2. Criminals are born not made
3. Australia should bring back the death penalty
4. Mental illness is a mitigating factor in offending

Further information

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Assessment marking criteria will be provided via Moodle.

5.3 Submission of assessment tasks

Late Submission

Students must attempt all assignments. Late submissions may be penalized.

Special Consideration

If you experience a short-term event beyond your control (exceptional circumstances) that impacts your performance in a particular assessment task, you can apply for Special Considerations.

You must apply for Special Consideration **before** the start of your exam or due date for your assessment, except where your circumstances of illness or misadventure stop you from doing so.

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[2] These may change.

If your circumstances stop you from applying before your exam or assessment due date, you must **apply within 3 working days** of the assessment, or the period covered by your supporting documentation.

More information can be found on the [Special Consideration website](#).

5.4. Feedback on assessment

All assessment grades will be updated on Moodle.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at
https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.[3] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

*Further information about academic integrity and **plagiarism** can be located at:*

- *The Current Students site* https://student.unsw.edu.au/plagiarism*, and*

- *The ELISE training site* http://subjectguides.library.unsw.edu.au/elise/presenting

The Conduct and Integrity Unit provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

Additional readings and resources will be uploaded to Moodle.

8. Administrative matters

Student enquiries should be submitted via student portal https://portal.insight.unsw.edu.au/web-forms/

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/

- Academic Skills and Support: https://student.unsw.edu.au/academic-skills

- *Student Wellbeing and Health* https://www.student.unsw.edu.au/wellbeing

- UNSW IT Service Centre: https://www.myit.unsw.edu.au/services/students

- *UNSW Student Life Hub:* https://student.unsw.edu.au/hub#main-content

- *Student Support and Development:* https://student.unsw.edu.au/support

- *IT, eLearning and Apps:* https://student.unsw.edu.au/elearning

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[3] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

- *Student Support and Success Advisors:* https://student.unsw.edu.au/advisors

- *Equitable Learning Services (Formerly Disability Support Unit):* https://student.unsw.edu.au/els

- *Transitioning to Online Learning* https://www.covid19studyonline.unsw.edu.au/

- *Guide to Online Study* https://student.unsw.edu.au/online-study