

THE UNIVERSITY OF
NEW SOUTH WALES



PSYC3301

PSYCHOLOGY & LAW

SESSION 1 2012

Lectures:

Tuesday 5.00-6.00 Central Lecture Block 6
Thursday 3.00-4.00 Biomedical Theatre B

Lab classes: One of the following, as assigned

Day	Time	Location	Tutor
Monday	9.00-11.00	Mathews 313	Charleen Maretti
Monday	11.00-1.00	Mathews 306	Caroline Moul
Monday	2.00-4.00	Mathews 306	Caroline Moul
Tuesday	9.00-11.00	Mathews 306	Donna Li
Tuesday	12.00-2.00	Mathews 309	Ian Watkins
Thursday	1.00-3.00	Mathews 313	Mark Howard
Friday	2.00-4.00	Mathews 313	Megan Feeney

Students must attend the lab group to which they are assigned.

PSYC3301 PSYCHOLOGY & LAW SESSION 1 2012

Course Team:

Course coordinator:

Dr Richard Kemp,
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Other lecturing staff:

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Lab tutors:

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Ian Watkins
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Information about the course

Course Aims

This course aims to provide an introduction and broad overview to the discipline of psychology and law. You will be introduced to a wide range of forensic issues related to aspects of both civil and criminal law. The topics covered will draw on psychological research from various branches of psychology including cognitive, social, developmental and clinical psychology. The goal is to encourage an evidence-based approach to the study of topics involving the application of psychological knowledge to legal issues.

Course Components

PSYC3301, Psychology and Law, is a 6 unit of credit course. It consists of two main components:

- **Lecture** component – 2 one-hour lectures per week
- **Laboratory Class** component – 9 labs each of 1.5 to 2 hours duration spread across the 12 weeks of the course. Attendance at Laboratory classes is compulsory and will be monitored. Students must attend the assigned lab class.

How the course relates to other course offerings in the discipline

This course draws on the methods and findings basic to cognitive, social, developmental and clinical psychology, as they relate to legal issues and the legal process. The course may offer a useful foundation for students interested in further study of forensic psychology at the Masters, Doctoral or PhD level.

Learning and Teaching Philosophy

The design of the structure, content and assessment of this course has been informed by the policy document “Guidelines on learning that inform teaching at UNSW” (see www.guidelinesonlearning.unsw.edu.au). In particular, lectures and lab classes are designed to encourage active, challenging and enjoyable learning which builds on learning that has occurred in other psychology courses and is relevant to the range of students’ likely future careers. The teaching employs a variety of different methods and encourages students to take responsibility for their own learning and to work cooperatively. Use is made of web based materials and assessments have been designed to reflect the learning outcomes and structure of the course.

The teaching strategies that will be used and their rationale

The two, one-hour lectures each week will be used to provide students with an introduction to a broad range of topics within the field of psychology and law. Within these topic areas the lectures will cover current theory, research methods, findings and the application of these findings to the legal process. The laboratory classes are designed to allow opportunities for in-depth and active learning. The sessions will be used to demonstrate and explore some of the issues covered in the lectures and opportunities will be provided to explore the methods used in forensic research, to take part in practical demonstrations, to debate issues and case studies and to participate in role-plays. To develop students’ critical thinking, they will be asked to monitor media reports for relevant psycholegal issues and to present to their lab class one such issue along with the empirical research relevant to this topic.

Suggested approaches to learning in the course:

The lectures will draw on topics covered in the textbook and additional readings. You should read the relevant chapter or reading before attending the lecture so that you come with an understanding of the broad issues. This understanding will provide a conceptual framework and allow you to draw greatest benefit from the lecture. Before each Laboratory class read over your lecture notes (if applicable) and re-read the

textbook chapters so that you can seek clarification where you require it. Look out for debate in the news media concerning legal and policy issues. Think about how psychological knowledge and research could inform this debate.

Expected learning outcomes

At the end of this course students will be able to show that they:

- Are familiar with and understand a broad range of topics within the field of psychology and law.
- Understand and can describe how evidence based psychology can be applied to questions and processes within the field of law
- Can critically evaluate research within the field of psychology and law
- Can identify legal topics suitable for the application of psychological principles and methods
- Understand the ways in which psychologists can influence the formation of policy and law
- Understand how knowledge gained through psychological research and clinical practice can be introduced into the legal process
- Understand the ethical and practical difficulties that face psychologists when working within the legal arena

Each of the assessment used in the course is designed to assess one or more of these learning outcomes and this is reflected in the assessment criteria described for each assessment (see details of assessments below)

Student-centred and self-directed learning

Students are expected to read the relevant chapter of the textbook before each lecture and to follow-up the lecture by reading other texts and research papers relevant to the topic. In some cases the lecturer will identify specific reading but on other occasions you will be expected to use the library, research databases and other sources including the Internet to locate relevant material. The ability to locate relevant materials is a valuable skill that will be practiced and developed during this course.

Graduate Attributes

Underlying each component of the course will be an emphasis on Graduate Attributes. Graduate Attributes include the generic, contextualised skills, abilities, and qualities that promote lifelong learning that students should acquire during their university experience. UNSW has committed to provide an environment promoting the following Graduate Attributes:

1. The skills involved in scholarly enquiry;
2. An in-depth engagement with the relevant disciplinary knowledge in its interdisciplinary context;
3. The capacity for analytical and critical thinking and for creative problem solving;
4. The ability to engage in independent and reflective learning;
5. Information Literacy – the skills to locate, evaluate and use relevant information;
6. The capacity for enterprise, initiative and creativity;
7. An appreciation of, and respect for, diversity;
8. A capacity to contribute to, and work within, the international community;
9. The skills required for collaborative and multidisciplinary work;
10. An appreciation of, and a responsiveness to, change;
11. A respect for ethical practice and social responsibility;
12. The skills of effective communication.

Each of these attributes will be addressed to varying degrees during the course,

however, the key emphases are indicated in bold, with particular focus on disciplinary knowledge, multidisciplinary work, critical and creative thinking and effective communication skills.

Course Requirements

The basic requirements of this course are as follows:

1. To attend two one-hour lectures per week.
2. To attend and contribute to the 9 two-hour laboratory classes across the 12 weeks of course.
3. To prepare and present a “Media report”
4. To contribute to class discussions and to encourage your classmates to do so.
5. To prepare a psycholegal report in response to one of the topics set
6. To participate in mid-session examination
7. To participate in a final examination at the end of session

Assessment in the course

Overall rationale for assessment components and their association with course objectives

The course will be assessed through a combination of two examinations and three course work components. Each component is designed to assess one or more of the expected learning outcomes. Together these assessment components will assess breadth of knowledge and understanding of the topics covered and analytic and evaluative skills.

Details of each assessment component, the marks assigned to it, the criteria by which marks will be assigned, and the dates of submission

The weighting and due dates for the various assessment components are as follows:

Assessment	Weighting	Due date
Formative Assessment	0%	not to be submitted—available weeks 1-6
Mid-term Exam	25%	17 th and 19 th April
Final Exam	30% (25% if opt to do Wikipedia assignment)	See University exam timetable
Media Report	10%	Date to be assigned by Tutor
Psycho legal Report	30%	7th May
Class Participation & Feedback	5%	9 two-hour lab classes
Optional Wikipedia assignment	Replaces 5% of final exam mark	End of Week 12 (21 st May)

Formative Assessments– feedback on performance

In addition to the formal assessments described above, during weeks 1-6 students will also be given the opportunity to attempt a number of formative assessments which will help them to assess their own performance and understanding of the material presented. These formative assessments will not contribute towards the overall grade for the course. This formative assessment will take the form of example questions which will be posted on the Blackboard website. Examples questions will be in both Multiple Choice and Extended Answer formats. We encourage students to attempt these questions and to seek advice and feedback from their tutor. More details of these assessments will be available from the Blackboard Website for this course

Examinations (2 exams, a Mid-Term Exam contributing 25% and a Final exam normally contributing 30%¹)

There will be two examinations – a mid-term exam and a final exam. These exams will include multiple choice and extended answer questions. The final exam will not be cumulative – that is topics covered before the mid-term exam will only be examined in the mid-term exam, and the final exam will only assess topics covered after the mid-term exam. Assessed material includes the contents of the lectures, the related textbook chapters or other assigned readings, and the material from related lab classes. The midterm exam will be 90 minutes and the final exam 2 hours in duration. The mid-term exam will be split into two separate papers, one containing just the multiple choice questions, the other containing only the extended answer questions. These two papers will take place during week 7 (17th and 19th April) at the times of the two lectures and at a location to be announced. It is your responsibility to ensure that you are aware of the time and location of the examination and that you are able to attend. An alternative exam will not be offered. The final exam will take place during the University Examination period at the end of session 1. It is your responsibility to ensure that you know where and when the exams will occur.

Both the mid-term and final exams consist of multiple-choice questions and extended answer questions. The multiple-choice questions assess students' understanding of the topics covered. The extended answer questions will assess students' ability to critically evaluate scientific evidence and to construct coherent, logical arguments using that evidence. The exams will particularly assess skills relevant to Graduate attributes 1 and 2.

Although past students have told us that they prefer to have a mid-term exam, there is a tendency to under-perform in the mid-term exam relative to the final exam. We strongly advise you to treat the mid-term exam as you would a final exam, and allow sufficient time to study for the exam.

¹ **Note:** The weighting of the final exam will be reduced by 5% if you choose to do the optional Wikipedia assignment – see below.

Coursework components**Media presentation: Brief presentation on a psycholegal issue from the media (10%)**

During the course of the session, each student will be required to make a 10 minute presentation based on a current Australian psycho-legal issue reported in the media during the preceding two weeks. The student will present their report during a lab class and will lead a short discussion of the topic and its implications for psychological research and practice and the development of policy. The student is required to prepare at least three questions for the class to help stimulate discussion. Two copies of the presentation must be prepared. One copy should be handed to the lab tutor immediately before the presentation, and the other must be posted on the Forensic Psychology notice board on the 4th floor of the Mathews building (opposite room 440). Where possible, students should append a copy of the media article to their report. This assignment will encourage students to think widely about psycholegal issues and to form a better understanding of the ways in which psychological knowledge and research can be applied to legal and policy questions. The reports will be assessed by other members of the lab class with the tutor moderating the suggested grade if necessary. The presentations will be marked against a set of clearly defined criteria which will include the following: choice of suitable topic; clear statement of relevant aspects of topic; evidence of understanding of issues involved, statement of research, policy and practice implications; evidence of an understanding of the relevant psychological research; cites and references relevant psychological research. The presentation will contribute 10% of the final mark for the course. Each student will be allocated a submission date during week 1 or 2. This assessment will particularly assess skills relevant to Graduate attributes 2, 3, 4,5,7,9 and 12. The assessment criteria used to assess the presentations will be made available via the Blackboard site.

Note:

1. Your report must be based on an Australian issue and must have been reported in the Australian media.
2. Your presentation must take a maximum of 10 minutes (excluding questions). Students may be penalised for presentations which significantly deviate from 10 minutes duration.
3. Data projectors will NOT be available – presentations must be prepared on Overhead transparencies for use on Overhead projectors. These can be printed at the Library or P3.
4. This is an individual assignment. Student must work on their own to complete this task.

Psycholegal Report (30%; due on Monday 7th May)

Each student must submit an original report of **no more than 2,500** words in length prepared in accordance with the APA publication manual (5th edition). The report should summarise and evaluate psychological research relevant to the specified issue or problem in a form that would be useful to psycholegal researchers, policy makers or practitioners working within this field. A choice of three topic areas and target audiences will be provided. The report must not exceed 2,500 words (including all text other than the reference section and any appendices). Reports over this length may be penalised. Students must include an accurate word count at the end of the main body of their report. The assessment criteria for this assessment will be provided with the topics. Students must read the assessment criteria and accompanying guidance before preparing the report as a particular format of report may be required. This assessment will particularly assess skills relevant to Graduate attributes 2,3,4,5 and 12.

Class Participation & Feedback (5%)

Students are expected to contribute to discussions and activities during the laboratory sessions. In addition, students are expected to provide constructive and appropriate feedback on the presentations by other members of the lab class. Students who actively participate and give suitable feedback to their peers will be awarded up to a maximum of 5% for this contribution. This assessment will particularly assess skills relevant to Graduate attributes 4, 7,9,11 and 12.

Optional Wikipedia assignment (to replace 5% of final exam)

This year we are introducing a new optional assignment to allow students to join the Association for Psychological Science Wikipedia Initiative. The APS, one of the leading international groups representing psychological science, is asking members *“to support the Association’s mission to deploy the power of Wikipedia to represent scientific psychology as fully and as accurately as possible and thereby to promote the free teaching of psychology worldwide”*.

This will be a team based assignment. Working in teams of between 2 and 5, students will choose a topic within the scope of Forensic psychology which is not comprehensively represented within the pages of Wikipedia. After obtaining approval for their proposed topic, the team will research this topic and plan and then submit their new text to Wikipedia. The team will keep a log of this activity, including copies of drafts and screenshots of the submitted material. The final grade will be determined by the evidence of the research which has gone into the new material and the clarity and accuracy of the new material posted to Wikipedia. All members of the team will receive the same mark.

Details of the APS Wikipedia initiative are available at:

www.psychologicalscience.org/index.php/members/aps-wikipedia-initiative

Further details of the processes and assessment of this optional assignment will be made available to interested students.

Academic honesty and plagiarism

Plagiarism is the presentation of the thoughts or work of another as one’s own.*

Examples include:

direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;

paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;

piecing together sections of the work of others into a new whole;

presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,

claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

Students are reminded of their Rights and Responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at:

www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

You should also read the School of Psychology policy with regard to Plagiarism and referencing. This can be found in the School of Psychology Student Guide. (Available from the School website: www.psy.unsw.edu.au)

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle.

† Adapted with kind permission from the University of Melbourne

Indicative Course Programme

Wk #	Assessment	Date	Lecturer	Lecture Topic (Textbook chapter)	Lab class
1		28 Feb	RK	Introduction to the course; What is Forensic Psychology (1)	NO LAB CLASS
		1 March	RK	A psychologists guide to the law in Australia	
2		6 March	RK	Police Psychology (11)	NO LAB CLASS
		8 March	RK	False Confession (17)	
3		13 March	RK	Profiling (14, 15)	Lab 1: Detection of Deception
		15 March	KM	Theories of Crime (5)	
4		20 March	RK	Detection of Deception: Physiological measures (18)	Lab 2: Profiling
		22 March	RK	Detection of Deception: Statement Validity Assessment (18)	
5		27 March	KM	Forensic Evidence	Lab 3: Jury Deliberation
		29 March	KM	Expert Evidence	
6		3 April	KM	Juries and Jury decision making (23)	Lab 4: Witness interviewing (No lab class Friday)
		5 April	RK	The Psychology of Terrorists and Terrorism (12)	
MID-SESSION BREAK – No classes					
7	Mid-term exam	17 April		MID-TERM EXAM PART 1	Lab 4: Witness interviewing (Friday group only)
		19 April		MID-TERM EXAM PART 2	
8		24 April	RK	Eyewitness Memory (13)	Lab 5: Identification evidence
		26 April	RK	Eyewitness interviewing (13)	
9		1 May	RK	Identification evidence (13)	Lab 6: Research Ethics
		3 May	RK	Children as witnesses (19)	
10	Report due 7 th May	8 May	RK	Juvenile Offenders (6)	Lab 7: Exam feedback
		10 May		Sexual offenders (9,10)	
11		15 May	KM	Violent Offenders (8)	Lab 8: Psychopathy & Risk Assessment
		17 May	MH / RK	Psychological assessment for the courts / Risk Assessment	
12		22 May	KM	Effective Prison and the treatment of offenders(24)	Lab 9: Offender treatment
		24 May	RK	Mental Illness and Crime; Fitness and Insanity (20)	

Relevant resources

Textbook

Howitt, D (2009) Introduction to Forensic and Criminal Psychology (3rd Edition). Harlow: Pearson Education

We have selected a single textbook for this course and will be making reference to this text throughout the course. Students are strongly recommended to obtain a copy as early as possible. Copies are available from the UNSW bookshop (cost about \$100) or online. Please note that we are using the new 3rd edition of the text. You may be able to second hand copies of the 2nd edition which will provide reasonable coverage of most topics. A fourth edition is about to be published.

Other books

Davies G. and Beech A. (Eds) (2012) Forensic Psychology: Crime, Justice, Law, Interventions. BPS Blackwell: London

I haven't had time to fully review this new text, but its coverage looks good and the contributed chapters are written by many of the leading researchers within particular fields. Looks promising!

Wrightsmann, L. S., Greene, E., Nietzel, M.T. and Fortune, W.H. (2002) Psychology and the Legal System (5th edition). Belmont, CA: Wadsworth

This is the book that we used as the textbook for this course several years ago. The coverage is quite good, but the material is written from an American perspective, and much of the US law mentioned is not relevant to this course and doesn't apply in Australia. There are some copies in the library and you may be able to purchase second-hand copies.

Brewer, N. and Williams, K.D (Eds) (2005 , Psychology and Law: An empirical Perspective. New York: The Guilford Press.

This text is edited by two leading psychology-law researchers. Neil Brewer is an Australian based at Flinders University, South Australia and Kip Williams worked at UNSW (where he established this course) and Macquarie before moving to Purdue University, Indiana. The approach is much more international than some other texts, and some chapters are excellent. However, some topics are not covered.

Kapardis, A. (2003). Psychology and Law (2nd edition). Cambridge, UK: Cambridge University Press.

This is the new edition of the text that was used for this course some years ago. The most significant feature of this text is that it is not as heavily biased towards the US legal system as Wrightsmann (2001) or Wrightsmann et al (2002). Kapardis has worked in both Australian and Britain and draws on this experience to make comparisons between legal systems. However, coverage is rather limited and many of the topics included in this course are not dealt with in any depth. There are some copies of the previous edition available in the library.

Blackboard pages

All course details and information will be posted on the web pages associated with this course. You can access these pages at www.telt.unsw.edu.au. These web pages will also be used to post lecture slides and recordings and to provide important information and updates. You are required to check these pages at least weekly.

Other resources

Other materials and reading will be made available through the Open Reserve section of the library and/or the Web pages associated with this course. A list of relevant Internet resources will be available through the Blackboard site.

Radio: The radio program, “The Law Report”, broadcast on ABC Radio National each Tuesday at 5.30pm (repeated Wednesday 5.30am) often covers relevant legal issues. Past programmes are available for download from the ABC Radio National website (www.abc.net.au/radionational/programs/lawreport/) In addition the Radio National programs “Background Briefing” and “All in the Mind” are sometimes relevant.

Administrative matters

All students must read and familiarise themselves with the School of Psychology Student guide. Copies are available from the School of Psychology office, or from the School website (www.psy.unsw.edu.au) or from the Blackboard web pages linked to this course.

Your attention is particularly drawn to the following issues:

Our policy on Special Consideration:

All assessment worth 20% or more of the total course marks must be lodged through myUNSW. The grounds of the application are to be illness or misadventure beyond the student’s control. Extra-curricular activities such as, sporting commitments, work commitments or overseas travel will not be considered grounds for special consideration. All applications must be supported by independent third party or professional documentation e.g. medical certificate, letter from counsellor etc. Applications have to be submitted within 3 working days of the exam or assessment due date or 3 working days from the last day covered by the supporting documentation. Applications will not be accepted by teaching staff.

All Exchange and Study Abroad students will be expected to sit the final examination without exception. These dates are advertised well in advance.

Where an assessment is worth less than 20%, the original medical certificate or supporting documentation (including certified official documentation) must be stapled to the assignment or given to the tutor in the case of a class tests and, where appropriate, will be taken into account when marking the assignment or providing some other form of assessment.

In the case of assignments worth less than 20% that are handed in late, we will not consider applications for special consideration unless there is evidence of these circumstances lasting for more than 3 consecutive days or a total of 5 days or more within the assessment period.

Students registered with SEADU should follow guidelines indicated by them.

Applying for special consideration does not automatically mean that you will be granted additional assessment or that you will be awarded a higher mark. In some instances the additional assessment could be in the form of a viva.

Please note that a register of applications for special consideration is maintained. History of previous applications for special consideration is taken into account when considering each case.”

Submission of assignments

All reports, etc. should be submitted following the procedures outlined in the Psychology Student Guide. The regulations require you to submit a hard copy of your assignment in the drop-box located at the Psychology Office (10th floor of Mathews). In addition you must submit an electronic copy of your work via the blackboard site. You must also retain a copy yourself. It is critical that you submit an electronic copy of your work as this is the only proof of submission which the school will accept. Reports will be returned with comments within four weeks of the due date for submission.

Late submission of reports and assignments

Failure to meet the submission deadlines will be penalised. If you have good reasons for being unable to meet a deadline, these must be appropriately documented and your evidence must be submitted following the guidelines outlined above. For reports submitted late without acceptable reason, but submitted before other marked reports are returned, 2% of the marks allocated for the report will be deducted for each day it is overdue.

It is the School's policy is never to accept reports after others are returned. If you have not handed in a report by the time others are returned an alternative essay will be set, if appropriate, but note that the deduction for lateness will still apply from the time the original report was due. Even if you are heavily penalised for lateness, you will at least avoid an automatic failure which would otherwise follow from a failure to submit an assignment. Other than in exceptional circumstances reports will not be accepted after the final exam for the course.

Attendance

The University requires you to attend classes regularly. If you attend less than 80% of classes in a course you may be refused final assessment. The School takes the view that, as psychology is an experimental science, laboratory class attendance is particularly important. Tutorial classes and lectures are run for your benefit. Should you, for no legitimate reason, fail to make proper use of them, you are not in a good position should you wish to apply for special consideration. If you are unable to attend because of illness or misadventure, you should provide written evidence (preferably a copy of a medical certificate) to your tutor. Should the absence be very prolonged you may be advised to apply for permission to discontinue without failure.

Equity and diversity

Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or www.equity.unsw.edu.au/disabil.html). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made. Information on designing courses and course outlines that take into account the needs of students with disabilities can be found at: www.secretariat.unsw.edu.au/acboardcom/minutes/coe/disabilityguidelines.pdf

Continual Course Improvement

We periodically gather student evaluative feedback on the course and continual improvements are made to the course based in part on such feedback. The forms of feedback include UNSW's Course and Teaching Evaluation and Improvement (CATEI) process, focus groups and custom-made feedback forms. We also welcome feedback given directly to lecturers or lab tutors. Student feedback is taken seriously and changes to the course are made in accordance with it. Examples of changes made in response to student feedback include the adoption of a new textbook and changes to the weighting of the various components of the assessment. We thank you for your participation in this process.