



# unit guide

Forensic Psychology

PSY\_3\_FPS

<http://www.lsbu.ac.uk/psycho/teaching/forenpsy-main.shtml>

Faculty of Arts and Human  
Sciences  
Department of Psychology

Academic Year 2007-2008  
Semester 2

**become what you want to be**

## 1.0 UNIT DETAILS

<b>Unit Title:</b>	Forensic Psychology
<b>Unit Level:</b>	3
<b>Unit Reference Number:</b>	PSY_3_FPS
<b>Credit Value:</b>	1
<b>Student Study Hours:</b>	150
<b>Contact Hours:</b>	34
<b>Private Study Hours:</b>	116
<b>Pre-requisite Learning (If applicable):</b>	None
<b>Co-requisite Units (If applicable):</b>	None
<b>Course(s):</b>	BSc Psychology
<b>Year and Semester</b>	Level 3, semester 2
<b>Unit Coordinator:</b>	Dr Rachel Wilcock
<b>UC Contact Details (Tel, Email, Room)</b>	Extension Block, Room E341, ext 5857 <a href="mailto:wilcockr@lsbu.ac.uk">wilcockr@lsbu.ac.uk</a> Office hours: Thursday 2-4pm
<b>Teaching Team &amp; Contact Details (If applicable):</b>	Dr Anne Ridley <a href="mailto:ridleyam@lsbu.ac.uk">ridleyam@lsbu.ac.uk</a> Dr Wendy Morgan <a href="mailto:w.morgan@londonmet.ac.uk">w.morgan@londonmet.ac.uk</a>
<b>Subject Area:</b>	Psychology
<b>Summary of Assessment Method:</b>	Essay (2,500 words) 40% 2 hour unseen written examination 60%

## 2.0 SHORT DESCRIPTION

This unit will introduce students to research in Forensic Psychology that focuses on different issues relating to the courtroom and to rehabilitation of offenders. The unit will draw on knowledge students gained from core units earlier in the course such as Cognitive Psychology and Social Psychology and demonstrate how this is relevant to Criminal Justice. Students will be expected to read about research in the area and to critically evaluate it in terms of generalisability and ecological validity. Seminars are held fortnightly. Students should expect to read journal articles in advance of seminars and come prepared. Material presented in the seminars (as well as the lectures) will be assessed.

Some lectures on the course deal with highly disturbing aspects of human behaviour. It is important therefore that the subject matter is treated with respect and that all present are sensitive to the feelings of others when discussing these issues.

## 3.0 AIMS OF THE UNIT

- Introduce students to major topics in Forensic Psychology
- Help students understand how psychological theory from a variety of areas contribute to our understanding of Forensic Psychology
- Provide an opportunity to critically evaluate relevant research and see how research can affect practice

## 4.0 LEARNING OUTCOMES

### 4.1 Knowledge and Understanding

**By the end of the unit students should be able to:**

- Outline the scope of Forensic Psychology
- Describe how psychology contributes to our understanding of issues relating to detecting deception, the courtroom, and treatment of offenders
- Critically evaluate relevant research
- Explain the application of research to real world practice

### 4.2 Intellectual Skills

This unit will promote the ability to:

- Generate and explore research questions
- Critically evaluate and present research findings
- Successfully apply multiple perspectives to issues in forensic psychology
- Apply psychological theory to practical situations using a problem solving approach
- Handle primary source material critically

### 4.3 Practical Skills

By the end of the course students will have:

- Enhanced their ability to search databases for relevant literature

### 4.4 Transferable Skills

By the end of the course students should be able to:

- Employ evidence based reasoning to evaluate selected theories and explanations
- Make critical judgements and evaluations about relevant research
- Be sensitive to contextual and interpersonal factors
- Discuss and debate controversial issues
- Communicate effectively using written and spoken language

## 5.0 ASSESSMENT OF THE UNIT

### **Elements of Assessment**

One 2-hour unseen examination (2 essays out of 6 options) will contribute 60% of the mark.

One coursework essay of 2,500 words will contribute 40% of the mark.

### **Relationship between learning outcomes and assessment**

The assessments (both essay and exam) will require students to demonstrate how psychology contributes to our understanding of topics covered in the course and how research in these areas impacts on real world practice. Students will also have to

critically evaluate relevant research when answering the coursework essay and to a lesser extent questions in the exam.

### **Assessment Criteria & Feedback Proforma**

The categorical marking scheme will be used (see Course Guide)

The Department feedback proforma for essays will be used (see Course Guide)

### **Details on submission of coursework**

Coursework deadlines are published on Psychology notice boards. It is your responsibility to ensure that you are aware of these dates. All coursework must be submitted to the Faculty Office in Borough Road (B266).

1. When handing in coursework, you must:

- complete the coursework submission form and attach it to the front of your coursework;
- take the coursework to the Faculty Office. Your submission form will be date stamped and a receipt issued. Please keep all receipts. You must not hand coursework to your unit co-ordinator or other lecturer.

2. Unless you have obtained a formal extension from your year tutor, coursework submitted:

- up to two weeks after the deadline date will receive a maximum mark of the pass mark (40%);
- more than two weeks after the deadline will not be marked.

3. Extensions are only granted for valid reasons (see Course guide). Concrete evidence (e.g. medical certificate) will normally be required by the Year Tutor. If you want an extension of the deadline date, you must:

- get a copy of the form for late submission from the Faculty Office;
- fill in Part A of the form, giving reasons why you cannot meet the existing deadline date;
- supply the Year tutor with relevant documentary evidence;
- ask the Year Tutor to fill in Part B – the decision whether to agree the request rests with the Year Tutor;
- attach the form to the front of your coursework when you submit it (keep a copy for your records).
- each extension form is only valid for one piece of coursework. The maximum extension is two weeks.

The Faculty Office is at times very busy, especially when course work is due to be submitted or handed back. Staff in the Office endeavour to do their best to give support and answer individual student requests. In return, it is expected that students exercise patience and behave courteously whilst waiting at the counter. In all social exchanges in the classroom and in the university as a whole, students and staff are expected to follow the guidelines of acceptable behaviour as outlined in the University Equal Opportunities Document. A copy of this document is available for reference in the Faculty office and the Student Handbook contains a summary of its core principles.

## 6.0 FEEDBACK

Feedback will normally be given to students 20 working days after the submission of an assignment.

## 7.0 INTRODUCTION TO STUDYING THE UNIT

### 7.1 Overview of the Main Content

The course comprises 12 lecture and 5 seminars. Seminars will run every other week

### 7.2 Overview of the Main Content

Week	Lecture	Seminar
1	Introduction and Overview RW	No seminar
2	Expert witnesses RW	Review of case studies. RW
3	Factors effecting juror decision making RW	
4	Instructions to juries, deliberation and alternative systems RW	Film & discussion RW
5	Older adults as witnesses RW	
6	Children as witnesses AR	Analysis of court transcript. AR
7	Mental health, intellectual ability and personality issues in court. AR	
8	Judgement and decision making in legal contexts: Cognitive and Social models AR	Decision making over fitness to stand trial. AR
9	Bail and sentencing decision making AR	
10	Intervention with offenders. WM	Case study and discussion. WM
11	Assessing recidivism. WM <b>NOTE ROOM CHANGE K505/6</b>	
12	Conclusions and revision. RW	No seminar

### 7.3 Overview of Types of Classes

Lectures will take place to introduce students to the major issues for each of the subject headings above. Some group work and discussion may take place within the lectures. In the seminar groups it is hoped that all students will take part in discussion of the issues. Reading in advance of the seminar is essential. Students who have clearly not read the necessary material may be required to leave the seminar.

#### 7.4 Importance of Student Self-Managed Learning Time

The unit requires 114 hours of private study time. In order to obtain the maximum benefit from the course I strongly recommend that you read relevant chapters in the core texts, preferably before lectures. At this level you should also be reading appropriate journal articles.

#### 7.5 Employability

This course will provide students hoping to go on to a career in Forensic Psychology with knowledge of different issues within the Criminal Justice System, such as factors relating to the courtroom and to rehabilitation of offenders. Additionally the course will equip you with academic skills such as analytical thinking, problem solving, and good communication skills both written and verbal which are used in many different professions.

#### 7.6 Equality and Diversity

This course covers issues concerning equality and diversity is addressed in the teaching of the unit and through the delivery of unit materials. Several lectures in the unit will highlight interventions used in Forensic Psychology that aim to help people from different backgrounds and with different needs. It is recognised that students enrolled are likely to have different academic backgrounds and differing amounts of work experience. Students will be encouraged to help each other in discussions in seminars and lectures according to their strengths. Blackboard will be used this year which will enable students with visual impairments or dyslexia to print out course materials in an appropriate format.

### 8.0 THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

The following notes are indicative only and are liable to adjustments during the course of the semester. Where changes occur, updated information will be provided during lectures.

#### LECTURE PROGRAMME

##### **Week 1. Introduction and Overview**

##### **Objectives:**

- To provide an overview of the course, discuss key and additional reading, and the assessment.
- To consider what Forensic Psychology is and how it evolved.
- To briefly look at how to become a chartered Forensic Psychologist.

##### **Learning outcomes:**

By the end of the lecture students should be able to:

- Understand what the course is about and how it will run.
- Be aware of what Forensic Psychology is and how it evolved.
- Understand the steps taken to become a chartered Forensic Psychologist.

## **Lecture synopsis:**

Initially we will consider how the word 'Forensic' can be defined. The lecture will proceed by examining how Forensic Psychology has evolved and the more recent debates over what Forensic Psychology is and what topic areas are encompassed within it. Blackburn (1996) gives an insight into the debate as to what should constitute 'Forensic Psychology' and argues that it should be viewed more widely than just work conducted by Psychologists in prisons treating offenders. This course also adopts the wider view that psychological information which aids the implementation of justice can be seen as 'Forensic Psychology'. Having reviewed current thinking on what Forensic Psychology is we will briefly consider how one would go about becoming a chartered Forensic Psychologist and the jobs that chartered Forensic Psychologists have.

## **Suggested reading:**

Adler, J. R. (2004). Forensic psychology: Debates and practice. Devon: Willan Publishing. p3 -15.

Blackburn, R. (1996). What is forensic psychology? Legal and Criminological Psychology, 1, 3 -16.

<http://www.bps.org.uk/careers/areas/forensic.cfm>

## **Week 2. Expert Witnesses**

### **Objectives:**

- To introduce what expert evidence is, who can give it, and when expert evidence is admissible in court.
- To discuss the role of expert witnesses in an adversarial system compared to an inquisitorial system.
- To examine the content of expert witness testimony.
- To consider the effect of expert witness testimony on juries.

### **Learning outcomes:**

By the end of the lecture students should be able to:

- Explain what expert evidence is, who gives expert evidence, and when expert evidence is admissible in court.
- Critically evaluate the role of expert witnesses in an adversarial system compared to an inquisitorial system.
- Discuss the content of expert witness testimony
- Critically evaluate the effect of expert witness testimony on juries.

## **Lecture synopsis:**

The lecture will begin by introducing what expert testimony is, who is able to give expert testimony and the qualifications such a person is likely to have, and when expert evidence is admissible in court. Expert witnesses play different roles depending on whether they are in an adversarial system or an inquisitorial system. In an adversarial system if one side calls an expert witness then the other side is likely to also call an expert witness to counteract. In an adversarial system an expert witness is appointed

as a 'friend of the court' in an educational position and will fail to take sides. The remainder of the lecture will look at the content of expert testimony and the likely effect this will have on juries. Jurors and lawyers are not always aware of the effect on eyewitness accuracy of factors such as the way in which questions are worded. We will consider what factors expert witnesses are likely to agree about and be prepared to give expert testimony on.

### **Seminar:**

During the seminar we will be examining examples of cases where expert testimony has been used and looking at excerpts of expert testimony. Discussions will be focused around the issues present in these cases.

### **Essential reading:**

Memon, A, Vrij, A & Bull, R. (2003) Psychology and Law: Truthfulness, Accuracy and Credibility. (2<sup>nd</sup> edition). Chichester: John Wiley. P 169-179.

Kassin, S.M., Tubb, V.A., Hosch, H.M., & Memon, A. (2001). On the "general acceptance" of eyewitness testimony research: A new survey of the experts. American Psychologist, 56, 405-416.

### **Additional reading:**

Devenport, J.L. & Cutler, B.L. (2004). Impact of defense-only and opposing eyewitness experts on juror judgements. Law and Human Behaviour, 28, 569-576.

Gatowski, S.I, Dobbin, S.A., Richardson, J.T., Ginsburg, G.P., Merlino, M.L., & Dahir, V. (2001). Asking the gatekeepers: A National survey of judges on judging expert evidence in a post Daubert world. Law and Human Behaviour, 25, 433-458.

Omerod, D. & Roberts, A. (2006). The admissibility of expert evidence. In A. Heaton-Armstrong, E. Shepherd, G. Gudjonsson, & D. Wolchover (Eds.) Witness Testimony: Psychological, Investigative, and Evidential Perspectives. P401-424. Oxford: Oxford University Press

## **Week 3. Factors effecting juror decision making**

### **Objectives:**

- To explain different models of juror decision making
- To examine the effect of different sorts of evidence on juror decision making
- To consider the effect of factors beyond evidence brought in to court
- To consider the impact of pre trial publicity on juror decision making

### **Learning outcomes:**

By the end of the lecture students should be able to:

- Evaluate different models of juror decision making
- Critically evaluate research concerned with the effect of evidence on juror decision making
- Critically assess the effect of additional factors (characteristics of the defendant and inadmissible evidence) on juror decision making
- Critically examine the impact of pre trial publicity on juror decision making



## **Lecture synopsis:**

Throughout the course of this lecture we will consider different factors that affect jury decision making. To begin with we will consider models of how jurors make decisions, these involve mathematical models and also the popular cognitive story model. Following on from this we will look at the impact of different types of evidence that jurors are likely to hear on decision making. Different types of evidence include eyewitness evidence and expert witness evidence. Finally in this lecture we will consider the influence of factors beyond evidence brought to court. We will examine how characteristics of the defendant and inadmissible evidence including pre-trial publicity effect jury decision making.

## **Essential reading:**

Levett, L.M. Danielsen, E.M., Bull Kovera, M., & Cutler, B.L. (2005). The psychology of jury and juror decision making. In N. Brewer & K. D. Williams (Eds.). Psychology and Law: An Empirical Perspective. New York: Guildford Press. p365-406.

## **Additional reading:**

Cutler, B.L., Penrod, S.D., & Dexter, H.R. (1990). Juror sensitivity to eyewitness identification evidence. Law and Human Behavior, 14, 185-191.

Devine, D.J., Clayton, L.D., Dunford, B.B., Seying, R., & Pryce, J. (2001). Jury decision making: 45 years of empirical research on deliberating groups. Psychology, Public Policy and Law, 7, 622-727. *(this is a very long paper but I can point you to the most relevant parts)*

Lloyd-Bostock, S. (2000). The effects on juries of hearing about the defendant's previous criminal record: A simulation study

Mitchell, T.L., Haw, R., Pfeifer, J.E., Meissner, C.A. (2005). Racial bias in mock juror decision-making: A meta-analytic review of defendant treatment. Law and Human Behavior, 29, 621-637.

Steblay, N., Hosch, H.M., Culhane, S.E., & McWethy, A. (2006). The impact of judicial instruction to disregard inadmissible evidence: A meta-analysis. Law and Human Behaviour, 30, 469-492.

Steblay, N., Besirevic, J., Fulero, S.M., & Jimenez-Lorente, B. (1999). The effects of pretrial publicity on juror verdicts: A meta-analytic review. Law and Human Behaviour, 23, 219-235.

## **Week 4. Instructions to juries, deliberation, and alternative systems**

### **Objectives:**

- To consider jurors comprehension of judicial instructions
- To examine research investigating how to aid jurors comprehension of instructions
- To examine what goes on during jury deliberation and the purpose of deliberation
- To consider alternative systems to trial by jury

### **Learning outcomes:**

By the end of the lecture students should be able to:

- Critically evaluate research assessing juror comprehension of judicial instructions
- Suggest methods by which juror comprehension may be aided
- Critically examine research investigating what occurs during deliberation and evaluate explanations of the purpose of deliberation
- Put forward ideas for alternative systems to trial by jury

### **Lecture synopsis:**

We will also look at what goes on during jury deliberation. There is some debate as to the function of this period, whether in fact juries do deliberate, whether it is beneficial for jurors' memory

### **Seminar: Film - 12 Angry Men followed by discussion**

During this seminar we will watch the film: 12 Angry Men. During the film there are many issues raised which directly relate to the topics discussed in the lectures on juries. There will be an opportunity to discuss these further at the end of the seminar.

### **Essential reading:**

Ogloff, J.R.P. & Rose, V.G. (2005). The comprehension of judicial instructions. In N. Brewer & K. D. Williams (Eds.). Psychology and Law: An Empirical Perspective. New York: Guildford Press. p407-444.

### **Additional reading:**

Brewer, N., Harvery, S., & Smmler, C. (2004). Improving comprehension of jury instructions with audio-visual presentation. Applied Cognitive Psychology, 18, 765-776.

Penrod, S. & Heuer, L. (1998). Improving group performance: The case of the jury. p127-152.

Semmler, C. & Brewer, N. (2002). Using a flow chart to improve comprehension of jury instructions. Psychiatry, Psychology and Law, 9, 262-270.

## **Week 5. Older adults as witnesses.**

### **Objectives:**

- To explain the effects of aging on eyewitness performance
- To examine the effects of aging in terms of older witnesses' recall of a crime event
- To consider how best to interview older adult witnesses
- To examine the effects of aging in terms of older witnesses' ability to identify a crime perpetrator, and how we may aid their performance

### **Learning outcomes:**

By the end of the lecture and seminar students should be able to:

- Explain how aging affects the cognitive factors involved in eyewitness tasks
- Give an account of how and why older witness statements differ to young adults

- Critically evaluate the literature that investigates the use of the CI with older witnesses
- Describe how older witness performance on lineups differs to younger witnesses, and how their performance could be aided

### **Synopsis:**

The mean age of the population in many countries is rising and older adults are remaining fit, active and healthy for longer. Thus it is likely that we will have more people over the age of 60 witnessing crime than ever before. This lecture will explore the main problems of using older adults as witnesses. Initially, we will look at how older witnesses are perceived by lay people i.e. potential jurors. We will examine the effect of cognitive aging on eyewitness tasks (interviewing and identification). Finally, we will consider methods that can be used to enhance older witnesses' performance both on line-ups and during investigative interviews.

### **Essential reading:**

Yarmey, A.D. (2000). The older eyewitness. In M.B. Rothman, B.D. Dunlop, P. Entzel (Eds). Elders, Crime and the Criminal Justice System: Myth Perceptions and Reality in the 21st century (p127-148) New York: Springer Publishing Company.

### **Additional reading:**

Mello, E.W. & Fisher, R.P. (1996). Enhancing older adult eyewitness memory with the cognitive interview. Applied Cognitive Psychology, 10, 403-417.

Wilcock, R.A., Bull, R., & Vrij, A. (2005). Aiding the performance of older eyewitnesses: Enhanced non-biased line-up instructions and lineup presentation. Psychiatry, Psychology and Law, 12, 129-140.

Wilcock, R.A. & Bull, R. (2005). Reviewing and adapting the Cognitive Interview for use with older adults. Conference paper presented at the Second international Conference on investigative Interviewing. Portsmouth, UK.

## **Week 6. Children as witnesses.**

### **Objectives:**

- To consider the problems associated with children as witnesses.
- To review the evidence about the reliability of children's memory.
- To discuss the factors that affect children's testimony.
- To evaluate methods for maximising the accuracy of children's evidence.

### **Learning outcomes:**

At the end of this lecture and associated seminar you should be able to:

- Explain why the issue of children's reliability as witnesses is complex.
- Discuss the accuracy of children's memory in the eyewitness context.
- Evaluate evidence for the various factors thought to affect children's testimony.
- Outline and evaluate methods of enhancing the accuracy of children's memory and evidence.

### **Synopsis:**

Children are often the only witnesses in cases of sexual abuse and therefore their testimony is essential in the resulting court cases. This lecture will explore the main problems of using children as witnesses. Are they accurate? How suggestible are they?

What special problems does cross-examination pose? What factors affect their accuracy and what they report? Finally, we will consider methods that can be used to enhance children's memory.

### **Seminar. Analysis of court transcript.**

Based on your reading of the papers below, you will be provided with the transcript of a real court case involving children and asked to identify instances of appropriate and inappropriate questioning.

#### **Essential reading:**

**The first two readings below must be read before the seminar in week 6**

Carter, C. A., Bottoms, B. L., & Levine, M. (1996). Linguistic and Sociemotional Influences on the Accuracy of Children's reports. Law and Human Behavior, 20, 335-358.

Cordon, I. M., Goodman, G. S., & Anderson, S. J. (2003) in Van Koppen, P.J & Penrod, S. J. (Eds.). Adversarial versus Inquisitorial Justice. New York: Kluwer Academic (*to be provided*).

Kapardis, A. (2003) Psychology and Law (2<sup>nd</sup> Edition). Cambridge: CUP Chapter 4. Children as witnesses.

#### **AND/OR**

Howitt, D. (2002) Forensic and Criminal Psychology. Harlow: Pearson/Prentice Hall. Chapter 15. Children as Witnesses.

#### **Additional reading:**

Westcott, H. L., Davies, G. M. & Bull, H. R. C. (2002) Children's Testimony. Chichester: Wiley. Particularly Chapters 8, 9 and 11.

Ridley, A. M., Clifford, B. R., & Keogh, E. (2002). The effects of state anxiety on the suggestibility and accuracy of child eyewitnesses. Applied Cognitive Psychology, 16, 547-558.

## **Week 7. Mental health, intellectual ability and personality issues in court.**

#### **Objectives:**

- To give an overview of the prevalence of vulnerable defendants in court.
- To introduce students to the issue of competency to stand trial and outline the difference between this and mitigating circumstances surrounding the crime itself.
- To look at how competency is evaluated.
- To critically evaluate the methods of competency assessment used.
- To look at the complex question of how psychopathic offenders should be dealt with by the courts and mental health professionals.

#### **Learning outcomes:**

- Outline the scale of the 'problem' posed to the courts by vulnerable defendants.
- Explain what is meant by competency to stand trial and mitigating circumstances.
- Describe the methods used to measure competency
- Critically evaluate competency measures and methods.
- Discuss the way psychopaths are treated by the courts and beyond.

### **Lecture synopsis:**

Many defendants in court cases suffer from mental health problems, intellectual disabilities and the personality construct of psychopathy. All of these pose particular dilemmas for mental health professionals, the police, lawyers, judges and jurors. In this lecture we will focus on the issues of competency to stand trial and standardised measures and other methods used for those with mental health problems and intellectual disabilities. Although not 'mentally ill' as such, psychopaths pose particular problems for the courts because they are thought not to understand the difference between right and wrong. Therefore the issue of how the courts and legal system should deal with them will be discussed.

### **Essential reading:**

Howitt, D. (2005) Forensic and Criminal Psychology. (2<sup>nd</sup> Edition) Harlow: Pearson/Prentice Hall. Chapter 19.

## **Week 8. Judgement and decision making in legal contexts: Cognitive and Social models.**

### **Objectives:**

- To introduce normative (bottom-up) models as they relate to judgements and decisions in legal contexts.
- To introduce descriptive (top-down) processes that relate to judgements and decisions in legal contexts.
- To review social psychological models of decision making.

### **Learning outcomes:**

By the end of this lecture students should be able to:

- Explain the strengths and limitations of normative and bottom-up decision making processes.
- Outline what is meant by descriptive and top-down decision making processes and the implications for justice.
- Demonstrate understanding of concepts such as likelihood estimates and the various methods of reasoning used to reach them, utility values and weighting and integration rules.
- Explain what is meant by 'mortality salience and terror management theory' in the forensic decision making context.
- Outline other social models of legal decision making.

### **Lecture synopsis:**

Judgement and decision making is crucial in many aspects of life but nowhere more so than in investigative and forensic contexts where the liberty of citizens is at stake as a result of it. This lecture will be largely theoretical, introducing cognitive models of decision making (normative and descriptive), outlining their strengths and weaknesses. Complex concepts such as utility values, likelihood estimates and weighting and integration rules will be explained. Social models of decision making in the legal context will also be reviewed, and their relationship to cognitive theories considered.

### **Essential reading:**

Michon, J. A. & Pakes, F. J. (1995) in Bull, R. & Carson, D. (1995). Handbook of Psychology in Legal Contexts. Chichester: Wiley. Chapter 6.2.

Goodman-Delahunty, J. ForsterLee, L & ForsterLee, R (2005). Dealing with the Guilty Offender in N. Brewer & K. D. Williams (Eds.). Psychology and Law: An Empirical Perspective. New York: Guildford Press.

### **Additonal reading:**

Eysenck, M. W. & Keane, M. T. (2005) Cognitive Psychology: A student's handbook. Hove: Psychology Press. Chapter 15 (*for a general review of the cognitive literature on decision making*).

Hastie, R. (2001). Problems for Judgment and Decision Making. Annual Review of Psychology, 52, 653-683. (*available on-line via LISA – this is a general review of decision making which would be useful background reading and for critically evaluating the research covered in this lecture and the following one*).

Howitt, D. (2005) Forensic and Criminal Psychology. (2<sup>nd</sup> Edition) Harlow: Pearson/Prentice Hall. Chapter 20.

### **Seminar**

During this paper we will review, compare and contrast the findings from two journal articles on decisions about competence to stand trial. This integrates decision making and mental health issue lectures. **Reading of the two following journal articles in advance of the seminar is ESSENTIAL.**

Cooper, V. G. & Kapf, P. A. (2003) Predictor Variables in Competency to Stand Trial Decisions. Law and Human Behavior 27, 423-436.

Plotnick, S., Porter, J., & Bagby, M. (1998). Is there bias in the evaluation of fitness to stand trial? International Journal of Law and Psychiatry, 21, 291-304.

## **Week 9. Bail and sentencing decision making.**

### **Objectives**

- To outline what is meant by 'bail' and the role of magistrates.
- To review the research by Mandeep Dhami and others into the role of normative and descriptive (non-compensatory) decision making processes when magistrates make bail decisions.
- To explain the various purposes of sentencing convicted criminals, and factors which are taken into account.
- To consider research into judicial biases: gender, race, age and attractiveness.

## Learning Outcomes

By the end of this lecture students should be able to:

- Describe the concept of bail and the role of magistrates
- Outline and critically evaluate research by Mandeep Dhimi into bail decision making among magistrates.
- Discuss the various possible purposes of sentencing convicted criminals to custodial sentences and the factors which affect these decisions.
- Review the research into judicial biases.

### Lecture synopsis:

In this lecture, we will be looking at decision making in the applied context. We will start by explaining what is meant by bail and the role of magistrates in deciding bail. We will move on to review research by Dhimi into whether normative or descriptive (non-compensatory) processes are used by magistrates when reaching their decisions. The second half of the lecture will be about sentencing. What is its purpose? What factors affect how judges reach their decisions when sentencing? Are judges prone to bias?

### Essential reading:

Dhimi, M. (2006) in Brooks-Gordon, B. & Freeman, M. (Eds.). Law and Psychology (Current Legal Issues). Oxford: OUP.

Dhimi, M. (2003). Psychological Models of Professional Decision Making. Psychological Science, 14, 175-2003. (*available on-line via LISA*)

Goodman-Delahunty, J. ForsterLee, L & ForsterLee, R (2005). Dealing with the Guilty Offender in N. Brewer & K. D. Williams (Eds.). Psychology and Law: An Empirical Perspective. New York: Guildford Press.

Kapardis, A. (2003). Psychology and Law. (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press. Chapter 6.

### Additional reading (*all available on-line via LISA*):

Epstein, L, Martin, A. D. (2004). Does age (really) matter? A response to Manning, Carroll, and Carp. Social Science Quarterly, 85, 19-30.

Manning, K. L., Carroll, B. A. & Carp, R. A. (2004) Does age matter? Judicial decision making in age discrimination cases. Social Science Quarterly, 85, 2-18.

Manning, K. L., Carroll, B. A. & Carp, R. A. (2004) A reply to Epstein and Martin's "Does age matter?" Social Science Quarterly, 85, 31-36.

## Lecture Week 10. Intervention with Offenders

### Objectives:

- To introduce a key area of forensic psychology namely, 'what works' with offenders in terms of reducing crime.
- To describe the terms 'risk' and 'need'
- To understand the main risk factors associated with offending using the research literature
- To understand how programmes and interventions are targeted to address an offenders risk/needs

- To understand what interventions other than accredited programmes may be of benefit in reducing risk.
- To describe the main types of interventions for offenders in England and Wales and how effective these programmes are considered to be

### **Learning outcomes:**

By the end of this lecture students should be able to:

- Explain the concept of what works with offenders and evidence-based practice
- Define the concept of risk and need
- List the factors associated with offending from the research literature
- Describe the type of interventions in England and Wales that address these factors

### **Lecture synopsis:**

This lecture examines how the research literature has influenced practice in forensic psychology in terms of working with offenders to reduce offending. It covers two key concepts in forensic psychology, risk and need. The main factors associated with reoffending are outlined. It is these factors that are assessed by forensic psychologists in order to plan interventions for offenders which are aimed to reduce an offenders risk and need and, therefore, reduce the chance that they will re-offend.

### **Seminar. Case study and discussion**

This seminar will involve reading a case study regarding a young person (offender). The information will be analysed in order to identify the needs of the offender in order to identify which type of interventions the offender would benefit from. This exercise will also be used to understand how information regarding an offender is analysed in order to assess risk of serious harm to others, risk of re-offending and the offender's vulnerability.

### **Essential reading:**

Andrews & Bonta (2006). *Psychology of criminal conduct (4<sup>th</sup> Edition)*. Cincinnati: Anderson Publishing. Chapter 10 – Prevention and Rehabilitation **Or** Howitt (2006). *Forensic and Criminal Psychology (2nd ed)*. Harlow: Pearson. Chapter 22 – effective prison (see also box on RJ – victims chapter).

Willmot, P (2003) Applying Research on Recidivism to Prison Regimes, In G. Towl *Psychology in Prisons*. Oxford: BPS Blackwell.

### **Additional reading:**

Harper, G. & Chitty, C. (2004). *The impact of corrections on re-offending: A review of 'What Works'*. Home Office, Research, Development and Statistics, Research Study No. 291. London: Home Office. – **Executive Summary**. (Access via LISA Internet link and [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) (see Research, development and Statistics publications))

Hollin, C.R. (2006). Offending behaviour programmes and contentions: Evidence based practice, manuals, and programme evaluation: in C.R. Hollin and E.P. Palmer (Eds.), *Offending Behaviour Programmes: Development Application and Controversies* (pp 33-67). Chichester: John Wiley & Sons



Shapland et al (2006). *Restorative justice in practice*. Home Office Research Finding 274. (Please look up other RJ studies on the RDS website)

## **Week 11. Assessing Recidivism**

### **Objectives:**

- To introduce the area of crime measurement in criminology/forensic psychology
- To understand the concept of unrecorded crime, recorded crime and convictions
- To define the terms reconviction, re-offending and recidivism
- To understand the difference between reconviction and recidivism
- To understand the limitations and merits of reconviction (the main outcome measure used in UK forensic psychology)
- To understand how crime measurement methods are used to evaluate Interventions for offenders

### **Learning outcomes:**

By the end of this lecture students should be able to:

- Explain the main methods of measuring crime
- Define the terms reconviction, re-offending and recidivism and understand how they relate to each other
- Outline the advantages and disadvantages of reconviction as an outcome in forensic psychology
- To describe how reconviction is used to evaluate interventions for offenders

### **Lecture Synopsis:**

In this lecture, the ways that crime is measured in England and Wales will be examined. The limitations of the different methods will also be addressed. Crime measurement is a useful practice in particular, to evaluate interventions for offenders. The outcomes reconviction, re-offending and recidivism will be defined. The pros and cons of main outcome in forensic psychology (reconviction) will be outlined as this forms the basis of the 'what works' with offenders debate.

### **Essential reading:**

Maguire, M (2007). Crime data and Statistics. In M.Maguire, R. Morgan and R.Reiner (Eds, 4<sup>th</sup> ed) . Oxford Handbook of Criminology. Oxford. OUP

Friendship, C., Beech, A.R. & Browne, K.D. (2002). Reconviction as an outcome in research: A methodological note. British Journal of Criminology, 42, 442-444.

Kelly, L, Lovett, J & Regan, L (2005). *A gap or a chasm: Attrition in reported rape cases*. HORS 292. London: Home Office. Executive summary

### **Additional reading:**

Andrews & Bonta (2006). Psychology of criminal conduct (4<sup>th</sup> Edition). Cincinnati: Anderson Publishing. Chapter 2 - Defining Criminal Behavior, Exploring Sources of Variation, and Major Findings from PCC

Friendship, C., Street, R., Cann, J. & Harper, G. (2004). Introduction: The policy context and assessing the evidence. In Harper, G. & Chitty, C. (2004). The impact of corrections on re-offending: A review of 'What Works'. Home Office, Research, Development and Statistics, Research Study No. 291. London: Home Office. (Access via LISA Internet link and [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) (see Research, development and Statistics publications))

Lloyd, C., Mair, G. & Hough, M. (1994). Explaining reconviction rates: A critical analysis. Home Office Research Study, No. 136. London: Home Office. (All Home Office research papers can be downloaded from the website: [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) (see Research, development and Statistics publications))

Nicholas, S., Kershaw, C. and Walker, A. (2007). Crime in England and Wales in 2006/07: A summary of the main findings. London: Home Office. (Access via LISA Internet link and [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk) (see Research, development and Statistics publications))

## **Week 12. Conclusions and Revision**

### **Objectives:**

- To go over the exam format
- Answer any final questions that have arisen throughout the unit

### **Learning Outcomes:**

By the end of this lecture students should be able to:

- Understand what structure the exam will take
- Understand responses to any final queries regarding topics that have arisen throughout the unit

### **Lecture Synopsis:**

In this final lecture, we will take time to go over any queries that have arisen throughout the course. We will go over details of the exam format and discuss possible revision techniques.

## **9.0 LEARNING RESOURCES**

Because the structure of this course has been changed this year there may be some delay in books becoming available. However, there are several copies of all the core materials below in the library (though some may be older editions). All of the books (essential and additional) are/will be in the main stock and some have also been identified as key texts to allow for copying purposes.

### **9.1 Essential Materials**

None of the core books cover all of the topics covered in this course. However, between all these books you will find information on all topics covered in the course.

Andrews & Bonta (2006). Psychology of criminal conduct (4<sup>th</sup> Edition). Cincinnati: Anderson Publishing.

Brewer, N. & Williams, K.D. (2005). Psychology and Law: An empirical perspective. New York: The Guildford Press.

Brooks-Gordon, B. & Freeman, M. (2006). Law and Psychology (Current Legal Issues). Oxford: OUP.

Carson, D. & Bull, R. (2003). Handbook of psychology in legal contexts. Chichester: John Wiley.

Howitt, D. (2006). Introduction to forensic and criminal psychology (2<sup>nd</sup> Edition) Harlow: Pearson Longman

Kapardis, A. (2003). Psychology and Law: A critical introduction. (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press

Memon, A, Vrij, A & Bull, R. (2003). Psychology and Law: Truthfulness, Accuracy and Credibility. (2<sup>nd</sup> edition). Chichester: John Wiley.

## 9.2 Additional Materials

Adler, J. R. (2004). Forensic psychology: Concepts, debates and practice. London: Willan.

Blau, T. (1998). The psychologist as expert witness. (2<sup>nd</sup> edition). Chichester: John Wiley

Harper, G. & Chitty, C. (2004). The impact of corrections on re-offending: A review of 'What Works'. Home Office, Research, Development and Statistics, Research Study No. 291. London: Home Office. (Access via LISA Internet link)

Maguire, M (2007). Crime data and Statistics. In M.Maguire, R. Morgan and R.Reiner (Eds, 4<sup>th</sup> ed) . Oxford Handbook of Criminology. Oxford. OUP

## JOURNALS

In addition to the journal articles cited for individual lectures and seminars, the following journals are available in the library.

Legal and Criminalological Psychology  
Law and Human Behavior (use the printed version, go through the Springer link)  
British Journal of Criminology  
International Journal of Law and Psychiatry  
Journal of Forensic Psychiatry and Psychology  
Policing: An International Journal of Police Strategies and Management

You should browse these journals looking for relevant journal articles to contribute to your revision and coursework. In addition you should also look through Psycinfo (one of the databases accessible through LISA on the internet). You can do a keyword search. Some relevant articles may come up in other more general journals available

in the library. If the article is not available through the library it is worth reading the abstracts in Psycinfo, which should give a clear summary.

Dr Rachel Wilcock  
January 2008