



# unit guide

Investigative Psychology

PSY\_3\_INP

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

Faculty of Arts and Human  
Sciences  
Department of Psychology

Academic Year 2008-2009  
Semester 1  
Level 3 and Graduate Diploma  
students

**become what you want to be**

## 1.0 UNIT DETAILS

<b>Unit Title:</b>	Investigative Psychology
<b>Unit Level:</b>	3
<b>Unit Reference Number:</b>	<b>PSY_3_INP</b>
<b>Credit Value:</b>	15
<b>Student Study Hours:</b>	150
<b>Contact Hours:</b>	36
<b>Private Study Hours:</b>	114
<b>Co-requisite Units (If applicable):</b>	
<b>Course(s):</b>	BSc Psychology
<b>Year and Semester</b>	2007-2008, Semester 1
<b>Unit Coordinator:</b>	<b>Anne Ridley</b>
<b>UC Contact Details (Email, Room)</b>	Extension Block, Room E332 <a href="mailto:ridleyam@lsbu.ac.uk">ridleyam@lsbu.ac.uk</a> Office hours: Tuesdays, 10.00-12.00
<b>Teaching Team</b>	Dr Anne Ridley (contact as above) Dr Rachel Wilcock Extension Block, Room E341, <a href="mailto:wilcockr@lsbu.ac.uk">wilcockr@lsbu.ac.uk</a> Office hours: Thursday 12.00 – 14.00
<b>Summary of Assessment Method:</b>	Essay (2,500 words) 40% 2 hour unseen written exam 60%

## 2.0 SHORT DESCRIPTION

The purpose of this course is to familiarise students with aspects of both investigative and forensic psychology and psychology as it relates to legal processes. The subject-matter will relate to several disciplines studied earlier in the degree, e.g. cognitive, developmental and social psychology, resulting in the application and synthesis of multiple perspectives. The course emphasises the importance of understanding and critically evaluating relevant research in terms of its value, generalisability, and ecological validity.

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**

- To introduce final year students to an area of applied psychology.
- To provide students with the opportunity to learn about the application of psychology to the detection and interviewing of suspects.
- To provide students with an appreciation of the variations in the reliability of aspects of eyewitness memory and the problems this presents both for the police and in court.
- To introduce students to issues relating to decision making by judges and magistrates.
- To give students a flavour of a potential area of subsequent post-graduate study and professional practice.

### **4.0 LEARNING OUTCOMES**

#### **4.1 KNOWLEDGE AND UNDERSTANDING**

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

- Outline the scope of forensic and investigative psychology
- Identify some of the main developments in the field over the past 30 years.
- Critically evaluate theory and research in this area.
- Explain the potential application of research to practice.
- Give an account of the limitations of research and practice.

#### **4.2 KEY & COGNITIVE SKILLS**

**This unit will promote the ability to**

- Handle primary source material critically
- Generate and explore research questions
- Present and evaluate research findings
- Employ evidence based reasoning and examine issues associated with different approaches
- Identify and evaluate general pattern in psychological functions.

#### **4.3 TRANSFERABLE SKILLS**

- Sensitivity to contextual and interpersonal factors.
- Effective verbal and written communication.
- The ability to apply psychological theory and reasoning to practical situations, adopting a problem-solving approach.
- The ability to make critical judgements and evaluations.

## 5.0 ASSESSMENT OF THE UNIT

- 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.

The coursework should be submitted in the way specified. Students may be required to provide electronic copy of written work submitted. In such instances, the individual student will be written to requesting electronic submission. Failure to provide electronic copy within TWO WEEKS of a written request will result in the work being deemed an incomplete submission, and no mark will be given. The work will then have to be referred for a capped mark. When Extenuating Circumstances have already been accepted for a unit, this will not negate the proper investigation of any component of that unit for any allegation of academic misconduct, nor the subsequent imposition of any appropriate penalty for proven misconduct.

Further details of coursework and the submission deadline will be provided during the lecture and via Blackboard. Coursework deadlines for all units are available in the Student section of the Faculty Web site.

## 6.0 Feedback

Feedback on coursework will usually be given within 20 working days.

## 7.0 INTRODUCTION TO STUDYING THE UNIT

### 7.1 OVERVIEW OF THE MAIN CONTENT

The course comprises 12 lectures and 4 seminars for all students. Lecture and seminar activities may be distributed throughout the session. Sessions where there is not a formal seminar are likely to continue beyond 11.00 and students should be prepared for this. All lectures by Anne Ridley unless indicated otherwise

Week	Lecture	Seminar
1	Introduction and Conceptual and Historical Issues	
2	Offender profiling	Offender profiling (integrated session)
3	Interviewing suspects and confessions	
4	False Confessions	Seminar reviewing false confession case studies
5	Suggestibility	
6	Reading week	
7	Recovered/false memories	
8	Children as witnesses	Evaluation of court transcript
9	Elderly witnesses (RW)	

10	Judgement and decision making in legal contexts	Seminar activity
11	Bail and sentencing decision making	
12	Conclusions and Revision. AR	

## 7.2 OVERVIEW OF TYPES OF CLASSES

Informal 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 and in some weeks the lecture and seminar activities will be integrated rather than separate entities. It is hoped that all students will take part in discussion of the issues. Separate seminars are used when appropriate.

## 7.3 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. Many of these will be easily accessible.

## 7.4 EMPLOYABILITY

Because of its applied nature and relationship to a chartered career in psychology (Forensic Psychology), this course is likely to enhance a graduate's employability not only as a trainee psychologist but also if applying for employment with the Police, Customs and Excise, the Security Services etc. It also provides a useful basis for post-graduate study in Forensic or Investigative psychology. Completion of such an MSc (which is recognised by the British Psychological Society) is essential if students wish to become chartered forensic psychologists. Our own MSc in Investigative Forensic Psychology is recommended for those interested in pursuing a career in the Police or other investigative context where BPS accreditation is not required.

## 7.5 EQUALITY AND DIVERSITY

This unit places great emphasis on fair treatment and avoidance of discrimination for all groups in society, particularly in the lectures dealing with interviewing suspects, line-ups, interviewing witnesses, and recovered memories. In addition in seminar discussions we draw on the experiences of our diverse student body to illustrate some of the issues covered. However, care is taken to ensure that students are free to choose whether or not to share relevant experiences whether personal or of their acquaintances or group (social/cultural/age/gender etc.).

## **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 to Forensic Psychology and Psychology in Legal Contexts.**

##### **Objectives:**

- To provide an overview of the course, reading materials and assessment
- To provide definitions and historical information and context for investigative psychology and psychology in legal contexts.

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

By the end of this lecture students should:

- Understand how the course will operate
- Be aware of the history and context of investigative psychology
- Appreciate the problems of defining forensic psychology and psychology in legal contexts.

##### **Synopsis:**

According to Howitt (2002), forensic psychology can be traced back to the 14<sup>th</sup> century when the psychological concept of insanity was accepted into law. We will briefly consider the major developments since then to the present day.

We will also consider the definition of forensic psychology and its relationship to investigative psychology.

In this lecture, we will therefore be considering the history of investigative and forensic psychology and its various definitions in order to set the scene for the remainder of the course.

##### **Suggested reading:**

Howitt, D. (2006) Forensic and Criminal Psychology. (Second Edition). Harlow: Pearson/Prentice Hall. Chapter 1.

## **Week 2. Offender Profiling.**

### **Objectives:**

- To introduce the controversial area of offender profiling.
- To clarify the difference between the fiction and the reality of offender profiling.
- To introduce students to
  - FBI crime scene analysis,
  - statistical profiling
  - clinical profiling
  - geographic profiling.
- To critically evaluate the various methods of offender profiling and their value to the police during major investigations.

### **Learning outcomes:**

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

- Describe how the reality relates to the media depiction of offender profiling.
- Define and describe various methods of offender profiling.
- Critically evaluate the various offender profiling techniques.

### **Lecture Synopsis:**

This lecture will include interactive sessions and will last from 9.30 to 12.30 approximately. Offender profiling methods and crime scene classification of the FBI will be introduced. These methods have been criticised by the British psychologist, David Canter, who introduced scientific rigor into the study of criminal behaviour with what he calls 'investigative psychology', which is also known as 'statistical profiling'. As the latter name implies, this involves collecting data from multiple crime scenes and drawing inferences from that data. In addition we will look at the work of a more controversial British profiler – Paul Britton, and others who have adopted the psychoanalytic approach to offender profiling. The lecture will finish with an overview of geographic profiling.

### **CORE TEXTS**

Alison, L, J. (2005). *The forensic psychologists casebook: Psychological profiling and Criminal Investigation*. Cullompton: Willan Publishing.

### **AND/OR**

### **Additional reading:**

Ainsworth (2001). Offender Profiling and Crime Analysis. Padstow: Willan. 343.3AIN. Key text. Chapters 1, 5-8. (Chapter 5 will not be covered in detail in the lecture, but will help with coursework).

Canter, D. (1993). Criminal Shadows. Harper Collins.

Canter & Youngs (2003) in D. Carson, D. & R. Bull, (Eds.). *Handbook of Psychology in Legal Contexts*. Chichester: Wiley. Chapter 2.4. Beyond 'Offender Profiling': The Need for an Investigative Psychology.

Alison, L & Barrett in Adler, J. R. (2004). Forensic Psychology: Concepts, debates and practice. Cullompton: Willan. Chapter 4. The interpretation and utilisation of offender profiles: a critical review of 'traditional' approaches to profiling.

Bennell, C., Taylor, P. J., & Snook, B. (2007) Clinical versus Actuarial Geographic Profiling Strategies: A review of the research. Police Practice and Research, 8, (4), 335-345. (Available via Brent Snook's web site <http://www.mun.ca/psychology/brl/publications/>)

Canter, D. (2005). Confusing Operational Predicaments and Cognitive Explorations: Comments on Rossmo and Snook et. al. Applied Cognitive Psychology, 19, 663-668.

Canter, D. V., & Wentink, N. (2004). An empirical test of Holmes and Holmes's serial murder typology. Criminal Justice and Behavior. 31. 489-515.

Canter, D. V., Alison, L. J., Alison, E. & Wentink, N. (2004) The organized/disorganized typology of serial murder. Myth or Model? Psychology, Public Policy and Law, 10. 293-320

Howitt, D. (2006) Forensic and Criminal Psychology. (Second Edition). Harlow: Pearson/Prentice Hall. Chapter 13. Profile Analysis.

Paulsen, D. (2007). Improving Geographic Profiling through commuter/Marauder Prediction. Police Practice and Research, 8, (4) 347-357.

Rossmo, D. K. (2005). Geographic Heuristics or Shortcuts to failure?: Response to Snook et. al. Applied Cognitive Psychology. 19, 651-654.

Salfati, C. G., Canter, D. V. (1999).. Differentiating stranger murders: Profiling offender characteristics from behavioural styles. Behavioral Sciences and the Law, 17. 391-406.

Snook, B., Taylor, P. J. & Bennell, C. (2004) Geographic Profiling: The fast, frugal and accurate way. Applied Cognitive Psychology, 18, 105-121.

Snook, B., Taylor, P. J., & Bennell, C. (2005). Shortcuts to Geographic Profiling Success: A Reply to Rossmo (2005). Applied Cognitive Psychology, 19, 655-661.

## **Weeks 3 and 4. Interviewing suspects, confessions and the problem of false confessions.**

### **Objectives:**

- To introduce students to the methods used in the US and England when interviewing suspects.
- To provide data on the frequency of confession and in the context of why suspects confess.
- To present a variety of theories as to why suspects confess.
- To review research into the factors that affect the likelihood of a confession.
- To classify false confessions and identify possible contributory factors.



- To discuss various case studies and link them to theories of confessions and types of false confessions.

### **Learning outcomes:**

By the end of these two lectures and associated seminar you should be able to:

- Describe and evaluate interview methods used in the US and England and Wales.
- Outline the theories of why suspects confess.
- Discuss the suspect and situational characteristics that affect confessions.
- List the various categories of false confessions.
- Evaluate the psychological mechanisms and contextual factors that result in vulnerability to giving false confessions.
- Describe case studies of false confessions.

### **Lecture synopsis:**

In this lecture we will look at the psychology of confessions within the context of the English and US legal systems. The methods used to obtain confessions, and theories relating to confessions will be explained and critically evaluated. Research into factors that affect the likelihood of confessions will also be reviewed. A major concern within the psychology of confessions is the problem of false confessions. It is difficult to measure accurately how frequently they occur, but it is generally accepted that they do, and false confessions were responsible to the conviction of the Guildford Four (convicted for an IRA bombing). We will consider the various types of false confessions and possible vulnerabilities of suspects (e.g. interrogative suggestibility and compliance) that can lead them to confess to crimes they did not commit.

### **Seminar Week 4. Case studies of false confessions.**

During this seminar, we will discuss at least two case studies of false confessions, and relate these to methods and theories of confessions as well as identifying their category of false confession, and underlying vulnerabilities of the suspects.

**The case studies will be distributed during the first lecture on confessions.**

### **Core reading:**

Williamson, T. (2006) Investigative Interviewing: Rights, research, regulation. Cullumpton: Willan Publishing. Chapters 5-12.

Kassin, S. M. & Gudjonsson, G. H. (2004). The psychology of confessions: A review of the literature and issues. Psychological Science in the Public Interest, 5, (2), 33-67. (A thorough review of the confession and false confession literature available electronically via the library web site).

### **Additional reading:**

Gudjonsson, G. H. (2003) Gudjonsson, G. H. (2003). The Psychology of Interrogations and Confessions. A Handbook. Chichester: Wiley. Chapters 1, 2, 5, 6, 7, 8

Howitt, D. (2006) Forensic and Criminal Psychology. (Second Edition). Harlow: Pearson/Prentice Hall. Chapter 15. False confessions.

Kapardis, A. (2003) Psychology and Law (2<sup>nd</sup> Edition). Cambridge. 340.19. Key text. Chapter 11. Psychology and the Police pp. 312-328

Memon, A, Vrij, A & Bull, R. (2003) Psychology and Law (Second Edition). Chichester: John Wiley. 363.254. Chapter 4. Interviewing suspects.

Milne R., & Bull R. in D. Carson & R. Bull (Eds.). Handbook of Psychology in Legal Contexts. Chichester: Wiley. Key text. Chapter 2.1. Interviewing by the Police pp. 119-123.

## **Week 5. Suggestibility.**

### **Objectives:**

- To introduce the phenomenon of suggestibility and its importance in the context of eyewitness testimony.
- To inform students of the debate on the nature of suggestibility and show how a recent methodological advance may help clarify the issue.
- To consider how individual differences moderate suggestibility.

### **Learning outcomes:**

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

- Explain what is meant by the term 'suggestibility'.
- Describe and critically evaluate experimental research into suggestibility.
- Discuss the debate surrounding the exact nature of the phenomenon.
- Explain the potential contribution of research into individual differences and the use of the source identification paradigm, to the understanding of suggestibility.

### **Synopsis:**

In the 1970s, Elizabeth Loftus initiated a long-running debate about suggestibility and its importance in the context of eyewitness memory. Suggestibility is the tendency for witnesses to a crime to recall as part of their memory, details they in fact only heard after the event. The debate has centred around whether the original correct memories are permanently altered, or whether suggestibility is, in fact, an artefact of the experimental procedure. An uneasy truce was declared during the 1990s, and research moved on to consider, among other things, the effect of individual differences on suggestibility. These will be considered, with particular emphasis on the effect of anxiety on suggestibility. Recent methodological developments have indicated, paradoxically, that the role of forgetting is relevant to the understanding of the nature of suggestibility, and this, combined with research into anxiety, may hold the key to resolving the debate.

### **Core reading:**

Ridley, A. M. (2003). The effect of anxiety on eyewitness testimony. Unpublished PhD thesis. University of East London. The relevant section will be supplied.

### **Additional reading:**

Loftus, E. F. (1996). Eyewitness Testimony. Cambridge, Mass: Harvard University Press.

Ridley, A. M., & Clifford, B. R. (2004). The effects of anxious mood induction on suggestibility to misleading post-event information. Applied Cognitive Psychology, 18, 233-244.

Ridley, A. M., & Clifford, B. R. (2006). Suggestibility and state anxiety: how the two concepts relate in a source identification paradigm. Memory, 14, 37-45.

Other readings will be suggested during the lecture.

## **Week 6. Reading week**

## **Week 7. Recovered Memories.**

The issue of recovered memories, typically of childhood sexual abuse, is a highly controversial one, with many psychologists claiming that these memories are false. In this lecture and seminar we will explore the evidence for and against the reliability of recovered memories and discuss the issues raised by this controversial debate.

### **Objectives:**

- To consider what is meant by the term 'recovered memories'.
- To demonstrate the difficulty in evaluating the truth of recovered memories.
- To discuss whether traumatic events can be forgotten.
- To review experiments that show false memories can be implanted in the laboratory.
- To critically evaluate the research into repressed and false memories.

### **Learning outcomes:**

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

- Define the term 'recovered memories'
- Discuss the problems of verifying recovered memories.
- Review the evidence that traumatic events can be forgotten or repressed.
- Describe and critically evaluate research into repressed memories.

### **Synopsis:**

In the 1980s a large number of allegations of childhood sexual abuse were made by adults who had recently recovered memories of the abuse. These memories had been repressed during the intervening years. Whether these allegations were true or false, they caused great distress to victims, the accused and their families and sometimes resulted in court cases and even imprisonment. Generally the memories were recovered during therapy, and a furious debate arose between those practitioners and research psychologists such as Elizabeth Loftus who felt the evidence suggested the memories were false – a bi-product of the therapeutic process. In this lecture we will consider the evidence, and review and debate the issues.

### **Essential reading:**

Ost, J. (2006). Recovered memories. In T. Williamson (Ed.), Investigative interviewing: Rights, research, regulation (pp. 259-291). Devon, UK: Willan Publishing

Ost, J., Hogbin, I., & Granhag, P-A. (2006). Altering false reports via confederate influence. Social Influence, 1, 105-116.

Wright, D. B., Ost, J., & French, C. C. (2006). Ten years after: What we know now that we didn't know then about recovered and false memories. The Psychologist, 19, 352-355.

Haaken, J (1998). Pillar of Salt: Gender and the perils of looking back. London:Free Association

Hacking, I. (1995). Rewriting the Soul: multiple personality and the sciences of memory. Princeton UP.

**Additional reading:**

Conway, M. A. (1997). Recovered memories and false memories. Oxford: OUP.

Loftus, E. F. (1996). The myth of repressed memory. New York: St Martin's Griffin.

Memon, A, Vrij, A & Bull, R. (2003) Psychology and Law (Second Edition). Chichester: John Wiley. Chapter 7. False memories.

Ofshe, R. & Watters, E. (1995) Making monsters: false memories, psychotherapy and sexual hysteria. London: Andre Deutsch.

## **Week 8. 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.

**Recommended reading:**

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

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

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

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 9. 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.

### **Core 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 10. 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.

## Core 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.

## Additional 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:** Content to be advised.

## Week 11. 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 Dhmi 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 Dhmi 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:**

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

Dhmi, 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 the Library*):

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.

## **Week 12. REVISION**

### **9.0 LEARNING RESOURCES**

There is at least one copy of all the books below in the library. Some books have been identified as key texts so reference or overnight loans for copying purposes are possible. I have put LISA location numbers next to the books, and key texts where appropriate.



## **CORE READER FOR THE WHOLE UNIT.**

Choose 1 or more of these books. You will find they all cover most of the topics, but none covers all. You may prefer the style and content of one over the others.

Kapardis, A. (2003) Psychology and Law (2<sup>nd</sup> Edition). Cambridge.

Memon, A, Vrij, A & Bull, R. (2003) Psychology and Law (Second Edition). Chichester: John Wiley.

Howitt, D. (2006) Forensic and Criminal Psychology. (Second Edition). Harlow: Pearson/Prentice Hall. Only the First Edition may be available in the library. In addition, other core readings are highlighted under the individual lectures.

**THE FOLLOWING BOOKS ARE OF GENERAL INTEREST. YOU DO NOT NEED TO BUY IT ALTHOUGH VARIOUS CHAPTERS ARE REFERRED TO ABOVE.**

Carson, D. & Bull, R. (2003). Handbook of Psychology in Legal Contexts. Chichester: Wiley.

## **JOURNALS**

In addition to the journal articles cited for individual lectures and seminars, the following journals are available in the library. Further relevant journals are also becoming available electronically. The first two have been requested specifically to support this course, so please make sure you use them or we may lose them!

Legal and Criminological Psychology  
Law and Human Behavior  
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

I suggest it is a good idea to 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 of course should give a clear summary.

Dr Anne Ridley  
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