

GENERAL STUDIES COURSE PROPOSAL COVER FORM

(ONE COURSE PER FORM)

(ONE COOKSE LEW FORM)						
1.) DATE: 1-10-22	2.) COMMUNITY COLLEGE	E: Maricopa Co. Comm. C	ollege District			
3.) PROPOSED COURSE: CROSS LISTED WITH:	Prefix: PSY Number: 267 Ti	itle: Introduction to Forensic Ps	sychology Credits: 3			
Prefix: Number:	; Prefix: Number:	•				
Prefix: Number:	; Prefix: Number:	•				
Prefix: Number:	; Prefix: Number:	•				
4.) COMMUNITY COLLEGE IN scott.silberman@cgc.edu	NITIATOR: SCOTT SILBERMA	AN PHONE: 480-213-9590 E	MAIL:			
ELIGIBILITY: Courses must hav transferable are not eligible for the		Guide (CEG) evaluation. Courses	evaluated as NT (non-			
MANDATORY REVIEW:						
is permitted; if a course meets Form for each Area). POLICY: The General Studies community college courses even	more than one Core or Awareness s Council (GSC) Policies and Proceed five years, to verify that they	w for the following Core or Award is Area, please submit a separate Macedures requires the review of precontinue to meet the requirements essary as the General Studies program of the service of the ser	Mandatory Review Cover viously approved of Core or Awareness			
AREA(S) PROPOSED COURSE						
Although a course may satisfy a c used to satisfy requirements in two departmental consent, an approved the major program of study.	ore area requirement and an awar o core or awareness areas simultar	reness area requirement concurrent meously, even if approved for those	tly, a course may not be se areas. With			
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:						
Core Areas: Social-Behavioral Sciences (SB) Awareness Areas: Select awareness area						
6.) REQUIRED DOCUMENTAT ☐ Cover Form ☐ Course Syllabus ☐ Course Description ☐ Criteria Checklist for the ar ☐ Table of Contents from the		uired readings/books				
7.) THIS COURSE CURRENTL ☐ DEC prefix ☐ Electi						
Current General Studies design	nation(s):					
Requested Effective date: 202	22 Fall Course Equivalency C	Guide				
Is this a multi-section course?	Yes					
Is it governed by a common sy	rllabus? Yes					
Chair/Director: DENNIS ABRY,	PSYCHOLOGY IC CHAIR		hair/Director Signature: onse Received 1/19/2022			
AGSC Action: Date action taken	ı: Aş	pproved Disapproved				
Effective Date: Select semeste	er.					

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

	ASU[SB] CRITERIA						
A SO	A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.						
YES	NO		Identify Documentation Submitted				
		1. Course is designed to advance basic understanding and knowledge about human interaction. 2. Course content complexing the study of social behavior such.	Course competencies: 4, 7, 8, 9,11, 12, 13, 14,15 Syllabus: weeks 2-15 Assignments/Exams: Four 2-page writing assignments ("reflection papers") based on the textbook, 1 paper based on J. Douglas profiling book,4 exams, and weekly questions				
		2. Course content emphasizes the study of social behavior such as that found in:					

	ASU[SB	B] CRITERIA	
		ychology	Course competencies: 1, 2, 3, 4, 7, 8, 9, 10, 12, 13, 15 Syllabus: weeks 2-15 Assignments/Exams: Four 2-page writing assignments ("reflection papers") based on the textbook, 1 paper based on J. Douglas profiling book,4 exams, and weekly questions
	 3. Course emphasizes: a. the distinct knowledge be sciences (e.g., sociologic) b. the distinct methods of in behavioral sciences (e.g., analysis). 	OR aquiry of the social and	Course competencies: 6, 9, 14, 15 Syllabus: weeks 2, 4, 5, 6 Assignments/Exams: Four 2-page writing assignments ("reflection papers") based on the textbook, 1 paper based on J. Douglas profiling book,4 exams, and weekly questions

	ASU[SB] CRITERIA						
		4. Course illustrates use of social and behavioral science perspectives and data.	Course competencies: 5, 6, 7 Syllabus: weeks 7, 11, 14 Assignments/Exams Four 2-page writing assignments ("reflection papers") based on the textbook, 1 paper based on J. Douglas profiling book,4 exams, and weekly questions				
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:					
		 Courses with primarily arts, humanities, literary or philosophical content. Courses with primarily natural or physical science content. 					
		Courses with primarry natural or physical science content. Courses with predominantly applied orientation for professional skills or training purposes.					
		Courses emphasizing primarily oral, quantitative, or written skills.					

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Course Prefix	Number	Title	General Studies Designation
PSY	267	Introduction to Forensic Psychology	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is	This course provides a	Course competencies:
designed to	comprehensive overview of field of	4, 7, 8, 9,11, 12, 13, 14,15
advance basic	forensic psychology by focusing	
understanding	primarily on understanding the	Syllabus:
and knowledge	criminal mind as well as how	weeks 2-15
about human	psychologists work within the legal	
interactions	system.	Assignments/Exams:
	Students learn about typical traits	Four 2-page writing assignments
	of criminals, how criminals select	("reflection papers") based on the textbook,
	their victims, and human factors	1 paper based on J. Douglas profiling
	that lead to criminal behavior.	book,4 exams, and weekly questions
	They also gain an understanding	
	about how diverse areas of	
	forensics require different types of	
	interaction with other professions	
	(judges, attorneys, social workers,	
	counselors, for example). The	
	psychologist's role in interacting	
	with people in these professions	
	helps students understand the	
	expectations of a career in	
	forensic psychology, including the	
	realities of working in the field	
	compared to the portrayal of	
	forensics work in movies and	
	television.	

	In addition to the use of a textbook	
	and a reading packet, students	
	are exposed to videos, websites, a	
	book on criminal profiling, and	
	other material to help them	
	comprehend and relate to this	
	area of psychology	
2. Course	This course examines social	Course competencies:
content	behavior as it relates to forensic	1, 2, 3, 4, 7, 8, 9, 10, 12, 13, 15
emphasizes the	matters. Students are introduced	
study of social	to a variety of different theories of	Syllabus:
behavior such	human behavior (e.g., cognitive,	weeks 2-15
as that found in	humanistic, behavioral,	
Psychology.	psychodynamic, social	Assignments/Exams:Four 2-page writing
	disorganization, rational choice,	assignments ("reflection papers") based on
	social disorganization, prevention,	the textbook, 1 paper based on J. Douglas
	family environmental, and strain)	profiling book,4 exams, and weekly
	related to individual and group	questions
	interactions. Additionally, criminal	
	behavior and victimology are	
	discussed as they relate to	
	psychological health and	
	disorders.	
3.Course	(b) Teaching students how to	Course competencies:
emphasizes: a.	gather and interpret evidence is a	6, 9, 14, 15
the distinct	critical component of this course	
knowledge base	because these skills are especially	Syllabus:
of the social and	relevant within the field of forensic	weeks 2, 4, 5, 6
behavioral	psychology. Students learn how	
sciences (e.g.,	psychologists rely on evidence to	Assignments/Exams:
sociological	assess and explain human	Four 2-page writing assignments
anthropological).	behavior as they work within the	("reflection papers") based on the textbook,
OR b. the	legal system. The history and	1 paper based on J. Douglas profiling
distinct methods	evolution of the psychologist's role	book,4 exams, and weekly questions
of inquiry of the	in forensics is also addressed; for	
social and	instance, consideration of	
behavioral	psychological factors has	

Social And Behavioral Sciences [SB] Page 7

sciences (e.g., ethnography, historical analysis)	increased in regard to culpability and sentencing.	
4.Course illustrates use of	This course introduces students to a variety of theoretical	Course competencies: 5, 6, 7
social and behavioral science	perspectives commonly used in psychology and other social-behavioral sciences. Students are	Syllabus: weeks 7, 11, 14
perspectives and data.	taught how such theories apply globally in some situations, while	Assignments/Exams
	other theories are more applicable to individuals, settings and circumstances. Examples of	Four 2-page writing assignments ("reflection papers") based on the textbook, 1 paper based on J. Douglas profiling
	psychological research as it relates to forensics is covered (examples—Brown v Board of	book,4 exams, and weekly questions
	Education, effects of divorce on children in relation to custody	
	cases, jury selection, police negotiation tactics with hostage takers).	



Introduction to Forensic Psychology

Course: PSY267 Lecture 3 Credit(s) 3 Period(s) 3 Load

Course Type: Academic

First Term: 2017 Summer Load Formula: S

Final Term: Current

Description: Overview of the practice of psychology in the law, by the law, and of the law. Focuses on the complementary functions and distinctions between psychology and the legal justice system. Topics include, but are not limited to, criminal investigations, risk and level of danger, competency, interrogations, confessions, assessment, eyewitness testimony, child custody, and domestic violence.

Prerequisites: A grade of C or better in PSY101 or permission of Instructor.

MCCCD Official Course Competencies

- 1. Describe the historical roots and define forensic psychology. (I, II, III)
- 2. Explain the legal, ethical, and moral obligations and considerations of the forensic psychologist. (I, II, III)
- 3. Compare and contrast differences between psychology and the law. (I)
- 4. Delineate the roles and responsibilities of the forensic psychologist. (II)
- 5. Describe the differences in how evidence is viewed in psychology and the law. (I, II, III)
- 6. Identify the purpose and describe the reliability and validity characteristics of the major assessment tools used in forensic psychology. (III)
- 7. Define the terms and describe the issues underlying determination of level of danger and risk. (II, III)
- 8. Compare and contrast the differing roles of the forensic psychologist within the trial process. (II)
- 9. Describe the psychologist's role in defining and assessing competency, insanity, and malingering. (I, II, III)
- 10. Define the terms and describe the concepts underlying techniques of criminal investigation. (II)
- 11. Delineate psychological services provided to law enforcement agencies. (II, III)
- 12. Describe the evaluation of eyewitness testimony in adults and children. (I, II, III)
- 13. Compare and contrast the psychologist's role in child custody determinations. (I, II. III)
- 14. Analyze and explain the psychologist's role in improving eyewitness identification procedures. (II)

15. Analyze and explain the factors that influence behavior during interrogations and confessions. (I, II)

MCCCD Official Course Outline

- I. Historical roots and defining forensic psychology
 - A. Historical roots:
 - 1. Greeks to the 19th century
 - 2. A developing field: end of 19th century to 1970's
 - 3. A rapidly expanding field: late 1970's to present
 - B. Defining forensic psychology
 - 1. Practicing psychology in legal settings
 - 2. Law's impact on psychology
 - 3. Research on legal issues
 - C. Differences between psychology and the Law
 - 1. Causation of behavior: Deterministic versus free will
 - 2. Courtroom behavior: Limited versus broad
 - 3. Nature of law: Descriptive versus prescriptive
 - 4. Knowledge: Empirical versus rational
 - 5. Methods: Experimental versus case study
 - 6. Principles: Exploratory versus conservative
 - 7. Criterion: Conservative versus vacillates (50-90%)
 - 8. Values: Objectivity versus advocacy
 - D. Ethical Obligations
 - 1. Ethical codes and why they are necessary
 - 2. Ethical codes purpose or function
 - 3. What the American Psychological Association (APA) Guidelines suggest
- II. Overview of Roles and Responsibilities
 - A. Researcher
 - 1. Selection, training, and evaluation of police personnel
 - 2. Criminal profiling
 - 3. Hypnosis
 - 4. Polygraphs
 - 5. Jury selection
 - 6. Eyewitness testimony
 - 7. Discrimination and sexual harassment
 - 8. Interrogation and confessions
 - 9. Death penalty trials and appeals
 - 10. Syndrome evidence
 - 11. Childhood issues: Competency, custody, and abuse
 - B. Trial Consultant
 - 1. Jury selection
 - 2. Case preparation
 - 3. Pretrial publicity

- 4. Measurement of bias
- C. Forensic Evaluator
 - 1. Civil proceedings
 - a. Competency issues
 - b. Commitment issues
 - c. Legal and ethical issues
 - 2. Criminal proceeding
 - a. Insanity defense(s)
 - b. Competency issues
 - c. Commitment issues
- D. Consultant to Law Enforcement
 - 1. Historical underpinnings
 - 2. Selection of police personnel
 - 3. Wellness training
 - 4. Fitness-for-duty evaluations
- E. Expert Witness
 - 1. Frye and Daubert Standards
 - 2. Civil proceedings
 - 3. Criminal proceedings
- F. Policy Shaper
 - 1. Using research to influence legislation
 - 2. Amicus briefs
 - 3. Brandeis briefs
 - 4. Effectiveness of the APA
- III. Assessment in Forensic Psychology
 - A. Civil Actions
 - 1. Instruments for domestic issues (child custody)
 - 2. Personality assessment and personal injury and malingering
 - 3. Instruments to determine competency
 - 4. Evaluation of educational disabilities
 - Evaluation of fitness-for-duty
 - 6. Selection of police personnel
 - B. Criminal Proceedings
 - 1. Instruments for assessing level of danger and risk
 - a. For sentencing, parole, and reoffending
 - b. For domestic violence and child abuse
 - c. For sexual offending
 - d. For prediction of suicide
 - e. For criminal responsibility
 - f. For evaluating specific intent
 - g. For assessing diminished capacity
 - 2. Assessing syndrome evidence
 - a. Battered woman
 - b. Rape trauma

- 3. Assessing competency
 - a. To stand trial
 - b. To plead guilty
 - c. Of juveniles
- 4. Evaluating eyewitness testimony
 - a. Adults
 - b. Children

MCCCD Governing Board Approval Date: 4/25/2006

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Chandler-Gilbert Community College · Psychology · Psychology

Introduction to Forensic Psychology

PSY-267

SPRING 2021 Section 16616 3.00 Credits 01/25/2021 to 05/09/2021 Modified 01/16/2021

Instructor's Philosophy and Expectations

The key word for the semester in this class will be **responsibility**. You will be responsible for; attending class, doing your own work, participating, asking questions when you don't understand, studying for tests, taking exams and overall for how you do in this class. This is especially important in a hybrid class. I will be responsible for; teaching you, keeping class fun and interesting, treating you fairly, and being available when/if you need to see me. If we all take responsibility for ourselves, we will have a great semester!

Academic Integrity

The concept of academic integrity refers to various aspects of one's attitude and behavior as part of this class. This includes respect for the instructor and other students (especially those who are different than you). A student who is displaying academic integrity also pays attention in class, puts forth effort, participates in class discussions and activities and refrains from any behavior that could be distracting, offensive, or in violation of the rights of others.

Hopefully, you don't need to be told that you must do your own work. Anyone caught cheating will fail the course. You are responsible for the code of conduct in the CGCC student handbook. If you feel that you need additional assistance in this course, please feel free to contact me. I will be happy to help you to the best of my ability. I even allow students to ask me questions during the exams (but not "what is the answer"), so take advantage of my willingness to help you succeed.

Meeting Times

Location	Delivery	Dates	Days	Times
CGCC Internet Online	Online	1/25/2021 - 5/9/2021	N/A	N/A

This online class will require weekly participation on module activities including quizzes, exams, essays as well as a Power Point Presentation and a paper.

Online Only (Not live online) Class

This online course is equivalent to a 3-credit course offered in person. If this course were conducted in person it would be scheduled to meet for 45 clock hours and students would be expected to commit to at least 90 additional hours (135 hours total) for research, writing, and completing assignments and tests. If you are not prepared to dedicate at least 135 hours to this course —whether offered in a 5-week or 7.5-week format— you may want to reconsider your enrollment.

Contact Information

Instructor: Scott Silberman, Ph.D.

Phone: (480) 779-9883 - Call or Text

e-mail: Scott.Silberman@cgc.edu

Web: http://www.cgc.maricopa.edu/instruction/socbehsci/silberman

Time: Online weekly modules (no in-person or live online meetings)

Course Description

MCCCD Official Course Description

Overview of the practice of psychology in the law, by the law, and of the law. Focuses on the complementary functions and distinctions between psychology and the legal justice system. Topics include, but are not limited to, criminal investigations, risk and level of danger, competency, interrogations, confessions, assessment, eyewitness testimony, child custody, and domestic violence.

Requisites

MCCCD Official Course Requisites

Prerequisites: A grade of C or better in PSY101 or permission of Instructor.

Course Competencies

MCCCD Official Course Competencies

- 1. Describe the historical roots and define forensic psychology.
- 2. Explain the legal, ethical, and moral obligations and considerations of the forensic psychologist.
- 3. Compare and contrast differences between psychology and the law.
- 4. Delineate the roles and responsibilities of the forensic psychologist.
- 5. Describe the differences in how evidence is viewed in psychology and the law.
- 6. Identify the purpose and the reliability and validity characteristics of major assessment tools used in forensic psychology.
- 7. Define the terms and describe the issues underlying determination of level of danger and risk.
- 8. Compare and contrast the differing roles of the forensic psychologist within the trial process.
- 9. Describe the psychologist's role in defining and assessing competency, insanity, and malingering.
- 10. Define the terms and describe the concepts underlying techniques of criminal investigation.
- 11. Delineate psychological services provided to law enforcement agencies.
- 12. Describe the evaluation of eyewitness testimony in adults and children.
- $13. \ Compare\ and\ contrast\ the\ psychologist's\ role\ in\ child\ custody\ determinations.$
- 14. Analyze and explain the psychologist's role in improving eyewitness identification procedures.
- 15. Analyze and explain the factors that influence behavior during interrogations and confessions.

Program & General Education Outcomes

CGCC participates in General Education Student Learning Outcome (https://ctla.cgc.edu/genedslo.html) Assessment.

Materials

There are three required reading materials for this class (two books and a reading packet). The reading packet is only available at the CGCC bookstore. The books can also be purchased at the CGCC bookstore, or you may be able to find them at other bookstores or on websites such as Amazon or Ebay. Anatomy of Motive was a best seller, so it should be easy for you to find and purchase in either paperback or hardcover.

Anatomy of Motive (Required)

ISBN: 9780671023935 Author: Douglas

Introduction to Forensic Psychology (Required)

5th edition

ISBN: 9781506387246 Author: Bartol and Bartol

Forensic Psychology Reading Packet (PSY 267) 3rd edition (Required)

ISBN: 9781634348126 Author: Silberman

Please note that a reading packet can only be purchased at the CGCC bookstore.

Third-Party Learning Tools

In this course, we will use Canvas as a web-based 3rd party tool(s) to complete or participate in assignments, activities and/or access course materials. Students may be required to establish a username or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at risk of disclosure.

The use of MS Word and PowerPoint will also be needed.

Technology Requirements

Required Computer Skills:

- I. Be able to access and navigate the internet.
- 2. Be able to use email, including attaching and downloading files. Be able to save and retrieve files on your computer.
- 3. Be able to use a computer, a keyboard, and a mouse or touchpad.
- 4. Be able to run and operate a variety of software programs, including a word processor. Be able to organize, copy, paste, name and rename files.
- 5. Be able to browse, upload and attach files.
- 6. Be able to cut and paste information from one document/program to another.

Required/Recommended Technologies:

- 1. Access to a computer with Internet connection.
- 2. MS Office or Google Apps for word processing and other academic uses. Both are free as Maricopa students. Find more information at My.Maricopa.edu/student-perks (https://my.maricopa.edu/student-perks)
- 3. Web browsers: The newest version of Chrome (https://www.google.com/chrome/). Firefox (http://www.mozilla.org/en-US/firefox/new/), or Microsoft Edge (https://support.microsoft.com/en-us/microsoft-edge/download-the-new-microsoft-edge-based-on-chromium-0f4a3dd7-55df-60f5-739f-00010dba52cf). Safari and Internet Explorer are not recommended (especially anything below IE 8).
- 4. Plug-ins: Adobe Acrobat Reader (http://get.adobe.com/reader/), and Java (https://www.java.com/).
- 5. Hardware: Webcam
- 6. Maricopa adopted Cisco Webex Meetings as the preferred virtual meeting software <u>install the desktop application</u> (https://www.webex.com/downloads.html). Login to create meetings at maricopa.webex.com/downloads.html). Login to create meetings at maricopa.webex.com/downloads.html); use your MEID@maricopa.edu to login.

Major Assignments & Activities

The course consists of weekly modules where you will find the following requirements:

- 1. Complete 180 Power Point presentation about the criminal assigned to you.
- 2. A research paper about your criminal (which will be assigned to you)
- 3. Four exams. The fourth exam will cover the Power Point presentations so be sure to get yours done by the deadline!
- 4. Ten weekly book assignments based on the textbook and J. Douglas book.
- 5. Nine weekly quizzes about the textbook and reading packet.
- 6. Four reflection papers based on forensic psychology topics from the textbook and reading packet.

Grading

Grading Policy

Grading will be based on a cumulative score of four exams, ten online assignments, four different two-page reflection papers based on the text book, a profiling and evaluation paper, as well as a 3 minute presentation (called a complete 180) to the class of your work. Since we are not in class together this semester, your PowerPoint will need to be emailed to your instructor in advance of when it is needed for the exams (for everyone to see). The idea is that it should take three minutes to present or in this case three minutes for your classmates to read (six Power Point slides should be fine). The four reflection papers should be at least two single spaced pages in length each and are worth 25 points each and are based on readings from the text.

The first three exams will be worth 55 points each. The final is worth 65 points because the complete 180 cases will be on it. The exams will be based on all of the material covered in the online class as well as the text, reading packet, information presented in modules such as the videos and other material. The online assignments will be available on Canvas and only during specific time frames within the modules. They will be based on the required book Anatomy of Motive. You will see that all of the requirements of this class come together at the end in a summative learning experience when the Power Point presentations are due. Please note that grades are not negotiable and there is no extra credit in this class.

90% (630) = A, 80% (560) = B, 70% (490), = C, 60% (420) = D

Exam I of 55
Exam 2of 55
Exam 3of 55
Exam 4of 65
10 Online Canvas Book Assignments (10 points)of 100
9 Weekly Quizzes (10 points)of 90
Profiling Evaluation Paperof 040
Complete 180 Power Pointof 040
Reflection Paper Oneof 025
Reflection Paper Twoof 025
Reflection Paper Threeof 025
Reflection Paper Fourof 025

Total of 700

Institutional Policies

Academic Honesty/Integrity

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the MCCCD Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Refer to the CGCC Student Handbook (https://www.cgc.edu/academics/course-catalog for information regarding Academic Misconduct and due process procedures.

Example: Academic Misconduct (from CGCC's Student Handbook) (https://www.cgc.edu/academics/course-catalog)

- 1. Academic Misconduct includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies.
- 2. Objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.
- 3. Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.
- 4. Plagiarism is a form of cheating in which a student falsely represents another person's work as his /her own it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.

Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance.

- 1. Warning A notice in writing to the student that the student has violated the academic standards as defined in I.A.
- 2. Grade Adjustment Lowering of a grade on a test, assignment, or course.
- 3. Discretionary assignments Additional academic assignments determined by the faculty member.
- 4. Course Failure Failure of a student from a course where academic misconduct occurs.

Addressing Incidents of Title IX Sexual Harassment

Policy 2.4.4 Sexual Harassment Policy for Students was replaced with Administrative Regulation 5.1.16 (https://district.maricopa.edu/regulations/admin-regs/section-5/5-1#16) now known as Title IX Sexual Harassment Policy (https://district.maricopa.edu/regulations/admin-regs/section-5/5-1#16). Administrative Regulation 2.4.4 is rescinded effective August 14, 2020. For cases made prior to August 14, 2020, 2.4.4 applies.

In accordance with Title IX of the Education Amendments of 1972, the MCCCD prohibits unlawful sexual harassment against any participant in its education programs or activities. Sexual harassment includes quid pro quo (this for that) harassment, hostile environment, sexual assault, dating/domestic violence, and stalking. This prohibition against sexual harassment - including sexual violence - applies to students, MCCCD employees, and visitors to campus.

The policy of the MCCCD is to provide an educational, employment, and business environment free of sexual violence, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as prohibited by state and federal law. Incidents of Sexual Misconduct should be reported to the college Title IX Coordinator, as outlined in the policy. MCCCD will provide on its Title IX and Preventing Sexual Harassment (https://district.maricopa.edu/consumer-information/title-ix/ webpage a link to all Title IX Coordinators (https://district.maricopa.edu/consumer-information/title-ix/title-ix-coordinators at the MCCCD. Please contact Veronica Hipolito, Vice President of Student Affairs, and the Title IX/504 coordinator with questions and concerns at veronica.hipolito@cgc.edu (mailto:veronica.hipolito@cgc.edu) or (480) 732-7309. Reports may be filed anonymously at: district.maricopa.edu/consumer-information/reporting (https://district.maricopa.edu/consumer-information/reporting).

Classroom Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student is in need of academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS at 480-857-5188 or access the website (https://www.cgc.edu/Students/DisabilityServices/Pages/Home.aspx). The DRS offers resources and coordinates reasonableaccommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS;and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law.

Appealing Final Course Grade

Appeals to change a final course grade must be initiated within 60 days of the date on which the grade was issued. See Instructional Grievance Process (Instructional Grievance (Instructional Grievance (Instructional Grievance (Instructional Grievance (Instruct.maricopa.edu/regulations/s-6 (Instruct.maricopa.edu/regulations/s-6 (Instruct.maricopa.edu/regulations/s-6 (Instruct.maricopa.edu/regulations/s-6 (Instruct.maricopa.edu/regulations/s-6 (Instruct.maricopa.edu/regulations/s-6 (<a href="https://district.maricopa.edu/regulat

Computer Lab

The CGCC Computer Lab is open to ALL currently enrolled CGCC students. The lab has Windows and Mac computers, printers, scanners, headsets, etc. Staff provide FREE one-on-one walk-in assistance with technology questions, Wi-Fi, Canvas, software, and more. Labs are at both campuses Pecos (Bradshaw 123) and Williams (Bridget Hall 116). We are also available online. For more information, please visit cgc.edu/computerlab (http://cgc.edu/computerlab) or call 480-732-7221.

Counseling

Counseling assists currently enrolled CGCC students with academic skill-building, career counseling, and personal support/goal-setting. Connections with community resources and referrals are also available. For Spring 2021, we are offering phone appointments that can be conveniently scheduled online. For more information, please refer to our website at cgc.edu/counseling (https://cgc.edu/counseling) or call us at 480-732-7158.

Diversity & Inclusion

Chandler-Gilbert Community College, its faculty and staff, value diversity and support an inclusive and diverse learning environment where individual differences are welcomed, understood, respected, appreciated, and recognized as a source of strength. As mentioned in the Student Handbook, we embrace a notion of an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender, and gender identity, sexuality, class, and religion. All of those affiliated with CGCC are expected to practice patience and respect for one another, refrain from jumping to conclusions or judgments, avoid labels, and allow for others to speak in a safe learning environment—both in-person and online (on Canvas).

- When communicating verbally or in writing, think about what you have to say and the potential impact despite your best intentions
- Show respect for the viewpoints of others who may disagree or see things differently than you.
- Strive to find a balance between speaking, listening, and reflecting.
- Consider all the communication that you produce as a reflection of the way you would like to and/or expect to be perceived.

Comments that cause harm, stress, or embarrassment, and work that offends and infringes on the safe space that this educational class should be, will not be tolerated.

Learning Center - Online Tutoring

The Learning Center provides free tutoring and resources to assist students to achieve academic success. Online and/or hybrid courses have access to online tutoring. While the emphasis is on providing writing, mathematics, and science support, tutoring services are available for a wide range of academic courses at CGCC. Tutoring services are available online through Cranium Cafe. In addition to tutoring, academic support resources include interactive workshops focusing on a variety of topics, handouts, videos, and links to related websites.

Information on how to access online tutoring, visit our website at cgc.edu/lc/onlinetutoring(http://www.cgc.edu/lc/onlinetutoring).

Students must be enrolled at CGCC in the class for which they are seeking assistance. For more information about the Learning Center, visit cgc.edu/lc (https://www.cgc.edu/lc), email tutoring@cgc.edu or call 480-732-7231.

Student Responsibilities

Students are responsible for the information in the syllabus and college policies included in CGCC's college catalog and student handbook (https://www.cgc.edu/academics/course-catalog).

Withdrawing from the Course

There are two kinds of withdrawal: student-initiated withdrawal and instructor initiated withdrawal. You can find the specific withdrawal dates in my.maricopa.edu (https://my.maricopa.edu/) > Student Center > My Class Schedule > (Course Prefix/Number) > Calendar button under Deadlines. After the last day for student-initiated withdrawal, students may ask instructors to withdraw them. Other relevant dates are listed in the college academic calendar. Failing to submit assignments and maintain steady progress will result in withdrawal by your instructor.

Withdrawal Warning for Non-payment of Fees:

Every term, students suddenly discover that they have been DROPPED FROM ALL THEIR CLASSES because they have failed to pay a lab fee or some other fee that is required for an online class. Please log into your MCCCD Student Center (https://redirect.maricopa.edu/student-center) to verify that you have paid all your fees.

If you are dropped for nonpayment, paying your fees will NOT automatically reinstate you in your classes. Reinstatement requires permission from your instructor and department chair and can take a week or more! Also, there is no guarantee of reinstatement after your fees are paid, so please check your account now to be sure that you are not withdrawn for nonpayment of fees.

Course Calendar

Online schedule and topics for the spring 2021 semester Note (Alternative Schedule Class):

The academic week starts @ 8 am each Monday and ends @ 10 pm the following Sunday. The only exception to this is spring break as it is a week off. Please see the Modules for specific details regarding each week's requirements and activities.

Week I Starts at 8 am Monday Jan 25 Ends at 10 pm Sunday Jan 31 (Syllabus and Course Requirements)

Week 2 Starts at 8 am Monday Feb 01 Ends at 10 pm Sunday Feb 07 (Introduction to Forensic Psychology and history)

Week 3 Starts at 8 am Monday Feb 08 Ends at 10 pm Sunday Feb 14 (Police and Public Safety Psychology)

Week 4 Starts at 8 am Monday Feb 15 Ends at 10 pm Sunday Feb 21 (Psychology of Investigations)

Week 5 Starts at 8 am Monday Feb 22 Ends at 10 pm Sunday Feb 28 (Consulting, Testifying, and Civil Litigation)

Week 6 Starts at 8 am Monday Mar 01 Ends at 10 pm Sunday Mar 07 (Criminal Court Consultation)

Week 7 Starts at 8 am Monday Mar 08 Ends at 10 pm Sunday Mar 14 (Family theory and Law)

Week 8 Starts at 8 am Monday Mar 14 Ends at 10 pm Sunday Mar 21*

*(This is Spring Break - Nothing is required of you for this week-work on your writing however)

Week 9 Starts at 8 am Monday Mar 22 Ends at 10 pm Sunday Mar 28 (Delinquency and Criminal Behavior)

Week 10 Starts at 8 am Monday Mar 29 Ends at 10 pm Sunday Apr 04 (Non-Violent and Violent Crimes)

Week 11 Starts at 8 am Monday Apr 05 Ends at 10 pm Sunday Apr 11 (Victimology)

Week 12 Starts at 8 am Monday Apr 12 Ends at 10 pm Sunday Apr 18 (Divorce, Custody, and Family Violence)

Week 13 Starts at 8 am Monday Apr 19 Ends at 10 pm Sunday Apr 25 (Police and Correctional Psychology Issues)

Week 14 Starts at 8 am Monday Apr 26 Ends at 10 pm Sunday May 02 (Juvenile Delinquency Theory and Research)

Week 15 Starts at 8 am Monday May 03 Ends at 10 pm Sunday May 09 (Detainment, Competency, Insanity, and Criminal Profiling)

Additional Items

COVID-19 statement:

Given the uncertainty presented by COVID-19, please be sure to visit the website for each campus office for the most up-to-date schedule.

Tips for College Success

- 1. Follow the modules and ask for help when needed.
- 2. Develop effective time management skills, by trying different strategies and evaluate periodically.
- 3. Complete and turn in your homework and class assignments.
- Give yourself enough time to study, read, write, and research. One hour of class can often mean 2-3 hours of studying (sometimes more).
- 5. Communicate with your professor(s) frequently.
- 6. Ask questions of your professor(s), if you are unsure or need clarification on an assignment or about an exam.
- 7. Get involved on campus.
- 8. Build a support network and/or study groups with your fellow students.
- 9. Establish your academic goals by seeking out career services and meeting with academic advisors regularly.
- 10. Find the best balance between your academic workload and your life responsibilities (work, family, etc.).
- 11. Know and use campus resources.
- 12. Ask for help. You don't have to figure out everything on your own. From getting help to pay for school, working with a tutor to improve your grades, or attending college workshops, CGCC offers services to support your success. Use them early and often. Service hours and success workshops are announced through the cgc.edu website andsocial media.

Free Applications for Students

The Maricopa District provides students with Google-powered Maricopa Student Email including Google Apps. CGCC uses this official student email to send information concerning class enrollment, financial aid, tuition, and other important information. Students must activate this email account in order to receive these messages. Activate your Maricopa Student Email (https://www.maricopa.edu/future-students/enrollment-steps/1) now at google.maricopa.edu (https://google.maricopa.edu/)

Additionally, Maricopa Community Colleges provides Microsoft Office 365 to every current student free of charge, login to login.microsoftonline.com (https://login.microsoftonline.com) using your student email address and password to access! Check out Microsoft Office 365 (https://my.maricopa.edu/help/microsoft-365) for help.

Syllabus Statements

Please contact your instructor at any time for clarification about the requirements of this course. Self-advocacy is highly recommended and encouraged. Your instructor will be happy to assist in any way that is possible.

Syllabus Changes

This syllabus is intended to contain complete and accurate information; however, your instructor reserves the right to adjust this syllabus during the course as needed. Students will be notified of any changes in course requirements or policy by Canvas message and/or announcement.

Criminal Profile/Psychological Evaluation

Your assignment for this class (other than weekly Blackboard activities) is to complete a minicriminal profile/psychological evaluation on an infamous convicted criminal. You will also present your results at the end of the semester in a Power Point presentation to the class called a "Complete 180." It is important to note that the criminal profile/psychological evaluation and the Complete 180 are individual projects, meaning that you will work on by yourself and not with a group.

The content that you will learn the entire semester will prepare you for this important endeavor. It is important to note however, that the assigned book, several of our class meetings, and the related sections of the reading packet will truly help you with this project. In other words, it doesn't make sense to work too much on this assignment until you have read and learned enough to do so.

Here are the steps that you will take to complete this assignment and be ready for your Complete 180 presentation:

- 1. Email me and ask to be randomly assigned a case. Much like working as a forensic psychologist in the real world, <u>you will not be allowed to pick your criminal</u>. Instead, I will represent the interest party who will hire you for your expertise. In fact, you will now be known as (insert your name here), Psychological Expert/Criminal Profiler.
- 2. My email reply to you will include the name of the criminal you will be researching, profiling, diagnosing, and presenting on in class. I will also offer you a link to a website as a starting point. It will be your job to do a further investigation to learn as much as possible about this individual. Keep in contact with me so that I can help. I can't write the report for you but I can help as needed; email or text me at any time.
- 3. Your job will be to become an expert on this person. You will need to learn about the individual's background (history), lifestyle, psychological issues, and perhaps most importantly....criminal profile! The criminal profile will involve things that you learn by reading the required book *Anatomy of Motive* as well as our discussion on profiling toward the end of the semester.
- 4. The profile section of your report should include sections on what you (as an expert) believe are the means, opportunity and motive of the crime or crimes. Similarly, your profile should include the modus operandi and possibly even the signature used (if there is one). You will use all of these variables to tie the individual you profiled into the given crime or crimes.
- 5. The following pages will delineate the sections will be required for your paper. These sections are commonly found in any psychological evaluation/criminal profile. If you want to include additional information, that is also up to you! Finally, use the following pages as a template and simply fill in the information needed. Delete the explanations in (-) but keep the things that are stated in bold print. Please note that the written report will be worth up to 20 points. The presentation is also worth up to 40 points.

Criminal Profile/Psychological Evaluation

Client Name: (the criminal you were assigned to evaluate)

Evaluator Name: (your name), **Psychological Expert/Criminal Profiler** (this is your title)

Date:

Background Information (History):

(In at least two paragraphs, describe any relevant background and history that you can find about this person. Example: Born in Cleveland Ohio, grew up as an only child, his mother died when he was in high school, etc....).

Lifestyle Factors:

(In a paragraph or more, discuss aspects of this person's life leading up to the crime or crimes in question. If you have already addressed such information in the section above, there is no need to repeat it here. In other words, this section is not required. Example: he didn't hold jobs for more than a few months at a time, he was a heavy drinker and smoker, he was known to abuse women, he had few friends, etc...)

DSM-5 Impressions:

(You will assume psychological diagnoses here since you do not actually know the person you are profiling. Therefore, look for specific symptoms that would tell you what the psychological condition or conditions would be. Keep in mind that any person can have more than one psychological diagnosis at one time. Also, if the person seems to have nothing psychologically wrong other than criminal behavior, a diagnosis of conduct disorder for kids or anti-social personality disorder for adults is very appropriate).

What symptoms does he/she have that make you think that he/she has this diagnosis?

(This is stuff that you should have learned in this class as well as other psychology classes).

What are two facts about the disorder(s) that you have learned?

1. (example:	more	common	in	men	than	women)	١
•••	OKAIIIPIO.	111010	0011111011		111011	uiuii	WOILIGHT	,

2. (example: only 2% of the population will ever be diagnosed with this disorder)

Criminal Profile

(In this section, you will use your criminal profiling expertise to delineate such factors as the modus operandi, signature, means, opportunity, and motive of the type of person who would have committed the crime or crimes. You may but don't have to describe why the person you were assigned fits into this profile. If you would like, you can save this description for the summary. The choice is yours.)

Summary

(In two paragraphs or so, summarize how all of the information and data you collected makes you certain that this person committed the crime or crimes. This should be much like a summary in a well written paper for a college English class).

Bibliography

(Include three APA style references both in text above and in this section).

Complete 180 Presentation

Once you complete your criminal profile/psychological evaluation you will be ready to put together your three minute (180 seconds) presentation. Since dozen (or so) people will likely present in each of the final two class meetings, you will not be allowed to speak for more than three minutes. This project is worth up to 40 points.

You will need to create a Power Point presentation about the criminal you were assigned. I suggest that you use no more than six slides in your Power Point since you will talk for only three minutes. Within this very brief presentation, you should address each section of your paper quickly. Don't forget to mention the person's name and anything relevant about the crime if that is more well-known than the criminal himself or herself (For example Bruno Richard Hauptmann and the Lindbergh Baby Kidnapping). If you are to spend more time on any of the sections in your presentation, aspects of the crime and your criminal profile would be seen as the most relevant.

Here is how it will work:

- 1. Email me your completed Power Point at drsilberman@gmail.com when it is complete
- 2. You are welcome to bring a backup copy on a flash drive if you would like (recommended)
- 3. I will email you letting you know it was received
- 4. I will serve as your assistant by working the Power Point slide show for you!
- 5. Engage the class in a very brief journey about the criminal you were assigned!

Grading Rubric and Other Information

Please see the attached grading rubric. The evaluation and the presentation are both worth up to 40 points but the grading is different. The evaluation will be based on your application and analysis of what you learned. Each of these factors will be equally weighted for half of your grade. This will include your use of at least three APA style references.

The presentation grade will be based on the completeness of your Power Point presentation (at least six slides) covering all of the required components of this assignment, which are also included in your paper. Half of your grade (up to 20 points) will be related to your Power Point and the other half (also up to 20 points) will be awarded if you adequately present your criminal to the class and respond to any questions. This means that you need to show up and be prepared on the day that you present of course!

PSY 267 Grading Rubric

	Exemplary	Competent	Developing	Minimally or Not Evident
Application (50%): Student's response demonstrates understanding of psychological concepts gained through class, experiences, or research and applies the psychological concept successfully to a different context, situation, and/or task.	(combined total) Exemplary responses will have: 1) Used three textbook or journal references as indicated for each question; 2) Appropriately referenced relevant in-class group activities, experiments, and/or discussions; 3) At least 6-8 sentences per question; and 4) Answered questions comprehensively.	(combined total) Competent responses will have: 1) Used textbook references but not for all questions as indicated; 2) At times, referenced relevant inclass group activities, experiments, and/or discussions; 3) At least 3-5 sentences per question; 4) Attempted to answer the questions comprehensively.	(combined total) Developing responses will have: 1) Used textbook references sparingly and/or not in the appropriate context; 2) Failed to or inappropriately used references relevant to in-class group activities, experiments, and/or discussions; 3) At least 2-3 sentences per question; 4) Attempted to answer the questions and/or failed to answer all questions, which show a "halfhearted effort."	(combined total) Minimal responses will have: 1) Used minimal to no textbook references; 2) Failed to reference relevant in-class group activities, experiments, and/or discussions; 3) Has not answered the questions, and/or the response was on topic, but was less than two sentences total; 4) Evidence of little to no effort placed in response.
Analysis (50%): Student's response demonstrates the ability to analyze psychological concepts and identifies key relationships of psychological concepts.	Exemplary responses will have: 1) Demonstrates exemplary ability to analyze psychological concepts for accuracy, relevance, and validity; 2) Exemplifies how to examine psychological concepts, question their accuracy and relevance, and identify key relationships and/or components of these psychological concepts; 3) Demonstrates clear and concise analysis and/or meaning of psychological concepts.	Competent responses will have: 1) Demonstrates competent ability to analyze psychological concepts for accuracy, relevance, and validity; 2) Satisfactorily demonstrates how to examine psychological concepts, question their accuracy and relevance, and identify key relationships and/or components of these psychological concepts; 3) May have minor inaccuracies or omissions that do not interfere with analysis and/or meaning.	 Developing responses will have: Demonstrates a developing ability to analyze psychological concepts for accuracy, relevance, and validity. Response appears to miss or ignore relevant information and appears selective in its analysis; Response is limited and/or somewhat inappropriate in examining psychological concepts, questioning their accuracy and relevance, and identifying key relationships and/or components of these psychological concepts; May contain inaccuracies or omissions that interfere with analysis and/or meaning. 	 Minimal responses will have: Demonstrates minimal ability to analyze psychological concepts for accuracy, relevance, and validity. Response appears to repeat information without question or dismisses related components of psychological concept without justification; Response fails to analyze or uses inaccurate or inappropriate information in examining psychological concepts, questioning their accuracy and relevance, and identifying key relationships and/or components of these psychological concepts; Student's response is simplistic, inappropriate, not related to topic, and/or repeats information without analysis.

PSY 267 PSY Rubric

	Exemplary	Competent	Developing	Minimally or Not Evident
Synthesis: Students demonstrate evidence of incorporating psychological content and everyday personal experiences to create an original product.	Exemplary responses will have: 1) Concise references to course material (readings/lecture) and integration of psychological content and personal experiences; 2) Student contributions will extend the course content by adding to, challenging, or critiquing course content, creating an original product; 3) At least x-x sentences per question; 4) Answered questions comprehensively.	Competent responses will have: 1) Too lengthy or overly brief references to course material (readings/lecture) and or psychological content and personal experience; 2) Student contributions are between creating and restating knowledge. Responses somewhat extend the course content by adding to, challenging, or critiquing course content and areas of self- reflection will lack purpose or contain excessive summarization of course materials; 3) At least x-x sentences per question; 4) Attempted to answer questions comprehensively.	Developing responses will have: 1) Too lengthy, overly brief, or inappropriate application of course material (readings/lecture) and or psychological content and personal experiences. Inconsistent structure makes it difficult to understand the main points; 2) Student contributions err on the side of restating knowledge. Responses minimally extend the course content by failing to add to, challenge, or critique course content and areas of self-reflection lack purpose or excessive summarization of course materials; 3) At least XXX sentences per question; 4) Attempt to answer the questions and/or fail to answer all questions, showing a "halfhearted effort."	Minimal responses will have: 1) Include minimal to no application of course material (readings/lecture) and or personal/psychological experience/concepts. The final product lacks structure making it exceptionally difficult to understand the main points; 2) Contributions incorrectly uses or disconnects the course material from your psychological content and personal experience; 3) Less than XXX sentences per question; and evidence of little to no effort placed in response; 4) Contributions fail to complete the assignment and/or seem off topic, because they do not add to, challenge, or critique course content and areas of self-reflection lack purpose or incorporate excessive summarization of course materials.
Evaluation: Students will summarize the main point(s) of the argument and/or unresolved question(s) by assessing the relative value of the psychological concepts.	Exemplary responses will have: 1) Justifiably brings main argument together; 2) Solution or next steps/problems to be solved are clear; 3) Explores the implications of proposed ideas.	Competent responses will have: 1) Reader is left with some questions or an incomplete understanding, but is still able to understand the main argument; 2) Solution or next steps/problems to be solved are somewhat clear; 3) Explores the implications of proposed ideas, but does not address the entire picture.	Developing responses will have: 1) Summary of main argument is incorrect or incomplete; 2) Solutions or next steps/problems to be solved are confusing, weakly presented, or lack justification consistent with course material; 3) Incorrect or incomplete exploration of the implications of proposed ideas.	Minimal responses will have: 1) Summary of main argument is incomplete or missing; 2) Solutions or next steps/problems to be solved are confusing; weakly presented or incomplete; 3) Insufficient or lacks exploration of the implications of proposed ideas.

Example Exam Questions for PSY 267

(Related to the text book and reading packet)

Even though forensic psychologists need to know about all types of crimes that could possibly be committed in their respective states, it is far more common to be hired to consult on crimes that are known in forensics as:

Why would it almost be expected that a forensic psychologist be involved in a court case that involves a charge of murder?

Manslaughter involves the death of another person where the perpetrator's actions were:

Wyatt vs. Stickney is a well-known Supreme Court case which ruled that:

According to the US Bureau of Justice Statistics, what percentage of law enforcement agencies employee psychologists either fulltime or part-time?

Which of the following would not be considered to be a critical incident for a police psychologist to deal with on the job?

Research conducted by Meissner and Brigham (2001) and others about race and eye witness identification shows that people are:

If you believe that taking what you want and need is more common in poor neighborhoods because there is a lack of opportunity to achieve one's goals through legal means, you believe in Robert Merton's _____ model.

The 1954 testimony of Dr. Kenneth Clark in the Brown vs. Board of Education helped to end:

Example Weekly Assignment from the book Anatomy of Motive

Assignment #7 involves reading chapter 6 of the John Douglas book Anatomy of Motive (On the Run) and responding to the questions here. Keep in mind that a five-point response must be a full paragraph each (at least four complete sentences). Your response must include your ability to display what you learned from the chapter and the class. Points will be deducted for less complete answers.

In the beginning of this chapter, John Douglas states that it takes two years to complete the training to become a profiler, even after you are already an FBI agent. Obviously, that shows how complicated and important this type of work is as a behavioral science and to society.

- 1. Brad Bishop's case was similar to that of John List (from the previous chapter) in that he killed his entire family and basically disappeared. To someone with no knowledge of profiling, these cases would seem nearly identical. Douglas says that they are very different regarding the psychological profile of the perpetrator. Explain. (up to 5 points)
- 2. Even though Andrew Cunanan might have been quite intelligent, Douglas points out that he was also disorganized with regard to his crimes. He also adds that this means it was only a matter of time before he was caught. Explain what he meant. (up to 5 points)

Example weekly quiz over reading material (textbook/reading packet)

The following is one of two matching questions for the week.

Match the following with the best answer.

Group of answer choices
lack of social awareness resulting in poor decision making. Can be self-abusive.

[Choose]

Deliberate actions by minors that violate the law and the rights of others.

[Choose]

A very bad attitude toward adults and unwillingness to follow rules

[Choose]

Impulsive (not thinking before you do something)

[Choose]

IQ below 70, cognitive abilities far below one's true age

[Choose]

Example of a Reflection Paper

(assigned four times during the semester)

This reflection paper represents one of four that you will be completing during the semester. Please use the text, reading packet and any outside sources that you find to be helpful. Include three (or more) APA style reference so that you can earn full credit on this assignment. It is worth up to 20 points and should be at least two pages single spaced 12-point font. The grading rubric is the same as we will use for your criminal profile evaluation report, which can be found on the front page of this Canvas course.

Reflection #1

Describe why research in forensic psychology is an important aspect to the practice of this field. Also, address how forensic psychologists work with other professionals in the legal arena and how their knowledge and training can be of significant value.

INTRODUCTIONTO

FORENSIC PSYCHOLOGY

Research and Application

FIFTH EDITION

CURT R. BARTOL | ANNE M. BARTOL

Introduction to Forensic Psychology Research and Application

Curt Bartol/Anne Bartol
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Chapter 1 • Introduction to Forensic Psychology

Chapter Objectives

The Forensic Sciences

Forensic Psychology: An Overview

Brief History of Forensic Psychology

Forensic Psychology Theories and practice

Forensic Psychology, Forensic Psychiatry, and Forensic Social Work

Ethical Issues

Careers in Psychology

Forensic Psychology as a Specialty

Research and Practice Careers in Forensic Psychology

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 2 • Police and Public Safety Psychology

Chapter Objectives

Law Enforcement Numbers Today

Police Psychology: A Developing Profession

Forensic Assessment in Police and Public Safety Psychology

Psychological Intervention Activities

Operational Responsibilities

Consulting and Research Activities

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 3 • Psychology of Investigations

Chapter Objectives

Profiling

Eyewitness Evidence

Lineups and Photo Spreads

Police Interviewing and Interrogation

False Confessions

Detection of Deception

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 4 • Consulting and Testifying

Chapter Objectives

Court Structure and Jurisdiction

The Judicial Process

Trial and Litigation Consultation

Expert Testimony

The Assessment of Risk

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 5 • Consulting With Criminal Courts

Chapter Objectives

Competency to Stand Trial

Insanity

Other Psychological Defenses

Sentencing Evaluations

Civil Commitment of Sexually Violent Predators

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 6 • Family Law and Other Forms of Civil Litigation

Chapter Objectives

Family or Domestic Courts

Family Forensic Psychologists

Child Custody Evaluations

Forensic Psychology and Civil Litigation

Civil Capacities

Involuntary Civil Commitment

Sexual and Gender Harassment

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 7 • The Development of Delinquent and Criminal Behavior Chapter Objectives

The Juvenile Offender

The Nature and Extent of Juvenile Offending

The Developmental Perspective

Developmental Factors In The Formation Of Persistent Criminal Behavior

Additional Social Developmental Influences

The Criminal Psychopath

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 8 • Psychology of Violence and Intimidation

Chapter Objectives

UCR Data on Violent Crime

Gender, Race, and Ethnic Differences in Criminal Violence

Theoretical Perspectives on Violence

The Effects of Violent Media

Threat Assessment

Workplace Violence

Criminal Homicide

Hate or Bias Crimes

Stalking: The Crime of Intimidation

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 9 • Psychology of Sexual Violence

Chapter Objectives

Definitions of Sexual Assault and Rape

Definitions for Gathering Statistics

Date or Acquaintance Rape

Demographics of Sex Offenders

Typologies of Men Who Rape

Child Sex Offenders

Female Sex Offender Typologies

Online Child Sexual Predators

Juvenile Sex Offenders

Recidivism Rates of Sex Offenders

Risk Assessment of Sex Offenders

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 10 • Forensic Psychology and the Victims of Crime

Chapter Objectives

Multiculturalism and Victimization

Legal Rights of Victims

Victimization Data

Psychological Effects of Criminal Victimization

Homicide Victimization

Sexual Violence Victimization

Internet Victimization

Human Trafficking

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 11 • Family Violence and Child Victimization

Chapter Objectives

Intimate Partner and Family Violence

Child Abuse

Repressed and Recovered Memories

Child Abduction

Elder Abuse and Neglect

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 12 • Correctional Psychology in Adult Settings

Chapter Objectives

Institutional Corrections

Overview of Correctional Facilities

Roles of the Correctional Psychologist

Psychological Assessment in Corrections

Treatment and Rehabilitation in Correctional Facilities

Treatment of Special Populations

Obstacles to the Treatment Of Inmates

Community-Based Corrections

Summary and Conclusions

Key Concepts

Questions for Review

Chapter 13 • Juvenile Justice and Corrections

Chapter Objectives

Data and Overview of Important Issues

A Brief History of the Juvenile Court

Juvenile Assessment: An Overview

Juvenile Amenability to Rehabilitation

Psychological Treatment in Juvenile Facilities

Approaches to Rehabilitation

Summary and Conclusions

Key Concepts

Questions for Review

PSY 267 Forensic Psychology Reading Packet (Edition 3.0)



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THE FBI'S LEGENDARY MINDHUNTER
EXPLORES THE KEY TO UNDERSTANDING
AND CATCHING VIOLENT CRIMINALS

THE ANATOMY OF MOTIVE

JOHN DOUGLAS
AND MARK OLSHAKER

FROM THE BESTSELLING AUTHORS OF MINDHUNTER AND JOURNEY INTO DARKNESS

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A LISA DREW BOOK
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