

**CJA 705/ PSY 705: Forensic Psychology**  
**Course Syllabus**  
**Winter 2020**

**Instructor:** Kelly Treece, Ph.D.  
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**Office Hours:** By Appointment  
**Class Times:** Monday 1730-2120  
**Class Location:** Hale Hoaloha 303

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**Course Description:**

Study of criminal behavior from a psychological perspective, looking at the criminal offender as embedded in and influenced by multiple systems within the psychosocial environment. Review of contemporary research, theory, and practice concerning the psychology of crime and psychopathy. Focuses on cognitive aspects of criminal offenders, delving into their perceptions, reasoning, beliefs, decision making, and attitudes. Aspects of prevention, intervention and treatment discussed along with topics such as profiling terrorism, criminology, and forensics. (Catalog description)

**Student Learning Outcomes:**

Students completing this course will demonstrate an understanding of and be able to:

1. Distinguish among some of the psychological tests most commonly used in pre-employment selections.
2. Recognize the various types of mental illness and summarize the dangers each poses for police officers.
3. Describe and illustrate the various methods and techniques for assessing deception.
4. Identify the various typologies of prison riots and the characteristics of each.
5. Describe and illustrate some of the special considerations related to the treatment of female, juvenile, and aging inmates.
6. Assess the various roles that a forensic psychologist may specialize in.

**Reading Materials:**

Harmening, W., & Gamez, A. (2016). *Forensic Psychology*. Boston, MA: Pearson Education, Inc.

Additional reading/viewing materials will be used in supplement to the text.

**Course Approach:**

Teaching strategies will emphasize the development of student learning objectives noted above based upon application of knowledge and skills which may include; lecture, active class participation/discussions, research assignments, videos for assessment and discussions, and learning

activities in the classroom. I will regularly call on students for input on issues discussed during class, thus it is important to come to class prepared.

### **Course Requirements:**

Students are expected to be present and be prepared for each class session via completion of reading assignments for each class session. Students are expected to be prepared to critically discuss assigned material and participate in all aspects of classroom learning activities. *Participation* in class discussions and projects are essential for understanding and passing this course. The following student activities are required:

- **End of chapter questions:** On various weeks a critical thinking/end of chapter question will be posted. You are required to answer the question in full, however, this is not as formal as the assignments. References aren't required. This is designed to get you thinking and compare your thought process with your classmates. Once you have posted you will need to read your classmates posts and respond to at least one person. If a classmate asks you a question, respond to it. All original posts are due on Wednesday's with responses due on Sundays. Original posts and responses are worth 10% of your final grade.
- **Assignments:** You will be assigned a variety of papers to write on topics chosen by the professor. Your papers must adhere to APA standards including font, spacing, title page, references (both in text and in a bibliography), and formatting. **NO ABSTRACT IS NEEDED FOR WEEKLY ASSIGNMENT \_ ONE IS NEEDED FOR THE FINAL PAPER.** While there is no length requirement (unless stated in the specific assignment), please ensure that your paper is long enough to completely cover the topic assigned. Assignments are worth 40% of your final grade.
  - You MAY NOT submit assignments using a pages document. Canvas is not compatible and I cannot open them. Submit using doc or docx for best results.
- **Final Paper:** A final research paper is required for this course. It shall contain an extensive explanation of the sub-specialties of a forensic psychology expert. For your final paper you will address the five distinct roles that a forensic psychologist (FP) should have to attend to the sub-specialties within the discipline. Within each specialty you should describe the role that the FP has, special considerations, legal issues, challenges, ethical considerations, etc. Feel free to elaborate on sections but make sure you cover the mandated content. The paper is worth 30% of your final grade.
  - Below are the criteria for the paper:
    1. Cover page
    2. Abstract
    3. Table of contents
    4. Content pages (10 minimum)
    5. Bibliography
  - The paper must be formatted via APA guidelines
  - **NO MORE THAN TWO QUOTES**
  - A good rule of thumb is a minimum of one source/reference per paragraph. For a 10 page paper you should have no less than 20 sources. Remember, cite the original source. If you are going to discuss a court case then you should be citing the original case, not an author that has interpreted the case. Always use the original source.
- **Participation:** Students are required to attend class. Points will be awarded based on attendance and participation in class resulting in 20% of your final grade. You must be prepared for class to participate in discussions. This includes reading the assignment material **PRIOR** to class.

\*\* A rubric is used for grading assignments and discussions and will be provided to you in the announcement section of your Canvas course. It should be noted that the rubric will be used *ONLY* to grade the assignment given. You will not receive rubric credit for turning in a paper that has nothing to do with the assignment. For example: if you are given an assignment on police stress and you turn in a paper on how to change the oil in your car - you will not receive credit for grammar, spelling, etc. You will receive a zero as you did not complete the assignment.

**PLEASE NOTE THAT THERE IS NO PLANNED EXTRA CREDIT FOR THIS CLASS.**

**Grading System:**

<b>Point Distribution &amp; Scoring System:</b>	<b>% of Final Grade</b>
Assignments	40%
Critical thinking questions	10%
Final Paper	30%
Participation	20%
	<b>100%</b>

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

**Late Policy:**

No late work will be accepted in this class without prior authorization or exigent circumstances. A good rule of thumb is that if you anticipate you cannot complete an assignment on time you must request an extension. Extension will only be granted in extreme circumstances. I have the right to refuse any extension.

**Unexcused Absences:** Unexcused absences totaling more than 2 will result in lowering of the overall grade by one letter grade. Missing 4 or more will result in lowering of the overall grade by two letter grades.

**Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, essay plagiarism, using unapproved notes/material during quizzes/exams, and assisting others with quizzes/exams.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an “F” grade for the work in question to an “F” for the course to suspension or dismissal from the University.

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination;
- Using unauthorized sources for answers during an examination;
- Illegally obtained test questions before the test;
- Any and all forms of plagiarism – submit all or part of someone else’s work or ideas as your own;
- The destruction and/or confiscation of school and/or personal property.

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students.

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment, and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
  1. Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
  2. Copying of someone else’s exam or paper.
  3. Allowing someone to turn in your work as his or her own.
  4. Not providing adequate references for cited work.
  5. Copying and pasting large quotes or passages without properly citing them.

### **A general note on professionalism.**

Students are expected to handle themselves professionally during class. Professionalism includes attending and being prepared for class (e.g., reading the required material), arriving to class on time, and being

engaged, active participants in the classroom experience. It is my intent to treat each student as an adult, and as such, require standards of professionalism that are highly consistent with the “real world.”

I intend to discuss controversial criminal justice/social issues in a frank and forthright manner because I believe it is important to do so. As professionals, each student must direct comments or responses to the class and to me in a professional manner.

We must all respect the opinions of one another. I would also request that if you are offended by the comments of a fellow class member or myself that you come to me during office hours to discuss the problem with me personally. In many cases these instances can be used as valuable learning experiences and I will do my best to rectify any problems.

### **Classroom Etiquette**

**A general note on classroom behavior: Disrespectful, rude, and unprofessional behavior will not be permitted in this classroom. Sleeping, side conversations, text messaging, doing work or studying for another class, repeated tardiness, or other disrespectful behavior is unacceptable. If you present a pattern of problem behavior, you will be asked to leave the classroom.**

- Arrive to class on time and do not plan on leaving early. Don't disappear once you sign in.
- Do not engage in side conversations during lectures or discussions. If there are continual disruptions I will ask you to leave the class.
- Don't have a personal conversation with me during class, speak to the class.
- This class is not a study hall, do not treat it as such - do not read newspapers or materials for another class during this class.
- **ALL** electronic equipment (including laptops, cell phones, MP3 players, or other media devices) should be put away during this class. **No phones also means no texting!** If I see you using any of these I will stop the lecture and ask you to put the item away. I will ask you to leave the class upon a second warning.
- Place all backpacks and bags off the tables or desks (many students have used these to camouflage their text messaging or other game usage during class).
- At times we will discuss sensitive issues in class. We will not all agree. Discussion is encouraged and welcome, but disrespect of other's opinions will not be accepted.
- I generally do not mind if you eat in class, I'd rather you eat than be distracted by hunger. However, only quiet and non-smelly food please. Make sure to clean up after yourself.
- If you feel you are unable to stay awake in the class, please quietly get up and leave.
- *No heads down on the desk* – this is a university classroom and deserves professional respect.
- No chewing tobacco or e-cigarettes are allowed in class.

### **Student Expectations Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

### **Incomplete Grades:**

The current university policy concerning incomplete grades will be followed in this course.

Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

**Title IX Statement:**

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Religious Observances:** Students are expected to notify their instructor one week in advance if they intend to miss class to observe a holy day of their religious faith.

**Marianist Educational Values**

1. Educate for Formation in Faith
2. Provide an Excellent Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation to Change

*Tentative course schedule, subject to change based on course progression.*

Week	Date (Week Of)	General Topic	Read Chapters
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1	1/6-12	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• <b>What is the fascination?</b></li> </ul>	1
2	1/13-19	<ul style="list-style-type: none"> <li>• The police personality and mission</li> <li>• <b>Psychological Evaluations</b></li> <li>• <b>Police Stress</b></li> </ul>	2 and 3
3	1/20-26	<ul style="list-style-type: none"> <li>• The police response</li> <li>• <b>Mental illness</b></li> <li>• <b>Panic in the streets?</b></li> </ul>	4 and 5
4	1/27-2/2	<ul style="list-style-type: none"> <li>• The criminal personality type (Part 1)</li> <li>• <b>Psychological and sociological...</b></li> <li>• <b>Which is more accurate?</b></li> </ul>	6
5	2/3-9	<ul style="list-style-type: none"> <li>• The criminal personality type (Part 2)</li> <li>• <b>EPI</b></li> </ul>	7
6	2/10-16	<ul style="list-style-type: none"> <li>• Offender typologies and juvenile delinquency</li> <li>• <b>Juvenile waivers</b></li> </ul>	8 and 9
7	2/17-23	<ul style="list-style-type: none"> <li>• Investigative psychology</li> <li>• <b>Polygraph</b></li> <li>• <b>So, you want to be a profiler?</b></li> </ul>	10 and 11
8	2/24-3/1	<ul style="list-style-type: none"> <li>• Correctional psychology</li> <li>• <b>Riots</b></li> <li>• <b>Assessment</b></li> </ul>	12 and 13
9	3/2-8	<ul style="list-style-type: none"> <li>• Legal psychology</li> <li>• <b>To see or not to see</b></li> <li>• <b>Competency</b></li> <li>• <b>Final Paper</b></li> </ul>	14 and 15
10	3/9-15	<ul style="list-style-type: none"> <li>• <b>Risk assessment</b></li> </ul>	16

NOTE:

It is the discretion of the instructor to follow this schedule strictly or with the autonomy of spending more time on relevant topical areas. Chapters may also be covered out of order if there are extenuating circumstances. Students are responsible for assigned chapters in the text, outside reading assignments, and relevant topics discussed.