

**CJA 705/ PSY 705: Forensic Psychology  
Course Syllabus  
Winter 2021**

**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. Compare and contrast the effectiveness among various psychological tests most commonly used in pre-employment selections.
2. Identify the various types of mental illness and summarize the dangers each poses for police officers.
3. Synthesize the various methods and techniques for assessing deception.
4. Identify the various typologies of prison riots and the characteristics of each.
5. Describe and justify 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.

**Program Learning Outcomes**

Upon completion of the M.S. in Criminal Justice Administration, students will be able to:

1. Apply the primary concepts and assumptions of the traditional and contemporary theories of addressing crime.
2. Identify and critique efficient criminal justice standards while recognizing basic rights guaranteed to each individual both by state and federal constitutions and laws.
3. Examine the problems associated with ethical administrative decision-making.
4. Integrate issues of race, ethnicity, gender, age, and social class and identify how they affect the criminal justice system in terms of understanding social causes of crime.
5. Develop and apply research methods as used in the social sciences, with a particular emphasis on the basic skills necessary to conduct (and direct) research in criminal justice agencies.

6. Engage the Marianist tradition of education for service, peace, and justice as it pertains to local and national social justice, injustices, and inequities in the criminal justice field.

### **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/discussions:** 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 25% 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.

- o Below are the criteria for the paper:
    1. Cover page
    2. Abstract
    3. Table of contents
    4. Content pages (10 minimum)
    5. Bibliography
  - o The paper must be formatted via APA guidelines
  - o ***NO MORE THAN TWO QUOTES***
  - o 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 5% 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	25%
Final Paper	30%
Participation	5%
	<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 others 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**

Chaminade University of Honolulu is committed to providing reasonable accommodations for persons with documented disabilities. Any student who believes that they may need accommodations must first register with the Counseling Center. Registration with the Counseling Center begins the process of determining whether the student meets the requirements for a documented disability in accordance with the Americans with Disabilities Act (ADA), even if accommodations may not be needed for this particular class. The contact information for the Counseling Center is (808) 735-4845, 739-4603, or by email at [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu). It is important for students to contact the Counseling Center as soon as possible so that accommodations are implemented in a timely fashion and to allow your instructor(s) to plan accordingly. Students will be required to provide written documentation to the Counseling Center in order for a determination to be made as to whether the requirements for a documented disability under the ADA are met.

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations. Instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations you may speak directly with your instructor and/or you may contact the Counseling Center.

## **Academic Conduct Policy**

*From the 2018-2019 Undergraduate Academic Catalog (p. 42):*

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook.

## **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 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**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	SLO/PLO	Read Chapters
1	1/11-17	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• <b>What is the fascination?</b></li> </ul>	0/1	1
2	1/18-24	<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>	1,6/3 6/3	2 and 3
3	1/25-31	<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>	2/4 6/2,4	4 and 5
4	2/1-7	<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>	6/1 6/1	6

5	2/8-14	<ul style="list-style-type: none"> <li>• The criminal personality type (Part 2)</li> <li>• <b>EPI</b></li> </ul>	6/0	7
6	2/15-21	<ul style="list-style-type: none"> <li>• Offender typologies and juvenile delinquency</li> <li>• <b>Juvenile waivers</b></li> </ul>	5/1,4	8 and 9
7	2/22-28	<ul style="list-style-type: none"> <li>• Investigative psychology</li> <li>• <b>So, you want to be a profiler?</b></li> <li>• <b>Polygraph</b></li> </ul>	6/1 6/2	10 and 11
8	3/1-7	<ul style="list-style-type: none"> <li>• Correctional psychology</li> <li>• <b>Riots</b></li> <li>• <b>Assessment</b></li> </ul>	4/4 5/1,4,6	12 and 13
9	3/8-14	<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>	0/2,4 3,6/2,4 6/0	14 and 15
10	3/15-21	<ul style="list-style-type: none"> <li>• <b>Risk assessment</b></li> </ul>	6/0	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.