

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		05-26	Apr 27/06	Apr 28/06

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
PSYC 388 Forensic Psychology	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Other
<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Track	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>Gordon J. Johnston</i>	10/26/05
Department Chair(s)	
<i>Marylou Zanich</i>	10/26/05
College Curriculum Committee Chair	
<i>[Signature]</i>	11/17/05
College Dean	
<i>John S. [Signature]</i>	11/17/05
Director of Liberal Studies *	
Director of Honors College *	
Provost *	

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Gail S Sedquist

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Syllabus of Record

I. Catalog Description.

PSYC 388 Forensic Psychology

Examination of current topics at the interface between psychology and the legal system.

3 class hours

0 lab hours

3 credit hours

Prerequisites: PSYC101

(3c-0l-3cr)

II. Course Objectives.

As a result of this course students will be expected to:

1. Explain the psychological aspects of legal proceedings including jury selection, jury decision making, and expert testimony.
2. Recognize the historical contributions psychological science has made to the legal system.
3. Explain the psychological principles involved in eyewitness testimony.
4. Recognize the nature of psychopathy.
5. Evaluate the psychological scientific evidence regarding serial murderers and the methods involved in profiling such individuals.
6. Identify the elements involved in the insanity plea and distinguish those issues from competency.
7. Formulate an understanding of violence utilizing evidence from biological, evolutionary, social and developmental domains.
8. Identify the elements involved in stalking and separate that crime from normal relationship behaviors.
9. Demonstrate knowledge of the interface between psychopathological conditions (e.g., schizophrenia, paraphilias) and criminal behavior.

III. Detailed Course Outline.

1. Introduction to forensic psychology (overview, history, legal system, trial process): 3 hrs.:
 - i. Definition
 - ii. History of forensic psychology
 - iii. Differences between legal system & psychology
 - iv. Criminal vs. civil court systems
 - v. Burden & standard of proof
 - vi. Specialty courts
 - vii. Judicial process
 1. pretrial
 - a. grand juries
 - b. indictment
 - c. preliminary hearings
 - d. arraignment
 - i. pleas
 - e. motions
 2. trial
 - a. expert testimony

- i. Frye test
 - ii. Daubert Test
 - iii. Carmichael vs. Kumho tire
 - 3. disposition
 - a. sentence/judgment
 - b. right of allocution
 - c. mitigating/aggravating circumstances
 - 4. appeal
 - a. amicus curiae
- 2. Juries: selection & decision making: 4.5 hrs.
 - i. Voir dire
 - 1. Preemptory challenges
 - 2. Challenges for cause
 - ii. Harrisburg 7 Trial
 - iii. O.J. Simpson Trial
 - iv. Judges instructions
 - v. Admonitions
 - vi. Jury research procedures
 - vii. Pretrial publicity
 - viii. Defendant characteristics
 - ix. Jury decision making
 - 1. mental meter
 - 2. story model
 - 3. jury nullification
 - 4. jury dynamics
 - 5. deliberation process
 - 6. jury size
 - 7. deadlocked juries (Allen charge)
 - 8. death penalty
- 3. Insanity and competency: 4.5 hrs.
 - i. Insanity
 - 1. Historic background
 - 2. Mens rea
 - 3. M'Naghten rule
 - 4. Durham test
 - 5. MacDonald test
 - 6. Automatism defense
 - 7. Intoxication
 - 8. Irresistible impulse standard
 - 9. Diminished capacity defense
 - 10. American legal Institute standard
 - 11. Insanity evaluation
 - a. Mental status at time of offense
 - b. Malingering
 - 12. Insanity post-Hinckley
 - a. Guilty but mental ill
 - ii. Competency
 - 1. Miranda rights
 - 2. Confess
 - 3. Waive counsel
 - 4. Tried
 - a. Dusky rule

- b. Psychiatric conditions
 - 5. Executed
 - 6. Medications and competency
 - 7. Competency evaluation
 - a. instruments
- 4. Eyewitness accuracy: 3 hrs.
 - i. Memory processes
 - ii. Errors
 - 1. system variables
 - 2. estimator variables
 - iii. situational factors
 - 1. weapons effect
 - 2. arousal/stress
 - 3. expectancies
 - 4. race bias
 - iv. Line-ups
 - 1. composition bias
 - 2. match-to-subject
 - 3. match-to-description
 - 4. commitment bias
 - 5. sequential vs. simultaneous line-up
 - 6. show-up line-up
 - 7. relative judgment error
 - 8. American Psychology/Law white paper
- 5. Stalking: 6 hrs.
 - i. Prevalence
 - ii. Definition
 - iii. Harassment
 - iv. History
 - v. Subtypes
 - 1. Zona et al.
 - a. Erotomaniac (delusional disorder)
 - b. Love obsessional
 - c. Simple obsessional
 - 2. Harmon et al.
 - a. Attachment
 - b. Relationship
 - 3. Spitzber & Culpach
 - a. Intrusive stalker
 - b. Annoying pursuer
 - c. Organized stalker
 - d. Disorganized stalker
 - 4. Mulen et al.
 - a. Rejected stalker
 - b. Intimacy seeking
 - c. Incompetent suitor
 - d. Resentful stalker
 - e. Predatory stalker
 - vi. Behaviors
 - vii. Violence
 - viii. Victim effects
 - ix. Victim responses

- x. Robert's (2002) study
- 6. Psychopathy: 3 hrs.
 - i. History
 - ii. Hare's categorization
 - iii. Evolutionary explanations
 - iv. Lykken's categorization
 - 1. sociopath
 - 2. psychopath
 - 3. low fear quotient
 - v. social intelligence
 - vi. poor parenting
 - vii. normal social development
- 7. Psychopathology of crime: 3 hrs.
 - i. Mental illnesses associated with crimes
 - 1. types of crimes
 - ii. Factors causing crime
 - iii. Incarceration of mentally ill criminals
- 8. Violence: 4.5 hrs.
 - i. Nature of aggression
 - ii. Neural underpinnings
 - 1. traumatic brain injury
 - iii. Evolutionary explanations
 - iv. Social factors
 - v. Learning models
- 9. Serial murderers and profiling: 6 hrs.
 - A. Serial murderers
 - i. History
 - ii. Statistics
 - iii. Types
 - 1. mass
 - 2. spree
 - 3. serial
 - iv. serial murderer demographics
 - v. examples
 - vi. motives
 - 1. black widows
 - 2. fun
 - 3. missionary
 - 4. revenge
 - vii. behaviors
 - B. Profiling
 - 1. definition
 - 2. history
 - i. James Brussel
 - 3. Inductive reasoning
 - 4. Reliability and prediction
 - 5. problems with profiling
 - 6. FBI profile types
 - i. Organized
 - ii. Disorganized
 - iii. Mixed
 - 7. Holmes & Holmes types

- i. Visionary
- ii. Mission
- iii. Lust
- iv. Thrill
- v. Power
- vi. control

10. examinations: 4.5 hrs

11. Final examination: 2 hours

IV. **Evaluation Methods.**

There will be 3 examinations consisting of essay questions (long and short), multiple choice, true-false, and short answer questions. A research paper using APA style on a topic in forensic psychology not covered in class will be completed. Students will be given a list of approximately 45 potential topics to choose from. Topics not on the list must be approved by the instructor. Three group presentations (15-20 minutes) with a written paper summarizing the group's findings (which will be averaged to yield an overall score) will be done. One or two presentations will be scheduled on the days when the topic is to be covered. For the first two projects (famous insanity pleas and famous stalking cases) each group will be randomly assigned a case by the instructor. The final presentation on serial murderers will allow each group to choose their "favorite" serial killer. Additionally, each group member will give a numeric rating of each other's participation and contribution to the group project. These ratings will be averaged and a final rating for group participation derived. A final examination will also be given in the same format as the other examinations as the culminating activity. Each class will open with discussion of important court cases underway and other forensic issues. Students will be expected to stay abreast of these contemporary legal events and be able to discuss and answer questions about what is happening and what they think about these events. This class participation will be given a percentage score. Each of the above will yield a percentage score. The final grade will be the average of the above 8 factors all equally weighted (3 exams + final exam + average of group projects + group participation score + research paper + class participation). A grade will then be assigned based on the final average using the scale noted below.

Example Grading Scale.

≥90=A

80-89%=B

70-79%=C

60-69%=D

<60%=F

IV. **Undergraduate Course Attendance Policy.**

Individual faculty will denote an attendance policy on specific course syllabi that complies with all university policies.

V. **Required Textbook(s), Supplemental Books and Readings.**

Texts:

Bartol, C.R. & Bartol, A.M (2004). *Psychology and Law (3rd E)*. Thomson Publishing.

Orion, D.O. (1997). *I know you really love me*. New York, NY: Dell Publishing.

Required readings:

Meloy, J.R. (2003). When stalkers become violent. *Psychiatric Annals*, 33: 659-665.

White, S.G. & Cawood, J.S. (1998). Threat management of stalking cases. In: J.R. Meloy (Ed.) *The Psychology of Stalking*. Academic Press.

Woodworth, M. & Porter, S. (1999). Historical foundations and current applications of criminal profiling in violent crime investigations. *Expert Evidence*, 7: 241-264.

VI. Special Resource Requirements.

There are no special resource requirements for this course

IX. Bibliography.

Books

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- Maloney, M.P. (1985). *A clinician's guide to forensic psychological assessment*. New York, NY: Free Press.
- Melor, J. R. (Ed.). (1998). *The psychology of stalking: Clinical and forensic perspectives*. Orlando, FL: Academic Press.
- Melton, G.B., Petrila, J., Poythress, N.G., & Slobogin, C. (1997). *Psychological evaluations for the courts: A handbook for mental health professionals and lawyers*. New York, NY: Guilford Press.
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Journal Articles

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Course Analysis Questionnaire

Section A: Details of the Course

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

Forensic psychology is one of the most popular emerging areas within the field of psychology based on national surveys. Like most psychology departments, this proposed course will be an elective for psychology majors. However, to date the course has proved to be extremely popular, based on enrollment and inquiries, from criminology majors as well. Since the Criminology Department now requires a minor, and since many (if not most) criminology majors choose psychology as their minor, this course would be a logical selection for them to complete their minor as it bridges the gap between the two majors. Further, criminology is the second most common minor for psychology majors suggesting it would be of particular interest to many psychology majors as well. Yet the material is not covered adequately in any course taught in the psychology department. Elements from the course are introduced in a variety of courses. For example insanity is discussed in Abnormal Psychology, group decision making in Social Psychology, and memory fallibility is discussed in the Memory and Cognition course. Yet none of these topics is covered with a forensic emphasis and/or to the degree that the proposed course seeks to. Moreover, there are topics not covered in any course within the psychology department (e.g., stalking, profiling). Finally, the topics that are discussed in other courses do not present a coherent integration of the topic with other aspects of forensic psychology. Just using the examples above; while memory fallibility may be discussed in Memory & Cognition, the effects of eyewitness testimony (recollection) on a juror's decision is not explored.

A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No changes in other courses will be required to accommodate this course.

A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This course has been offered as a special topics course twice and is currently being offered a third time. Enrollment has been around 30 students each time.

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course will not be offered as a dual-level course nor are there any plans to seek a dual-listing in the future.

A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

The course will not be listed for variable credit.

A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

There are many institutions that offer forensic psychology, sometimes referred to as Psychology and the Law. A few include (see attached web documentation of these):

1. James Madison Univ.: PSYC 312: Forensic Psychology
2. Bethel College: PSY304: Introduction to Forensic Psychology
3. Bridgewater State College: PY 474: Forensic Psychology
4. Univ. of West Florida: CLP 4390: Introduction to Forensic Psychology

5. Alvernia College: PSY 430: Forensic Psychology
6. Western Carolina Univ.: PSY 375: Forensic Psychology
7. Philadelphia Univ.: H825 Forensic Psychology
8. Penn State Univ.: PSY 435: Forensic Psychology
9. Moravian Univ.: 378: Forensic Psychology
10. Univ. of Minnesota, Duluth: Psy 5155: Forensic Psychology

A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No; the course will be taught only in the Psychology Department.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

Before teaching this course for the first time, a meeting was held with Dr. Jamie Martin in the Criminology Department. A proposed list of topics was presented and discussed. Any significant areas of overlap were eliminated. A memo from Dr. Martin accompanies this application. Student feedback suggested that much of the material on the structure of the court system is covered in criminology courses already taken by the vast majority of students and this content has been severely attenuated in the proposed course.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed.

B4 Will seats in this course be made available to students in the School of Continuing Education?

No; no seats have been requested.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Although only one faculty member is currently teaching this course, two additional faculty members possess sufficient expertise to teach this course. Given recent patterns of enrollment, the need for Abnormal Psychology (PSYC321) appears to be declining. Accordingly, one less section of Abnormal Psychology (PSYC321) will be offered in each semester. The course will carry 1 preparation and 3 hours of equated workload.

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

***Space**

There are no special space requirements to teach this course.

***Equipment**

There is no special equipment needed to teach this course.

***Laboratory Supplies and other Consumable Goods**

Not applicable

***Library Materials**

The library has in its holdings several key journals in this area: *Law and Human Behavior*, *Behavioral Sciences and the Law*; and *Journal of Forensic Sciences*. In addition, there is online access to the Lexus/Nexus database as well as many major national publications and newspapers that can be utilized by students doing research for this course. These should be sufficient for this course.

***Travel Funds**

None required

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

Given the popularity of this course and the fact that criminology majors with a psychology minor will also be keenly interested, it is anticipated that this will be taught each semester.

C5 How many sections of this course do you anticipate offering in any single semester?

One

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

35; current classroom will only accommodate that number; too many students will preclude group presentations as planned.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate

documents.

No

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Unfortunately the recent TV and movie popularity of “profiling” has resulted in a large number of students becoming interested in profiling. This temporary blip in interest should not overshadow the popularity of this course or its other content. Ironically, profiling, which will be covered in this course, has the weakest scientific base compared to robust areas such as eyewitness testimony and jury decision making. For every psychology department that offers a course in forensic psychology there are perhaps two colleges/universities that offer graduate courses and programs in forensic psychology. Such programs are on the increase and our students will have a competitive advantage in seeking admissions to such programs by virtue of having this course. Preliminary discussions within the College of Natural Sciences and Mathematics have identified the possibility of an inter-disciplinary undergraduate minor in Forensics in which this course would be a core requirement.

DATE: 8/16/2005
TO: DAVID LAPORTE, PHD
CC: DENNIS GIEVER
CHAIR
DEPARTMENT OF CRIMINOLOGY
FROM: JAMIE S. MARTIN
ASSISTANT CHAIR
DEPARTMENT OF CRIMINOLOGY
RE: FORENSIC PSYCHOLOGY COURSE

Dave,

I reviewed the syllabus for the Forensic Psychology course that you are proposing as a regular course in your department. I wish to offer my strong support for this course. As you know, our Criminology students are required to complete a minor and many of them choose Psychology as a minor. This course would be a nice option for those students. Further, I know that when you offered this course in the past that many of our students were interested and anxious to take it. I have heard good things about the course from students who have completed it, and I know that many of our students are enrolled in PSYC 481 in the upcoming semester (Fall 2005). If you need any further information, please do not hesitate to contact me.