PSY512 Introduction to Forensic Psychology
(3 credit hours)
Course Syllabus

Course Description

The class is designed to present students with a broad overview of the field of Forensic Psychology. The course will explore the various applications of theories and research in psychology to aspects of the criminal justice system.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Describe a variety of issues in criminal justice that are central to forensic psychology.
2. Explain the differences between media portrayal of the field and the reality of working in the field.
3. Differentiate the nature of forensic issues from an empirical (scientific) and experiential standpoint.
4. Explain court diagnostics/techniques and laws that pertain to forensic psychology in the workplace, society, case management.
5. Define forensic psychology, identify barriers and challenges in the field, and explore the applications of FP.
6. Identify various legal standards that directly affect the field, and ways to improve counterproductive legal issues.
7. Evaluate forensic psych programs at your and other agencies.
8. Know how to assess programs and develop strategies for improvement in the justice system.

Required Textbook

For this course a digital copy of your textbook is included with your DragonACCESS fees. Use the DragonACCESS tool in Moodle to view your book.

Need Help? Get Help!
24/7 Tech Support: 855-664-1200

General Questions, Comments, and Feedback:
online@tiffin.edu

Bartol, C., R., Bartol, A., M. (2021). Introduction to Forensic Psychology: Research and Application (6th Edition). *Sage Publishing*.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many webinars on library research, source evaluation, copyright, and other topics, at the [Library Events - Upcoming Events](#) web page. For further assistance email a librarian, at: [library@tiffin.edu](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).

2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.

3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET** on **Wednesdays.**

4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET** on **Saturdays, and**

5. Major assignments and reflections are typically due by **11:55 p.m. ET** on **Sundays.**

Learning Activities

The activities and assignments in this course revolve around the application of the course text and resources offered. Application of the material includes discussion and papers to both further explore the topics and relate that knowledge to your own learning path and experience.

A final reflection paper will be assigned which will bring together the various topics researched and discussed during the course to a specialization you find to be most interesting and, possibly, wish to further learn.

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Grading and Points Distribution

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (50)	**Discussions** Activity 2.1 (25) Activity 2.2 (25)	**Discussion** Activity 3.1 (50)	**Discussion** Activity 4.1 (50)	**Discussion** Activity 5.1 (50)	**Discussion** Activity 6.1 (50)	**Discussion** Activity 7.1 (50)	**350**
Assignment Activity 1.3 (75)	**Assignment** Activity 2.3 (50) Activity 2.4 (75)	**Assignment** Activity 3.2 (75)	**Assignment** Activity 4.2 (75)	**Assignment** Activity 5.2 (75)	**Assignment** Activity 6.2 (75)		**500**
						White Paper Activity 7.2 (150)	**150**
125	**175**	**125**	**125**	**125**	**125**	**200**	**1000**

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70

Please see the Academic Bulletin for grade appeal information.

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Course Schedule and Weekly Checklist

Start Here

- ☐ MON: Activity 1.1: Course Anticipation - Initial Post

Week 1: History, Ethical Issues, Profession, Career Options

- ☐ WED: Activity 1.1: Course Anticipation - Secondary Post
- ☐ WED: Activity 1.2 Discussion: Forensic Psychology
- ☐ SAT: Activity 1.2 Discussion: Forensic Psychology
- ☐ SUN: Activity 1.3 Assignment: Timeline of Forensic Psychology

Week 2: Core dimensions, Roles of Police Psychologists, Use by Agencies, IACP Guidelines, Use-of-force, Implicit Bias

- ☐ WED: Activity 2.1 Discussion: Core Dimensions
- ☐ WED: Activity 2.2 Discussion: IACP Guidelines
- ☐ SAT: Activity 2.1 Discussion: Core Dimensions
- ☐ SAT: Activity 2.2 Discussion: IACP Guidelines
- ☐ SUN: Activity 2.3 Assignment: Fact Sheet
- ☐ SUN: Activity 2.4 Assignment: Department Utilization

Week 3: Court System, Judicial process, Trial Consultation, Expert Testimony, Risk Assessment, Competency to Stand Trial, Insanity Defense, Civil Courts

- ☐ WED: Activity 3.1 Discussion: Real Trial Consultants
- ☐ SAT: Activity 3.1 Discussion: Real Trial Consultants
- ☐ SUN: Activity 3.2 Assignment: Competency, Guilt, or Insanity

Week 4: The Criminal Mind, Criminality, Psychopaths, Profiling, Psychology of Violence

- ☐ WED: Activity 4.1 Discussion: Are Psychopaths Made or Born?
- ☐ SAT: Activity 4.1 Discussion: Are Psychopaths Made or Born?
- ☐ SUN: Activity 4.2 Assignment: Criminal Profiling

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Week 5: Culture and victimization, Victimization data, Domestic violence/IPV, Human trafficking, Child abuse, Elder abuse, Victim rights

- ☐ WED: Activity 5.1 Discussion: Victimology
- ☐ SAT: Activity 5.1 Discussion: Victimology
- ☐ SUN: Activity 5.2 Assignment: Agencies for Victimization

Week 6: The Correctional Psychologist, Assessments in Corrections, Legal Rights of Inmates, Treatment of Special Populations, Juvenile Assessment

- ☐ WED: Activity 6.1 Discussion: Inmate Assessments
- ☐ SAT: Activity 6.1 Discussion: Inmate Assessments
- ☐ SUN: Activity 6.2 Assignment: Position on Correctional vs. Police Psychology

Week 7: Reflecting on the field, Reviewing concepts learned, Assessing future applications

- ☐ WED: Activity 7.1 Discussion: Forensic Psychology Reputation
- ☐ SAT: Activity 7.1 Discussion: Forensic Psychology Reputation
- ☐ SUN: Activity 7.2 Assignment: Forensic Psychology Specializations

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.

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- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:

  o Fully participate in all learning activities.

  o Complete assignments as described in rubrics or other instructions.

  o Submit all work on time and in the specified format (e.g. APA format for citations). Late assignments will be accepted at the discretion of your instructor. Penalties may apply.

  o Utilize and incorporate instructor-provided feedback to improve your work.

  o Ask questions so you can better understand course material or assignments.

  o Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).

  o Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.

- Maintain an active and engaged presence in all course activities and throughout the course.

- Respond to your emailed questions within 48 hours, if not sooner.

- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral this week and may not be able to respond to questions or participate in forums for a couple of days."

- When grading your work:

  o clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),

  o thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and

  o provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.

- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations

The **Office for Disability Services** supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990.

If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity 419.448.3021 or via email at disabilityservices@tiffin.edu.

Additional Resources & Support

For technical support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200.

If you need to consult an academic advisor refer to TU's Meet the Team page.

For information about TU's peer tutoring program see the Murphy Center's Tutoring Policies and Procedures page. Veterans and active military can seek assistance from TU's Veteran and Military Services Web Page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.