

General information	Subject Title, code and credit hours	CPSY 525, Forensic psychology, 3KU (6 AKTS)	
	Department	Psychology	
	Program (bachelor's and master's degree)	Master	
	Associated Term	Fall 2024	
	Instructor	Aliyeva Gulshan Aliesker	
	E-mail:	gulshen.kovser@gmail.com	
	Phone		
	Lecture room/Schedule	Nefitshilar campus	
	Consultations	After classes	
Prerequisites	<p>The subjects that contain the knowledge, skills and abilities necessary to master the subject studied in the unit are: General Psychology, Social Psychology. The information gathered and the skills formed during the course are as follows:</p> <ol style="list-style-type: none"> 1. The student acquires knowledge and skills in the field of legal psychology; 2. Acquired theoretical knowledge covers the psychological aspects of judicial, investigative, correctional processes, the mental health aspects of the participating parties, especially prisoners in penal institutions, and the student learns to apply this knowledge from a theoretical and practical aspect; 3. The student learns measurement and evaluation in legal psychology 		
Language	English		
Course	Mandatory		
References and sources	<ul style="list-style-type: none"> ➤ Randy K.Otto, Irving B. Weiner "Forensic Psychology". 4th edition Willey,2013 ➤ Andrews, D., & Bonta, J. (2003). The Psychology of Criminal Conduct. 3rd ed ➤ Bruce A. Arrigo. Issues and Controversies in Crime and Justice. USA 2003 ➤ Dennis Howitt, Introduction to Forensic and Criminal Psychology, Loughborough University, 2018 		
Teaching methods	Lecture	+	
	Group discussion	+	
	Classroom activity	+	
	Cases analyzing	+	
Assessment		Date	Perc. (%)
	Midterm exam	Week 8	30%
	Participation	During semester	10%
	Individual work	During semester	15%
	Final exam	January	35%
	Attendance	During semester	10%
	Total		100%
Participation	To be prepared to classes, be active during class, ask questions about the topic in discussions and make logical comments according to the topic. At this time, it is important to respect the opinions of other group members, not to divide their words, listen carefully, ask questions and make comments.		
Individual work and presentation	Presentations should be consistent with interactive learning methods and should be research-based. During the presentation, details such as conveying information, the content of the presentation, the organization of the presentation, capturing the audience, referring to recent literature will be taken into consideration. Presentations can be presented as individual work.		
Course outline	In 2001, the American Psychological Association (APA) officially recognized		

	<p>Forensic Psychology as being a viable concentration as a specialty field for psychologists. APA has favored the narrow definition of forensic psychology as “the application and practice of psychology in the legal system, particularly in courts.” The main areas in the legal system where a person can find a forensic psychologist, according to authors of the course text include: Police/Law enforcement, criminal and delinquent behavior/psychology, victimology and victim services, courtrooms, and in correctional facilities and/or prisons. This course will cover a broad spectrum of the various areas that involve law and psychology. This course will focus on some interrogation techniques.</p>												
Course objective	<p>This course will also briefly discuss behavior. The course will depict visual aids that may be graphic (gore, gruesome) in nature to demonstrate various crimes (i.e., rape, homicide, mutilation, and so forth) that a forensic psychologist/psychiatrist would encounter with their job function.</p> <p>During the course, the psychological aspects of legal activity, the methods and methodologies used in the investigation and correctional process, the ethics and moral norms regulating the activity of a lawyer, as well as the social requirements for legal activity will be familiarized in detail.</p>												
Learning Outcomes	<ol style="list-style-type: none"> 1. Understand and identify the operational application of forensic psychology 2. Better understand the various functions of the legal system and psychology 3. Increase awareness of behavioral patterns that are criminalistics 4. Explain the origins and reasons behind forensic psychology 5. Discuss the dimensions of forensic psychology and related fields. 6. Better understand one’s self and abilities to use skills to be an effective listener and observer of behavior 												
Marking criteria	<table border="0" style="width: 100%;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 40%;">Individual work grading category and criteria</th> <th style="width: 30%;">Total Points</th> </tr> </thead> <tbody> <tr> <td>Organization</td> <td> <p>Grading Criteria The presentation is appropriate for the topic and audience. The information is presented in a logical sequence. References are included</p> </td> <td style="text-align: center; vertical-align: middle;">5</td> </tr> <tr> <td>Content</td> <td> <p>Introduction is attention-getting, lays out the problem very well, and establishes a framework for the rest of the presentation. Presentation contains accurate information. Material included is relevant to the overall purpose of the presentation. There is an obvious conclusion summarizing the research.</p> </td> <td style="text-align: center; vertical-align: middle;">5</td> </tr> <tr> <td>Presentation</td> <td> <p>Presenters maintain appropriate eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Presenter uses a clear, audible voice. Good language skills and pronunciation are used. Visual aids are well prepared, informative, effective, and not distracting. Length of</p> </td> <td style="text-align: center; vertical-align: middle;">5</td> </tr> </tbody> </table>		Individual work grading category and criteria	Total Points	Organization	<p>Grading Criteria The presentation is appropriate for the topic and audience. The information is presented in a logical sequence. References are included</p>	5	Content	<p>Introduction is attention-getting, lays out the problem very well, and establishes a framework for the rest of the presentation. Presentation contains accurate information. Material included is relevant to the overall purpose of the presentation. There is an obvious conclusion summarizing the research.</p>	5	Presentation	<p>Presenters maintain appropriate eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.). Presenter uses a clear, audible voice. Good language skills and pronunciation are used. Visual aids are well prepared, informative, effective, and not distracting. Length of</p>	5
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presentation is within the assigned time limits. Information was well communicated.

Total Points

15

Class participation grading criteria

Grade

Criteria

9-10

Demonstrates excellent preparation: has analyzed readings exceptionally well, relating it to class discussions.

Offers analysis, synthesis, and evaluation of readings and class discussions; an example would be putting together pieces of the discussion to develop new approaches that take the class further. Contributes in a very significant way to ongoing class discussion: when providing analysis stays focused on the topic, responds in a very ethical and thoughtful way to other students' comments, contributes to the cooperative argument-building process, suggests alternative ways of approaching material and helps class analyze which approaches are appropriate to the local context. Demonstrates ongoing very active involvement.

7-8

Good preparation is demonstrated: knows reading facts very well, has thought through implications of them. Offers interpretations and analysis of readings an class discussions (more than just facts) to class. Contributes well to discussion in an ongoing way: provides the responses to other students' points, analyses own points, questions others in an ethical & constructive way, offers and supports suggestions that may be counter to the majority's opinion. Demonstrates consistent ongoing involvement.

5-6

Demonstrates adequate level of preparation: knows basic reading & class discussion facts, but doesn't show evidence of trying to interpret or analyze them. The information provided is straightforward (e.g. from reading or lecture). Demonstrates moderate degree of contribution without being called on.

1 - 4

Present, not disruptive.

0

Absent most of the time or presence is disruptive (late for classes most of the time, leave the classroom for more than once during the class, uses phones and other devices for other than class related purposes, breaks agreed class participation related rules)

Rules and policy	<p>Rules:</p> <ol style="list-style-type: none"> 1. Each lesson requires a creative approach and activity. 2. During the lesson, it is forbidden to disrupt the lesson process, make unethical actions, conduct inappropriate and unauthorized discussions, use a mobile phone, listening device and radio, and engage in other activities not related to that lesson. 3. Attendance. 4. Participation of students in all classes is important. If the student is unable to attend classes due to certain reasons (illness, family situation, etc.), then he should inform the dean of the faculty about this. A student who does not attend more than 25% of the total hours of study in the subject is not allowed to take the exam. 5. Lateness to class and other class violations. 	
Week	Topic	Textbook
1.	History of forensic psychology. Defining forensic psychology.	Curt R. Bartol and Anne M. Bartol. Randy K. Otto and James R. P. Ogloff. Randy K.Otto, Irving B. Weiner “Forensic Psychology”. 4th edition Willey,2013
2.	Accessing the law and legal literature. Practicing ethical forensic psychology	David DeMatteo, Michael E. Keesler, and Heidi Strohmaier. Irving B. Weiner and Allen K. Hess Randy K.Otto, Irving B. Weiner “Forensic Psychology”. 4th edition Willey,2013
3.	Research methods in forensic psychology. Assessment tool and investigation	Randy K.Otto, Irving B. Weiner “Forensic Psychology”. 4th edition Willey,2013
4.	The psychology of investigation. The cognitive interview. Offender profiling	Andrews, D., & Bonta, J. (2003). The Psychology of Criminal Conduct. 3rd edn. Cincinnati, OH: Anderson. An assertive view of the role of psychology in explaining crime, particularly good on risk assessment and intervention.
5.	Special applications. Eyewitness testimony of adults. Eyewitness testimony of children.	Stephen J. Ross, Colin G. Tredoux, and Roy S. Malpass Randy K.Otto, Irving B. Weiner “Forensic Psychology”. 4th edition Willey,2013
6.	Intervening with offenders. Practicing psychology in correctional settings	Paul Gendreau and Claire Goggin Randy K.Otto, Irving B. Weiner “Forensic Psychology”. 4th edition Willey,2013
7.	Assessing and treating offenders	Robert D. Morgan, Daryl G. Kroner, Jeremy F. Mills, and Ashley B. Batastini
8.	Midterm exam	
9.	Psychological stress and correctional work. Officers’ mental health problems	Bruce A. Arrigo. Issues and Controversies in Crime and Justice. USA 2003
10.	Juvenile Forensics. Dealing with troubled youths. Psychology of juvenile rehabilitaion	Bruce A. Arrigo. Issues and Controversies in Crime and Justice. USA 2003
11.	Family trauma and the cycle of crime. Family violence, homicide	Bruce A. Arrigo. Issues and Controversies in Crime and Justice. USA 2003

12.	Vulnerable groups members in prisons. Women, elderly inmates, offenders with disabilities.	Bruce A. Arrigo. Issues and Controversies in Crime and Justice. USA 2003
13.	Assessment of risk, dangerousness and recidivism	Dennis Howitt, Introduction to Forensic and Criminal Psychology, Loughborough University, 2018
14.	Writing forensic reports. Testifying in the court	Irving B. Weiner Randy K. Otto, Susan L. Kay, and Allen K. Hess
15.	Final Exam	