

Forensic Psychology

Semester: SP17

Academic Program: Psychology

Credits: 3

Study Tour: Scotland

Location: Stockholm (Jan 18- Apr 3)

Days: Mondays & Thursdays

Time: 14.50-16.10

Room #: 1D409

Location: Copenhagen (Apr 5 – May 11)

Days: Mondays (refer to schedule)

Time: (refer to schedule)

Room #: TBD

Course Information and Purpose

1. Instructor Information:

Instructor:

Meiling Liu

Ph.D. in Forensic Psychology (China University of Political Science and Law, 2010). Post Doctorate in Forensic Psychology (Gothenburg University, 2012). Worked as an organizational consultant in areas of leadership and cross-cultural competence training in Sweden. Also has worked as a teacher and researcher at universities in China, and was promoted to the position of associate professor in China. With DIS since 2016.

Psychology Program Director:

Carla Caetano, Ph.D.

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Guest Lecturer(s):

Lars Rossen

Cand. Psychology (2007, University of Copenhagen). BA. Psychology (2005, University of Copenhagen). Psychologist and consultant at Copenhagen Municipality in various positions (2007-2010). Consultant for Bornholm and Odense Municipalities, as well as for Den Socialpædagogiske Døgninstitution Sønderbro in

Copenhagen Municipality (2011 – Present). Psychological supervisor, Den sikrede instituion Stevnstfortet, Region Sjælland (2012-Present). With DIS since 2011.

Sebastian Cancino Montecinos

Ph.d student at Department of Psychology in Stockholm University. His main research area is cognitive dissonance, and has published papers in research area of The Scharff- Technique.

2. Course Description:

Prerequisite: A course in psychology at the university level.

What makes people commit crime? Are there gender differences? What is the role of memory? How are assessments and interventions conducted with those convicted of a serious crime, or those who have been the victim of a crime? Forensic psychology will be explored from individual to societal levels, with critical analysis of and examples from a European perspective.

This course will provide a detailed overview of current research issues and theory in forensic psychology. The goal of this course is to introduce you to some representative areas of forensic psychology and to teach you how psychology research contributes to the legal system. You will be introduced to the methods used by forensic psychologists to prevent crimes by exploring a number of studies devoted to topics related to forensic psychology.

This course will give you a sense of what forensic psychologists have discovered, how they have made these discoveries, and how it contributes to the legal system.

You will be introduced to and acquire knowledge about the following topics related to the study of forensic psychology:

- The comparison of legal system: USA vs. Nordic countries
- Victimology
- Eyewitness
- Deception detection
- False confessions
- Interrogative techniques
- Offender profiling
- Treatment of offenders
- Stalking
- Juries and decision making

3. Objectives:

1. Contrast the Nordic countries' legal system with the American one.
2. Describe the psychological theories of crime, and explain criminal activities.
3. Identify the elements involved in false confessions and distinguish those issues from a Nordic perspective.
4. Evaluate the psychological evidence regarding eyewitness memory and the methods involved in interviewing techniques.
5. Explain the psychological aspects of legal proceedings such as jury decision making.
6. Formulate an understanding of offender profiling.

7. Define the causes and different processes involved in false confession
8. Describe psychological principles involved in deception detection.
9. Explain the focus shift of victimology, and care shift for victims.
10. Develop knowledge of the field of treatment for offenders and victims.

4. Awards:

Academic Excellence Award

Each semester we recognize one outstanding student from the Psychology Program (Positive Psychology and Forensic Psychology) with an Award of Academic Excellence. It is reserved for a student who has distinguished him- or herself through diligence, commitment, academic performance, and ideally a student who contributes to a good, collaborative learning environment in class.

5. Class Representatives:

Each semester DIS looks for class representatives to become an official spokesperson for their class group, addressing any concerns that may arise (in academic or related matters), suggesting improvements and coming up with new ideas. Class representatives are a great way for DIS faculty to ensure better and timelier feedback on their courses, assessments and teaching styles, and as such perform an invaluable role in connecting student needs with faculty instruction during term time. Class Representatives will be elected in class at the beginning of the semester.

Course Components

1. Required Textbook (Available in DIS Library):

- Howitt, D. (2015). *Introduction to Forensic and Criminal Psychology* (5th ed.) Harlow, England: Pearson Education.

2. Required Articles and Other Media on Canvas:

- Articles (references provided at the end of this syllabus, will be uploaded to Canvas)
- Additional articles will be added to Canvas based on students' interest and needs

3. Approach to Teaching:

I strive to create an interactive learning environment, in which you are expected to play an active and participatory role and being involved in discussion, asking questions and by completing tasks/assignments. You will be the center of the learning process, which means that you are not expected to be a passive recipient of knowledge, but an explorer of theories and research findings. The goal is for you to develop your knowledge of the field of forensic psychology in its' applied and research questions and problems.

My role as teacher is to help you strengthen the collective experience of the classroom in a shared learning experience. The goal is to stimulate you to think, to help you explore and be productive, and to familiarize you with cutting-edge research. A variety of teaching methods will be used, including lectures, case studies, class discussions, group presentations, interactive classroom activities and multi-media to facilitate the understanding of theory, research and their cultural implications.

Collaboration is highly valued in this course, and you are expected to work both individually and in groups. Respect for other's opinions and experience is a necessary requirement for this class.

4. Field Studies:

Wednesday, February 9th 10:00-12:00 (Core Course Week): Visiting Marianne Kristiansson's research group /Center for Psychiatric Research, Karolinska institutet

Marianne Kristiansson's research group: The Marianne Kristiansson's research group are conducting research in areas of social neuroscience, risk behavior and law. Their research aims to investigate violent behavior from a public health perspective. During recent years, there has been an increased demand for knowledge about particular health-related consequences of violence, including secondary consequences of trauma. Violence, trauma, physical-and mental health could be associated through complex interactions between the central nervous system and the immune system. The research is multidisciplinary.

Objective: We will visit the research group to learn about the cutting-edge research and its contribution to practice.

Field study TBD
March 15, 08.30-12.30

5. Forensic Psychology Core Course Week with Short Study Tour: Gothenburg

Theme: A closer view of forensic psychology research and practice in Sweden

- **Purpose:** This study tour provides you with the opportunity to explore the field of Forensic psychology and various practices in Sweden. Academic visits on tour will include meeting with forensic psychology researchers and practitioners and visiting various institutions working in the field of forensic psychology. In addition to the academic activities on study tour, the study tour program is supplemented with cultural visits and events. In the past, cultural visits have included touring castles, museum visits, and experiencing traditional Swedish food at local restaurants.
- **Timing:** Core Course Week February 6th- 11th, Short Study Tour September 6th- 8th
- **Orientation:** Activities during the Short Tour will be presented to you in the week before departure and students will be handed a fully detailed information booklet on the bus on departure day.
- **Assignments:** Group presentation (see assignment page)

6. Forensic Psychology Long Study Tour – Edinburgh/Glasgow

Theme: Crime prevention and offender intervention in Scotland: find out what works

- **Purpose:** On the tour to Scotland, you will be able to explore the field of forensic psychology by meeting with researchers, psychologists, social workers and people representing the justice system as well as organizations working in the field. You will have a profound understanding of the Scottish politics and policy take effect on the criminal justice system, as well as on the crime prevention and offenders intervention in Scotland.
- The tour will also allow you to explore the culture of the county more thoroughly by attending performances and visiting museum exhibitions.
- **Timing: March 19 – March 24**
- **Orientation:** You will have a presentation in class one week before departure and will be given the booklet with full details at the airport.

- **Assignments:** Study tour essay (see assignment page)

7. Expectations of the students:

The success of this course is hinged on not only my ability to communicate ideas and concepts, but our ability to create an environment conducive to learning. You are expected to treat each other with respect, and be tolerant to different opinions. Any kind of biases and prejudices are not acceptable in the class.

In class we will use a case-lecture-discussion format and failure to adequately prepare for class will prevent effective participation. I expect you to have done the reading for each class and to come with notes and questions for me and for the other students. This will give us material to generate conversation.

Please note the following rules:

1. Hand in assignments on time.
2. Complete all readings prior to class.
3. This course will rely heavily on the Canvas system, and you will be responsible for checking updated information on Canvas.
4. Be punctual and attend all classes; missing classes without a legitimate excuse will result in a lower final grade.
5. The use of cell phones including text messaging, side conversations, use of personal computers, utilizing MP3 players, reading outside materials and sleeping are prohibited.

Assignments and Evaluation

Detailed assignment descriptions and/or rubrics will be made available on Canvas and/or in class.

Methods of Evaluation	How evaluated (individual or group)	Due Date	Percentage of grade
Engaged Participation As indicated by class attendance and speaking up/asking questions/giving feedback in class	Individual	Ongoing	15%
Group Presentation based on Core Course week	Group	Feb. 10 th	15%
Case analysis Assignment	Individual	Mar. 10 th	20%
Long study tour reflective paper	Individual	Apr. 2 nd	20%
Final research paper	Individual	Apr. 28 th	30%
Total			100%

Evaluation:

A number of diverse tasks will be given throughout the semester to address learning objectives. Emphasis will be on engaged participation, and may include individual and/or group based written/oral tasks. Projects may be given that will explore topics experientially.

Engaged Participation (15%):

Participation in class requires arriving on time and being prepared in relation to readings and other assignments. Your participation grade reflects the importance of being active in this course, which relies in great part on the reflections, discussions, and exercises in class. Active participation is essential in both the classroom, on study tours, and in group work. Furthermore, attendance is mandatory.

Group Presentation based on Core Course Week (15%)

Due: Friday February 10th 10:00-11.30

- On 30th January, you will be divided into small groups with 3-4 students/group. You are expected to complete the group presentation assignment with your group members throughout the core course week.
- While on tour, each group will be assigned to be responsible for one visit, including summarizing take-away points for the visit and thanking the presenter at the end.
- The group presentation assignment will require you to 1) survey one organization (either one visiting organization in Gothenburg, or an organization on the recommended website list) with the following questions on focus: a) what kinds of service they provide; b) what professions are involved in the services; c) what types of clients (victims/offenders) they meet; 2) identify, for discuss, the evaluations of the effectiveness by relating theories/research to the service. 3) summarize and suggest possible means of improving the service; 4) make a 20-minute group presentation on February 10.
- Recommended website list
<http://www.brottsoffermyndigheten.se/eng>
<http://www.domstol.se/Funktioner/English/Matters/Family/Special-representatives-and-administrators/>
<http://translate.google.com/translate?hl=en&sl=sv&u=https%3a%2f%2fwww.raddabarnen.se%2f>
<https://www.kriminalvarden.se/swedish-prison-and-probation-service/>

Further detailed guidelines will be provided on Canvas.

Case analysis Assignment (20%)

Due: Friday, March 10th

- On 20 Feb, you will watch a short video: Thomas Quick (ca. 9 mins) in the class.
- Case details will be provided on Canvas.
- Reflect on: Why Thomas Quick would give a false confession?
- Write a case analysis.
- Present the research findings in term of memory distortion/false memory and police interrogation methods
- Present the extent to which the case is inconsistent with research findings
- References (APA style).
- 4-5 pages (time new roman, 12 point font, 1-inch margins, not including references and title page)

Further detailed guidelines will be provided on Canvas.

Long study tour reflective paper (20%)

Due: Monday, Apr. 2nd 23:00

Questions: What are the effective ways of preventing crime in Scotland?

What can be learned from comparing these findings with research findings?

- There are two main objectives of this assignment. The first is to encourage students to explore how the forensic practitioners in Scotland strive for crime prevention. The second is to establish links to theoretical learnings, use scientific evidence and to be critical.
- For each visit in Scotland you will, prior to entering the facility, write about your expectations. For example, what do you think it will be like going to the Edinberg prison? Then, upon completion of the visit, write about your observations. For example, how did you experience compare with your expectations? What did you learn? What will you take away from this experience?
- Based on what you have reflected on each visit. You will choose **one** of the organizations you will have visited in Scotland, and write a reflective paper containing the answers of the two questions (see above)

Your study tour paper should include:

- To identify the methods that the organization are employing with the purpose of crime prevention.
- Present supportive research findings including reflections on the methods.
- If there is a gap between the methods and the research findings, explain the causes of the gap.
- Explore the dilemma of the practitioner are facing in real world, and suggest future directions.
- Paper Details:
 - 5 (minimum) – 6 (maximum) pages long excluding title page and references
 - APA style for all citations
 - Times New Roman, 12 pt.

Further detailed guidelines will be provided on Canvas.

Final research paper (30%):

Due: Apr. 28th 23:00

You choose a topic either in **Eyewitness** or **Deception Detection**. The focus will be on exploring why this is a problem (or important), what possible solutions (or improvement) have been considered (with supporting theory/research) and reflections on Scandinavian/European considerations.

The purpose of the paper is to link theoretical learning with scientific research. You will write a paper (**7-8 page**, 12 pt. font, 1-inch margins, not including references and title page) on a topic you propose. You will be required to identify a specific topic that you are interested in within eyewitness or deception detection.

Within the context of the paper you are encouraged to address issues of culture, gender, age, as they relate to the topic you have chosen, the research available, and the application of the research findings.

The paper will include a presentation of the problem in the current situation, theories on which studies are based, and other research pertinent to the studies, and clear applicable and practical recommendations for an application to practitioners. The assignment will assess your ability to compose questions relevant in the area of forensic psychology, review articles, and apply research findings to practical settings.

Further detailed guidelines and rubric will be provided on Canvas.

To be eligible for a passing grade in this class you must complete all of the assigned work.

Disability and Resource Statement:

Any student who has a need for accommodation based on the impact of a disability should contact Mark Peters at mpe@disstockholm.se to coordinate this. In order to receive accommodations, students should inform the instructor of approved DIS accommodations within the first two weeks of classes.

Policies

Attendance:

You are expected to attend all DIS classes when scheduled. If you miss a class for any reason please contact the faculty no later than the day of the missed class. If you miss multiple classes, the Office of Academic Support and the Director of Student Affairs will be notified and they will follow-up with you to make sure that all is well. Absences will jeopardize your grade and your standing at DIS. Allowances will be made in cases of illness, but in the case of multiple absences you will need to provide a doctor's note.

Academic Honesty, Plagiarism, and Violating the Rules of an Assignment:

DIS expects that students abide by the highest standards of intellectual honesty in all academic work. DIS assumes that all students do their own work and credit all work or thought taken from others. Academic dishonesty will result in a final course grade of "F" and can result in dismissal. The students' home universities will be notified. DIS reserves the right to request that written student assignments be turned in electronic form for submission to plagiarism detection software. See the Academic Handbook for more information, or ask your instructor if you have questions.

Policy on Late Papers:

There will be a grade deduction of half a letter grade for each day the assignment is late.

Policy for Students Who Arrive Late to Class:

Participation grade will be reduced by half a letter grade for every 2 late arrivals.

Use of Laptops or Phones in Class:

Only permissible for class related activities.

Course Schedule

Psychology Program Orientation Wednesday, Jan. 18th Time: 10.30-15.00 Meeting Point: Normal Classroom	
<p>Class 1</p> <p>Thu, Jan 19th</p>	<p>Introduction to Class</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Overview of class content • Review course syllabus • Expectations for course • Open discussion: How would you define forensic psychology? What do forensic psychologists do? <p>Readings for today:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 1, What is forensic and criminal psychology? pp1-15 <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Grønnerød, C., Grøndahl, P., & Stridbeck, U. (2016) Forensic psychiatric experts under the legal microscope. Legal and Criminological Psychology, Vol. 21, 15–24.
<p>Class 2</p> <p>Mon, Jan 23th</p>	<p>Why do people commit crime?</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Crime theories • Crimes in Sweden <p>Readings for today:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 5, Theories of crime, pp 55-72 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Estrada, F., Petterson., & Shannon, D. (2012). Crime and criminology in Sweden, European Journal of Criminology, 9(6), 668-688. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Kendler, K.S., Larsson Lönn, S., Morris, N.A., Sundquist, J., Långström, N., & Sundquist, K. (2014). A Swedish national adoption study of criminality, Psychological Medicine, 44, 1913-1925.
<p>Class 3</p> <p>Thu, Jan 26th</p>	<p>A comparison of legal system: Nordic vs. USA</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • What are differences and similarities between the Nordic countries and USA in terms of Investigative issues

	<ul style="list-style-type: none"> • The adversarial and the inquisitorial models • Why do forensic psychologists need to concern the differences? <p>Readings for today:</p> <p><u>Canvas</u></p> <ul style="list-style-type: none"> • Granhag, P. A. (Ed) (2010). Forensic Psychology in Context: Nordic and International Approaches. London: Routledge. Chapter 2, pp14-32 <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Magnussen, S., Wise, R. A., Raja, A. Q., Safer, M.A., Pawlenko, N., & Stridbeck, U. (2008). What judges know about eyewitness testimony: A comparison of Norwegian and US judges. Psychology, Crime & Law, 14(3), 177-188.
<p>Class 4</p> <p>Mon, Jan. 30th</p>	<p>Victimology and Victim Services in Europe</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Theories of victimization • Victim-Offender overlap • Post-traumatic stress disorder and victims • Victim services in the UK <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 4, Victims of crime, pp 38-54 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Landström, S., Strömwall, L. A., & Alfredsson, H. (2016). Blame attributions in sexual crimes: Effects of belief in a just world and victim behavior, Nordic Psychology, 68 (1), 2-11. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Jakobsson, A., von Borgstede, C., Krantz, G., Spak, F. & Hensing G. (2012). Possibilities and hindrances for prevention of intimate partner violence: Perceptions among professionals and decision makers in a Swedish medium-sized town. International Journal of Behavioral Medicine, 20, 337-343.
<p>Class 5</p> <p>Thu, Feb. 2nd</p>	<p>Eyewitness memory</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Memory process • Eyewitness identification accuracy • The milestone study: "Eyewitness Testimony" – Loftus & Palmer study <p>Readings for today</p> <p><u>Textbook:</u></p>

	<ul style="list-style-type: none"> • Howitt, D. (2015), chapter 13, Eyewitness testimony, pp 250-263 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Thorley, C., Dewhurst, S. A., Abel J. W., & Knott M. L. (2016). Eyewitness memory: The impact of a negative mood during encoding and/or retrieval upon recall of a non-emotive event, <i>Memory</i>, 24 (6), 838-852.
<p>CORE COURSE WEEK Dates: February 6th—February 10th <i>Theme: A closer view of forensic psychology research and practice in Sweden</i></p>	
<p>Short Study Tour to Gothenburg Dates: Monday, February 6th – Wednesday, February 8th <i>*More information will be given in the tour booklet upon departure*</i></p> <ul style="list-style-type: none"> • Meet leading researchers from The research unit for Criminal, Legal and Investigative Psychology (CLIP) • Visit Halvvägshuset • Visit Rättsmedicinalverket RMV Rättspsykiatriska avdelningen <p>Short Tour Evaluations: Please complete the online survey at home by Monday February 13 at midnight. The link and instructions will be emailed to you and posted as an announcement on Canvas.</p>	
<p>Thursday, February 9th</p> <p>Field Study</p>	<p>10.00-12.00 Visiting Marianne Kristiansson´s research group /Center for Psychiatric Research, Karolinska institutet</p> <p>Location:</p> <p>Meeting Place: Central station Ringen</p> <p>Marianne Kristiansson´s research group: The Marianne Kristiansson's research group are conducting research in areas of social neuroscience, risk behavior and law. Their research aims to investigate violent behavior from a public health perspective. During recent years, there has been an increased demand for knowledge about particular health-related consequences of violence, including secondary consequences of trauma. Violence, trauma, physical-and mental health could be associated through complex interactions between the central nervous system and the immune system. The research is multidisciplinary.</p>

	<p>Objective: We will visit the research group to learn about the cutting-edge research and its contribution to practice.</p> <p>Location: Alfred Nobels Allé 41 in Flemingsberg South of Stockholm.</p> <p>12.30-13.30: Group Lunch provided by DIS</p> <p>15:00-17:00 Visiting CIDES – Centre for information about destructive sub-cultures, Fryshuset</p> <p>Objective: We will be visiting Fryshuset to explore the effectiveness of different social projects that are aiming to help youth with violent histories to find their way into society.</p> <p>Location: Mårtensdalsgatan 2 – 8, Stockholm</p>
<p>Fri, February 10th</p>	<p>10.00-11.30: Short study tour presentations by students Location: 1D-409 (Regular classroom)</p> <p>Objective:</p> <ul style="list-style-type: none"> • Explore the victims help and crime prevention services in Sweden. • Link the theories and practice, and reflect on how to improve the effectiveness of the services. • Improve abilities of conducting survey and analyzing. <p>12.00 – 13.00 Lunch on own</p> <p>13.15- 15.15: Academic activity: Wrap Up of CCW Location: 1D-409 (Regular classroom)</p>
<p>Class 6</p> <p>Mon, Feb. 13th</p>	<p>Eyewitness identification accuracy</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Eyewitness evidence in court • Improving the validity of the line-up <p>Readings for today: <u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 13, Eyewitness testimony, pp 264-273

	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> Ask, K., & Granhag, P. A. (2010). Perception of lineup suggestiveness: Effects of identification outcome knowledge. <i>Journal of Investigative Psychology and Offender Profiling</i>, 7, 213-229. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> Vredeveltdt, A., Hildebrandt, A., & van Koppen, P. J. (2016). Acknowledge, repeat, rephrase, elaborate: Witnesses can help each other remember more, <i>Memory</i>, 24(5), 669-682.
<p>Class 7</p> <p>Thu, Feb. 16th</p>	<p>Children' s testimony</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> Children's testimony accuracy What are children vulnerable to social influence? Children and lying Improving forensic interview with children <p>Readings for today:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Howitt, D. (2015), chapter 20, Children as eyewitnesses, pp 385-405 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Buratti, S., MacLeod S., & Allwood, C.A. (2014) The effects of question format and co-witness peer discussion on the confidence accuracy of children's testimonies. <i>Social Influence</i>, 9(3), 189-205. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> Wolfman, M., Brown, D., & Jose, P. (2016). Talking Past Each Other: Interviewer and Child Verbal Exchanges in Forensic Interviews. <i>Law and Human Behavior</i>, 40(2), 107-117.
<p>Class 8</p> <p>Mon, Feb. 20th</p> <p>Watch a video clip: The confessions (9mins)</p>	<p>False confessions</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> Police interrogation methods Types of false confessions Consequences of a false confession False confessions in the Nordic countries <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Howitt, D. (2015), chapter 17, False confessions, pp 331-346 <p><u>Canvas:</u></p>

	<ul style="list-style-type: none"> Narchet, F.M., Meissner, C.A., & Russano, M.B. (2011). Modeling the influence of investigator bias on the elicitation of true and false confessions. <i>Law Human behavior</i>, 35, 452-465. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> Kassin, S.M., Drizin, S. A., Grisso, T., Gudjonsson, G.H., Leo, R.A., & Redlich, A.D. (2010). Police-induced confessions: risk factors and recommendations. <i>Law and Human Behavior</i>, 34 (1), 3-38. Chrobak, Q.M., & Zaragoza, M.S. (2011). When forced fabrications become truth: causal explanations and false memory development. <i>Jouranal of Experimental Psychology</i>, 142, 827-844. Loftus, E. (1993). The reality of repressed memories. <i>American Psychologist</i>, 48, 518-537.
<p>Class 9</p> <p>Thu, Feb. 23rd</p>	<p>Deception detecting and credibility</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> Deception detection approaches Accuracy of lie deception Why people fail to catch lies? <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> Howitt, D. (2015), chapter 19, Lies, lie detection and credibility 2: the polygraph test and statement validity analysis, pp 364-384 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> Mann, S., Vrij, A., & Bull, R. (2004). Detecting true lies: Police officers' ability to detect suspects' lies. <i>Journal of Applied Psychology</i>, 89, 137-149.
<p>Travel Break No Class February 25-March 5</p>	
<p>Class 10</p> <p>Mon, Mar. 6th</p> <p>Guest Lecture</p>	<p><i>Sebastian Cancino Montecinos</i></p>
<p>Class 11</p> <p>Thu, Mar. 9th</p> <p>Case Analysis</p>	<p>Improving lie detection</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> Watch a video clip (Mental manipulation detectives use during interrogation: https://www.youtube.com/watch?v=IDeRiDzcH28) The SUE technique (Sweden) <p>Readings for today</p> <p><u>Textbook:</u></p>

<p>assignment due Mar 10th 23:00</p>	<ul style="list-style-type: none"> • Howitt, D. (2015), chapter 18, Lies, lie detection and credibility 1: the psychology of deception, pp 347-363 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Granhag, P.A, Rangmar, J., & Strömwall, L.A. (2015). Small cells of suspects: eliciting cues to deception by strategic interviewing. Journal of Investigative Psychology and Offender Profiling, 12, 127-141.
<p>Class 12 Mon, Mar. 13th</p>	<p>Cross- cultural deception detection</p> <p>Topics to be covered:</p> <ul style="list-style-type: none"> • Cross-cultural judgement about deception • Cross-cultural methods of deception judgement • Judgement Errors <p>Readings for today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Castillo, P.A., & Mallard, D. (2012). Preventing cross-cultural bias in deception judgments: the role of expectancies about nonverbal behavior. Journal of Cross-Cultural Psychology, 43 (6), 967-978.
<p>Class 13 Thu, Mar. 16th</p>	<p>Offender profiling 1</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • FBI-style profiling • Case analysis • The effectiveness of profiling <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 14, FBI-Style offender profiling, pp 275-290 <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Daéid, N.N. (1997). Differences in offender profiling in the United States of America and the United Kingdom. Forensic Science International, 90, 25-31. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • White, J.H., Lester, D., Gentile, M., & Rosenbleeth, J. (2011). The utilization of forensic science and criminal profiling for capturing serial killers. Forensic Science International, 209 (1), 160-165.
<p>LONG STUDY TOUR Dates: March 19th – March 24th Location: Scotland Theme: Crime prevention and offender intervention in Scotland: find out what works Scotland</p>	

More information will be given in the tour booklet upon departure

Please note that this program has NOT been finalized and you may expect changes in the program

Long Tour Evaluations: The link and instructions will be emailed to you and posted as an announcement on Canvas. They must be completed at home by **Monday March 27 at midnight!**

<p>Class 14</p> <p>Mon, Mar 27th</p>	<p>Offender profiling (2)</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Statistical profiling • The homology issue and theory • Personality and profiling <p>Readings for today:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 15, Investigative psychology and statistical profiling, pp 291-310 <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Woodhams, J., Hollin, C.R., & Bull, R. (2007). The psychology of linking crimes: A review of the evidence. <i>Legal and Criminological Psychology</i>, 12, 233–249. • Santtila, P., Pakkanen, T., Zappalà, A., Bosco, D., Valkama, M., & Mokros, A. (2008). Behavioural crime linking in serial homicide. <i>Psychology, Crime and Law</i>, 14 (3), 245-265.
<p>Class 15</p> <p>Thu, Mar. 30th</p> <p>Long Study Tour Reflective Paper due Apr 2nd 23:00</p>	<p>Stalking</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Nature of stalking • Effects of stalking • Psychological intervention of stalking <p>Readings for today</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> • Scott, A.J., Nixon, K., & Sheridan, L. (2013). The Influence of prior relationship on perceptions of stalking: a comparison of laypersons, non specialist police officers, and specialist police officers. <i>Criminal Justice and Behavior</i>, 40 (12), 1434-1448. <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Sheridan, L., Scott, A.J., & North, A.C. (2014). Stalking and age. <i>Journal of Threat Assessment and Management</i>, 1 (4), 262-273.
<p>Class 16</p> <p>Mon, Apr. 3rd</p>	<p>Juries and decision making</p> <p>Topics to be covered</p> <ul style="list-style-type: none"> • Evidence presented in court

	<ul style="list-style-type: none"> • Emotion display in court • Juries decision models <p>Readings for today:</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 24, Juries and decision making, pp 461-481 <p><u>Recommended readings:</u></p> <ul style="list-style-type: none"> • Ask, K., & Granhag, P.A. (2005). Motivational sources of confirmation bias in criminal investigations: the need of cognitive closure', Journal of Investigative Psychology and Offender Profiling, 2, 43-63 • Boppre, B., & Miller, M.K. (2014). How victim and execution impact statements affect mock jurors' perceptions, emotions, and verdicts. Victims & Offenders, 9(4), 413-435.
<p>Move to Copenhagen April 5, 2017 DIS Copenhagen Orientation April 6</p>	
<p>Monday April 10 Class 17 16.25-17.45</p> <p>Copenhagen Guest Lecture</p>	<p>Lars Rossen</p> <p>Juvenile delinquency: a case study in Denmark</p> <p>Readings for today</p> <p><u>Textbook:</u></p> <ul style="list-style-type: none"> • Howitt, D. (2015), chapter 26, Psychological treatment for prisoners and other offenders, pp 495-516
<p>Class 18 18.00-19.20</p> <p>Copenhagen</p> <p>Final research paper due Apr. 28th 23:00</p>	<p>Wrap up & Reflection on the course</p> <p>NO readings for today!</p>
<p>Concluding Dinner Date TBD in Copenhagen Time: 18.00-20.00 Location: TBD</p>	

- Please note: this schedule is subject to change. Check DIS Canvas for updates
- If you have any questions or comments, please feel free to e-mail me or see me after class. Make sure to have checked this syllabus and Canvas beforehand, though.

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