

2018-2019

## **Forensic and investigative Psychology**

Category: **Psychology**

Code: **IS283**

Level: **5**

Credits: **15**

Session: **1**

### **Contact details:**

**Dr David Smalley**  
Convenor; tutor tbc

Email: [davidsm@sussex.ac.uk](mailto:davidsm@sussex.ac.uk)  
Office: Pev1 2B20

Tel: +44 1273 876651

### **Outline**

This 15 credit upper division elective module is concerned with the application of psychological theory and research to criminological and forensic contexts.

It will consider issues such as the following. How reliable are eyewitnesses' accounts of what they have seen, and their identifications of faces they have encountered? Why is that faces of other races are more likely to be misidentified in police line-ups? Can people be recognised reliably from ID cards, passports and CCTV? What is wrong with current face recall systems? Do children make reliable witnesses? How is memory affected by stress? How can we tell whether or not someone is lying? Why do some people become criminals but not others? What is the relationship between mental illness and crime?

The module integrates lecturing and small group teaching to support students in taking a critical perspective on contemporary and applied cognitive psychology.

### **Learning Outcomes**

1. Demonstrate a sound knowledge of contemporary theories and research on cognitive psychology in real-world contexts.
2. Evaluate the conceptual and methodological issues involved in applying these theories to real life situations.
3. Demonstrate an ability to evaluate the adequacy of empirical research on the topics covered.
4. Communicate theoretical ideas and practical information through group assignments in class.

## Assessment of Learning Outcomes:

Mode of assessment	Learning outcomes assessed	Duration or word length	Day and week of submission	Submission point	Weighting
ESSAY	1, 2, 3	2000	Thursday W4	ISS Office	65
GROUP PRESENTATION	1, 4	5-10 mins per student	Thursday W2	In class	25
OBSERVATION	4	n/a	n/a	n/a	10

## Teaching Structure and Delivery

Teaching Method	Session length	Frequency
Lectures	1 hour	3 x weekly
Seminar	2 hours	3 x weekly
Independent study	Approx. 114 hours	As required

### *Seminars*

Seminars follow on from each lecture. They offer students the opportunity to work collaboratively in groups to explore some of the contemporary debates identified in the lecture in more detail. Seminar activities are varied in their nature but have a focus on encouraging critical thinking and applications of theory and research within predefined contexts.

## Prerequisites

There are no strict prerequisites for this module but it is strongly recommended that students have successfully completed at least one previous module in any area of psychology (preferably applied).

## Module Outline

Week	Session	Topic
1	1	Introduction to the module
	2	Problems with eye witness testimony
	3	Face composite systems
2	4	Identification parades and own-group biases
	5	Theories of crime
	6	Mental disorder and offending
3	7	Personality, psychopathy and offending
	8	Aggression and violent offenders
	9	Sexual offending and stalking
4	10	Detection deception
	11	Interviewing
	12	Cognitive biases

## Attendance policy, class etiquette, academic integrity

Students are expected to attend and engage fully in all lectures and seminars. In order to do so, they will need to have completed the essential reading before each session. Engagement in the seminars activities is assessed by means of an observation report completed by the tutor at the end of the module. In order to achieve a good observation report grade, students need to arrive on time, regularly make positive contributions in the workshops, and respect the opinions of their classmates.

Consistent with all teaching at the University of Sussex, strict adherence to the principles of academic integrity is expected and suspected plagiarism will be dealt with by our academic misconduct panel.

## Reading

### Core text

Due to the applied and interdisciplinary nature of the topics covered in this module, no single textbook covers all of the topics satisfactorily. Therefore individual research articles are preferred to a core text for this module. However, the following offer some excellent reviews of many of the topics covered:-

Hole, G. & Bourne, V. (2010). *Face Processing: Psychological, Neuropsychological and Applied Perspectives*. Oxford: O.U.P. Chapters 1, 2, 11, 12 and 13 are highly relevant to the topics in lectures 1-6.

Howitt, D. (2013). 4th Ed. *Introduction to Forensic and Criminal Psychology*, Harlow: Pearson.

Lindsay, R.C.L., Ross, D.F., Read, J.D. & Toglia, M.P. (2006). *The Handbook of Eyewitness Psychology: Volume II Memory for People*. Hove: Psychology Press.

Toglia, M.P., Read, J.D., Ross, D.F. & Lindsay, R.C.L. (2006). *The Handbook of Eyewitness Psychology: Volume I Memory for Events*. Hove: Psychology Press.

### Additional reading

#### Factors affecting eyewitness testimony

Deffenbacher, K.A., Bornstein, B.H., Penrod, S.D. & McGorty, E.K. (2004). A meta-analytic review of the effects of high stress on eyewitness memory. *Law and Human Behavior*, 28 (6), 687-706.

Gabbert, F., Memon, A. & Allan, K. (2003). Memory conformity: can eyewitnesses influence each other's memories for an event? *Applied Cognitive Psychology* 17, 533-543.

Hope, L. & Wright, D. (2007). Beyond unusual? Examining the role of attention in the Weapon Focus effect. *Applied Cognitive Psychology*, 21, 951-961.

Memon, A. & Wright, D.B. (1999). Eyewitness testimony and the Oklahoma bombing. *Psychologist*, 12 (6): 292-295.

Skagerberg, E.M. (2007). Co-witness feedback in line-ups. *Applied Cognitive Psychology*, 21, 489-497.

#### Face reconstruction systems

Bruce, V., Henderson, Z., Newman, C., & Burton, M.A. (2001). Matching identities of familiar and unfamiliar faces caught on CCTV images. *Journal of Experimental Psychology (Applied)*, 7 (3): 207-218.

Frowd, C.D., Carson, D., Ness, H., Richardson, J., Morrison, L., McInaghan, S. & Hancock, P. (2005). A forensically valid comparison of facial composite systems. *Psychology, Crime and Law*, 11 (1), 33-52.

Hancock, P.J.B., Bruce, V. & Burton, A.M. (2000). Recognition of unfamiliar faces. *Trends in Cognitive Sciences*, 4 (9), 330-337.

Henderson, Z., Bruce, V. & Burton, A.M. (2001). Matching the faces of robbers captured on video. *Applied Cognitive Psychology*, 15, 445-464.

Kemp, R., Towell, N., & Pike, G. (1997). When seeing should not be believing: photographs, credit cards and fraud. *Applied Cognitive Psychology*, 11: 211-222.

#### Identification parades and own-group biases

Anastasi, J.S. & Rhodes, M.G. (2005). An own-age bias in face recognition for children and older adults. *Psychonomic Bulletin and Review*, 12 (6), 1043-1047.

Bernstein, M.J., Young, S.G. & Hugenberg, K. (2007). The cross-category effect. Mere social categorization is sufficient to elicit an own-group bias in face recognition. *Psychological Science*, 18, 706-712.

Charman, S.G., Wells, G.L. & Joy, S.W. (2011). The Dud effect: adding highly dissimilar fillers increases confidence in lineup identifications. *Law and Human Behaviour*, 35, 479–500.

Harrison, G. & Hole, G.J. (2009). Evidence for a contact-based explanation of the own-age bias in face recognition. *Psychonomic Bulletin and Review*, 16, 264-269.

Levi, A.M. & Lindsay, R.C.L. (2001). Lineup and photo spread procedures: issues concerning policy recommendations. *Psychology, Public Policy and Law* 7 (4), 776–790.

MacLin, O.H. & Malpass, R.S. (2003). Last but not least: the ambiguous-race face illusion. *Perception*, 32, 249–252.

Meissner, C.A. & Brigham, J.C. (2001). Thirty years of investigating the own-race bias in memory for faces: a meta-analytic review. *Psychology, Public Policy and Law*, 7 (1), 3-35.

Sporer, S.L. (2001). Recognizing faces of other ethnic groups: an integration of theories. *Psychology, Public Policy and Law*, 7 (1), 36-97.

Stebay, N., Dysart, J., Fulero, S., & Lindsay, R. C. L. (2003). Eyewitness accuracy rates in police showup and lineup presentations: a meta-analytic comparison. *Law and Human Behavior*, 27 (5), 523-540.

Wells, G. L., Olson, E., & Charman, S. (2003). Distorted retrospective eyewitness reports as functions of feedback and delay. *Journal of Experimental Psychology: Applied*, 9, 42-52.

Wright, D.B., Boyd, C.E. & Tredoux, C.G. (2003). Inter-racial contact and the own-race bias for face recognition in South Africa and England. *Applied Cognitive Psychology* 17, 365-373.

#### An introduction to psychological theories of offending: Why do some people commit crimes?

Farrington, D.P. (2004), Criminological psychology in the twenty-first century. *Criminal Behaviour and Mental Health*, 14, 152-166.

Gannon, T.A., Ward, T., Beech, A.R. & Fisher, D. (eds), *Aggressive offenders' cognition: theory, research and practice*. Wiley: Chichester.

*Another 'core' text we will be drawing on in various lectures.*

Pratt, T.C. & Cullen, F.T. (2005). Assessing macro-level predictors and theories of crime: a meta-analysis, *Crime and Justice*, 32, (2005), 373-450.

Soothill, K., Rogers, P., & Dolan, M. (2008). *Handbook of Forensic Mental Health*. Willan.

van Domburgh, L. Theo AH Doreleijers, T.A.H., Geluk, C., Vermeiren, R. (2011). Correlates of self-reported offending in children with a first police contact from distinct socio-demographic and ethnic groups. *Childhood and Adolescent Psychiatry Mental Health*, 5, 22.

#### Mental disorder and offending

Dinos, S. (2014). Stigma creating stigma: a vicious circle. *Psychiatric Bulletin*, 38, 145-147.

Gergel, T.L. (2014). Too similar, too different: the paradoxical dualism of psychiatric stigma. *Psychiatric Bulletin*, 38, 148-151.

Soothill, K., Rogers, P., & Dolan, M. (2008). *Handbook of Forensic Mental Health*. Willan.

### Personality, psychopathy and offending

Blackburn, R. (2007). Personality disorder and psychopathy: Conceptual and empirical integration. *Psychopathy, Crime & Law*, 13(1), 7 – 18.

Davison, S. & Janca, A. (2012). Personality disorder and criminal behaviour: What is the nature of the relationship? *Current Opinion in Psychiatry*, 25(1), 39-45.

Dowsett, J. & Craissati, J. (2008). *Managing Personality Disordered Offenders in the Community: A Psychological Approach*. Routledge.

Ministry of Justice National Offender Management Service (2011). *A Guide to Working With Personality Disordered Offenders*. Department of Health: <https://www.gov.uk/government/publications/a-guide-to-working-with-offenders-with-personality-disorders>

### Aggression and violent offenders

Anderson, C.A. & Huesman, L.R. (2007). Human aggression: A social cognitive perspective. In M. A. Hogg & J. Cooper (Eds.) (pp. 259-287). *The Sage Handbook of Social Psychology*, London: Sage Publication

Gannon, T.A., Ward, T., Beech, A.R. & Fisher, D. (eds), *Aggressive offenders' cognition: theory, research and practice*. Wiley: Chichester.

### Sex offending

Beech, A.R., Craig, L.A & Browne, K.D. (2009). *Assessment and Treatment of Sex Offenders. A Handbook*. Wiley-Blackwell.

Gannon, T., King, T., Miles, M., Lockerbie, L & Willis, G.W. (2011). Good lives sexual offender treatment for mentally disordered offender. *The British Journal of Forensic Practice*, 153-168.

Ireland, J.L., Ireland, C.A & Birch, P. (2009). *Violent and Sexual Offenders, Assessment, treatment and management*. Willan Publishing.

Langton, C.M. (2007). Rape related cognition: Current research. In Gannon, T.A., Ward, T., Beech, A.R. & Fisher, D. (eds), *Aggressive offenders' cognition: Theory, research and practice*. Wiley: Chichester.

Marshall, W.L, Fernandez, Y.M., Marshall, L.E & Serran, G.A. (2006). *Sexual Offender Treatment. Controversial Issues*. John Wiley & Sons. Ltd.

Mullen, P.E., Purcell, R. & Pathe (2008) *Stalkers and their Victims*, Cambridge Medicine.

Ward, T & Casey, A. (2010). Extending the mind into the world: A new theory of cognitive distortions in sex offenders. *Aggression and Violent Behaviour*, 15, 49-58.

Ward, T. Keown, K., & Gannon, T.A. (2007). Cognitive distortions as belief, value and action judgments. In Gannon, T.A., Ward, T., Beech, A.R. & Fisher, D. (eds), *Aggressive offenders' cognition: theory, research and practice*. Wiley: Chichester.

Ward, T., Polaschek, D.L.L & Beech, A.R. (2006). *Theories of Sexual Offending*. John Wiley & Sons. Ltd.

### Detecting Deception

DePaulo, B. M., Lindsay, J. J., Malone, B. E., Muhlenbruck, L., Charlton, K., & Cooper, H. (2003). Cues to deception. *Psychological bulletin*, 129(1), 74.

Hartwig, M., & Bond Jr, C. F. (2011). Why do lie-catchers fail? A lens model meta-analysis of human lie judgments. *Psychological bulletin*, 137(4), 643.

Ormerod, T. C. & Dando, C. J. (2014). Finding a needle in a haystack: towards a psychologically informed method for aviation security screening. *Journal of Experimental Psychology: General*. Published online November 2014. doi.org/10.1037/xge0000030

Taylor, P.J., Dando, C.J., Ormerod T.C., Ball, L.J., Jenkins, M.C., Sandham, A, & Menacere, T. (2013). Detecting insider threats through language change. *Law & Human Behavior*, 37, 267-275. doi: [10.1037/lhb0000032](https://doi.org/10.1037/lhb0000032)

Vrij, A. (2008). *Detecting lies and deceit: Pitfalls and opportunities*. John Wiley & Sons.

### Interviewing

Dando, C.J., Bull, R., Ormerod, T.C., & Sandham, A. (2013). Helping to sort the liars from the truth-tellers: the gradual revelation of information during investigative interviews. *Legal and Criminological Psychology*. Article first published online: 20 APR 2013 DOI: 10.1111/lcrp.12016

Dando, C. J., & Ormerod, T. C. (2014). Sketching to remember: episodic free recall task support for child witnesses and victims with Autism Spectrum Disorder. *Journal of Autism and Developmental Disorders*, 1-15. Published online December 2014. doi: 10.1007/s10803-014-2335-z.



Mattison, M. L., Dand Köhnken, G., Milne, R., Memon, A., & Bull, R. (1999). The cognitive interview: a meta-analysis. *Psychology, Crime and Law*, 5(1-2), 3-27.

Meissner, C. A., & Kassin, S. M. (2002). "He's guilty!": investigator bias in judgments of truth and deception. *Law and Human Behavior*, 26, 469-480.

Morley, N.J., Ball, L.J., & Ormerod, T.C. (2006). How the detection of insurance fraud succeeds and fails. *Psychology, Crime, and Law*, 12, 163-180.

Nickerson, R. S. (1998). Confirmation bias: a ubiquitous phenomenon in many guises. *Review of General Psychology*, 2, 175-220. [doi: 10.1037/1089-2680.2.2.175](https://doi.org/10.1037/1089-2680.2.2.175)

Ormerod, T.C., Barrett, E. & Taylor, P. (2008). Investigative sense-making in criminal contexts. Chapter 5 in J-M Shraagen et al (Eds). *Macrocognition and Naturalistic Decision Making*. Aldershot, UK: Ashgate Publishing Limited.

#### **University Library**

The Library,  
University of Sussex,  
Brighton  
[BN1 9QL](#)

Phone: **01273 678163**

[library@sussex.ac.uk](mailto:library@sussex.ac.uk)