

Course Syllabus

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Forensic Psychology



Semester & Location: Fall 2023 - DIS Stockholm

Type & Credits: Core Course - 3 credits

Core Course Study Tours: Gothenburg, Edinburgh

Major Disciplines: Psychology, Criminology/Criminal justice, Sociology

Prerequisite: One psychology course at university level.

Faculty Members: Meiling Liu, PhD (current students please use the [Canvas Inbox \(https://canvas.disabroad.org/conversations#filter=type=inbox\)](https://canvas.disabroad.org/conversations#filter=type=inbox).)

Program Director: Suman Ambwani, PhD

Academic Support: academics@disstockholm.se
(<mailto:academics@disstockholm.se>)

Days: Mondays & Thursdays

Time & Place: **Time:** 14.50-16.10

Room: 1E-510

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 theories 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
- Juries and decision making

Learning Objectives

- Introduce specific psychological concepts, theories, and research that interface with legal systems.
- Critically evaluate the benefit of psychological knowledge and analyses, understand and apply this knowledge in order to suggest solutions to judicial system.
- Develop critical analysis skills towards understanding of the criminal justice system.
- Develop academic writing skills and capability of communicating academic material to the public.

Faculty



Meiling Liu

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

Readings

1. Required Textbook (E-book):

Davies, G., & Beech, A. (2018). *Forensic Psychology: Crime, justice, law, Intervention* (3rd Eds). Chichester: John Wiley & Sons Ltd.

2. Required Articles and Other Media on Canvas:

Bond, C. F., Jr., Levine, T.R., & Hartwig, M. (2015). New findings in nonverbal lie detection. In P.A. Granhag, A. Vrij, & B. Vershuere (Eds.), *Deception detection: Current Challenges and Cognitive Approaches* (pp. 37-58). Chichester: Wiley.

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.

Chrobak, Q. M., & Zaragoza, M. S. (2011). When forced fabrications become truth: causal explanations and false memory development. *Journal of Experimental Psychology*, 142, 827-844.

Fox, B. H., & Farrington, D.P. (2012). Creating burglary profiles using latent class analysis: A new approach to offender profiling. *Criminal Justice and Behavior*, 39 (12), 1582-1611.

- Granhag, P. A. (Ed) (2010). *Forensic Psychology in Context: Nordic and International Approaches*. London: Routledge. Chapter 2, pp14-32.
- Grønnerød, C., Grøndahl, P., & Stridbeck, U. (2016) Forensic psychiatric experts under the legal microscope. *Legal and Criminological Psychology*, Vol. 21, 15–24.
- 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.
- 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. *Law and Human Behavior*, 34 (1), 3-38.
- 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.
- Khoshnood, A., Ohlsson, H., Sundquist, J., & Sundquist, K. (2020). Deadly violence in Sweden: Profiling offenders through a latent class analysis. *International Journal of Law and Psychiatry*, 71.
- 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.
- 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.
- Millen, A. E., Hope, L., Hillstrom, A.P., & Vrij, A. (2017). Tracking the truth: the effect of face familiarity on eye fixations during deception. *The Quarterly Journal of Experimental Psychology*, 70 (5), 930-943.
- Narchet, F. M., Meissner, C. A., & Russano, M. B. (2011). Modeling the influence of investigator bias on the elicitation of true and false confessions. *Law Human behavior*, 35, 452-465.
- Rozmann, N., & Walsh, S. D. (2018). Perceived threat, blaming attribution, victim ethnicity and punishment. *International Journal of Intercultural Relations*, 66, 34-40.
- Skinner, C. M., Andrews, S. J., & Lamb, M. E. (2019). The disclosure of alleged child sexual abuse: an investigation of criminal court transcripts from Scotland. *Psychology, Crime & Law*, 25(5), 458-481.
- 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, *Memory*, 24 (6), 838-852.
- Stridbeck, U. (2020) Coerced-Reactive Confessions: The Case of Thomas Quick, *Journal of Forensic Psychology Research and Practice*, 20(4), 305-322, DOI: 10.1080/24732850.2020.1732758
- Vredeveltdt, A., Hildebrandt, A., & van Koppen, P. J. (2016). Acknowledge, repeat, rephrase, elaborate: Witnesses can help each other remember more, *Memory*, 24(5), 669-682.

Wixted, J. T., Mickes, L., & Fisher, R. P. (2018). Rethinking the Reliability of Eyewitness Memory. *Perspectives on Psychological Science*, 13(3), 324–335.

Woodhams, J., Hollin, C.R., & Bull, R. (2007). The psychology of linking crimes: A review of the evidence. *Legal and Criminological Psychology*, 12, 233–249.

Field Studies

1. *Visiting Mansjouren in Stockholm*

Description: There will be a presentation by Tero, an employee of Mansjouren, a short tour of the facility, and followed by asking questions and discussions.

Objectives: You will be exploring a non-political and non-religious organization that provides support and protection to men in crisis. By visiting the organization, you will be able to deepen your class learning in areas of victim service.

2. *Visiting Fempowerment (TBA)*

Description: The director Gisela Rossi Santillan and her colleague Sally Al-Tai will present the unique perspective that Fempowerment highlights on supporting survivors of domestic violence who have a non-Nordic background and identified as a woman, girl or non-binary in Sweden.

Objectives: Fempowerment is a non-profit organization that supports and helps women, girls and non-binaries of non-Nordic origin, whom been subjected to domestic violence. It is a feminist and anti-racist organization that is religiously and politically independent.

Note: *The filed studies are subject to change due to pandemic.*

Core Course week/Short Tour: Gothenburg

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: 11th-13th September

Academic visits: (TBA)

- Meet with one of the European leading research groups: The Research Unit for Criminal, Legal and Investigative Psychology (CLIP)

- Visit the Swedish criminal probation service: Half way house (Halvvägshuset)
- Visit Association related to sexually exploited children and youth (ATSUB)

Assignment: Group presentation (see *Assignments*)

Long Study tour: Scotland

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: 5th-10th November

Academic visits: (TBA)

- Visit the juvenile delinquency educational and treatment service: **Kibble Education and Care Centre**
- Visit a Scotland-wide voluntary organization that works with a broad range of people, including those harmed by crime and those responsible for that harm, and provides services that contribute to positive transformational changes in the lives of our service users: **Sacro**
- Visit the organization that provides advice to Ministers and local government leaders to strengthen how public services, third sector and other partners work together to prevent and reduce further offending: **Community Justice Scotland**
- Visit the *Domestic Abuse Against Women* prevention organization: **Shakti Women's Aid Edinburgh**
- Visit **Edinburgh police station**

Assignment: Study tour reflection paper (see *Assignments*)

Guest Lecturers

Robert Örell is an independent expert and consultant, co-chair of the European Commission's Radicalization Awareness Network's (RAN) Rehabilitation Working Group, former director of Exit Sweden and former program director at Exit USA.

The lecture will be introducing the program of **Exit from violent extremism**, more specifically, on theoretical and practical aspects of the disengagement from violent extremism. Exit support individuals to disengage from violent right-wing extremist groups in Sweden. The approach focuses on reintegration, leaving violent behaviors and mindset, and building a new social identity. To leave violent extremism can be a complicated process and involves a substantial internal change. Exit's support consists of a multi-

agency cooperation with different actors such as law enforcement for protection and safety, social services, and housing.

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.

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. **Cell Phones, Laptop, and Related technology:** Please bring a notebook and pen to class for taking notes, and only use laptops when instructed for specific activities. Please switch your cell phone off and resist the urge to text.

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.

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

Grading

Methods of Evaluation	How is it evaluated? (Individual or group)	Due Date	Percent
Engaged Participation As indicated by class attendance, speaking up/asking questions/giving feedback in class, one in-class presentation of class reading	Individual	Ongoing	20%
Group Presentation Based On Core Course Week	Group	September 21	15%
False Confession Analytical Paper	Individual	October 6	20%
Final Video Project	Group	November 3	20%
Long Study Tour Reflection Paper	Individual	November 28	25%
Total			100%

Engaged Participation (20%):

Participation in class requires arriving on time and being prepared in relation to readings, assignments, and class-reading presentations. Your participation grade reflects the significance of being active in this course, which heavily relies on reflections, discussions, and in-class exercises. Active participation is crucial in both the classroom, during study tours, and in group work. Attendance is mandatory. Additionally, you will complete a class presentation on one peer-reviewed paper.

Group Presentation Based On Core Course Week (15%)

You are expected to deliver a 20-minute group presentation with your fellow group members. You will be required to delve into a topic related to academic visits during the core course week, summarize key findings from your survey, evaluate problems, and propose solutions by linking them to theories and research learned in class. Detailed guidelines will be provided during the class session.

False Confession Analytical Paper (20%)

You will select your "favorite" false confession case, analyze the reasons behind the occurrence of false confession in this specific case, and propose evidence-based solutions for preventing false confessions. A 5-6 page paper on this topic will be due. Your analyses and solutions should be grounded in evidence. Further information regarding the paper will be provided in class.

Final Video Project (20%)

This is a group project involving you and two fellow students collaborating on creating a 10-minute video presentation. You will select a topic and apply a real-world case related to it, or analyze an act of crime from criminal TV shows or movies. Your task is to apply research to demonstrate that it indeed constituted wrongdoing and convey accurate knowledge to your audience. The video should also include a list of 4 peer-reviewed articles that you have cited. Various video formats are available for selection, such as film, traditional presentation, animated presentation, or PowerPoint presentation.

Further information regarding the video will be provided in class.

Long Study Tour Reflection Paper (25%)

Compose a thoughtful reflection paper encompassing the two objectives outlined below, focusing on the long study tour in Scotland. The reflection paper should be 5-6 pages on this topic. More details will be provided in class.

Stated Objectives:

1. Theories explaining why people commit crimes.
2. Approaches to crime prevention.
3. Evaluation of the effectiveness of these approaches.

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

Policy on late papers

There will be a grade deduction for late submission. See rubrics.

Use of laptops or phones in class

Laptops/Tablets/iPads are **not** allowed to be open in the classroom unless agreed upon for specified tasks such as article reading and/or for discussion purposes and/or note-taking. Cellular phones must be switched off during class.







Academic Regulations
















Please make sure to read the [Academic Regulations \(https://disabroad.org/stockholm/student-resources/academic-regulations/\)](https://disabroad.org/stockholm/student-resources/academic-regulations/) on the DIS website. There you will find regulations on:














- [Course Enrollment and Grading \(https://disabroad.org/stockholm/student-resources/academic-regulations/course-enrollment-grading/\)](https://disabroad.org/stockholm/student-resources/academic-regulations/course-enrollment-grading/)
- [Academic Expectations and Honor Code \(https://disabroad.org/stockholm/student-resources/academic-regulations/academic-expectations-and-honor-code/\)](https://disabroad.org/stockholm/student-resources/academic-regulations/academic-expectations-and-honor-code/)

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Course Summary:

Date	Details	Due
Wed Aug 23, 2023	 Course orientation+ field study 1	1pm to 5pm
Thu Aug 24, 2023	 C1: (Lecture) Introduction to forensic psychology	2:50pm to 4:10pm
Mon Aug 28, 2023	 C2: (Lecture) Why do people commit crime?	2:50pm to 4:10pm
Thu Aug 31, 2023	 C3: (Lecture): Risk factors of offending	2:50pm to 4:10pm
Mon Sep 4, 2023	 C4: (Lecture) Victimology	2:50pm to 4:10pm
Thu Sep 7, 2023	 C5: (Lecture+ CCW info)Crime prevention: what works?	2:50pm to 4:10pm

Date	Details	Due
Mon Sep 11, 2023	 Core Course week	12am to Sep 17 at 12am
Thu Sep 14, 2023	 Field study: Visit Mansjourn	1pm to 3pm
Fri Sep 15, 2023	 CCW Wrap-up	10am to 12pm
Fri Sep 15, 2023	 Work on your own- CCW Presentation preparation	12:30pm to 4:10pm
Mon Sep 18, 2023	 C6: (Lecture) False confession	2:50pm to 4:10pm
Thu Sep 21, 2023	 Group Presentation Based on Core Course Week	due by 12:30pm
Thu Sep 21, 2023	 C7: Presentation	2:50pm to 4:10pm
Mon Sep 25, 2023	 C8: (Lecture) Eyewitness statement	2:50pm to 4:10pm
Thu Sep 28, 2023	 C9: (Lecture) Interviewing eyewitnesses	2:50pm to 4:10pm
Fri Sep 29, 2023	 This is a friendly reminder that false confession case should be done by today 6pm-no submission	12am
Mon Oct 2, 2023	 C10: (Lecture) Deception detection	2:50pm to 4:10pm
Thu Oct 5, 2023	 C11: (Lecture) Interrogating suspects: SUE technique	2:50pm to 4:10pm
Fri Oct 6, 2023	 False Confession Analytical Paper	due by 10pm
Sun Oct 8, 2023	 Long study tour 1 week	12am to Oct 15 at 12am
Mon Oct 16, 2023	 C12: (Lecture) Children' s testimony	2:50pm to 4:10pm

Date	Details	Due
Thu Oct 19, 2023	 C13: (Guest Lecture) Robert Örell	2:50pm to 4:10pm
Mon Oct 23, 2023	 C14: (Lecture) Psychology in the courtroom	2:50pm to 4:10pm
Thu Oct 26, 2023	 C15: (Guest Lecture): Dana M. Delger	2:50pm to 4:10pm
Mon Oct 30, 2023	 C16: (Lecture) Offender profiling	2:50pm to 4:10pm
Thu Nov 2, 2023	 C17: (Lecture 14) A comparison of legal system: Nordic vs. USA	2:50pm to 4:10pm
	 SISCO TEDTALKS - Please watch it before long study tour	2:50pm to 4:10pm
Sun Nov 5, 2023	 Long study tour 2 week	12am to Nov 12 at 12am
Sun Nov 12, 2023	 Final Video Project	due by 10pm
Mon Nov 13, 2023	 C18: Class Wrap-up	2:50pm to 4:10pm
Wed Nov 15, 2023	 Concluding dinner: Indian restaurant PATAKA	6:15pm to 8pm
Wed Nov 22, 2023	 Break/Explorative Elective travel	12am to Nov 27 at 12am
Thu Nov 30, 2023	 Long Study Tour Reflection paper	due by 10pm
	 Participation and Class reading presentation	