

FORENSIC PSYCHOLOGY  
*2009-2010*

**COURSE DESCRIPTION:**

The purpose of forensic psychology is to apply psychology to the criminal justice system. The course will examine ethics in psychology, psychological autopsies, eyewitnesses in crime, Jury selection, profiling, false confessions, psychological testing, and forensic psychologists in the courtroom. The course is designed to better prepare students who are pursuing a career in criminal justice. An emphasis will be placed on the ability to apply practices of forensic psychology in “real life” situations and simulations.

**CORE CURRICULUM CONTENT STANDARDS AND CUMULATIVE PROGRESS INDICATORS**

Social Studies:

6.1, A – Social Studies Skills

- Formulate questions and hypotheses from multiple perspectives, using multiple sources.
- Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
- Evaluate current issues, events, or themes and trace their evolution through historical periods.

6.2, A – Civics

- Analyze how individual responsibility and commitment to law are related to the stability of American society.
- Analyze how public opinion is measured and used in public debate and how public opinion can be influenced by the government and the media.

6.2, B – Civics

- Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them

6.2, C – Civics

- Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government, checks and balances, and limits on governmental power.

6.2, D – Civics

- Evaluate the characteristics needed for effective participation in civic and political life.

#### 6.2, E – Civics

- Compare and Contrast common social and behavioral practices in various cultures.
- Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.

#### 8.1, A – Computer and Information Literacy

- Produce a multimedia project using text, graphics, moving images, and sound.
- Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.

#### 8.2, A – Technology Education

- Provide various examples of how technological developments have shaped human history.

### **SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TOO:**

#### 6.1 Social Studies Skills

- Researching different perspectives in Forensic Psychology
- Reading and discussing current journal articles that pertain to Forensic Psychology
- Researching, discussing, and debating studies in Forensic Psychology
- Simulating Forensic Psychology practices

#### 6.2 Civics

- Researching and implementing law and ethics in Forensic Psychology
- Examining and discussing how Forensic Psychology is seen in society
- Evaluate what it takes to be an effective Forensic Psychologist
- Research and practice current trends within the Forensic Psychology field
- Research and present how society sees the field of Forensic Psychology
- Simulating Forensic Psychology practices

#### 8.1 Computer and Information Literacy

- Create a presentation about Forensic Psychology
- Create a movie about Forensic Psychology
- Create a Web site (blog, podcast, youtube video) about Forensic Psychology
- Develop a research paper related to Forensic Psychology

#### 8.2 Technology Education

- Research how technology plays a role in Forensic Psychology
- Discuss and debate how technology plays a role in Forensic Psychology

## **INSTRUCTIONAL STRATEGIES:**

- Direct Instruction in which students are informed about the foundations of Forensic Psychology, ethics in Forensic Psychology, how Forensic Psychology is practiced, the history of Forensic Psychology,
- Direct Instruction in which students are informed of information through Power Point presentations.
- Student-centered learning in which students will investigate and research about crimes that involved Forensic Psychology.
- Independent learning through research of Forensic Psychology and creation of solution to crimes using Forensic Psychology.
- Student-centered learning through experiencing investigating an actual crime scene using Forensic Psychology.
- Project-based learning through the creating of a profile of a real life case in order to hunt the suspect down.
- Simulations in which students will have to investigate crimes involving families and children.
- Group instruction in which students will learn as a group and share with the rest of the class.
- Problem solving in which students will attempt to resolve crimes and problems in Forensic Psychology.

## **EVALUATION/ASSESSMENT OF STUDENTS:**

- Tests and quizzes on the material covered pertaining to Forensic Psychology throughout the course.
- Writing assignments based on the material covered.
- Projects including, but not limited to, solving a crime using Forensic Psychology and profiling a case.
- Simulations in which students are simulating activities that would be performed by Forensic Psychologists.
- Class participation and class discussion are essential in order to exchange ideas about the course material.
- Homework
- Attendance

## **EVALUATION/ASSESSMENT OF CURRICULUM:**

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule.

## **RESOURCES/BIBLIOGRAPHY**

<http://www.nj.gov/education/aps/cccs/>

<http://www.all-about-forensic-psychology.com/>