

The Criminal Mind: Forensic and Psychobiological Perspectives

FALL 2018

Psychology 526, Room 107

(Tuesday - Thursday: 11-12:15)

Instructor: Patricia Coffey, Ph.D.

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Office: 424 Psychology

Office Hours: Mon, Tues, Weds & Thurs (4-5:30)—Just drop in, no appointment needed

I am also always available in the classroom after lecture. Feel free to stop up after class.

Feel free to make an appointment if these times will not work.

Teaching Assistants

Phil Deming

E-mail: pdeming@wisc.edu

Office hours: *I am very happy to meet and available by appointment and right after lecture.*

Nataly Ibarra

E-mail: nibarra@wisc.edu

Office Hours: *I am very happy to meet and available by appointment and right after lecture.*

Course Description

Criminal behavior is an extremely common and costly problem for society. The problem reflects diverse origins ranging from constitutional factors, such as psychopathy, to social factors, such as the consequences of living in impoverished neighborhoods. The problem also presents diverse challenges, including the assessment of culpability and the treatment/prevention of criminal behavior. Using a mix of lectures and experiential exercises, this course will cover a range of theoretical, empirical, and applied material and provide a foundation for conceptualizing key issues related to the criminal mind and behavior. There will be a focus on developing a strong scientific understanding of the field with an emphasis on understanding the practical implications of this scientific knowledge. It is my goal for students to complete this course with an in depth understanding of criminal psychology and relevant forensic and psychobiological processes in this field. In order to accomplish this goal, we will meet as a large group two times a week for lectures and also provide weekly discussion section meetings. The aim of the discussion sections is to allow for more individual discussion of the lecture material and primary source readings, hands-on experience with assessment materials, and opportunities to debate some of the key issues faced by clinical psychologists, forensic psychologists, and legal scholars. It is my goal for everyone who completes this class to have an understanding of the complexities of criminal psychology and effective strategies to deal with this serious social problem. I also hope you will become critical thinkers in learning to analyze information presented in the media and elsewhere regarding crime, offenders, and related interventions. I encourage student feedback and suggestions throughout the course. In addition, if you have a topic or case you want to learn more about, please let me know and I will make an effort to incorporate it into the class.

Course Materials to Purchase/Find at Library/Share (most readings on learn site)

Hare, R. D. (1993). Without Conscience: The Disturbing World of the Psychopaths Among Us. New York: Simon & Schuster (Pocket Books). Paperback published in 1995. Reissued in 1998 by Guilford Press.

Dutton, Kevin (2012). The Wisdom of Psychopaths: What Saints, Spies, and Serial Killers Can Teach Us About Success. Paperback published in 2013 by Scientific American.

Stevenson, Bryan (2014). Just Mercy: A Story of Justice and Redemption. Paperback published by Spiegel & Grau and imprint of Random House.

Student Learning Outcomes:

- *Demonstrate knowledge of the following key areas in the field of forensic psychology and the ability to apply this knowledge:* 1) Personality and crime with an emphasis on psychopathy assessment, case examples, causal theories, and neurobiological factors; 2) Mental Illness & crime with an emphasis on Not Guilty by Reason of Mental Disease or Defect & Competency to Proceed psychological evaluations; 3) General theories of causes of crime; 4) Sexual offender typologies, causes of sexual offenses, and risk assessment; 5) Violent offender typologies, with a focus on domestic violence; 6) Social psychological influences on crime and criminal justice system; 7) Treatment and intervention approaches, with emphasis on what works and why.
- *Achievement of these learning outcomes will be assessed through in-class exams, take home essay assignments, and discussion.*
- Demonstrate knowledge about the significance of current research in the field of forensic psychology by reviewing the literature in this area and writing a research paper, or grant proposal, or treatment program proposal based on this literature review.
- Demonstrate an improvement in writing skills through a multi-step process of paper revision, including a polished draft peer review process, followed by instructor review and feedback on paper. The final product involves multiple revisions and incorporation of feedback.

Credit Hour Requirements

UW-Madison follows the federal credit hour definition (34 CFR 600.2): one hour (i.e., 50 min.) of classroom and a minimum of two hours of out-of-class student work each week, for fifteen weeks, per credit. Psych 526 is offered for 4 credits. Each student is therefore expected to attend two 75 min. lectures; one 50-minute discussion section; and complete at least 8 hours of out-of-class work (e.g., reading, assignments, studying and preparing take home examinations, paper preparation, etc.) each week for the duration of the semester.

Requisites: *Psych 526 is an intermediate level social science course in the Liberal Arts and Sciences. The pre-reqs: Psych 403 (507 prior spring 2018), Psych 405 (509 prior to fall 2017), or Psych/Soc 456 (530 prior to fall 2017).*

Class Expectations/Grading:

There will be a total of 470 points used to determine your grade.

1.	Discussion section participation	(36 points – ~3 points per 12 sessions)
2.	Lecture Attendance	(24 points – 1 point per class)
2.	Exams	(150 points – 3 exams @ 50 pts each)
3.	Take Home Exam/Essays	(120 points – 3 exams @ 40 pts each)
4.	Paper	(100 points for final paper + instructor draft {10 pts})
5.	Polished Draft Peer Participation	(25 points for participation/preparation)
6.	View/Reflect on Documentary “13th”	(15 points for minimum 1-page single space)

The grading system for the course will be the following:

A=93-100%, AB=88-92.99%, B=83-87.99%, BC=78-82.99%, C=70-77.99%, D=60-69.99%, F=0-59%

1. Class attendance/participation/computer use:

- Attendance will be taken in the large lecture. You may miss 1 class during the semester as a “free pass” but additional absences will result in loss of points. In order to genuinely complete this class it will be important to attend. There will frequently be video and case examples presented in class and this cannot be conveyed effectively on power point slides. The goal of this class is for you to go beyond learning material to pass an exam—but to genuinely engage with this important topic. Please note that the majority of exam questions will involve material covered in lecture and your performance on exams will be significantly improved if you attend class consistently. **It is our goal with exams to reward class attendance.**
- Discussion/Lab attendance will be taken each discussion section. If you are unable to attend due to illness or other reason you need to notify your discussion group instructor via e-mail as to the reason you are missing class. You will receive one “free pass”. **It is our goal with exams to reward discussion section attendance.**

- Computer use will be limited during lectures. I recognize that some of you may prefer to take notes on a computer. Computers will be allowed in the last 2 rows of the classroom and the first 2 rows of the classroom. These should be used only for taking class notes. If you are observed shopping, responding to email, watching cute cat videos, etc. your TA will ask you to stop and no longer use a computer in classroom. It is very tempting to multi-task on a computer and research indicates that hand-writing of your notes is a more effective note-taking method—we highly recommend that you print out power point slides and take notes on the sides. If you prefer a computer for notes, then it is important to recognize that you are harming the learning experience of other students if you engage in distracting non-class activities on the computer. This policy is designed to allow flexibility for student computer use preferences while minimizing the risk that others will be negatively impacted by the computer use of others.

2. Exams:

- In-class exams will be multiple-choice and will occur at the end of each section. We will not have a “final” or cumulative in-class exam.

3. Three take home exam/essay writing assignments:

For each of the three sections of the course you will complete a take home exam. This will involve writing short essays/responses to questions designed to involve the integration of lecture material with assigned readings. The goal of the take home is to provide an opportunity for improving writing skills, critical analysis, and engagement with class material without the time demands of an in-class essay exam. You will receive the take home exam one week prior to the in-class exam date. It will be due two days prior to the in-class exam. The process of completing the take home can also help you prepare for the exam.

4. Research Paper/Grant Proposal/Evidence-Based Treatment Program Design:

The goal of the paper/project in this course is for you to choose a topic that interests you in the field of criminal psychology. You will have 3 options for the paper. One option is for you to write an integrative literature review on a topic of interest. One option is to write a grant proposal. Another option is to design an evidence-based treatment program. We will be providing detailed guidelines for the paper/project on the learn@uw site. The paper should be 6-8 pages in length (8 pages is maximum), double-spaced, and involve the use of at least 10 journal or book chapter sources in addition to any sources that have been discussed in class. The main goal and opportunity with this assignment is to explore in depth an area in the field you find interesting, increase your knowledge of this area, and advance your writing skills in the process.

Possible approaches to this paper/project? You could pick a topic that has public policy implications and present research that supports both sides of the issue, review strengths and weaknesses of this research, your own opinion regarding the issue, reason for reaching that conclusion, and areas for further research. You could also pick an area such as “female psychopathy” or “neurobiological influences on crime and implications for interventions” etc. and explore the relevant research in whatever general or highly specific area is of interest to you. All three options for this project involve a review of the research literature. If you decide on a grant proposal you will review the literature and then design a research project to address a gap in the literature. If you decide on a treatment program design you will review the literature and then design an evidence based treatment program for whatever population or setting you are interested in.

These projects are an important aspect of this course in terms of both the content and writing skills. In order to help you be successful with the paper, and to use this as an exercise to improve writing ability, we want to avoid a situation where your paper is graded and you are provided feedback without any opportunity to engage in the valuable learning process of integrating that feedback into your final paper. In order to provide that opportunity for valuable feedback, you will be required to prepare a “polished draft”. This is not a “rough” draft. A polished draft should be ready to turn in, edited, and be considered a final version.

The following is the polished draft to final paper process:

- 1) You will develop a topic area of interest and start to explore the research article/key authors.
- 2) The day polished drafts are due you should submit one copy of your polished draft to the designated

drop box for instructor review. During the discussion section for that week you will bring a hard copy of your paper to exchange with a peer during discussion section. This discussion section will involve you and your peer providing each other feedback on the paper.

- 3) You will then have time to make changes and to submit recommended/agreed upon changes to us in a "second polished draft" form.
- 4) We will review your second "further polished" draft (provided to us in electronic form) and provide any additional feedback beyond that provided by peers.
- 5) Your paper/project is your own product and you should revise and expand as you find appropriate.

A portion of your grade for the final paper (25 points) will be based on the quality of your polished drafts for peer review and your providing feedback to a peer. If you do not provide peer feedback you will lose all 25 points. An additional portion (10 points) will be based on the quality of your polished draft for instructor review. Our goal for the polished draft process is to have you turn in a fully polished draft to peers and then to instructors. Your peers, and then your instructors, will then provide feedback to further advance writing skills and critical thinking components of the paper.

General Paper Guidelines:

- ***In addition to the above, it will be very important for you to review the additional hand-outs on learn site for more detailed guidelines/suggestions. We will also be discussing the paper and how to integrate research studies effectively in discussion section.***

Course Content/Organization

Please note: This schedule is subject to revision

Class Date/Week	Topic Outline	Readings	Discussion Section
SECTION #1 <i>Personality & Psychopathological Factors Associated with Criminal Behavior</i>			
Sept 6, Thurs	Introduction/Overview	None	Week 1: Introduction to discussion section <i>(discussion sections are on Friday & Mon for each weekly topic)</i>
Sept 11, Tues	The Criminal Personality: Narcissism, Antisocial Personality Disorder, Psychopathy	Without Conscience (1-71)	
Sept 13, Thurs	Psychopathy: The Personality Construct & PCL-R Assessment Process	Without Conscience (71-144)	Week 2: Hands-on PCL-R assessment (video case examples)
Sept 18, Tues	Psychopathy: -Primary vs Secondary -Females -Juveniles -Role in risk assessment	Without Conscience (144-220) Readings on Learn Site	

Sept 20, Thurs	Neurobiological Factors in Psychopathy	Readings on Learn Site The Wisdom of Psychopaths (preface to p. 33)	Week 3: Hands-on experience with laboratory assessments of self-regulation used in psychopathy research
Sept 25, Tues	Neurobiological Factors in Psychopathy: Newman's Response Modulation Theory	Readings on Learn Site The Wisdom of Psychopaths (p. 33-69)	
Sept 27, Thurs	Neurobiological Factors in Psychopathy: <i>Guest Lecture: Mike Koenigs</i>	Readings on Learn Site The Wisdom of Psychopaths (p. 70-128)	Week 4: Special Populations & Psychopathy: Focus on White Collar Crime
Oct 2, Tues	Neurobiological Factors in Psychopathy:	Readings on Learn Site The Wisdom of Psychopaths (p.129-222)	You will receive Take Home Exam #1 by 6 pm on Tues 10/2.
Oct 4, Thurs	Psychopathy: Review of Key Issues this Section	No new readings this review period	Week 5: Discussion of "The Wisdom of Psychopaths" book Turn in Take Home Exam #1 by 11:59 pm Sunday 10/7
Oct 9, Tues	<i>Exam #1</i>		
SECTION #2 <i>Special Issues in Criminal Psychology & Causes of Crime</i>			
Oct 11, Thurs	Mental Illness & Crime: Not Guilty by Reason of Insanity & Competency to Proceed	Readings on Learn Site	Week 5: Discussion of paper topics, preparation, how to structure grant proposal vs research paper vs treatment program option
Oct 16, Tues	Mental Illness & Crime: Not Guilty by Reason of Insanity & Competency to Proceed	Readings on Learn Site	
Oct 18, Thurs	Adolescent-limited vs. Life-Course Persistence Biological Factors & Crime	Readings on Learn Site	Week 6: Not Guilty by Reason of Insanity debate

Oct 23, Tues	Sexual Offenders: Typology & Causes	Readings on Learn Site	
Oct 25, Thurs	Sexual Offenders: Risk Assessment & Risk/Need/Responsivity Approach	Readings on Learn Site	Week 7: Hands-on Sex Offender Risk Assessment <i>*You should have made significant progress on your paper at this point *</i>
Oct 30, Tues	Sexual Offenders: Typology/Risk/Intervention Serial Killers Criminal Profiling	Readings on Learn Site	
Nov 1, Thurs	Domestic Violence: -Typology of batterers -Trauma & Crime Causes of Crime	Readings on Learn Site <i>*You should have made significant progress on your paper at this point *</i>	Week 8: Criminal profiling: Case reviews & discussion You will receive Take Home Exam #2 by 6 pm on Thurs, 11/1.
Nov 6, Tues	Special Topics: Causes of Crime	Start “Just Mercy” book. Finish by Nov 20th.	Take Home Exam #2 will be due by 11:59 pm Tues 11/6
Nov 8, Thurs	EXAM #2	Continue “Just Mercy” book. Finish by Nov 20th.	Week 9: *Students exchange final paper polished draft with peer in discussion section and provide feedback during discussion section <i>*Provide copy of your peer review polished draft in dropbox on learn site for instructor review by 11:59 pm on Thursday Nov 8th.*</i>
SECTION #3 <i>Intervention/Treatment: What Works? Why?</i>			
Nov 13, Tues	Social Psychological influences on crime & interventions	Readings on Learn Site	

Nov 15, Thurs	Social Psychological influences on crime & interventions	Readings on Learn Site	Week 10: Prisons & the Mentally Ill: Solitary Confinement Video & Discussion
Nov 20, Tues	Social Psychological influences on crime & interventions	Readings on Learn Site *Watch documentary 13 th this week or over break	*Students turn in <u>final polished draft to instructors via drop box by 11:59 pm on Tues, Nov 20th</u> (this version incorporates changes suggested by peers)
Nov 22, Thursday	Enjoy Thanksgiving Break!	<i>If you have not finished Just Mercy or watched the documentary 13th then finish over break</i>	No discussion sections on Friday or Monday 11/26
Nov 27, Tues	Risk, Need, Responsivity Intervention Approach & Psychology of Rehabilitation Multi-Systemic Treatment The Good Lives Model Ecological Models	Readings on Learn Site	
Nov 29, Thurs	Prevention of Antisocial Personality Disorder: Working with Juveniles & Community to Prevent Life Course Persistent Criminality	Readings on Learn Site	Week 11: Application of Risk Need Responsivity principles to juvenile court case example
Dec 4, Tues	Review of programs providing innovative approach to rehabilitation & prevention Treatment Implications of Neurobiological Research Role of Contemplative Neuroscience Interventions	Readings on Learn Site	*Students will receive instructor feedback on final polished draft by Tues, Dec 4th 11:59 pm*
Dec 6, Thurs	Summing it all up: Understanding, Intervening & Preventing Crime	Readings on Learn Site	Week 12: Discussion of “Just Mercy” reading & the documentary “13 th ” *Reflection on 13 th due Tues Dec 4 by 11:59 pm. You will receive Take Home Exam #3 by 6 pm Final wrap up of semester

<p>Dec 11, Tues Last Day of Class</p>	<p>EXAM #3</p>	<p>Take Home Exam #3 due by 11:59 pm Tues.</p> <p>*Students turn in final paper by 11:59 pm on Thursday, Dec 13th</p> <p>No discussion sections post exam</p>
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General Notices from Psychology Department

Special Accommodations: We wish to fully include persons with disabilities in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to fully participate. Accommodations Policy. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

Complaints: Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with them, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with them, make an appointment to speak to the Associate for Undergraduate Studies, Professor Maryellen MacDonald, mcmacdonald@wisc.edu. If your complaint has to do with sexual harassment, you may also take your complaint to Dr. Linnea Burk (burk@wisc.edu), Psychology Department, Clinic Director, Room 315 Psychology (608-262-9079). If you believe the TA or course instructor has discriminated against you because of your religion, race, gender, sexual orientation, disability, or ethnic background, you may talk to the Associate Chair or the Department Chair, or you may file a formal complaint with an Equal Opportunity Complaint Investigator in the UW-Madison Office of Compliance, Room 361 Bascom Hall, 608-265-6018 (<https://compliance.wisc.edu/eo-complaint/>). If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Psychology Department Climate & Diversity Committee, Karl Rosengren (krosengren@wisc.edu). You may also use the University's bias incident reporting system, which you can reach at the following link: <https://doso.students.wisc.edu/services/bias-reporting-process/>.

Ethics of being a student in the Department of Psychology: The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester. In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor. For complete information on proper conduct, academic misconduct, and sanctions, please see UWS Chapter 14: <http://students.wisc.edu/saja/misconduct/UWS14.html>

UW Psychology Club: If you are interested in psychology and would like to meet new people that share the same interest, you are welcome to check out UW's Psych Club. You will have the opportunity to observe aspects of psychology outside of a classroom setting, watch popular movies that involve psychology, meet professors, psychologists, and other people with careers in psychology, take part in fun fundraising activities, etc! For more information, email psychclub@psych.wisc.edu, and our Facebook group, "UW Psychology Club"