II. RATIONALE:

An understanding of the underlying philosophies of law and psychology, and the different relationships between the two disciplines will provide the criminal justice student with a multidimensional approach to the solution of problems on a more professional level, and lead to the clarification or basic dilemmas that persist in the legal system.

III. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
Students will develop an understanding and appreciation for the underlying philosophies of law, psychology and psychiatry and their different relationships to each other.

Learning Outcomes: The student will:
A-1. Demonstrate and understanding of the complex nature of Psychology within the legal system, or Forensics (e.g., Forensic Psychologists, Law Enforcement, Court Proceedings, Profiling, Jury Decision Making, etc.).
A-2. Review the use of the psychological assessment in the criminal justice setting.
A-3. Examine and discuss the various testing methods that are being used by mental health practitioners in the criminal justice environment.
A-4. Compare and contrast clinical psychology and forensic psychology.
A-5. Analyze and discuss the professional roles and responsibilities that psychologists and forensic services personnel provide to the criminal justice settings.

GOAL B:
Students will review the application of mental health issues to the various components of the criminal justice system.

Learning Outcomes: The student will:
B-1. Examine and discuss the psychology of law enforcement (confessions and
B-2. Evaluate the efficacy of scientific jury selection and gain an understanding of how the psychologist can assist with the jury selection process.

B-3. Discuss mental health issues as they pertain to the corrections population.

GOAL C:
Students will develop an understanding and appreciation for the application of psychology to specific legal issues.

Learning Outcomes: The student will:
C-1. Analyze and discuss the Frye test and the Daubert standard as well as the role of the psychologist as the expert witness.
C-2. Examine and discuss the civil commitment criteria and procedure as well as the role of psychologist in civil commitment hearings.
C-3. Compare and contrast the M’Naghten test, the irresistible impulse test, the Durham test, MacDonald test and the ALI test.
C-4. Review the concept of criminal responsibility.
C-5. Examine and discuss the psychological issues impacting eyewitness testimony, children’s testimony, repressed memories and pretrial publicity.
C-6. Identify the types of abnormal psychology that are experienced in the criminal justice process.

GOAL D:
Students will discuss the general applications of psychology and mental health to routine issues in criminal justice.

Learning Outcomes: The student will:
D-1. Evaluate the use of hypnosis in the criminal justice field.
D-2. Analyze and discuss the strengths and weaknesses of criminal profiling.
D-3. Examine and discuss the special role of the mental health professional (psychologist) in police training, hostage crisis negotiations, domestic abuse, police fitness-for-duty examinations and violence trauma.
D-4. Demonstrate an understanding of psychological autopsies and discuss their limitations.

GOAL E:
Students will conduct an in depth review of the issues involved in dealing with critical incident stress among emergency service providers in the criminal justice professions.

Learning Outcomes: The student will:
E-1. Examine and discuss the manifestation of stress in emergency service providers and the levels of symptoms as being cognitive, physical, emotional, and behavioral.
E-2. Analyze and discuss the relationship between crisis and stress.
E-3. Apply Critical Stress Debriefing Techniques (CISD) or Psychological First Aid (PFA) to a critical incident situation.
E-4. Examine and discuss the diagnostic criteria for Post-Traumatic Disorder and...
Critical Incident Stress disorder in first responders.

**GOAL F:**
Students will use appropriate written and oral skills.

**Learning Outcomes:** The student will:

**F-1.** Utilize professional writing skills to analyze and cite appropriate sources (e.g. APA format) to express and convey empirical research.

**F-2.** Research, construct and deliver professional presentations using a variety of communication tools and techniques.