COURSE TITLE: Forensic Behavior Analysis
COURSE NUMBER: MAJ 6619

I. **RATIONALE:**

Proper investigative interviewing coupled with analysis of *modus operandi* as a precursor to criminal profiling can increase the potential for case solvability, particularly those in “cold case” status. Understanding criminal behavior and criminal “thinking patterns” will help students to better understand *modus operandi* as well as the various interviewing and investigative tools and approaches that can aid in solving serious crimes.

II. **MAJOR INSTRUCTIONAL GOALS:**

**GOAL A:**
Students will become aware of the various theoretical factors that contribute to criminal behavior.

**Learning Outcomes:** The student will:

A-1 Analyze and discuss selected sociological, psychological, and psychiatric theories of criminal behavior.
A-2 Analyze and discuss selected criminal behavior theories; *e.g.*, containment theory, differential association theory, and neutralization theory.
A-3 Review and discuss various juvenile delinquency factors; *e.g.*, social risk factors, psychological risk factors; Gluecks’ delinquency prediction studies; and recidivism factors.
A-4 Review and discuss biological elements which may be factors in criminal behavior; *e.g.*, twin studies, adoption studies, genetic studies, biocriminology, human aggression, violence.
A-5 Evaluate and discuss biopsychological elements which are factors in criminal behavior; *e.g.*, criminal psychopathy, criminal personality, Yochelson and Samenow studies, *etc*, and other mental disorders which may be factors in criminal behavior.

**GOAL B:**
Students will become aware and develop an understanding of the way a criminal investigator, criminal interviewer, forensic interviewer must “think” in order to achieve the only major goal of any criminal investigation – to find the truth which will then lead to solving the case.

**Learning Outcomes:** The student will:
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B-1 Develop an understanding of basic criminal investigative principles.
B-2 Review and understand the basic investigative questioning goals.
B-3 Analyze, discuss, and use criminal case processing/solvability goals to determine the potential of a case to be solved.
B-4 Discuss, understand, and have the ability to identify modus operandi when examining any criminal offense.
B-5 Have the ability to analyze and identify specific criminal behaviors in serious felony offenses.

GOAL C:
Students will develop an understanding of the analysis of human and criminal behavior in order to achieve success when using lawful, forensic investigative and interview techniques.

Learning Outcomes: The student will

C-1 Participate in exercises involving basic communication principles as well as visual and listening techniques pertaining to a forensic interview.
C-2 Develop an understanding of the various approaches to a forensic interview with suspects, victims, witnesses, and CJ job applicants.
C-3 Analyze and discuss the “totality of circumstances” aspects of Miranda and other relevant legal decisions dealing with admissions, statements, confessions, etc.
C-4 Examine kinesic and behavioral analysis interviewing as a means of detecting deception.
C-5 Review, examine, and understand the methods of detecting deception through written statement and written questionnaire analysis.
C-6 Evaluate the use of the forensic polygraph as an aid in detecting deception and finding the truth in a criminal interview through demonstration of a polygraph instrument and videotapes of actual polygraph examinations.
C-7 Develop an understanding of behavioral and criminal behavioral traits discussed throughout the course.

GOAL D:
Students will demonstrate appropriate written and oral presentation skills.

Learning Outcomes: The student will:

D-1 Research, construct, and deliver professional presentations using a variety of communication tools and techniques on an assigned criminal case.
D-2 Work in teams to develop an investigative strategy and final written report on a major murder case which the group will give an oral presentation.
D-3 Utilize professional writing skills to analyze and cite appropriate sources (e.g. APA format) to express and convey empirical research.