

School of Social Sciences and International Studies

CRIM 3005 – Crime, Human Mind and
Behaviour: *Assessment, Treatment and
Management of Violent and Sexual
Offenders*

Semester 2, 2011

1. Location	
Faculty	Faculty of Arts and Social Sciences
School	School of Social Sciences and International Studies
Course Code	CRIM 3005
Course Title	Crime, Human Mind and Behaviour: Assessment, Treatment and Management of Violent and Sexual Offenders
Semester/Year	Semester 2, 2011

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3. Staff contact details	
1. Course Coordinator and Lecturer	
Name	Philip Birch
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Contact time and availability	Wednesday 12.30 – 2.30pm or by appointment
2. Other Teaching Staff	
Name	Peta Kennedy
Phone	0414380355
Office location	N/A
Email address	p.kennedy@unsw.edu.au
Contact time and availability	To be arranged with tutor in tutorials when necessary

4. Course details	
Credit Points	This is a 6 unit of credit, upper level course offered as part of the Criminology program.
Summary of the Course	This course will take an authoritative overview and analysis of issues assessment, treatment and management of dangerous offenders. It will take particular account of policy and legislative issues and developments at an international level and address wider issues of risk and the dangerous offender in the context of the risk society. The course will also question the relationships

	<p>between the assessment, treatment and management of such offenders, and consider who is appropriate to involve in this process.</p> <p>The course will take a multi-disciplinary approach to the assessment, treatment and management of violent and sexual offenders, and extend its coverage to include the issue of stalking. Issues around diversity will be considered throughout.</p>
<p>Aims of the Course</p>	<p><i>The aims of the course are:</i></p> <ul style="list-style-type: none"> • To consider the different types of risk assessment and their efficacy in relation to assessing dangerous offenders, • To examine the therapeutic needs of dangerous offenders and how they impact on treatment interventions, • To consider how dangerous offenders can be managed and analyse the impact of such.
<p>Student Learning Outcomes</p>	<p><i>At the conclusion of this course the student will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate skills in essay writing, based on a set essay question; • Demonstrate an understanding of how dangerous offenders are assessed in relation to risk posed; • Identify the associated criminogenic needs of dangerous offenders; • Identify a range of management strategies adopted for dangerous offenders; • Identify and review key literature associated with the assessment, treatment and management of violent and sexual offenders; • Communicate with clarity, analysis and persuasiveness both verbally and in writing.
<p>Graduate Attributes</p>	<p>Students will be encouraged to develop the following Graduate Attributes By undertaking the selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks.</p> <ul style="list-style-type: none"> • An awareness of the nature of scholarly enquiry, including the need for careful and analytical research; • Developed analytical and critical thinking skills, and creative problem solving capacity; • Developed strong information literacy skills to locate, evaluate and use relevant information; • Developed a respect for ethical practice and social responsibility.

5. Teaching strategies

Through weekly 2 hour lectures students will be introduced to a range of topic areas relating to the area of the assessment, treatment and management of violent and sexual offenders, as indicated in the timetable below. Whilst the lectures will adopt a traditional lecturing style, group discussions, and practical exercises will be utilised in order to illustrate points.

The weekly 1 hour tutorials will be guided via the topic areas for discussion as highlighted in the tutorial timetable below. Students are required to come to these tutorials prepared to discuss the themes of each tutorial. It is envisaged that students will lead the tutorials and therefore additional reading and preparation must be done outside the lecture in order to ensure students maximize the potential of each tutorial. Some tutorials will also be utilised for assessment preparation, the delivery of assessments as well as tutor feedback.

The learning outcomes will be addressed weekly via assessed and non-assessed practices.

6. Course schedule

Wk	Date	Lecture Topic
1	20/7	Introduction to the module and Violent and Sexual Offenders
2	27/7	Violence Risk Assessment
3	3/8	Sex Offender Risk Assessment
4	10/8	Intimate Partner Violence Risk Assessment
5	17/8	Assessing the needs of Violent Offenders
6	24/8	Assessing the needs of Sex Offenders
7	31/8	Assessing the needs of Stalkers and Domestic Violence Offenders
MID-SEMESTER BREAK – 5th-9th September		
8	14/9	Treatment Approaches for Violent Offenders
9	21/9	Treatment Approaches for Sex Offenders
10	28/9	Treatment Approaches for Interpersonal Violence
11	5/10	Management of Sex Offenders
12	12/10	Management of Dangerous Offenders in the Community

Wk	Date	Tutorial Topic
2	28/7	<ul style="list-style-type: none"> Violent Crime is only committed by Men? What reasons would you offer for explaining this offending behaviour?
3	4/8	<ul style="list-style-type: none"> Sexual Offending is only committed by Men?

		<ul style="list-style-type: none"> • What reasons would you offer for explaining this offending behaviour?
4	11/8	<ul style="list-style-type: none"> • Actuarial risk assessments are scientifically reliable and therefore a better tool for assessing risk? • Assessment 2 guidelines issued: delivery date week 10
5	18/8	<ul style="list-style-type: none"> • Study time for annotated bibliography: delivery date week 5
6	25/8	<ul style="list-style-type: none"> • Violence in the private sphere: <ul style="list-style-type: none"> - Should we be concerned with it? - Why/Why not? - Have we just created more 'victims' in the system?
7	1/9	<ul style="list-style-type: none"> • Individual Feedback on Assessment 1: Annotated Bibliography.
MID-SEMESTER BREAK – 5^t-9th September		
8	15/9	<ul style="list-style-type: none"> • What are the criminogenic needs of violent offenders?
9	22/9	<ul style="list-style-type: none"> • What are the criminogenic needs of sex offenders?
10	29/9	<ul style="list-style-type: none"> • Assessment 2 Preparation Time
11	6/10	<ul style="list-style-type: none"> • Assessment 2: Group Presentations
12	13/10	<ul style="list-style-type: none"> • Do the Community have a right to notification? • Have Criminal Justice Agencies lost their credibility? • If high risk, why allow offenders back into the community? • Does the extent of USA policy breach human rights, what about other countries?
13	20/10	<ul style="list-style-type: none"> • What do we understand by 'risk'? • What is the efficacy of managing dangerous offenders in the community? • Custody Vs. Community?

7. Resources for students

Key Books

Andrews, D. A. And Bonta, J. (2006) *The Psychology of Criminal Conduct*, (4th Ed.). Cincinnati, OH: Anderson Publishing.

Beck, U. (1992) *Risk Society*. London: Sage.

Birch, P. (2008) Attachment Styles, Emotional Loneliness and Sexual Offending, in G. Letherby, K. Williams, P. Birch and M. Cain (eds.), *Sex as Crime?* Cullompton: Willan.

Campbell, J. C. (ed.), (1995) *Assessing Dangerousness: Violence by Sexual Offenders, Batterers and Child Abusers*. Thousand Oaks, CA: Sage.

Dutton, D. G. (2006) *Rethinking Domestic Violence*. Vancouver, BC: University of British Columbia Press.

Garland, D. (2001) *The Culture of Control: Crime and Social Order in Contemporary Society*. Oxford: Clarendon Press.

Hamel, J. and Nichols, T. (eds.), (2007) *Family Interventions in Domestic Violence: A Handbook of Gender Inclusive Theory and Treatment*. New York: Springer.

Hollins, C. (ed.), (2001) *Handbook of Offender Assessment and Treatment*. Chichester: John Wiley and Sons

Ireland, J.L., Ireland, C.A., Birch, P. (eds.), (2008) *Violent and Sexual Offenders: Assessment, Treatment and Management*. Cullompton: Willan.

Kempshall, H. (2003) *Understanding Risk in Criminal Justice*. Maidenhead: OUP.

Maguire, J. (ed.), (2000) *What Works: Reducing Re-offending. Guidelines from Research to Practice*. Chichester: John Wiley and Sons.

Marshall, W. L., Laws, D. R. And Barbaree, H. E. (eds.), (1990) *Handbook of Sexual Assault: Issues, Theories and Treatment of Offenders*. New York: Plenum Press.

Mizen, R. and Morris, M (2007) *On Aggression and Violence: An Analytic Perspective*. New York: Palgrave Macmillan.

O'Leary, K.D. and Woddin, E. M. (eds) (2009) *Psychological and Physical Aggression in Couples: Causes and Interventions*. Washington D.C.: American Psychological Society.

Riedel, M. and Welsh, W. (2011) *Criminal Violence: Patterns, Causes and Consequences* (3rd ed.). Oxford: Oxford University Press.

Thomas, T. (2005) *Sex Crime: Sex Offending and Society* (2nd ed.). Cullompton: Willan.

Vansone, M. (2007) *Supervising Offenders in the Community: A History of Probation Theory and Practice*. Aldershot: Ashgate.

Key Journals

Journal of Aggression, Conflict and Peace Research

Aggression and Violent Behaviour

Journal of Interpersonal Violence

Journal of Sexual Aggression

Sex Abuse: Journal of Research and Treatment

Violence and Victims

The UNSW Library website: <http://info.library.unsw.edu.au/web/services/services.html>

8. Assessment

Assignment 1: Annotated bibliography (1,500 words) worth 30%, due on week 5 - Thursday 18th August 2011, 4pm.

A bibliography is a list of sources used for researching a topic, presented alphabetically by author surname. An annotated bibliography includes a brief (say, 100 words) summary and evaluation of each of the sources. Numerous websites offer guidance on how to put an annotated bibliography together – one example website is provided by the University of Toronto, available at <http://www.utoronto.ca/writing/annotatebib.html>.

Please see the essay questions below. You must base your annotated bibliography on your final essay.

Assignment 2: Seminar presentation worth 10%, due on week 11 - Thursday 6th October 2011, in your tutorial.

You will be split up into groups of 5 and be required to provide a 10 minute PowerPoint presentation. Presentations will be based on a case study given to you and your group in the tutorial of week 3 of the course. A series of questions will accompany the case study in which you will have to address all in order to fulfil the assessment.

Assignment 3: Essay (2,500 words) worth 60%, due on week 14 - Thursday 27th October by 4pm.

Students are required to select **ONE** essay question below and provide a 2,500 word essay:

1. Sex Offenders are a homogenous group, critically discuss.

2. Clinical risk assessments are nothing more than a personal judgement by professionals and therefore ineffective in assessing the risk of dangerous offenders. Critically discuss in relation to one dangerous offender type.
3. Critically evaluate the criminogenic needs of violent offenders and consider how such informs treatment and management interventions.
4. Compare and contrast:

Approaches used in assessing violent and sexual offenders;
OR
 Approaches used in the treatment of violent and sexual offenders.
5. Critically analyse the management of dangerous offenders within the community illustrating your analysis with international examples.

Submission of Assessment Tasks

Assignments are to be submitted to the SSIS School Office, located on the Ground Floor of the Morven Brown Building, usually by being placed in the appropriate box. These will be stamped by the School Office with the receipt date in case of late submission only.

All assignments must be submitted with an:

- Assignment Declaration form signed by the student,
- Assignment Cover Sheet.

(These are available from outside the School Office, above the assignment submission boxes)

- Marking Sheet for that assessment – available at the back of this course outline or from Blackboard.

Students must read the rules on Student Academic Misconduct relevant to assignment submission (further information given below). Assessments 1 and 2 will be returned in tutorials.

Students will be advised via BlackBoard when assignments are available for collection from the School Office. Alternatively students are advised to attach a self addressed envelope to their assignment and their essay will be posted to them once marking has been completed, this is particularly useful for Assessment 3.

It is the student's responsibility to keep a copy of their work in case of loss of an assignment.

Students are also required to submit an electronic copy of the assignment on BlackBoard to the TurnItIn Dropbox.

***BOTH HARD COPY AND ELECTRONIC COPY OF YOUR ASSIGNMENT MUST BE SUBMITTED BY
 4PM ON THE DUE
 DATE TO AVOID A LATE PENALTY.***

9. Course evaluation and development

Student evaluative feedback is gathered periodically using, among other means, UNSW's Course and Teaching Evaluation and Improvement (CATEI) process. Informal feedback and class-generated feedback are also important.

Student feedback is taken seriously, and continual improvements are made to the course based in part on such feedback. Significant changes to the course will be communicated to subsequent cohorts of students taking the course.

COURSE POLICIES

10. Student conduct and integrity in academic work

UNSW has a Student Conduct Policy (2009) that “provides a framework for the standard of conduct expected of students of the University with respect to their academic and personal conduct. It outlines the primary obligations of students, and directs staff and students to the code and procedures which specify student obligations and University responsibilities. This policy promotes integrity and ethical behaviour and guides students’ dealings with fellow students, staff, the University, and the national and international community.” (UNSW Student Conduct Policy, page 1).

All students must read this policy at:

<https://my.unsw.edu.au/student/academiclife/assessment/StudentConductPolicy.html>

A related document is the UNSW Student Misconduct Procedures (2009):

<https://my.unsw.edu.au/student/academiclife/assessment/StudentMisconduct.html>

Integrity in academic work is one of the main expectations of all students and staff. It is the student’s responsibility to understand and achieve this. There are several resources to help them:

- The Student Conduct Policy and the Student Misconduct Procedures.
- The Learning Centre is the central UNSW resource on academic integrity and understanding and avoiding plagiarism (<http://www.lc.unsw.edu.au/plagiarism/>).
- The Elise Study Skills tutorial which familiarizes students with academic writing, research and using information responsibly is mandatory for all commencing undergraduate students and the quiz must be completed by the end of Week 5 of their first semester at UNSW. All postgraduate coursework students are encouraged to take the tutorial (<http://elise.library.unsw.edu.au/home/aboutpop.html>) Information provided in class.

Plagiarism is a form of cheating which constitutes student academic misconduct. Repeated or serious plagiarism often results in penalties to grades, suspension or exclusion from the University. This and other types of academic misconduct must be avoided. These are outlined in the Student Conduct Policy and the Student Misconduct Procedures. A new policy document, Student Academic Integrity & Managing Plagiarism: Guidelines for Staff will soon be released; and a leaflet for students will be distributed during the semester.

11. Class attendance and communication

Students are expected to attend tutorials/seminars. A satisfactory attendance record of at least 80% is expected. Tutors will keep attendance records for their classes. Students are expected to be punctual; lateness of more than 15 minutes will be considered absence, and students must attend the whole duration of the tutorial to be considered present.

Email and relevant Blackboard functionalities are considered official means of communication between staff and students. Teaching staff will communicate with students through their UNSW email address. It is the students’ responsibility to check their UNSW email regularly.

12. Extension for submission of work

All assignments must be submitted by the due date unless an extension of time has been granted. The penalty for late submission without permission is 3% (of the perfect mark, that is /100) per day late, including weekends. This means if an assignment is allocated a mark of 70% and is 1 day late the mark given will be 67%. Late work will not be accepted once the marked assignments have been returned or after two weeks past the due date, whichever is earliest, whether an extension has been granted or not.

13. Special consideration

The UNSW Special Consideration–Illness and Misadventure Policy (2008) that states “The purpose of special Consideration is to enable the University to assess and address the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.”

Details of the policy and procedures on Special Consideration can be found at:

<http://www.gs.unsw.edu.au/policy/documents/specialconsiderationpolicy.pdf>

“Students with a disability, and those with ongoing medical conditions, who require consideration of their circumstances and support, are advised to register with the Equity and Diversity Unit. Registration is advisable but not obligatory.” (Special Consideration Policy, page 1)

All applications for special consideration are lodged with the UNSW Student Central. Please read the policy to understand when such application is warranted, and about the possible outcomes of an application.

14. Review of results

Where a student believes the mark awarded for an assignment or any assessable task does not adequately reflect the quality of the assignment, the student may request a review of the mark.

Please read the University policy on Review of Results for additional information:

<https://my.unsw.edu.au/student/academiclife/assessment/ReviewofResults.pdf>

15. Occupational health and safety

UNSW has an Occupational Health and Safety Policy (2010) that staff and students are expected to comply with. Please refer for details to:

<http://www.gs.unsw.edu.au/policy/documents/ohspolicy.pdf>

16. Student support services

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more at

<http://www.lc.unsw.edu.au/>

Student equity and diversity and disabilities issues are addressed and supported via the Student Equity and Disabilities Unit. Find out more at www.studentequity.unsw.edu.au/