

**Institute of Forensic Science  
Department of Forensic Psychology**

**Under Graduate Course outcome**

**Course Title: FORENSIC PSYCHOLOGY**

**Credit distribution**

L	T	P	TOTAL
2	0	2	3

**Course Objective:** This course will cover:

- To understand the basic concepts of psychology suitable for forensic science professionals..
- To apply the appropriate psychometric methods/techniques in forensic casework
- The significance of learning, memory and theories of personality.
- To study Legal Aspects of Forensic Psychology.

**Prerequisites:**

<b>Course Contents</b>	<b>Weightage (%)</b>
<p><b>Module 1: Basics of Psychology</b></p> <p>Definition of psychology, goals of psychology History of psychology - Development of psychology, role of psychologist, Different perspectives in Psychology - Modern perspectives, Humanistic, behaviouristic, cognitive, psychodynamic.</p>	<b>20</b>
<p><b>Module 2: Psychology as profession</b></p> <p>Types of psychology professions - Psychiatrist, Psychologist, Counselor The science and research methods - Interview, observation, case study method Professional and Ethical issues in psychology - APA code of conducts for Psychologist.</p>	<b>20</b>
<p><b>Module 3: Cognition, Motivation and emotion</b></p> <p>Thinking-Theories and models of thinking, types of Thinking Decision making and problem solving: Stages of problem solving, methods of problem of problem solving, theories of decision making. Concept formation: Types of concepts. Intelligence: Definition, Tests of intelligence, concepts of. IQ. Motivation: types and approaches of motivation and emotion. Stress and coping endocrine system : Types of stresses, relaxation techniques</p>	<b>20</b>
<p><b>Module 4: Theories of Personality</b></p> <p>Understanding personality: Definition- mainly all port's definition, stressing uniqueness, enduring characteristics, temperament. Approaches – Psychodynamic (Freud, Jung &amp; Adler), Humanistic (Rogers &amp; Maslow) Dispositional approaches –</p>	<b>20</b>

Type (Jung. Type A & B, Rotter and Big – 5 and Trait (Catelli) Behavioral Approaches - Locus of control and Social learning theory. Assessment of personality – Questionnaires, Rating Scales and Projective tests, biological model assessment of personality	
<b>Module 5: Science of Psychology</b>  Concepts of psychology - Definition of psychology, goals of psychology History of psychology - Development of psychology, role of psychologist Different perspectives in Psychology - Modern perspectives, Humanistic, behaviouristic, cognitive, psychodynamic. Types of psychology professions - Psychiatrist, Psychologist, Counselor The science and research methods - Interview, observation, case study method Professional and Ethical issues in psychology - APA code of conducts for Psychologist	<b>20</b>
<b>Total</b>	<b>100</b>

**Student Learning Objectives:** On completion of this course the students will be able to:

- **Identity**: the various types of Personality
- **Describe**: the science of psychology
- **Differentiate**: Between the Cognition, motivation and emotion
- **Analyze**: the establishment of identity from the various forms of cognitive behavior of person.
- **Review**: the science of psychology.

**Pedagogy:** The course will be taught in active-learning mode, incorporating lectures along with class presentations, general discussions, and interactions.

<b>Course Contents: - Lab/Practical</b>
<ol style="list-style-type: none"> <li>1. Conduction of Personality Test such as D.A.P. and H.T.P.</li> <li>2. Eye-scenk Personality Inventory.</li> <li>3. Children Personality Questionnaire.</li> <li>4. Sack's Sentence Completion test.</li> <li>5. Visit to Rehabilitation centre, Mental Hospital/ FSL.</li> </ol>

**Assessment/ Examination Scheme:**

<b>Theory L/T (%)</b>	<b>Lab/Practical/Studio (%)</b>	<b>Total</b>
<b>67</b>	<b>33</b>	<b>100</b>

**Theory Assessment (L&T):**

<b>Components</b>	<b>CIA (30%)</b>			<b>ESE (70%)</b>
	<b>A</b>	<b>H</b>	<b>CT</b>	
<b>Weightage (%)</b>	5	10	15	70

**Lab/ Practical/ Studio Assessment:**

<b>Components</b>	<b>CIA (30%)</b>		<b>ESE (70%)</b>		
	<b>Practical (Conduction Through Out the Semester)</b>	<b>Attachment</b>	<b>Record File</b>	<b>Viva</b>	<b>Practical Exam</b>
<b>Weightage (%)</b>	25	5	10	25	35

**Text References:**

1. Clark, H.H., & Chase, W.G.(1972) on the process of sentences against pictures. *Cognitive Psychology*, 3, 472-571.
2. Galotti, K.M.(2004) *Cognitive Psychology: In and out of the laboratory.* ( 3 rd ed.) Wadsworth/ Thomson Learning.
3. Underwood. B.J.(1968). *Experimental Psychology: An Introduction.* NewYork: Appleton Century Croft Ltd.
4. Anastasi, A.& Urbina, S. (1997) *Psychological Testing.* (7th ed.) International edition, Prentice Hall International, Inc.
5. Garret, H.E. (1973). *Statistics in Psychology and Education.* (6th ed.) Bombay: Vakils, Feffer and Simons Pvt.Ltd.
6. Surprenant, A.M., Francis, G., & Neath, I.(2005) . *Cog lab Reader.* Thomson Wadsworth.

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**Post Graduate Course outcome**

**Module I outcomes: Basics of Psychology:**

- 1) Basics of Psychology as a Science are covered in the syllabi for a learner to ground and acquaint on concepts, theory & practicum of Psychology.
- 2) Knowledge is imparted at this level of history, development, branches, scope, limitations of the field.
- 3) Pilot research, naturalistic observation, survey methods, qualifications, ethics are taught to learner aspiring to be professionals in the field.
- 4) Since the field has evolved care has been taken to incorporate traditional and modern perspectives to the study.

Practicals: Psychological testing is an important aspect of assessment. Learner is introduced with basic protocol related to usage of testing tools supplemented with psychological tests. The nature of the psychological tests is simple projective techniques related to understanding child abuse, and relationship issues of social, self, occupational benefit to the learner.

**Module II outcomes: Psychology as a profession:**

- 1) The American Psychological association ( APA) guidelines are followed for helping a learner acquaint with not only different branches of Psychology but respective qualifications according to the branch. It is mandatory for the learners to understand thoroughly ethics for a psychologist to be a thorough professional and avoid discrepancy. Basic methods are taught to learner for understanding psychological research to effective behavior understanding.

**Module III outcomes: Cognition, Motivation and Emotion:**

- 1) Thinking is the most crucial aspect of human behavior. This is important in understanding Modus Operandi related to development and leading factors to crime. These are broadly covered for the learner at this level to understand intricate cognition, motivation and need to commit a crime and with what emotional background a crime was committed. Theoretical perspectives aid the learner and capacitate him in understanding an organized and disorganized criminal.
- 2) Stress is a lifestyle disease and triggers crime and criminal behavior. Understanding physiological parameters to stress and coping mechanism of the body with the help of defense mechanisms is vital at this stage for the learner to know.

**Module IV: Theories of Personality:**

- 1) Behavior is best understood with analysis into Personality. Assessment in Psychology is to aid Personality essentials of criminal background. The learner is equipped with handling questionnaires, inventories, essentials of Psychological testing, randomization, rating scales, and application of statistics to carry out good research work are taught at this level.
- 2) Freudian theory of Psychoanalysis, Behaviorism, Types of Personality and classification of Personality for understanding criminal behavior is crucial aspect of learning at this level.

**Module 5: Science of Psychology:**

- 1) Overall learning related to basics of Psychology, goals, methods, branches, contemporary and modern approaches estimate from various theories the association between learning, intelligence, Personality and offending behavior.
- 2) Perform various psychological tests and evaluate the predictors of criminal behavior as well as predict the possible perpetrator.
- 3) Devise new theories, methods, and strategies to identify offending behavior.

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