



## COURSE OUTLINE

# CRM201 Criminal Profiling & Intelligence

**Course Coordinator:** Nadine McKillop (nmckillo@usc.edu.au) **School:** School of Law and Society

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

Online

ONLINE 1

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course exposes students to the role of criminal profiling and investigative analysis within the Criminal Justice System. Attention is given to multidisciplinary approaches and processes involved in criminal profiling and intelligence-led investigation, including crime scene analysis, witness accounts, and victimology, to infer motive and characteristics of the perpetrator. Crime examples are used to illustrate the application of these processes from investigation through to corrections. The role, and challenges, of risk prediction, eyewitness and expert testimony are also considered.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>ON CAMPUS</b>			
<b>Lecture</b> – On campus Lecture: 1 hour in weeks 1-6 and 8-13.	1hr	Week 1	12 times
<b>Tutorial/Workshop</b> – On campus Tutorial: 2 hours in weeks 2-6 and 8-13.	2hrs	Week 2	11 times
<b>ONLINE 1</b>			
<b>Tutorial/Workshop</b> – Online tutorial - 2 hours in weeks 2-6 and 8-13 via Zoom.	2hrs	Week 2	11 times
<b>Online</b> – Online lecture via MediaSite in Weeks 1-6 and 8-13. This will be available to view live at the same time as the scheduled on campus lecture or immediately afterwards.	1hr	Week 1	12 times

### 1.3. Course Topics

Module/Week	What key concepts/content will I learn?	Activities
1	Introduction to Criminal Profiling & Intelligence	Lecture; Chapters 1 & 2; Blackboard activities
2	Current Approaches to Criminal Profiling	Lecture & Tutorial; Chapters 3 & 5; Blackboard activities
3	Profiling the Offender: Offender Background and Characteristics	Lecture & Tutorial; Chapter 17 & 18; Blackboard activities; In-class group work
4	Profiling the Offence: Crime Scene and Offence Analysis	Lecture & Tutorial; Chapters 6, 11 & 12; Blackboard activities; In-class group work
5	Profiling the Victim: Forensic Victimology	Lecture & Tutorial; Chapter 7; Blackboard activities; In-class group work
6	Offender MO, Signature and Linkage Analysis	Lecture & Tutorial; Chapter 14; Blackboard activities; In-class group work
7	<b>Law and Criminology Week!</b>	Student activities are scheduled throughout the week
8	Inferring Motive: Offender Typologies	Lecture & Tutorial; Chapter 13; Blackboard activities; In-class group work
9	Serial Cases: Investigating Crime Patterns	Lecture & Tutorial; Chapters 19 & 22; Blackboard activities
10	Intelligence-led investigations: Part 1	Lecture & Tutorial; Blackboard readings and activities
11	Intelligence-led investigations: Part 2	Lecture & Tutorial; Blackboard readings and activities
12	Profiling on Trial: Expert Testimony, Eyewitness Testimony and Investigative Relevance	Lecture & Tutorial; Chapters 24 & 25; Blackboard activities
13	Course Review & Exam Preparation	Lecture & Tutorial; No Readings

### 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Critique key components and processes involved in criminal profiling.	Knowledgeable Creative and critical thinker
2	Apply profiling techniques to real case examples.	Knowledgeable Creative and critical thinker
3	Use your analytical skills to construct a basic criminal profile.	Knowledgeable Creative and critical thinker
4	Explain the role of profiling in the criminal justice system.	Knowledgeable Creative and critical thinker
5	Debate key ethical and practice challenges associated with criminal profiling.	Knowledgeable Creative and critical thinker

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Successful completion of CRM101 Introduction to Criminology and/or CRM102 Understanding Crime would be of benefit to students wishing to undertake this course.

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

You will receive weekly formative feedback in tutorials from week 3 to assist with developing your assessment skills and completing assessment task 1. This will also help to refine your skills for assessment task 2.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Group	30%	15-minute PowerPoint (or equivalent) video presentation plus a self and peer-review assessment	Week 9	Online Assignment Submission
All	2	Written Piece	Individual	35%	2500 words	Week 12	Online Assignment Submission with plagiarism check
All	3	Examination - Centrally Scheduled	Individual	35%	2 hours	Exam Period	Exam Venue

### All - Assessment Task 1: Case Study Development

<b>GOAL:</b>	The goal of this assessment is to provide opportunities for you to work in a group of 4-5 students to learn basic profiling techniques and apply these to real-life case examples (case studies).
<b>PRODUCT:</b>	Oral
<b>FORMAT:</b>	PowerPoint slides will contain key elements of the criminal profile relevant to the case study and will be developed by the group collaboratively on a weekly basis. Groups will be formed, and case studies assigned, in your week 2 tutorial. Working in tutorials and online, each group will develop PowerPoint presentations, building up the elements of a criminal profile as they are studied. The final submission will include a 15-minute PowerPoint (or equivalent) video presentation. Note.10% of your marks will be attributed to your individual contribution to the group task via a self and peer assessment.

CRITERIA:	No.	Learning Outcome assessed
	1	As a group, you will be assessed on your ability to produce a PowerPoint (or equivalent) presentation that demonstrates your ability to analyse and apply key profiling techniques to your nominated case study.
	2	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3 4 5</span>

#### All - Assessment Task 2: Written Criminal Profile

<b>GOAL:</b>	The goal of this assessment task is to allow you to synthesise and apply your knowledge and skills developed during weeks 3 to 8 to construct a written case profile report on a selected case study. In your report, you will be required to demonstrate your ability to research, analyse and apply the key profiling processes to produce your case formulation.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	This task will require you to use basic assessment and case formulation skills to write a formal criminal profile report on an assigned case study. You are required to draw on literature to support your methods and formulation.	
CRITERIA:	No.	Learning Outcome assessed
	1	You will be assessed on the accuracy of your case report, your application of relevant knowledge, critical thinking and analysis, and effective communication skills (as per the marking rubric provided on Blackboard).

#### All - Assessment Task 3: Exam

<b>GOAL:</b>		
<b>PRODUCT:</b>	Examination - Centrally Scheduled	
<b>FORMAT:</b>	This task will take the form of a supervised test in individual mode. The test is open book. You will be required to respond to a set number multiple-choice and short-answer response questions drawn from prescribed readings as well as lecture and tutorial content presented during weeks 8 -12.	
CRITERIA:	No.	Learning Outcome assessed
	1	Correct multiple-choice answers will be calculated. Short-answer responses will be marked on the accuracy and comprehensiveness of each answer.

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Turvey, B.E.	2011	Criminal Profiling: An introduction to behavioural evidence analysis	London: Elsevier Publishing

## 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

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