



## Faculty of Medicine

**SOMS1501**

# **INSIDE THE CRIMINAL MIND**

Summer Semester, 2018

**COURSE OUTLINE**

CRICOS Provider Code 00098G

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Please read this outline in conjunction with the following pages on the

[School of Medical Sciences website:](#)

- [Advice for Students](#)
- [Learning Resources](#)

(or see "STUDENTS" tab at [medicalsciences.med.unsw.edu.au](http://medicalsciences.med.unsw.edu.au))

## Course Introduction

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This course seeks to give students from many disciplines an understanding of the workings of the criminal mind. From birth, genetics and early adolescence this course will take the student through the life cycle of the criminal mind. Students will gain an insight into the motivations of serial killers, lust murderers, paedophiles and stalkers. We will examine where the criminal justice system and forensic psychiatry interface and how they coexist. The investigation process including forensic pathology (autopsies) will be covered, culminating in the arrest of the offender and their incarceration period.

## Course Details

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This course is offered as a 1 week intensive during Semester 1 and has six unit of credit (UOC).

The contact hours for this course are from Monday to Friday (4-8<sup>th</sup> December 2017) between 9am and 4.30pm.

There are no pre-requisites, and the course can be taken in any year of a degree.

This course is delivered in a **blended** format (face-to-face and online). This means that the face-to-face contact hours are less than other courses, but that you are expected to study additional hours in your own time.

## Course Staff

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**Course Convenor:** Professor Tony Butler

Room 619  
The Kirby Institute, Justice Health Research Program  
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**Co-convenor:** Mr Lee Knight

The Kirby Institute, Justice Health Research Program  
Level 6, Wallace Wurth Building  
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**Tutors:** To be advised

All students in the course are advised that email is the official means by which the Course Convenor and administrative staff will communicate with them. All email messages will be sent to the student's official UNSW email address (e.g., [z1234567@student.unsw.edu.au](mailto:z1234567@student.unsw.edu.au)). If a student does not wish to use the University email system, they MUST arrange for their official mail to be forwarded to their chosen address. The University recommends that students check their mail at least every other day.

## **Attendance Requirements**

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Students are expected to attend all of the lectures.

For further information on UNSW attendance policies and procedures concerning students, please see SOMS guidelines indicated under the table of contents.

## **Course Aims**

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This intensive course aims to give students:

1. Unique insights into the psychopathology of high profile offender groups;
2. A lifecycle approach to the antecedents of offending, genetic influences, the detection, prosecution, treatment of this group, and punishment;
3. An introduction to the principles of forensic psychiatry and psychology; and
4. An introduction to the principals of law, forensic pathology, the coronial inquest process and the criminal justice system;

Real life examples will be used to illustrate the above.

## Student Learning Outcomes

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At the completion of this course a successful student will be able to:

1. Describe the major theories, motivations and causes underlying serious criminal offending;
2. Identify the major issues involved in the investigation, prosecution and punishment of serious offenders;
3. Use critical thinking to distinguish between the common myths versus reality of various high profile offender groups;
4. Identify key mental health issues prevalent in this group and their impact on offending, culpability and the risk of reoffending;
5. Identify key issues, professional groups and social structures relating to the treatment, rehabilitation and punishment of serious offenders.

## Graduate Attributes

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This course will contribute to the following UNSW graduate attributes:

1. General interest in crime, offending and the investigation of high profile offender populations;
2. Willingness to contribute to discussions on this topic;
3. Willingness to consider new ideas and theories that may be challenging and cause discomfort;
4. Able to consider different viewpoints from differing perspectives.

See also: [medicalsciences.med.unsw.edu.au/students/undergraduate/advice-students#graduate](http://medicalsciences.med.unsw.edu.au/students/undergraduate/advice-students#graduate)

## Teaching Strategies

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The course employs a variety of teaching modes to facilitate student learning. These include:

Formal lectures will be delivered face-to-face at the University of New South Wales Campus, over five days. Lectures will be recorded and broadcast to students unable to attend campus over the teaching period. Those students who wish to learn at their own pace will have access to pre-recorded material (released after the intensive week) which they can watch and interact with via Moodle.

Lectures will comprise two-hour lecture slots. The first hour will be given over to a lecture from an expert in the particular field being taught. The second hour will involve a short video or case description from a real-life case with students working in groups to further analyses and discuss the material with the expert or other group activity.

Students watching the lecture live via Moodle will be able to participate in the discussion via a question feed which will be relayed to the lecture room via the course coordinator. Students participating off-line (delayed watching of lectures) will be able to discuss the content with other students via the Moodle discussion board.

Each day will end with the opportunity to prepare for the final discussion, referred to as the post course debate. Students attending in person will have the opportunity to discuss their position on the proposed debate question and ask questions with the course convenors. Students participating off campus will be able to liaise with their group via Moodle.

**Learning is supported via Moodle. Announcements, timetables, lecture slides and other resources will be made available on Moodle during the course.**

## Assessment

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For UNSW assessment information and policy, see [student.unsw.edu.au/assessment](http://student.unsw.edu.au/assessment)

Assessment for SOMS1501 includes both individual and group work, as follows:

<b>Personal Reflection</b>	<b>1000 words</b>	<b>30%</b>
<b>Post course group assignment</b>	<b>5000 words spread between a team of 5 students*</b>	<b>50%</b>
<b>Class debate</b>	<b>Debate presentation by team</b>	<b>20%</b>

\* Group size may vary depending on class numbers.

## **Personal reflection (30%)**

Students are to write a critical reflection on one aspect of the course they found particularly challenging or interesting. This could relate to a particular crime or offender discussed in the course or contrast the portrayal of a crime or offender as reported in the media (e.g. a TV show) with factual information presented by the experts during the course. The critical reflection will be 1000 words in length and weighted at 30% for successful completion of the course.

## **Group assignment (50%)**

### **Scenario**

A reputable TV station is planning to commission a TV series about notorious criminals and the producer requires a detailed briefing before making a decision to proceed to production. Each episode will feature a high-profile criminal and will include sections on:

1. Background to the individual offender (the reporter/contextualiser);
2. Police investigation (the detective);
3. Psychiatric/psychological aspects of the offender (the profiler);
4. Legal process (defence and/or prosecution); and
5. Treatment options (forensic psychiatrist).

Your task is to produce a briefing document covering the above scenario for the producer including the 5 perspectives specified above (reporter, detective, profiler, legal process, treatment), plus an executive summary providing a succinct overview.

The cases chosen reflect the offender groups/crimes covered in the lectures.

1. Ivan Milat
2. Martin Bryant
3. Fred West
4. Richard Kuklinski
5. Dennis Ferguson

Guide:

1. Academic rigour needs to be included in the document e.g.:
  - Forensic psychiatrist perspective will need to reference psychiatric theories, evidence-based treatment options, etc.
  - Legal perspective could reference specific laws or legal principles.
2. Could the offences have been prevented and at what point (e.g. treatments and interventions, or missed investigation opportunities)?
3. Ethical/moral aspects - Individual responsibility (who is to blame – society, mother, father?)
4. Media treatment / labelling of the offender
5. Executive summary  $\frac{1}{2}$  page (1.5 spacing) and agreed on by the group.
6. Ok to take a negative view of the case and that it does not warrant further action.

7. Are you able to classify the offender? Does the offender fit a certain “profile” or a kind of offender group (i.e. serial killer, sexual sadist, etc.)

Student 1.	(The reporter)	1000 words
Student 2.	(The detective)	1000 words
Student 3.	(The profiler)	1000 words
Student 4.	(The lawyer)	1000 words
Student 5.	(The forensic psychiatrist)	1000 words

500 words - Group executive summary

The group report of approximately 5000 words (1000 per student – 30% of total for this component) plus a 500-word summary (20% of total for this component) will be weighted at 50% for successful completion of the course.

The scenario is that a TV channel wishes to commission a series highlighting high profile offenders and you (the group) need to brief the producer regarding the particular offender. The briefing needs to cover the various aspects of the offender as outlined below.

Students are expected to nominate themselves for an aspect of the assignment and contribute 1000 words. Groups must ensure that they cover all three aspects of the assignment i.e. the investigation, adjudication, and rehabilitation. An example could be that student 1 writes as the police officer investigating the case (investigation), student 2 writes as the profiler (investigation), student 3 writes as a lawyer defending or prosecuting the case (adjudication), student 4 writes as the forensic psychiatrist (rehabilitation), and student 5 the reported who has to contextualise the background. Groups also need to write a 500 word executive summary of the assignment. An overall mark will be allocated for the assignment and each student will receive this grade individually.

### ***Class debate (20%)***

Participants will be required to take part in an online class debate on one of three subjects (see below)

Each team will be given approximately 10 minutes to present their arguments and a 2 minute rebuttal by the team captain at the end. Teams can either nominate two spokespersons who will present the arguments on behalf of the group, for or against the topics outlined above, or the group can elect to each speak for 2 minutes. Students will be assessed by a group mark allocated by the moderators of the debates.

## Timetable

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Time	Topic	Expert
<b>Day 1 - Monday 4<sup>th</sup> Dec</b>		
09.00–10.00	Introduction to course	Tony Butler & Lee Knight
10.00 – 10.15	Prisons & offender populations	Tony Butler
10.15 - 11.00	Interactive Session - prisons	
11.00- 11.15	BREAK	
11.15 – 12.15	Natural Born Killers – is there a criminal gene?	Rodney Scott
12.15 – 1.15	Interactive Session - genetics	
1.15 – 2:00	LUNCH	
2.00 – 3.00	The making of a criminal – juvenile offenders	John Kasinathan
3.00- 3.15	BREAK	
3.15 – 4:00	Interactive Session – juvenile offenders	
4.00-4.30	Debate preparation	
<b>Day 2 - Tuesday 5<sup>th</sup> Dec</b>		
09.00 – 10.00	Violent Offenders	Kerri Eagle
10.00 – 10.15	BREAK	
10.15 – 11.00	Interactive Session – violent offenders	
11.00 – 11.15	BREAK	
11.15 – 12.15	Serial Killers & psychopaths	Andrew Ellis
12.15 – 1.15	Interactive Session – serial killers	
1.15 – 2.00	LUNCH	
2.00 – 3.00	Fatal Attraction – Stalkers and obsession	Stephen Allnutt
3.00 – 3.15	BREAK	
3.15 – 4.00	Interactive Session - stalkers	
4.00 – 4.30	Debate preparation	
<b>Day 3 - Wednesday 6<sup>th</sup> Dec</b>		
09.00 – 10.00	Prison Break	John Killick
10.00 – 10.15	BREAK	
10.15 – 11.00	Interactive Session – Prison Break	
11.00 – 11.15	BREAK	
11.15 – 12.15	Mind Hunters the art of profiling	Andrew Ellis
12.15 – 1.15	Interactive Session – profiling	
1.15 – 2:00	LUNCH	
2.00 – 3.00	Sexual Sadists and Lust murders	Lee Knight
3.00 – 3:15	BREAK	
3.15 – 4.00	Interactive Session – sexual sadists	
4.00 – 4.30	Debate preparation	

<b>Day 4 - Thursday 7<sup>th</sup> Dec</b>	<b>Topic</b>	<b>Expert</b>
09.00 – 10.00	The Coroner	Mary Jerram
10.00 - 10.15	BREAK	&
10.15 – 11.00	Interactive Session – the Coroner	Hugh Dillon
11.00 – 11.15	BREAK	
11.15 – 12.15	Paedophiles and Child Molesters	David Greenberg
12.15 – 1.00	Interactive Session – paedophiles	
1.00 – 1.30	LUNCH	
1.30 – 2.30	Bone Collector - The post-mortem	Istvan Szentmariay
2.30 - 3.15	Interactive Session – post-mortem	
3.15 – 3.30	BREAK	
3.30 – 4.30	Blue Bloods – the detective	Steven Davies
<b>Day 5 - Friday 8<sup>th</sup> Dec</b>		
09.00 – 10.00	Women Who Kill	Danny Riordan
10.00 – 10.15	BREAK	
10.15 – 11.00	Interactive Session – women killers	
11.00 – 11.15	BREAK	
11.15 – 12.15	Defending and Prosecuting a murderer	Eddie Selwyn
12.15 – 1.15	Interactive Session - prosecuting	
1.15 – 2.00	LUNCH	
2.00 – 3.00	Green is the New Orange – the prison	Luke Grant
3.00 – 3:15	BREAK	
3.15 – 4.00	Interactive Session – the prison	
4.00 – 4.30	Debate Preparation	

## SOMS1501 – Module content and learning objective

<b>Day</b>	<b>Module</b>	<b>Person</b>	<b>Key lecture concepts / content</b>	<b>Learning objectives</b>
Day 1 – 4 <sup>th</sup> December	Introduction to course	Tony Butler	<ul style="list-style-type: none"> <li>• Introduction to course, assessment.</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the major theories, motivations and causes underlying serious criminal offending;</li> <li>2. Identify the major issues involved in the investigation, prosecution and punishment of serious offenders;</li> <li>3. Use critical thinking to distinguish between the common myths versus reality of various high profile offender groups;</li> <li>4. Identify key mental health issues prevalent in this group and their impact on offending, culpability and the risk of reoffending;</li> <li>5. Identify key issues, professional groups and social structures relating to the treatment, rehabilitation and punishment of serious offenders.</li> <li>6. Identify common TV/media myths versus reality.</li> </ol>
Day 1 – 4 <sup>th</sup> December	Prisons & offender populations	Tony Butler	<ul style="list-style-type: none"> <li>• Prisoner population &amp; trends</li> <li>• Offender groups</li> <li>• How the media sees this population</li> </ul>	<ol style="list-style-type: none"> <li>1. Understanding of the history of incarceration</li> <li>2. Describe the prevalence of disorders in prisoner populations</li> <li>3. Describe key issues with incarceration / punishment model of rehabilitation</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>
Day 1 – 4 <sup>th</sup> December	Natural Born Killers – is there a criminal gene?	Rodney Scott	<ul style="list-style-type: none"> <li>• Gene-environment interaction</li> <li>• Legal cases involving genetics</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe whether there is a genetic basis for offending</li> <li>2. Identify common TV/media myths versus reality.</li> </ol>
Day 1 – 4 <sup>th</sup> December	The making of a criminal – juvenile offenders	John Kasinathan	<ul style="list-style-type: none"> <li>• Who are young offenders?</li> <li>• Youth offender trajectories.</li> <li>• How we manage young offenders in custody?</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand why some young people offend</li> <li>2. Describe the differences between juvenile and adult offenders</li> <li>3. Understand why some young offenders progress to adult offending</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>
Day 2 – 5 <sup>th</sup> December	Violent Offenders	Kerri Eagle	<ul style="list-style-type: none"> <li>• Who are violent offenders?</li> <li>• What types of crimes do they commit?</li> <li>• Who are the victims?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the differences between instrumental and reactive violence</li> <li>2. Describe the prevalence of mental illness in violent offenders</li> <li>3. Understanding risk assessment</li> <li>4. Describe the characteristics of violent offenders</li> <li>5. Identify common TV/media myths versus reality.</li> </ol>

Day 2 – 5 <sup>th</sup> December	Serial Killers & psychopaths	Andrew Ellis	<ul style="list-style-type: none"> <li>• What is a serial killer?</li> <li>• What is a psychopath?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe common characteristics of serial killers &amp; psychopaths.</li> <li>2. Understand why serial killers continue to kill.</li> <li>3. Describe crime scenes consistent with this type of offender.</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>
Day 2 – 5 <sup>th</sup> December	Fatal Attraction – Stalkers and the obsessed	Stephen Allnutt	<ul style="list-style-type: none"> <li>• Who are stalkers?</li> <li>• What is 'obsession' versus natural attraction?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the different typologies of stalking.</li> <li>2. Understand treatment options for stalkers.</li> <li>3. Describe why people stalk and common risk factors for stalking behaviour.</li> <li>4. Identify common TV/media myths versus reality in relation to stalking.</li> </ol>
Day 3 – 6 <sup>th</sup> December	Prison Break	John Killick	<ul style="list-style-type: none"> <li>• Who escapes from prison?</li> <li>• Famous prison escapes?</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand the motivations of those who escape from prison.</li> <li>2. Identify common TV/media myths versus reality.</li> </ol>
Day 3 – 6 <sup>th</sup> December	Mindhunters – The Art of Profiling	Andrew Ellis	<ul style="list-style-type: none"> <li>• What does a profiler do?</li> <li>• Is profiling reliable?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe common approaches used by profilers?</li> <li>2. Understand when profiling is used?</li> <li>3. Identify common TV/media myths versus reality.</li> </ol>
Day 3 – 6 <sup>th</sup> December	Sexual Sadists and Lust murders	Lee Knight	<ul style="list-style-type: none"> <li>• What are sexual sadists?</li> <li>• Who makes a lust murderer?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the features of a sexual sadist.</li> <li>2. Understand what drives a sexual sadist to offend.</li> <li>3. Understand why females may assist a sexual sadist.</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>
Day 4 – 7 <sup>th</sup> December	The Coroner	Mary Jerram	<ul style="list-style-type: none"> <li>• What does the coroner do?</li> <li>• Suspicious deaths and actual murders?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the role and powers of the coroner.</li> <li>2. Understand which deaths require a coronial inquest?</li> <li>3. Describe how a coroner determines the cause of death.</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>
Day 4 – 7 <sup>th</sup> December	Paedophiles and Child Molesters	David Greenberg	<ul style="list-style-type: none"> <li>• What are common paraphilias?</li> <li>• What is paedophilia?</li> <li>• Who are child molesters?</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand the different paraphilias.</li> <li>2. Describe the difference between paedophiles and child molesters.</li> <li>3. Understand what drives a person to offend sexually against children.</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>
Day 4 – 7 <sup>th</sup> December	The post-mortem	Istvan Szentmariay	<ul style="list-style-type: none"> <li>• What is a post-mortem?</li> <li>• When are post-mortems required?</li> </ul>	<ol style="list-style-type: none"> <li>1. Understand the importance of forensic medicine in determining cause of death.</li> <li>2. Describe how forensic medicine can assist in conviction.</li> <li>3. Understand the role of the forensic pathologist in giving expert evidence in the court room.</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>

Day 5 – 8 <sup>th</sup> December	Women Who Kill	Danny Riordan	<ul style="list-style-type: none"> <li>• Who are women killers?</li> <li>• Couples who kill?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the key differences between male and female killers.</li> <li>2. Understand what drives women to kill.</li> <li>3. Describe the psychopathology of women killers.</li> <li>4. Identify common TV/media myths versus reality.</li> </ol>
Day 5 – 8 <sup>th</sup> December	Defending and Prosecuting a murderer	Eddie Selwyn	<ul style="list-style-type: none"> <li>• How to defend a murderer in court?</li> <li>• Defence and prosecution strategies?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe key differences in the roles of defence and prosecution lawyers.</li> <li>2. Understanding ‘reasonable doubt’ in murder cases.</li> <li>3. Identify common TV/media myths versus reality.</li> </ol>
Day 5 – 8 <sup>th</sup> December	Green is the New Orange – the prison	Luke Grant	<ul style="list-style-type: none"> <li>• Managing high risk offenders in prisons?</li> <li>• How other prisoners treat high profile prisoners?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the main challenges of incarcerating high profile/celebrity offenders.</li> <li>2. Describe the prison routine.</li> <li>3. Identify common TV/media myths versus reality.</li> </ol>