



Faculty of Medicine

SOMS1501

INSIDE THE CRIMINAL MIND

Summer 2021

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 medicallsciences.med.unsw.edu.au.)

Course Introduction

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

This course is offered as a 1 week intensive during Summer 2021 and has six units of credit (UOC).

The contact hours for this course are from Monday to Friday (18th – 22nd January 2021) between the hours of 9am to 5.30pm.

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

This course is delivered in a **face-to-face** format and will be streamed live via YouTube. All lectures will be recorded and uploaded to Moodle.

Course Staff

Course Convenor: Professor Tony Butler

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Co-convenor:

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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). 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

Students are expected to attend all of the lectures either by attending in person or watching online.

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

Course Aims

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, early life exposures, genetic influences, the detection, prosecution, and treatment of this group, and punishment;
3. A brief introduction to the principles of forensic psychiatry and psychology as applied to key high-profile offender groups; and
4. An introduction to the principals of law, forensic pathology, the coronial inquest process and the criminal justice system as applied to key high-profile offender groups;

Real life examples will be used to illustrate the above aims.

Student Learning Outcomes

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

This course will contribute to the following UNSW graduate attributes:

1. General interest in crime, offending and the investigation and treatment 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: medsciences.med.unsw.edu.au/students/undergraduate/advice-students#graduate

Teaching Strategies

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 Kensington Campus, over five days. Lectures will be broadcast live to students unable to attend campus over the teaching period, or if COVID restrictions prevent on-campus attendance, via Moodle. Those students who wish to learn at their own pace will have access to recorded material via Moodle.

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

Each day will end with the opportunity to prepare for the final debate. Students will have the opportunity to discuss their position on the proposed debate question and ask questions with the course convenors.

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

Assessment

For UNSW assessment information and policy, see student.unsw.edu.au/assessment

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

Assessment	Contribution	Weight	Due Date
Personal reflection	~1000 words	30%	Friday 29 th January 2021
Post course group assignment	~5000 words spread between a team of 5 students* (1000 each per student) plus 500-word executive summary	50%	Thursday 4 th February 2021
Class debate	Debate presentation by team	20%	Held on Monday 25 th January 2021

* 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 new series about a notorious criminal and the producer requires a detailed briefing before making the 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);
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 (expert witness).

Your task is to produce a briefing document about a high profile offender (listed below) to senior management including the 5 perspectives specified above (reporter, detective, profiler, legal process, and treatment), plus an executive summary providing a succinct overview to the proposal.

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 expert witness)	1000 words

500 words - Group executive summary

Students need to nominate to cover one component of the assignment and write 1000 words. Groups must ensure that they cover all three aspects of the assignment - (1) the investigation, (2) adjudication, and (3) rehabilitation.

The case studies below are aimed at reflecting the offender group types covered in the lectures¹.

1. Ivan Milat
2. Martin Bryant
3. Fred West
4. Richard Kuklinski
5. Keli Lane

Guide to the assignment based on past FAQs:

1. Academic rigour needs to be included in the document e.g.:
 - Expert witness 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 of the offender.
5. Executive summary ½ page and agreed on by the group.
6. Okay 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.)?

Formatting requirements:

- 1.5 spacing
- Font size 12
- Margins ~2.5cm
- Page numbers

Cover page:

- Clearly name the offender being covered
- List all group members and which component they wrote

Students will be marked **individually** for their 1000-word contribution (40/50); however, the executive summary mark will be given to all **group** members (10/50).

¹ These may change.

Class debate (20%)

Participants will be required to take part in a debate on one of three topics (see below).

Each team will be given approximately 10 minutes to present their arguments and a 2–3-minute rebuttal by the team spokesperson at the end. Teams can either nominate two spokespersons who will present all the arguments on behalf of the group or the group can decide to each speak for 2 minutes. Students will be assessed by a group mark allocated by the moderators of the debates.

Debate topics:

1. Chemical castration should be compulsory for sex offenders.
2. Criminals are born not made.
3. Australia should bring back the death penalty.

Timetable

Time	Topic	Speaker
Day 1 - Monday		
09.00–10.00	Introduction. Prisons and offender populations.	Tony Butler
10.00 - 11.00	Interactive Session (Q&A / Polls)	Tony Butler
11.00- 11.15	Short Break	
11.15 – 12.15	ReINVEST – Treating DV offenders	Tony Butler & Lee Knight
12.15 – 1.15	LUNCH	
1.15 – 2.15	Natural Born Killers – is there a criminal gene?	Rodney Scott
2.15 – 3:15	Crime and the Brain	Peter Schofield
3.15- 3.30	Short Break	
3.30 – 4.30	The making of a criminal – younger offenders	John Kasinathan
4.30 – 5:15	Interactive Session (Q&A / Polls)	John Kasinathan
Day 2 - Tuesday		
09.00 – 10.00	Violent Offenders	Kerri Eagle
10.00 – 11.00	Interactive Session (Q&A / Polls)	Kerri Eagle
11.00 – 11.15	Short Break	
11.15 – 12.15	Serial Killers & psychopaths	Steve Allnutt
12.15 – 1.15	LUNCH	
1.15 – 2.00	Interactive Session – Ask the forensic psychiatrist	Steve Allnutt
2.00 – 3.00	Fatal Attraction – Stalkers and obsession	Sunny Wade
3.00 – 3.15	Short Break	
3.15 – 4.00	Interactive Session (Q&A / Polls)	Sunny Wade
Day 3 - Wednesday		
09.00 – 10.00	Prison Break – the escapee	John Killick
10.00 – 11.00	Interactive Session (Q&A / Polls)	John Killick
11.00 – 11.15	Short Break	
11.15 – 12.15	Pedophiles and Child Molesters	David Greenberg
12.15 – 1.00	Interactive Session (Q&A / Polls)	David Greenberg
1.00 – 2:00	Lunch	
2.00 – 3.30	Sexual Sadists and Lust murders	Lee Knight
3.30 – 3:45	Short Break	
3.45 – 4.45	Mind Hunters – The Art of Profiling	Andrew Ellis
4.45 – 5.45	Interactive Session (Q&A / Polls)	Andrew Ellis

Day 4 - Thursday		
09.00 – 10.00	The Coroner	Hugh Dillon
10.00 - 10.45	Interactive Session (Q&A / Polls)	Hugh Dillon
10.45 – 11.00	Short Break	
11.00 – 12.00	Women who kill	Danny Riordan
12.00 – 1.00	Interactive Session (Q&A / Polls)	Danny Riordan
1.00 – 1.30	LUNCH	
1.30 – 2.30	Bone Collector - The post-mortem	Istvan Szentmariay
2.30 – 3.15	Interactive Session (Q&A / Polls)	Istvan Szentmariay
3.15 – 3.30	Short Break	
3.30 – 4.30	Blue Bloods – the detective	Steven Davies
4.30 – 5.30	Sex, drug and rock and roll – the drug squad	Luke Walsh
Day 5 - Friday		
09.00 – 10.00	Wrinkly Wrongdoers	Sharon Reutens
10.00 – 11.00	Interactive Session (Q&A / Polls)	Sharon Reutens
11.00 – 11.15	Short Break	
11.15 – 12.15	Defending and Prosecuting a murderer	Guy Newton and Corrie Goodhand
12.15 – 1.15	LUNCH	
1.15 – 2.00	Interactive Session (Q&A / Polls)	Guy Newton and Corrie Goodhand
2.00 – 3.00	Green is the New Orange – what happens in prison	Luke Grant
3.00 – 3:15	Short Break	
3.15 – 4.00	Interactive Session (Q&A / Polls)	Luke Grant

SOMS1501 – Module content and learning objectives

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

			<ul style="list-style-type: none"> Who are the victims? 	<ol style="list-style-type: none"> Understanding risk assessment Describe the characteristics of violent offenders Identify common TV/media myths versus reality.
Day 2	Serial Killers & psychopaths	Stephen Allnut	<ul style="list-style-type: none"> What is a serial killer? What is a psychopath? 	<ol style="list-style-type: none"> Describe common characteristics of serial killers and psychopaths. Understand why serial killers continue to kill. Describe crime scenes consistent with this type of offender. Identify common TV/media myths versus reality.
Day 2	Fatal Attraction - Stalkers and obsession	Sunny Wade	<ul style="list-style-type: none"> Who are stalkers? What is 'obsession' versus natural attraction? 	<ol style="list-style-type: none"> Describe the different typologies of stalking. Understand treatment options for stalkers. Describe why people stalk and common risk factors for stalking behaviour. Identify common TV/media myths versus reality in relation to stalking.
Day 3	Prison break	John Killick	<ul style="list-style-type: none"> Who escapes from prison? Famous prison escapes? 	<ol style="list-style-type: none"> Understand the motivations of those who escape from prison. Identify common TV/media myths versus reality.
Day 3	Paedophiles and Child Molesters	David Greenberg	<ul style="list-style-type: none"> What are common paraphilias? What is paedophilia? Who are child molesters? 	<ol style="list-style-type: none"> Understand the different paraphilias. Describe the difference between paedophiles and child molesters. Understand what drives a person to offend sexually against children. Identify common TV/media myths versus reality.
Day 3	Sexual Sadists and Lust murders	Lee Knight	<ul style="list-style-type: none"> What are sexual sadists? Who makes a lust murderer? 	<ol style="list-style-type: none"> Describe the features of a sexual sadist. Understand what drives a sexual sadist to offend. Understand why females may assist a sexual sadist. Identify common TV/media myths versus reality.
Day 3	Mindhunters – The Art of Profiling	Andrew Ellis	<ul style="list-style-type: none"> What does a profiler do? Is profiling reliable? 	<ol style="list-style-type: none"> Describe common approaches used by profilers. Understand when profiling is used. Identify common TV/media myths versus reality.
Day 4	The Coroner	Hugh Dillon	<ul style="list-style-type: none"> What does the coroner do? Suspicious deaths and actual murders? 	<ol style="list-style-type: none"> Describe the role and powers of the coroner. Understand which deaths require a coronial inquest. Describe how a coroner determines the cause of death. Identify common TV/media myths versus reality.
Day 4	Women who kill	Danny Riordan	<ul style="list-style-type: none"> Who are women killers? Couples who kill 	<ol style="list-style-type: none"> Describe the key differences between male and female killers. Understand what drives women to kill. Describe the psychopathology of women killers. Identify common TV/media myths versus reality.

Day 4	Bone Collector - The post-mortem	Istvan Szentmariay	<ul style="list-style-type: none"> • What is a post-mortem? • When are post-mortems required? 	<ol style="list-style-type: none"> 1. Understand the importance of forensic medicine in determining cause of death. 2. Describe how forensic medicine can assist in conviction. 3. Understand the role of the forensic pathologist in giving expert evidence in the court room. 4. Identify common TV/media myths versus reality.
Day 4	Blue bloods – the detective Sex, drug and rock and roll – the drug squad	Steven Davies & Luke Walshe	<ul style="list-style-type: none"> • What is involved in a murder investigation? • What are the steps involved in gathering evidence? • How do the police ensure that a conviction is likely? 	<ol style="list-style-type: none"> 1. Understand the role of the police officer / detective in the investigation of crime 2. Determine how evidence is gathered and its admissibility to court 3. Understand how the police obtain sufficient evidence to present at court 4. Identify common TV/media myths versus reality.
Day 5	Wrinkly Wrongdoers	Sharon Reutens	<ul style="list-style-type: none"> • What makes an older offender? • What type of offences do they commit? • How do we manage our older offenders? 	<ol style="list-style-type: none"> 1. Understand the differences between older offenders and their younger counterparts 2. Describe the reasons older offenders commit offences and how these differ from younger offenders 3. Understand how older offenders are managed within the custodial setting
Day 5	Defending and Prosecuting a murderer	Guy Newton and Corrie Goodhand	<ul style="list-style-type: none"> • How to defend a murderer in court? • Defence and prosecution strategies? 	<ol style="list-style-type: none"> 1. Describe key differences in the roles of defence and prosecution lawyers. 2. Understanding ‘reasonable doubt’ in murder cases. 3. Identify common TV/media myths versus reality.
Day 5	Green is the New Orange – the prison	Luke Grant	<ul style="list-style-type: none"> • Managing high risk offenders in prisons? • How other prisoners treat high profile prisoners? 	<ol style="list-style-type: none"> 1. Describe the main challenges of incarcerating high profile/celebrity offenders. 2. Describe the prison routine. 3. Identify common TV/media myths versus reality.