



**Special Topics in Psychology and Law: The
Psychology of Criminal Behavior**
PSYC 5342/6342
University of Texas at El Paso
Spring 2020

INSTRUCTOR

Jennifer Eno Louden, Ph.D.

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Office: Vowell Hall room 204

Office hours: Thursday 3:00-4:00pm, Friday 10:00-11:00, or by appointment

If you need to make an appointment, please email me with at least 3 specific times you can meet during the week and give at least 24 hours' notice so I can set a time for you.

Note: my office is located in a building that is not ADA accessible. If you need to meet in a different location, please let me know.

COURSE TIME AND LOCATION

Tuesdays, 3:00-5:50pm, Old Main room 214

REQUIRED TEXTS

Bonta, J. & Andrews, D. A. (2017). *The psychology of criminal conduct (6th Ed.)*. New York: Routledge.

Additional readings will be posted to Blackboard.

COURSE DESCRIPTION

This course will provide students with an introduction to the field of correctional psychology and an overview of research on theories of human behavior with a particular emphasis on psychological theories. The application of theoretical understandings of crime to criminal justice practice and policy will be discussed.

LEARNING OUTCOMES

At the end of this course, you should be able to:

1. Critically evaluate research on criminal risk factors and interventions.
2. Describe the major theories of crime.
3. Describe the General Personality and Cognitive Social Learning Approach to criminal behavior.
4. Describe the Risk Need Responsivity model of correctional supervision.
5. Describe policy implications of correctional psychology research.

ACADEMIC DISHONESTY

Academic dishonesty in any form will not be tolerated. Academic dishonesty includes: cheating on exams or assignments, forgery, and plagiarism. Students caught engaging in academic dishonesty may receive an "F" for the course. Please review UTEP's policy statement on academic dishonesty: <http://academics.utep.edu/Default.aspx?tabid=23785>

DISABILITY ACCOMODATIONS

If you have a disability and require accommodation, please contact the Disabled Student Services Office at 915-747-5148 or via e-mail (dss@utep.edu) during the first week of the semester. They will help you with the required paperwork necessary to obtain accommodation.

COURSE REQUIREMENTS

Attendance and participation, 15 percent of final grade. Each student is expected to attend every class session and participate in the discussion on the readings for that week. You should actively engage in every class session—if you come to class but are not engaged in the discussion of the readings, you will not receive a passing grade on this component of the course. Unavoidable absences should be communicated to the instructor via email.

Reflection/discussion questions, 25 percent of final grade. Each week, each student should submit to Blackboard 1-2 paragraphs summarizing and reflecting on points from the readings followed by at least 2 questions for discussion by the class as a whole. The purpose of these questions is to encourage deeper thinking of the concepts presented in the readings, critical evaluation of research and theory, and presenting ideas for practical application or ramifications of issues presented in the readings. Discussion questions are due by 9:00am each Monday for that week's readings.

Final project, 60 percent of final grade. Each student will produce a final project on a topic relevant to the course content. The content of your final project should not overlap substantially with course readings or class discussion; instead, you should take the readings as a jumping off point to explore a topic of interest to you. You should clear your topic with the instructor before beginning.

The final project consists of two parts: a presentation and a paper. Each presentation will be approximately 10 minutes in length and accompanied by PowerPoint slides or other relevant presentation aides. The presentation should serve as a forum for your instructor and classmates to give feedback on your ideas before you turn in the paper. The paper must conform with the standards in the 7th edition of the APA style guide. Papers are due on the date listed in the course schedule.

GRADING

Grades will be based on the quality of the course requirements above using the following scale:

90% and above	=A
80 to 89%	=B
70 to 79%	=C
60 to 69%	=D
59% and below	=F

COURSE SCHEDULE

Adjustments to the course schedule are unlikely, but may occur. Adjustments will be announced in class and via email.

WEEK	DATE	TOPIC/READINGS
1	1/21	Course introduction, Overview of the PCC B&A Chapter 1 Neal, T.M.S. (2018). Forensic psychology and correctional psychology: Distinct but related subdisciplines of psychological science and practice. <i>American Psychologist</i> , 73, 651-662.
2	1/28	Empirical basis of PCC; Correctional research B&A Chapter 2 Wikström, P., & Loeber, R. (2000). Do disadvantaged neighborhoods cause well-adjusted children to become adolescent delinquents? A study of male juvenile serious offending, individual risk and protective factors, and neighborhood context. <i>Criminology</i> , 38, 1109-1142. Magaletta, P. R., Morgan, R. D., Reitzel, L. R., & Innes, C. (2007). Toward the one: Strengthening behavioral sciences research in corrections. <i>Criminal Justice and Behavior</i> , 34, 933-944.
3	2/4	Theories of criminal behavior B&A Chapter 3 Pratt, T., Cullen, F., Sellers, C., Jr., L., Madensen, T., Daigle, L., Fearn, N., Gau, J. (2010). The empirical status of Social Learning Theory: A meta-analysis. <i>Justice Quarterly</i> , 27, 765-802. Agnew, R. (2001). Building on the foundation of General Strain Theory: Specifying the types of strain most likely to lead to crime and delinquency. <i>Journal of Research on Crime and Delinquency</i> , 38, 319-361.
4	2/11	Biological basis of criminal behavior B&A Chapter 4 Rocque, M., Welsh, B., Raine, A. (2012). Biosocial criminology and modern crime prevention. <i>Journal of Criminal Justice</i> , 40, 306-312.

5	2/18	<p>Antisocial personality pattern; Psychopathy</p> <p>B&A Chapter 5</p> <p>Skeem, J. L., & Cooke, D. J. (2010). Is criminal behavior a central component of psychopathy? Conceptual directions for resolving the debate. <i>Psychological Assessment</i>, 22, 433-445.</p> <p>Venables, N., Hall, J., & Patrick, C. (2014). Differentiating psychopathy from antisocial personality disorder: A triarchic model perspective. <i>Psychological Medicine</i>, 44, 1005-1013.</p>
6	2/25	<p>Procriminal associates and attitudes; The person in the social context</p> <p>B&A Chapter 6 & 7</p> <p>Hoeben, E., & Thomas, K. (2019). Peers and offender decision-making. <i>Criminology & Public Policy</i>, 18, 759-784.</p>
7	3/3	<p>Substance abuse <i>Class format TBA</i></p> <p>B&A Chapter 8</p>
8	3/10	<p>RNR</p> <p>B&A Chapter 9</p> <p>Polaschek, D. (2012). An appraisal of the risk--need--responsivity (RNR) model of offender rehabilitation and its application in correctional treatment. <i>Legal and Criminological Psychology</i>, 1, 1-17.</p> <p>Gendreau, P., Little, T., & Goggin, C. (1996). A meta-analysis of the predictors of adult offender recidivism: What works! <i>Criminology</i>, 34, 575-608.</p>
9	3/17	NO CLASS, SPRING BREAK
10	3/24	<p>Risk assessment</p> <p>B&A Chapter 10</p> <p>Kroner, D. G., Mills, J. F., & Reddon, J. R. (2005). A coffee can, factor analysis, and prediction of antisocial behavior: The structure of criminal risk. <i>International Journal of Law and Psychiatry</i>, 28, 360-374.</p>

		Skeem, J., & Lowenkamp, C. (2016). Risk, race, & recidivism: Predictive bias and disparate impact. <i>Criminology</i> , 54, 680-712.
11	3/31	<p>Rehabilitation</p> <p>B&A Chapter 11</p> <p>Latessa, Cullen, & Gendreau (2002). Beyond professional quackery: Professionalism & the possibility of effective treatment. <i>Federal Probation</i>, 662, 43-49.</p> <p>Paparozzi, M., & Gendreau, P. (2005). An intensive supervision program that worked: Service delivery, professional orientation, and organizational supportiveness. <i>The Prison Journal</i>, 85, 445-466.</p>
12	4/7	<p>Adherence</p> <p>B&A Chapter 12</p> <p>Viglione, J., Rudes, D. S., & Taxman, F. S. (2015). Misalignment in supervision: Implementing risk/needs assessment instruments in probation. <i>Criminal Justice and Behavior</i>, 42, 263-285.</p> <p>Zajac, G., Lattimore, P., Dawes, D., & Winger, L. (2015). All implementation is local: Initial findings from the process evaluation of the Honest Opportunity Probation with Enforcement (HOPE) demonstration field experiment. <i>Federal Probation</i>, 79, 31-36.</p>
13	4/14	<p>Punishment; Policy</p> <p>B&A Chapter 13</p> <p>PEW Center on the States (2008). <i>One in 100: Behind Bars in America 2008</i>, 1-35.</p> <p>Andrews, D., & Bonta, J. (2010). Rehabilitating criminal justice policy and practice. <i>Psychology, Public Policy, and Law</i>, 16, 39-55.</p>
14	4/21	<p>Special populations</p> <p>B&A Chapter 14</p> <p>Salisbury, E. J., & Van Voorhis, P. (2009). Gendered pathways: A quantitative investigation of women probationers' paths to incarceration. <i>Criminal Justice and Behavior</i>, 36, 541-566.</p>

		Olver, M., Marshall, L., Marshall, W., & Nicholaichuk, T. (2018). A long-term outcome assessment of the effects on subsequent reoffense rates of a prison-based CBT/RNR sex offender treatment program with strength-based elements. <i>Sexual Abuse</i> , online ahead of print.
15	4/28	<p>Mental illness</p> <p>Skeem, J., Manchak, S., & Peterson, J. (2011). Correctional policy for offenders with mental illness: Creating a new paradigm for recidivism reduction. <i>Law and Human Behavior</i>, 35, 110-126.</p> <p>Skeem, J., Winter, E., Kennealy, P., Eno Loudon, J., & Tatar II, J. (2014). Offenders with mental disorder have criminogenic needs, too: Toward recidivism reduction. <i>Law and Human Behavior</i>, 38, 212-224.</p> <p>Peterson, J., Skeem, J., Kennealy, P., Bray, B., & Zvonkovic, A. (2014). How often and how consistently do symptoms directly precede criminal behavior among offenders with mental illness? <i>Law and Human Behavior</i>, 38, 439-449.</p> <p>Ricks, E., & Eno Loudon, J. (2016). Slipping through the cracks: Is mental illness appropriately identified among Latino offenders? <i>Criminal Justice and Behavior</i>, 43, 525-538.</p> <p>Tentative: Student presentations (part of class)</p>
16	5/5	Student presentations
	5/11 @ 5:00pm	Final papers due