



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



## **Contemporary Studies & Advancements in Forensic Psychology**

Course Instructor: Ms. Samiksha Das

Jindal Institute of Behavioral Sciences (JIBS)

4 Credit Course

Cross Registered Elective

## **FALL SEMESTER 2026**

Faculty Contact: Ms. Samiksha Das

Email: samiksha.das@jgu.edu.in

Office Hours: Please email the course instructor to schedule a meeting based on mutual availability.

The information provided herein is from the Course Coordinator. The following information contains the official record of the details of the course.

### **PART I**

<b>Course Title: Contemporary Studies &amp; Advancements in Forensic Psychology</b>		
Course Code	BE-E-0132	
Course Duration	1 Semester	
No. of Credit Units	4	
Level	UG/PG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing		

### **PART II**

#### **Course Description**

Forensic Psychology is an engaging yet difficult field to survey because of its tropical diversity, wide range of applications and very rapid growth. It has become an inevitable part of the Criminal Justice System. This course is organized around six sub areas of the field., investigative interviewing, profiling criminals and victims, correctional psychology, police psychology, forensic consultation & assessments, and forensic applications in civil courts.

#### **Course Aims:**

1. To develop understanding about the various roles of Forensic Psychologist in CJS.
2. To gain insights about the process to profile offenders and victims
3. To gain insights on correctional, military and legal psychology.

#### **Learning Outcomes:**

After the completion of the course the student will be able to:

1. Get better clarity on the different roles and responsibilities of a Forensic Psychologist in CJS
2. Role of Forensic Psychologist in correctional, military and police settings.

## Course Format

The course will be majorly taught using class discussions, presentations, readings, case study discussions, and movie analysis. The evaluations will include in-class activities, group presentations, written assignments, quizzes, and projects.

## ASSESSMENT DETAILS

Type of Evaluation	Assignment	Marks
<b>Internal Assessment (70 marks)</b>	In-class Activity*	10 x 2 = 20 marks
	Group Presentations*	20 marks
	Internal Quiz*	20 marks
	Class Participation*	10 marks
<b>End Semester Exam (30 marks)</b>	(closed book and timed)	30 marks

(\*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

## Missed or Late Assessment Submission

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the student's responsibility to double-check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

## COURSE OUTLINE

### Unit 1 – A brief overview of Forensic Psychology (Week 1-2)

A brief introduction to Forensic Psychology; Provisions of Forensics in Indian CJS; Common myths about Forensic Psychology; Psychological Connotation of a criminal behavior.

### Unit 2 – Interrogation and Investigative Interviewing (Week 3-4)

Brief introduction and challenges; interviewing vs interrogation; Forensic interview; REID Technique; Accusatorial Approach; NICHD Protocol; Information Gathering Approach; P.E.A.C.E Model, HUMINT.

### Unit 3 – Profiling Criminals (Week 5-6)

Brief introduction to profiling; Crime-Scene Profiling; Geographical Profiling; Psychological Autopsy

### Unit 4 – Understanding and Profiling Victims (Week 7-8)

Purpose of Victim Profile; Standards of practice of victim profiling for forensic professionals.

### **Unit 5 – Forensic Psychology in Civil Courts (Week 9-10)**

Forensic Psychology and Civil Litigation; Civil Capacities; Involuntary Civil Commitment, Sexual and Gender Harassment.

### **Unit 6 – Correctional Psychology (Week 11)**

Brief introduction to Institutional Corrections; Legal Rights of Inmates; Roles of the Correctional Psychologists; Psychological Assessment in Corrections.

### **Unit 7 – Military and Police Psychology (Week 12)**

Brief Introduction to military and police psychology; Forensic Assessment in Police and Public safety; Psychological Interventions and Operational Responsibilities.

### **PRACTICAL & APPLIED PERSPECTIVE (Week 13)**

The elective will involve reflection of various practical aspects of forensic investigation. 25% of the classroom hours will be dedicated towards practical exposure through psychometric assessment, and utilization of psychophysiological instruments in brain behavior laboratory.

#### **Readings**

- Kelly, C. E., & Meissner, C. A. (2015). Interrogation and investigative interviewing in the United States: Research and practice. *Contemporary developments and practices in investigative interviewing and interrogation*, 2, 11-25.
- Walsh, D., Oxburgh, G., Redlich, A., & Myklebust, T. (2017). Interrogation and investigative interviewing of suspects in the United States. In *International Developments and Practices in Investigative Interviewing and Interrogation* (pp. 287-298). Routledge.
- Cooke, G. (Ed.). (1980). *The role of the forensic psychologist*. Springfield, IL: Thomas.
- Miller, L. (2015). *PTSD and forensic psychology: Applications to civil and criminal law*. Springer.
- Hall, H. V., & Poirier, J. (Eds.). (2021). *Forensic psychology and neuropsychology for criminal and civil cases*. CRC Press.
- Turvey, B. E. (2011). *Criminal profiling: An introduction to behavioral evidence analysis*. Academic press.
- Beauregard, E., Busina, I., & Healey, J. (2017). Confessions of sex offenders: extracting offender and victim profiles for investigative interviewing. *Journal of criminal psychology*, 7(1), 13-28.
- Huss, M. T. (2013). *Forensic psychology*. John Wiley & Sons.
- Miller, L. (2012). *Criminal Psychology: Nature, nurture, culture-A textbook and practical reference guide for students and working professionals in the fields of law enforcement, criminal justice, mental health, and forensic psychology*. Charles C Thomas Publisher.
- Kennedy, C. H., & Zillmer, E. A. (Eds.). (2022). *Military psychology: Clinical and operational applications*. Guilford Publications.

## GRADING STUDENT ASSESSMENT

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing material and originality in thinking and presentation.
A-	65 - 69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

## **CLASSROOM POLICIES**

### **Professional Conduct in Classroom**

Developing professionalism means arriving on time in the classroom, maintaining classroom decorum, such as being seated within the first two minutes, being respectful to the instructor, peers, conflicting opinions, and submitting assignments on time. As a student on this course, you are expected to integrate these skills into your daily behavior as maintaining professionalism is an essential component of the course. It is essential that we pursue higher ideals which means incorporating behaviors such as listening to others when they are contributing, being sensitive to other individuals and diversity, and supporting the overall learning environment. Disrupting the learning environment by arriving after a two-minute window from the designated start time would mean that the student will be refused entry/attendance. It is also expected that the student contributes in classroom discussions, activities, and presentations to enhance the overall learning environment.

### **Attendance Policy**

Students are expected to attend all classes (100% attendance). Students that are regularly absent cause disruption to the learning environment and limit their own potential. A student who fails to attend a class is expected to inform the Course Instructor, beforehand, via mail, the reason for their absence.

### **Punctuality**

Students are expected to be seated and prepared inside the class at the scheduled class time. Regular late comers will be denied entry. Both later comers and early departures disrupt the learning environment and would be penalized. A student who might feel like they might be late for a class is expected to inform the Course Instructor, beforehand, via, the reason for the same.

### **Respectfulness**

Students must maintain the integrity of the classroom which means respecting peers, faculty, and staff. It is essential that the student is attentive and sensitive about the words that they use and its impact on others. Students who harm the decorum of the classroom will be asked to leave the classroom and marked absent for the day.

### **Electronic Devices**

Electronic devices such as laptops, headphones, mobile phones are known to be major distractions for learning. Therefore, students will be permitted to use electronic devices only at the behest of the course instructor.

### **Notes on Plagiarism**

*Plagiarism is not acceptable! Chat GPT extracted answers are not acceptable either.* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This

include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable! Using

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! It is necessary to cite all material that is not the student's original work. Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism. Sharing or using past work is also counted as plagiarism.

Academic learning is founded on ideals of honesty, integrity, and civility and students are expected to display these ideals at all times. Serious consequences could result when the ideals of academic behaviour are violated.

### **Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the content of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

### **Disability Support and Accommodation Requirements**

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committees. The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health. The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations. All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

### **Centre for Wellness and Counseling Services:**

Contact: Email ID: [cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in)

Mobile: +91 8396907312