

Ma program in Psychology

General information	
Academic subject	Forensic Psychology and Eyewitness Testimony
Degree course	Psychology
Academic Year	1 st
European Credit Transfer and Accumulation System (ECTS)	9
Language	Italian
Academic calendar (starting and ending date)	1 st semester
Attendance	Not mandatory

Professor/ Lecturer	
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Virtual headquarters	MS Teams code: inbd8id
Tutoring (time and day)	Tuesday, 12-14 am

Syllabus	
Learning Objectives	The course focuses on forensic psychology and eyewitness testimony, as an interface between academic research and professional application. The main goal of the course is to provide students with an overview of applications of psychology in criminal and civil trials, with a special attention to eyewitness testimony. Practical activities will be done, concerning reading and comments of forensic cases, Court verdicts, expert testimonies, guidelines for psycho-forensic practice.
Course prerequisites	Knowledge of general psychology topics, with a special consideration for memory, attention, and emotion processes.
Contents	<ul style="list-style-type: none"> – Neuropsychological assessment in forensic contexts: Methods and instruments. – Free will and responsibility. – Autobiographical memory and witness testimony. – Children's capacity to testify in Courts. – Malingering, deception, and lie. – Neuroscientific evidence. – The punishment
Books and bibliography	<ul style="list-style-type: none"> – Stracciari, A. Bianchi, A., & Sartori, G. (2010). <i>Neuropsicologia forense</i>. Bologna: Il Mulino. – Grandi, C. (2016). <i>Neuroscienze e responsabilità penale</i>. Torino: Giappichelli. – Conway, M. A. (2012). Ten things the law and others should know about human memory. In L. Nadel & W. Sinnott-Armstrong (Eds.), <i>Memory and Law</i> (pp. 359-372). New York: Oxford University Press. – Kleffuss, J. Z., & Ceci, S. J. (2012). Legal and psychological perspectives on children's competence to testify in court. <i>Developmental Review, 32</i>(3), 268-286. – Meijer, E. H., Verschuere, B., Gamer, M., Merckelbach, H., & Ben-Shakhar, G. (2016). Deception detection with behavioral, autonomic, and neural

	measures: Conceptual and methodological considerations that warrant modesty. <i>Psychophysiology</i> , 53(5), 593-604. Steblay, N. K., & Loftus, E. F. (2013). Eyewitness identification and the legal system. In E. Shafir (Ed.), <i>The behavioral foundations of public policy</i> (pp. 145-162). Princeton, NJ, US: Princeton University Press.
Additional materials	

Work schedule			
Total	Lectures	Hands on (Laboratory, working groups, seminars, field trips)	Out-of-class study hours/Self-study hours
Hours			
225	60		165
ECTS			
9	9		
Teaching strategy			
	The course will encompass both lectures and thematic workshops, with ad-hoc contributions of experienced researchers and psychology and legal professionals. Following governmental and academic rules for public health, the course might be given in technology enhanced modality (with integrative remote teaching)		
Expected learning outcomes			
Knowledge and understanding on:	<ul style="list-style-type: none"> – Knowledge of the models of decision making in forensic context – Knowledge of the profiles of criminal responsibility – Knowledge of the main issues and characteristics of the memory functioning in adulthood and childhood with reference to eyewitness testimony – Knowledge of the main methods of investigation in forensic psychology and eyewitness testimony 		
Applying knowledge and understanding on:	<ul style="list-style-type: none"> – Ability to identify the psychological processes involved in eyewitness testimony and, more generally, in forensic contexts – Knowledge of ethical norms, good practices, scientific and professional protocols most employed in the field of forensic psychology 		
Soft skills	<p><i>Making informed judgments and choices.</i> At the end of the course, the student will achieve:</p> <ul style="list-style-type: none"> – Ability to identify peculiarities and methodological flaws of expert reports in the field of forensic psychology and eyewitness testimony – Ability to conduct a scientific observation of the behaviour of eyewitnesses and other actors of criminal and civil trials <p><i>Communicating knowledge and understanding.</i> At the end of the course the student will achieve:</p> <ul style="list-style-type: none"> – Abilities to express the learned contents in a personal and competent way – Ability to present cases of forensic psychology and eyewitness testimony to both expert and non-expert listeners <p><i>Capacities to continue learning.</i> At the end of the course the student will achieve:</p> <ul style="list-style-type: none"> – Abilities to read, analyze, and communicate texts concerning scientific research work, verdicts, and expert reports in the field of forensic psychology – Ability to employ knowledge and skills acquired from the whole psychological studies to analyze cases of psycho-forensic relevance 		

Assessment and feedback	
Methods of assessment	<p>The exam is in oral form.</p> <p>Intermediate tests will be at mid-course and at the end of the course, consisting of open questions (min. 7), lasting a minimum of 40 minutes. The sum of the results of the intermediate tests constitutes the final grade, however the student can always decide to take the final exam without considering the results of the intermediate tests.</p> <p>Results of the intermediate tests are published on the teacher's web page or in the MS Team of the course anonymously (with the sole indication of the student's registration number). Results of the final exam are communicated via Esse3.</p>

Evaluation criteria	<p>The assessment (intermediate and final) will aim to verify the level of the student's mastery with respect to the contents proposed during the course with a specific consideration for:</p> <ul style="list-style-type: none"> - references to theory (knowledge and understanding); - references to methods and procedures of investigation in forensic psychology and eyewitness testimony (applying knowledge and understanding); - ability to make conceptual inferences (making informed judgments and choices); - lexical appropriateness (communicating knowledge and understanding); - ability to elaborate contents (capacities to continue learning).
Criteria for assessment and attribution of the final mark	The exam is passed when the grade is greater than or equal to 18/30, with a maximum of 30/30.
Additional information	Tutorial material (slides, schemes, papers, etc.) will be made available to students during the course.