Course Outline

Code: SEC708
Title: Psychology of Cybercrime

School: Science & Engineering
Teaching Session: Semester 1
Year: 2020
Course Coordinator: Professor David Lacey
Course Moderator: A/Professor Clive Harfield

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description
In this online course you will be introduced to the theories that explain how scammers, identity thieves and cybercriminals achieve their deception. You will also develop your knowledge of human behaviours, cognitive influences, and the psychosomatic impacts for victims of these crimes. Learn how to build prevention and awareness frameworks and campaigns, including underpinning performance measures which address consumer, institutional and broader response system requirements. You will also examine deceptive conduct and its behavioural levers and dependencies.

1.2 Field trips, WIL placements or activities required by professional accreditation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. What level is this course?
700 level Specialised - Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

3. What is the unit value of this course?
12 units
4. **How does this course contribute to my learning?**

<table>
<thead>
<tr>
<th>Specific Learning Outcomes</th>
<th>Assessment tasks</th>
<th>Graduate Qualities or Professional Standards mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>On successful completion of this course, you should be able to:</td>
<td>You will be assessed on the learning outcomes in task/s:</td>
<td>Completing these tasks successfully will contribute to:</td>
</tr>
<tr>
<td>Critique key components and processes involved in historical through to contemporary forms of cybercrime offending.</td>
<td>1, 2 and 3</td>
<td>Creative and critical thinkers</td>
</tr>
<tr>
<td><strong>Apply</strong> behavioural and criminological frameworks that explain cybercrime offending.</td>
<td>1 and 2</td>
<td>Empowered</td>
</tr>
<tr>
<td><strong>Identify</strong> attributes of cybercrime victimisation and the response system.</td>
<td>1, 2 and 3</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td><strong>Use</strong> analytical skills to construct cybercrime profiles, prevention and awareness models</td>
<td>1, 2 and 3</td>
<td>Empowered</td>
</tr>
<tr>
<td><strong>Explain</strong> key ethical and practice challenges associated with cybercrime prevention and response from a multi-stakeholder perspective</td>
<td>3</td>
<td>Ethical</td>
</tr>
</tbody>
</table>

5. **Am I eligible to enrol in this course?**
Refer to the [USC Glossary of terms](https://www.usc.edu.au/glossary) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 **Enrolment restrictions**
Nil

5.2 **Pre-requisites**
Nil

5.3 **Co-requisites**
Nil

5.4 **Anti-requisites**
Nil

5.5 **Specific assumed prior knowledge and skills (where applicable)**
Not applicable

6. **How am I going to be assessed?**

6.1 **Grading scale**
Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 **Details of early feedback on progress**
Using marking rubrics, students will participate in continuous peer and self-assessment tasks. You will receive weekly formative feedback in tutorials from week 3 to assist with developing your assessment skills and completing assessment tasks. Tutorial review questions will be uploaded weekly and the accommodation of online chat forums will assist in developing peer-led learning experiences.
6.3 Assessment tasks

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Product</th>
<th>Individual or Group</th>
<th>Weighting %</th>
<th>What is the duration / length?</th>
<th>When should I submit?</th>
<th>Where should I submit it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral, and Written Piece</td>
<td>Group</td>
<td>20%</td>
<td>10 minutes per presentation per week plus feedback</td>
<td>In tutorial during weeks 3 to 4; Final report submission due Friday, Week 4</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>2</td>
<td>Written Piece</td>
<td>Individual</td>
<td>30%</td>
<td>2000 words</td>
<td>Friday Week 9</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td>3a</td>
<td>Practical / Laboratory Skills</td>
<td>Group</td>
<td>10%</td>
<td>2 hours</td>
<td>Week 11 and 12</td>
<td>In Class</td>
</tr>
<tr>
<td>3b</td>
<td>Report</td>
<td>Individual</td>
<td>40%</td>
<td>3000 words</td>
<td>Week 13</td>
<td>Online Assignment Submission with Plagiarism check</td>
</tr>
<tr>
<td></td>
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<td>100%</td>
</tr>
</tbody>
</table>

Assessment Task 1: Case Study Development

**Goal:** The goal of this assessment is to provide opportunities for you to work in a group of between two and four students to learn and apply behavioural and criminological frameworks to a real-life case.

**Product:** Oral and Written Piece

**Format:** Students are required to present online to their peers within their tutorial using visual aids accessible to their audience. They will support the presentation with a written report on the case for submission by Friday of Week 4. Groups will be formed, and case studies assigned, in your Week 2 tutorial. Working in tutorials and in an online wiki, each group will develop their presentation through a synthesis of their case and the application of relevant theoretical frameworks that assist to determine the motivation of offending, the impact of offending from a multi-stakeholder perspective, anticipated intervention responses, and consequences. Students must submit an assignment of no more than 1,500 words. The written piece shall be submitted by 5pm of the Friday of Week 4.

**Criteria:** As a group, you will be assessed on:
- Critique of components and processes
- Application of frameworks
- Identification of cybercrime attributes
- Analysis cybercrime profiles and models
- Communication

Marking rubric provided on Blackboard.
### Assessment Task 2: Written Behavioural Profile

**Goal:** The goal of this assessment task is to allow you to synthesise and apply your knowledge and skills developed through assessment 1 to construct a written case profile report on a selected case study. In your report, you will be required to demonstrate your ability to research, analyse and discuss the key processes undertaken.

**Product:** Written Piece

**Format:** This task will require you to use basic assessment and case formulation skills to write a formal cybercrime behavioural profile report on an assigned case study. You are required to draw on literature to support your methods and formulation.

**Criteria:** You will be assessed on:
- Critique of components and processes
- Development of behavioural profile
- Identification of cybercrime victimisation and response
- Explanation of ethical practice and challenges
- Communication skills

(as per the marking rubric provided on Blackboard).

### Assessment Task 3a: Lab Experiment Plan, Design and Execution

**Goal:** The purpose of this assessment task is to plan, develop and test a phishing simulation for a workplace. Students are required to document their planned approached, performance metrics, and anticipated responses. In groups of between four and six students, teams are to perform the simulation on themselves using a course provided software simulation and capture results.

**Product:** Practical/Laboratory Skills

**Format:** This task will take the form of an in-class experiment where students design their own phishing detection tests and carry these out in their assessment groups (the test audience).

**Criteria:** You will be assessed on:
- Development of cybercrime phishing
- Analysis of victim responses
- Explanation of ethical practice and challenges
- Critique of components of contemporary forms of cybercrime
- Communication skills

(as per the marking rubric provided on Blackboard).
Assessment Task 3b: Report

<table>
<thead>
<tr>
<th>Goal:</th>
<th>The purpose of this assessment is to provide an individual report on the undertaking of the phishing experiment and considerations for improving phishing prevention and awareness in the simulated environment (the workplace).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product:</td>
<td>Report</td>
</tr>
<tr>
<td>Format:</td>
<td>The Report shall be no more than 3000 words and be targeted at an executive audience interested in building the resilience to phishing-born cyber attacks in the workplace. Suggested report outlines will be covered in class and will include an Executive Summary and any relevant appendices as part of the word count limit.</td>
</tr>
</tbody>
</table>
| Criteria: | The Report will be assessed on:  
- The appropriateness of its content for an Executive (C-suite) audience  
- The experimental design, its reasoning, delivery and lessons observed  
- The synthesis of the results and its applicability to the organisations environment (people, processes and technology).  
- Consideration of the ethical challenges  
- Applicability of prevention and awareness strategies and how they relate to your knowledge of relevant theoretical frameworks  
- The quality and appropriateness of the recommendations made for the organisation in building cyber resilience and a security culture  

It will be marked in accordance with the marking rubric provided on Blackboard.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12 unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Directed study hours for location:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>This online course will take between 10-12 hours per week and may include a combination of: webinar, peer to peer collaboration, asynchronous online materials, and synchronous lecturer and peer to peer zoom meetings.</td>
</tr>
</tbody>
</table>

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below as they are required:

<table>
<thead>
<tr>
<th>Author</th>
<th>Year</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
</table>

8.2 Specific requirements

This is an online course and will require access to a computer and the internet for at least 12 hours per week.
9. **How are risks managed in this course?**

Health and safety risks for this course have been assessed as low. It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University’s general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. **What administrative information is relevant to this course?**

10.1 **Assessment: Academic Integrity**

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 **Assessment: Additional requirements**

**Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a) The final mark is in the percentage range 47% to 49.4%

b) The course is graded using the Standard Grading scale

c) You have not failed an assessment task in the course due to academic misconduct

10.3 **Assessment: Submission penalties**

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task’s identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task’s identified value) for the third day
- 20% (of the assessment task’s identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late. To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.
10.4 Study help
In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.
Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Wellbeing Services
Student Wellbeing Support Staff are available to assist on a wide range of personal, academic, social and psychological matters to foster positive mental health and wellbeing for your success. Student Wellbeing is comprised of professionally qualified staff in counselling, health and disability Services.

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, mental health issue, learning disorder, injury or illness, or you are a primary carer for someone with a disability, AccessAbility Services can provide assistance, advocacy and reasonable academic adjustments.

To book an appointment with either service go to Student Hub, email studentwellbeing@usc.edu.au or accessability@usc.edu.au or call 07 5430 1226

10.6 Links to relevant University policy and procedures
For more information on Academic Learning & Teaching categories including:
- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:
http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.7 General Enquiries
In person:
- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie.
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890
Email: studentcentral@usc.edu.au