

PSYC 501.2
Seminar: Topics in Forensic Psychology
Fall 2017

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|----------------------|--|---------------------------|---------------|
| Instructor: | Kristin Newman, Ph.D. | Lecture Location: | AD247 |
| Email: | krchampa@ucalgary.ca kristinnewman@shaw.ca | Lecture Days/Time: | T 17:00-19:45 |
| Office: | A06 | | |
| Office Hours: | By appointment | | |

Course Description

This course will cover select topics, examined from a clinical perspective, in the broad area of Forensic Psychology. This course will include a general overview of the field of Forensic Psychology, psychological and specialized assessment of offending populations, risk assessment/determination of likelihood of recidivism, selected interventions utilized in offending populations (examples of specific treatment programs will be discussed to highlight practices used in forensic settings), and a focus on select offender populations and related issues. Ethical issues and controversies that forensic psychologists encounter will be identified throughout the presentation of course material. By the end of this course, students will be able to identify some of the primary practices utilized and related theories and controversies in the field of Forensic Psychology, and will develop an understanding of select forensic populations and inherent issues within those populations commonly encountered in the profession. In addition, this course will provide an opportunity for students to become familiar with evaluating and thinking critically about the research, and to develop skills in both written and verbal communication of ideas.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

| Course Learning Outcomes | Assessment Methods | PLO(s) | Level(s) |
|---|--|------------------|----------|
| Describe theory, processes, and key issues related to psychological assessment, risk assessment, specialized assessment, and treatment in offending populations | Written discussion questions, Research paper, Class discussion & participation, Research paper critique assignment | 1, 2, 4, 5, 6, 7 | A, C |
| Describe features, theory, key issues related to select offender populations | Written discussion questions, Research paper, Class discussion & participation, Research paper critique assignment | 1, 2, 4, 5, 6, 7 | A, C |

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|--|--|---------------------|------|
| Develop a research question, write a research paper that integrates the recent research and critically evaluate an existing debate/controversy in the forensic psychology field | Research paper | 1, 2, 4, 5, 6, 7 | A, C |
| Presentation of research paper to class and generate class discussion on topic | Presentation | 1, 2, 4, 5 | A, C |
| Learn to succinctly summarize and critically evaluate the research, as well as integrate, formulate and respond to discussion questions regarding research articles and convey same in written and oral form | Class discussion & participation, Research paper critique assignment, Written discussion questions | 1, 2, 4, 5, 6, 7 | C |

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

PSYC 200 and 201; PSYC 312 (Experimental Design and Quantitative Methods for Psychology); and consent of the Department (Normally restricted to Honours students)

Required Text

Pozzulo, J., Bennell, C., & Forth, A. (2018). *Forensic Psychology (5th Edition)*. Toronto, ON: Pearson Canada. (available in the bookstore)

Assessment Methods

| Evaluation component | Worth | Due Date |
|--------------------------------------|-----------------|--|
| Class Participation | 10% | Throughout term |
| Weekly discussion questions | 15% | Throughout term, dates chosen in first class |
| Article discussion/research critique | 15% + 10% = 25% | Date TBD, dates chosen in first class |
| Research paper | 30% | Proposal/Outline due: October 3, 2017 Paper due: December 5, 2017 |
| Research paper presentation | 20% | One of November 14, 21, 28, December 5, TBD |

Class participation (10% of course grade)

Class participation is a required component of this course. As such, it is expected that you will prepare for and participate in class discussions. This involves attending class, reading, integrating and organizing your thoughts regarding the assigned readings BEFORE attending each class. A rubric for participation grades will be posted on D2L. Each person will receive a grade between 0-5 for each class for participation.

Participation:

- includes the *quality* of contributions as well as *quantity*
- should demonstrate evidence of thoughtful analysis and critical thinking about the material

- involves active attendance to class discussion, responding to same, and contributing in a way that fosters a respectful, safe, and productive environment for everyone to consider and evaluate the material.

The expectation is a learning environment that allows for all ideas to be considered and responded to in a respectful manner, and for all to have a chance to contribute to the discussions. As class participation is an evaluated component of the class, attendance is important. Participation grades will be allocated for each class, including those in which student presentations are given. If you are unable to attend, please email the instructor prior to the class.

Weekly discussion questions (15% of course grade)

As part of building an interesting and stimulating class discussion, students will each be required to submit a total of 4 discussion questions over the term. In addition, each week, 2 people will be required to post their discussion question on D2L, and each student will be required to comment on **one** of the student posts. Further details on discussion question date selection and D2L posting will be discussed in the first class.

Questions should reflect thoughtful consideration of the assigned readings, should include a brief rationale (e.g., why is this particular question of interest, what does it relate to etc.) and could include any of the following:

- an interesting viewpoint or issue raised,
- a controversy or debate in the topic area,
- possible dilemmas you identify
- possible areas of further research that you identify based on the readings

Additional readings may be used in formulation of questions, but is not necessary. If additional readings are used, please cite in APA style in question submission. It is possible that not all discussion questions will be covered each class, but it is important to attend class prepared to discuss your question and thoughts.

Questions are to be submitted by email to the instructor by 7pm on the Monday prior to class.

Questions should not exceed one-half page, double-spaced, 12 pt font. Questions that are late or do not pertain to the week's readings/topic will be assigned a grade of 0. Questions will still be required to be submitted when absent from class.

Grading criteria:

0 = late, not handed in, or not applicable (corresponds with F range of performance as per dept of psychology criteria)

50-58 = marginal/needs improvement (corresponds with D range of performance as per dept of psychology criteria)

59-71 = satisfactory (corresponds with C range of performance as per dept of psychology criteria)

72-84 = good (corresponds with B range of performance as per dept of psychology criteria)

85-100 = excellent (corresponds with A range of performance as per dept of psychology criteria)

Article discussion and research critique (25% of course grade)

Article discussion (15% course grade): Students will be required to lead the class in a short (no more than 20 minutes) presentation/discussion of one of the weekly class readings along with one recent (no earlier than 2005) journal article directly relevant and complimentary to the weekly topic. Remember,

everyone will have read the weekly reading prior to class, so only a brief summary/main points/interesting issues of that reading will be needed to set the context. You will also need to provide a brief summary of your chosen article and discuss how it relates to the weekly reading. Primarily, after briefly summarizing the research, your overall goal is to provide your own critical review, analysis, and *discussion* of important conceptual, methodological, and other issues that are raised by the additional article in the context of the weekly topic. As part of this assignment, students will submit two written discussion questions to the instructor prior to class on the day of their article discussion. (*The regularly assigned weekly discussion question requirements will not be required during your week of presenting*). Questions must relate to the chosen article, and should also integrate that article with the weekly assigned reading. These questions can be used as a point of discussion in your presentation. Evaluation of this component will include evidence of critical thinking about the readings, facilitation of discussion with the class, and provision of thoughtful and relevant responses to class questions.

Dates for this article discussion will be assigned during the first class, and will begin the second week. A link to the chosen article should be posted on D2L on the **Sunday by 6pm prior to class**, and all class members are encouraged to read/skim/familiarize self with the additional article before class. If unable to attend class on the assigned day, students must inform the instructor as soon as possible to arrange an alternative date.

Research critique (10% course grade): Students will also be required to write up a brief summary/critique of the chosen article. This is not to be simply a regurgitation of the article, but should summarize and critically evaluate the study. The critique should be no more than **3 double spaced pages, 1-inch margins, 12-point font**, handed in to the instructor at the beginning of class. As the research critique is designed to help formulate your article discussion, late assignments will not be accepted and will be assigned a grade of 0.

Evaluation of research critiques will consider the following:

- Brief explanation of theoretical background/rationale of study (5%)
- Summarize methodology- participants, measurement of variables, research design (5%)
- Explain hypotheses and summarize findings as per hypotheses (5%)
- Summarize the implications of the study as per the author's conclusions (5%)
- Identify **what you see as** strengths and weaknesses of the study (40%)
- Identify **your conclusions** (do not restate author conclusions); what did you find compelling about the study, where could they have improved, what was done well, in what way does the study contribute to the topic area as a whole (40%)

Research paper (30% of course grade)

The research paper is an opportunity for you to further explore a topic area of your choosing within the field of forensic psychology. Research papers should not repeat material already presented in class, but could expand upon the material presented or possibly examine an area not covered that you identify in the text book or otherwise.

Research papers should identify and examine a specific thesis involving an issue/area of debate or controversy within the literature. The paper should include a critical review of the pertinent research literature, and could include theory, theoretical models, evidence from empirical research studies/meta-analyses, review papers, and book chapters. Textbooks are not to be a primary source of information for research papers. The use of websites as sources of information is discouraged and should be used very sparingly. The paper should include *at least* 5 empirical articles as part of your discussion (original

papers presenting results from a research study). Evidence of critical thinking is expected and will be evaluated. More information on the paper and examples of possible topics will be given during the first class.

As part of the research paper assignment, a brief **one-page proposal/outline** of your research topic should be submitted to the instructor (by email) by **October 3**, sooner if you wish. The proposal should briefly outline your specific area of research and research question/area of debate or controversy with specific areas you plan to address in the paper, and provide a working title. You should also include at least 5 references you plan to use when writing your paper. The purpose of the proposal is to organize your thoughts and receive feedback before writing the paper. This proposal will not be graded, but is required. As such, 5% will be deducted from the overall paper grade if the proposal is not submitted. If you subsequently decide to change the topic of your paper, the change must be approved through submission of a new outline.

The research paper is due to the instructor by email, as a Word file attachment, on December 5, 2017 by 4pm. Late papers will have 10% deducted per day late, including weekends, up to a maximum of 40% (4 days) after which late papers will not be accepted. If the paper is not submitted, a grade of 0 will be assigned. The paper must conform to APA style including Times new roman, 12-point font, 1-inch margins, double spaced, proper citations, reference section, and title page. Please familiarize yourself with APA style formatting as marks will be deducted for improper format. The paper length requirement is **15 pages, but no longer** (excluding title page and reference section).

Research paper presentation (20% of course grade)

Through writing a research paper, students will have developed a certain amount of specific knowledge in the chosen area of research. In order to consolidate that knowledge, students will be required to do a short presentation based on the topic of their research paper. Length of presentations TBD once class size is established. The presentation does not have to comprehensively cover every aspect of the research paper, but should summarize the area and provide perspectives on the relevant research, main theories, methods, findings, implications for future research and overall conclusions of the area in general. **Evidence of critical analysis/thinking should be present.** Effective presentations will be interesting, concise, and organized, and will create opportunities for class discussion. Students will need to submit a key article (one that provides some background information on the topic) from the research paper to the instructor for classmates to review the Friday prior to class. If the presentation is not completed, a grade of 0 will be assigned.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

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|----|---------|----|--------|----|--------|----|--------|
| A+ | 96-100% | B+ | 80-84% | C+ | 67-71% | D+ | 54-58% |
| A | 90-95% | B | 76-79% | C | 63-66% | D | 50-53% |
| A- | 85-89% | B- | 72-75% | C- | 59-62% | F | 0-49% |

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

| Date | Topic/Activity | Readings/Due Date |
|-----------------|---|--|
| M Sep 11 | University Lectures begin. | |
| T Sep 12 | Lecture begins. Overview of course outline & expectations -Introduction to topic of forensic psychology | Ch. 1 textbook Additional readings to be posted on D2L |
| T Sep 19 | Forensic assessment overview 1- Lecture-Issues in assessment and interviewing; Introduction to risk assessment 2- Student led article discussion | *Discussion questions due Readings to be posted on D2L |
| F Sep 22 | <i>Last day to drop full courses (Multi-term) and Fall Term half courses.</i> <i>No refunds for full courses (Multi-term) or Fall Term half courses after this date.</i> | |
| M Sep 25 | <i>Last day to add or swap full courses (Multi-term) and Fall Term half courses.</i> <i>Last day for change of registration from audit to credit or credit to audit.</i> | |

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| T Sep 26 | Psychopathy 1- Student led article discussion 2- Psychopathy and the Psychopathy Checklist Movie: The PCL-R Checklist: A measure of evil http://digital.films.com/play/DQ5LSU | *Discussion questions due Ch. 11 textbook Additional readings to be posted on D2L |
| F Sep 29 | Fee payment deadline for Fall Term full and half courses. | |
| T Oct 3 | Treatment of offending populations 1-Lecture: Treatment of Anger management 2- Student led article discussion | *1-page proposal/outline of research paper due Readings to be posted on D2L |
| M Oct 9 | <i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i> | |
| T Oct 10 | Adolescent offending 1-Lecture: Case study presentation-youth sentencing issues -Substance Abuse/offending 2- Student led article discussion -for seminar lead purposes, one presenter can choose adolescent offending and the other presenter can choose substance abuse (choices TBD in class) | Ch. 12 textbook Additional readings to be posted on D2L |
| T Oct 17 | Sexual offending 1- Lecture: Treatment of Sexual offenders 2- Student led article discussion | Ch. 14 textbook Additional readings to be posted on D2L |
| T Oct 24 | Guest speaker: -Dr. Patrick Baillie from Forensic Outpatient Assessment Services (FAOS) to speak on the topic of Not Criminally Responsible by reason of Mental Disorder/Fitness to Stand Trial | Ch. 8 textbook Additional readings to be posted on D2L |
| T Oct 31 | In class exercise | Readings to be posted on D2L |
| T Nov 7 | Guest speakers: -Guest speakers Dr. Deborah Brown and Dr. Ryan Day from the Forensic Adolescent Program to speak on practices of general and violent risk assessment in adolescent offenders. | Ch. 10 textbook Additional readings to be posted on D2L |
| R Nov 9-12 | <i>Reading Days. No lectures.</i> | |
| M Nov 13 | <i>Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i> | |
| T Nov 14 | Student presentations | |
| T Nov 21 | Student presentations | |
| T Nov 28 | Student presentations | |
| T Dec 5 | Student presentations | *Term Paper due by email by 4pm |
| F Dec 8 | <i>Fall Term Lectures End. Last day to withdraw</i> | |

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| | <i>with permission from Fall Term half courses.</i> | |
| Dec 11-21 | <i>Fall Term Exam Period.</i> | |

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. **Except in extenuating circumstances (documented by an official University medical excuse), a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.**

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Campus Mental Health Strategy

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 8, 2017**.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.: arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **September 22, 2017**. Last day for registration/change of registration is **September 25, 2017**. The last day to withdraw from this course is **December 8, 2017**.