

PSYC 447		Criminal Personalities		Winter: 2019	
Instructor:	Sasha Reid	Lecture Location:	SA 235		
Phone:	1-(403)-220-4665	Lecture Days/Time:	M/W/F 1:00 - 1:50		
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Office:	SS 1004				
Office Hours:	T/TR 11:00am- 1:00pm				

Course Description

An examination of current research topics in personality or social psychology or gender.

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)
Take the knowledge gained through the course and apply it in different settings and situations	Test, Theory to Practice Presentation, Theory to Practice Profile Proposal, Critical Commentaries	1, 2, 3, 5	C
Analyze the validity of assumptions made by personality scholars using real-world cases	Theory to Practice Presentation, Critical Commentaries	1, 3, 5	A
Deliver an effective oral presentation describing findings on a specific case study or issue	Theory to Practice Presentation	2, 4	A
Apply major concepts discussed in class to generate solutions to a real-world problem	Weekly Reflections, Theory to Practice Profile Proposal	1, 2, 5	A
Analyze the appropriateness of personality psychology research and methods in various arenas of criminal psychology	Theory to Practice Profile Proposal, Profile Development, Critical Commentaries	1, 3, 4, 5, 7	A
Contrast multiple theories proposed to explain a given personality phenomena	Theory to Practice Profile Proposal, Profile Development	1, 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

Psychology 300, 301 (or 312) and admission to the Psychology major or Honours program.

Required Text

There is no textbook for this course. All readings and course materials will be posted on D2L.

Assessment Methods

1. Class Participation (10%) | Due: Throughout the Semester

Students are expected to attend class and work together, collaboratively, on their group projects each Friday. Fridays will serve as an opportunity for students to build their profiles, ask questions, collaborate with their peers, and have their remaining questions from that week addressed. Students will be assessed based on the quality of the research brought to their group that week, the quality of the questions they ask, and their ability to collaborate professionally with their group members. Class participation will be graded out of 1% up to a maximum of 10%.

2. Test 1 (30%) | Date: March 4th, 2019

Test 1 is worth 30% of your final grade. It will be short answer. The test will cover material from the textbook, readings, lectures, online material, tutorials, and class discussion. Test 1 will include material covered from weeks 1 – 8. For this test, you should be able to understand the following concepts:

- History of the Concept of the Criminal Personality
- Early Criminal Personality Development
- The Criminals Way of Life
- Criminal Thinking Errors
- Psychopathy, Sociopathy, ASPD
- Dissociative Identity Disorder
- Paraphilias and Disorders of Sexuality

This test will be distributed during regularly scheduled class time. Students who cannot make the exam during the regularly scheduled hours should email the instructor for further details. Aids, such as iPods, iPads, computers, books or notes during tests are not allowed during tests.

3. In-Progress Profile (25%) | Due: Weekly and one Final Copy in April

Students will be select one of several case studies to work on (distributed at the beginning of the semester). Each group will submit a weekly report (no longer than 2 pages double spaced) on how their case is progressing. The report must cover the following: a brief summary of their case; a brief summary of the work that has gone into solving the case thus far; a discussion of what work remains; a review of lingering questions about the case; and a review of hypotheses

or theories. Reports must be drafted weekly and be submitted to D2L. Students may use the template which will be made available on D2L. Reports will be submitted on D2L. Late submissions without approved documentation will not be accepted. Each weekly profile will be graded out of 1% of the students final grade, up to a maximum of 10%. Each late assignment will be deducted .5%. A day prior to their oral discussion the students will submit one bound document containing each of the reports. This final document is expected to contain polished details and information regarding the case and how the profile developed over the course of the semester. This bound document will account for the remaining 15% of the overall grade.

4. **Theory to Practice: Profiler Case (Oral Presentation (25%) | Due: April 1st – April 12th**

Students will work together in groups of ~5 people to prepare a 20-minute presentation that goes over the selected case, presents a review of the relevant literature, and offers a profile for the case study selected. The presentation should include: (1) an overview of the case itself, (2) a discussion of major issues, (3) an exploration of relevant research, and (4) a proposal for applying that research to the case and solving the issue(s) presented. There will be a maximum number of groups that are allowed to present on each case, and cases will be offered to groups on a “first come, first served” basis. The goal of the presentation is to develop teamwork and presentation skills, as well as provide students with an opportunity to explore how psychological research is applied in a practical context. A high-quality presentation should demonstrate a critical understanding of the issue, a thorough review and understanding of the relevant research, and a well-thought out and innovative approach to solving the case. The presentations will take place in the last two weeks of class. A more detailed schedule will be available once the semester begins.

5. **Theory to Practice Profiler Proposal (10%) | Due: April 1st – April 12th**

Along with the consulting case study presentation, student teams will be required to submit a written proposal on the case they selected, their literature review, and their method for addressing the case. This paper will be due by after all groups have presented orally. This paper should not exceed eight double-spaced pages (excluding a cover page, references, and any appendices), and should be written in full-sentence APA style (i.e., 1” margins, 12-point Times New Roman Font). Your written proposal should convey the same information as your oral presentation. The paper should include the following sections: An executive summary of no more than half a page (like an abstract, this should briefly go over the case, theory, and proposed solution), overview of the case itself, review of the relevant literature, proposed solution, a conclusions section detailing any limitations and further considerations, and references. Students will be evaluated on the strength of their arguments, the quality of their sources and overall writing style, as well as their capacity to thoughtfully connect psychological theory to personality development. Profiles will be handed in in class. Late assignments without approved documentation will not be accepted.

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

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

Guest Speakers: This course will have one guest speaker per week. The speakers include: Jenn Carson (Daughter of Serial Killer Michael Bear Carson); Detective Hank Idsinga (Detective who solved Toronto’s Bruce McArthur case); Mark Safarik (Retired FBI Profiler); Anne Burgess (The real “Wendy Carr”); Lee Mellor (Host of Podcast “Murder Was the Case”); and others. Due to fluctuating schedules I have not indicated when exactly these speakers are expected to speak. I will indicate when they are expected a week prior to their presentations.

Date	Topic	Subtopic	Reading	Activity
W Jan 02	Winter term begins.			
F Jan 11	MWF Lectures Begin			
Week 1	Introduction to the Course (Syllabus and Introductions)			

M Jan 14 Week 2	<p>Topic: Overview of Personality Psychology and Early Criminal Personality Development Subtopics: History of the Concept of the Criminal Personality</p> <p>1. Read:</p> <ul style="list-style-type: none"> • Morizot, J., & Kazemian, L. (2014). The Development of Criminal and Antisocial Behavior: Theory, Research and Practical Applications. Springer. Chapter 3 (The Mark of Cain). <p>2. Selected Cases: Cesare Lombroso, Jack the Ripper, and Vincenzo Verzeni</p>
W Jan 16 Week 2	<p>Topic: Overview of Personality Psychology and Early Criminal Personality Development Subtopics: History of the Concept of the Criminal Personality</p>
R Jan 17	Last day to drop Winter Term half-courses.
F Jan 18 Week 2	<p>Topic: Overview of Personality Psychology and Early Criminal Personality Development Subtopics: History of the Concept of the Criminal Personality</p>
M Jan 21 Week 3	<p>Topic: Personality Development Subtopics: Adverse environments and cumulative risk</p> <p>1. Read:</p> <ul style="list-style-type: none"> • Garbarino, J. (2001). An ecological perspective on the effects of violence on children. <i>Journal of Community Psychology</i>, 29(3), 361–378. <p>2. Selected Cases: Jeffrey Dahmer, Peter Woodcock, and Edmund Kemper</p>
W Jan 23 Week 3	<p>Topic: Personality Development Subtopics: Adverse environments and cumulative risk</p>
F Jan 25 Week 3	<p>Fee payment deadline for Winter Term fees</p> <p>Topic: Personality Development Subtopics: Adverse environments and cumulative risk</p>
M Jan 28 Week 4	<p>Topic: The Criminals Way of Life and Criminal Thinking Errors Subtopics: Anger, fear, ownership, loner, lack of trust, family, friends, neighborhood</p> <p>1. Read:</p> <ul style="list-style-type: none"> • Palmer, E. J. (2007). Criminal Thinking. In D. Carson, R. Milne, F. Pakes, K. Shalev, & A. Shawyer (Eds.), <i>Applying Psychology to Criminal Justice</i> (pp. 147–165). Chichester, UK: John Wiley & Sons Ltd. Retrieved from: https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780 <p>2. Selected Cases: Arthur Shawcross, Richard Kuklinski, and Gary Ridgway</p>
W Jan 30 Week 4	<p>Topic: The Criminals Way of Life and Criminal Thinking Errors Subtopics: Anger, fear, ownership, loner, lack of trust, family, friends, neighborhood</p>
F Feb 1 Week 4	<p>Topic: The Criminals Way of Life and Criminal Thinking Errors Subtopics: Anger, fear, ownership, loner, lack of trust, family, friends, neighborhood</p>
M Feb 4 Week 5	<p>Topic: Psychopathy, Sociopathy, ASPD Subtopics: Neurochemistry, genetics, brain imaging, psychophysiology, & gender.</p>

	<p>1. Read:</p> <ul style="list-style-type: none"> Hare, R. D. (2016). Psychopathy, the PCL-R, and criminal justice: Some new findings and current issues. <i>Canadian Psychology/Psychologie canadienne</i>, 57(1), 21-34. <p>2. Selected Cases: Randy Kraft, Ted Bundy, Henry Lee Lucas</p>
W Feb 6 Week 5	Topic: Psychopathy, Sociopathy, ASPD Subtopics: Neurochemistry, genetics, brain imaging, psychophysiology, & gender.
F Feb 8 Week 5	Topic: Psychopathy, Sociopathy, ASPD Subtopics: Neurochemistry, genetics, brain imaging, psychophysiology, & gender.
M Feb 11 Week 6	<p>Topic: Dissociative Identity Disorder Subtopics: Multiple personality states, role of responsibility, selected case studies</p> <p>1. Read:</p> <ul style="list-style-type: none"> Farrell, H. M. (2011). Dissociative identity disorder: Medicolegal challenges. <i>The Journal of the American Academy of Psychiatry and the Law</i>, 39(3), 402–406. <p>2. Selected Cases: Richard Suttcliffe, Billy Milligan, Billy Joe Harris</p>
W Feb 13 Week 6	Topic: Dissociative Identity Disorder Subtopics: Multiple personality states, role of responsibility, selected case studies
F Feb 15 Week 6	Topic: Dissociative Identity Disorder Subtopics: Multiple personality states, role of responsibility, selected case studies
Feb 17-24 Week 7	Reading Week. No lectures. University open (except Family Day).
M Feb 18	Alberta Family Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.
M Feb 25 Week 8	<p>Topic: Sexually violent offenders Subtopics: Paraphiliacs and Mentally Disordered Sex Offenders</p> <p>1. Read:</p> <ul style="list-style-type: none"> Todd Kohlhepp Psychiatric Evaluation. (Part 1): https://htv-prod-media.s3.amazonaws.com/files/1986-maricopa-county-psychological-evaluation-1478284200.pdf (Part 2): https://htv-prod-media.s3.amazonaws.com/files/1987-psychiatric-evaluation-madison-street-jail-1478284254.pdf <p>OR</p> <ul style="list-style-type: none"> Psychiatric Evaluation of Henry Lee Lucas. Posted on D2L. <p>Selected Cases: Henry Lee Lucas, Westley Allan Dodd, Lawrence Bittaker & Ray</p>

	Norris
W Feb 27 Week 8	Topic: Sexually violent offenders Subtopics: Paraphiliacs and Mentally Disordered Sex Offenders
F Mar 1 Week 8	Topic: Sexually violent offenders Subtopics: Paraphiliacs and Mentally Disordered Sex Offenders
M Mar 4 Week 9	Test: March 4th, 2019
W Mar 6 Week 9	<p>Topic: Free Will vs. Determinism Subtopics: Intent, prediction, risk assessments</p> <p>1. Read:</p> <ul style="list-style-type: none"> Dennison, S. (2007). Criminal Responsibility. In D. Carson, R. Milne, F. Pakes, K. Shalev, & A. Shawyer (Eds.), Applying Psychology to Criminal Justice (pp. 131–146). Chichester, UK: John Wiley & Sons Ltd.. Retrieved from: https://onlinelibrary.wiley.com/doi/pdf/10.1002/9780470713068.ch8 <p>2. Selected Cases: Paul Michael Stephani and William George Heirens</p>
F Mar 8 Week 9	Topic: Free Will vs. Determinism Subtopics: Intent, prediction, risk assessments
M Mar 11 Week 10	<p>Topic: Restorative Psychology and Phenomenology Subtopics: Using crime to heal psychological wounds and using mental phenomenon to understand personality psychopathology and deviance.</p> <p>1. Listen: Sasha Reid and Phenomenology: Studying the Inner World of Serial Killers. https://soundcloud.com/user-845545927/sasha-reid-and-phenomenology-studying-the-inner-world-of-serial-killers</p>
W Mar 13 Week 10	Topic: Restorative Psychology and Phenomenology Subtopics: Using crime to heal psychological wounds and using mental phenomenon to understand personality psychopathology and deviance.
F Mar 15 Week 10	Topic: Restorative Psychology and Phenomenology Subtopics: Using crime to heal psychological wounds and using mental phenomenon to understand personality psychopathology and deviance.
M Mar 18 Week 11	<p>Topic: Crime Scenes Subtopics: The role of ritual and crime scene analysis, what ritual reveals about personality</p> <p>1. Read:</p> <ul style="list-style-type: none"> Douglas, J. E., Ressler, R. K., Burgess, A. W., & Hartman, C. R. (1986). Criminal profiling from crime scene analysis. Behavioral Sciences & the

	<p>Law, 4(4), 401–421. Retrieved from: ravenndragon.net/montgomery/crimprofiling.pdf</p> <ul style="list-style-type: none"> Forsyth, C. (2015). Posing: The sociological routine of a serial killer. American Journal of Criminal Justice, 40(4), 861-875. doi:10.1007/s12103-014-9287-x <p>2. Selected Cases: Dennis Nilsen, Ronald Dominique, and Steven Pannel</p>
W Mar 20 Week 11	Topic: Crime Scenes Subtopics: The role of ritual and crime scene analysis, what ritual reveals about personality
F Mar 22 Week 11	Topic: Crime Scenes Subtopics: The role of ritual and crime scene analysis, what ritual reveals about personality
M Mar 25 Week 12	<p>Topic: Criminal Profiling and Police Interrogations Subtopics: Myths, misconceptions, and the role of profiling in police investigations; how certain personality types can undermine an interrogation.</p> <ol style="list-style-type: none"> Read: Kocsis, R. N. (2007). Criminal Profiling: Principles and Practice. Springer Science & Business Media. <ul style="list-style-type: none"> <u>Chapter 1.</u> What Is Criminal Profiling? <u>Chapter 2.</u> Smoke and Mirrors: The Illusions of Accuracy in Criminal Profiles <p>2. Selected Cases: Israel Keyes, Paul Bernardo, and Robert Pickton</p>
W Mar 27 Week 12	Topic: Criminal Profiling and Police Interrogations Subtopics: Myths, misconceptions, and the role of profiling in police investigations; how certain personality types can undermine an interrogation.
F Mar 29 Week 12	Topic: Criminal Profiling and Police Interrogations Subtopics: Myths, misconceptions, and the role of profiling in police investigations; how certain personality types can undermine an interrogation.
M Apr 1 Week 13	Theory to Practice Presentations
W Apr 3 Week 13	Theory to Practice Presentations
F Apr 5 Week 13	Theory to Practice Presentations
M Apr 8 Week 14	Theory to Practice Presentations
W Apr 10 Week 14	Theory to Practice Presentations
F Apr 12 Week 14	<p>Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.</p>

	Theory to Practice Presentations
Apr 15-27	Winter Term Final Examinations.
F Apr 19	Good Friday
Apr. 30	End of Term

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work within the next fifteen days. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

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](https://www.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](https://www.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.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are NOT an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up 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. Once approved by the instructor 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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

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 <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

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.

Wellness and Mental Health Resources

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 April 12, 2019.

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 suypaca@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 January 17, 2019. Last day for registration/change of registration is January 18, 2019. The last day to withdraw from this course is April 12, 2019.