

PSYC 501.20
Seminar in Psychology: Topics in Forensics
Fall 2016

Instructor:	Kristin Newman, M.Sc.	Lecture Location:	SA 243
Email:	kristinnewman@shaw.ca	Lecture Days/Time:	W 17:00-19:45
Office:	A06		
Office Hours:	By appointment		

Course Description and Goals

This course will cover select topics in the broad area of Forensic Psychology, including 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, and a focus on select offender populations and related issues. Specific issues and controversies that forensic psychologists encounter will be identified throughout the presentation of the 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 that are 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	PLO(s)	Level(s)
Describe theory, processes, and key issues related to psychological assessment, risk assessment, specialized assessment, and treatment in offending populations	1	A, C
Describe features, theory, key issues related to select offender populations	1	A, C
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	2, 4, 5	A, C
Presentation of research paper to class and generate class discussion on topic	2, 4, 5	A, C
Learn to succinctly summarize, critically evaluate, integrate, and formulate discussion questions regarding research articles and convey same in written and oral form	2, 4, 5	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

Roesch, R., Zapf, P., Hart, S., & Connolly, D. (2014). *Forensic Psychology and the Law: A Canadian Perspective*. Toronto, ON: Wiley. Available for purchase at the University bookstore

Brown, S., Serin, R., Forth, A., Nunes, K., Bennell, C., & Pozzulo, J. (2017). *Psychology of Criminal Behaviour: A Canadian Perspective*. (2nd Ed). Toronto: Pearson Canada. Available for purchase at the University bookstore

Evaluation

Class structure will generally consist of a brief presentation by the instructor on the topic for the day, followed by student lead discussions of selected relevant research, and further discussion as per student discussion question submissions. Evaluation of course grades will consist of the following:

Evaluation component	Worth	Due Date
Participation	15%	Throughout term
Weekly discussion questions	15%	Throughout term, dates noted in calendar
Article discussion/research critique	25%	Date TBD, chosen in first class
Research paper	30%	Proposal/Outline due: October 5, 2016 Paper due: December 7, 2016
Research paper presentation	15%	One of November 9, 16, 23, 20, December 7, TBD

Class participation (15% 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.

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, each week, students will be required to submit one discussion question to the instructor. 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. Dates that discussion questions are required are noted within the class calendar below.

Questions are to be submitted by email to the instructor by noon on the day 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. Questions will be graded as:

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

1 = needs improvement (corresponds with the D range of performance as per dept of psychology criteria)

2 = satisfactory (corresponds with the B to C range of performance as per dept of psychology criteria)

3 = excellent (corresponds with the A to 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 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 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 one week prior to class (with the exception of the second week, to be discussed in the first 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 **October 5**, 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 in class on December 7, 2016. Alternatively, it can be placed in the Psychology department drop box by 4:30pm on December 7, 2016. If you choose to submit to the drop box, be sure to get your paper date stamped on December 7; if not date stamped December 7, the

paper will be considered late. *Note- the psychology office closes at 4:30, after that time no date stamp will be available. Late papers will have 10% deducted per day late, including weekends. 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 should be 15 pages of text, but no longer (excluding title page and reference section).**

Research paper presentation (15% 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 implications 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. If the presentation is not completed, a grade of 0 will be assigned.

Department of Psychology Grade Distribution Policy

The distribution of grades in Psychology courses (the percentage of A grades, B grades, etc.) will be similar to the distribution of grades in other courses in the Faculty of Arts. The Department monitors the grade distributions of 200-, 300-, and 400-level courses in the Faculty to ensure that the grade distributions in Psychology courses are comparable. Based on these reviews, students can expect that 1) up to 30% of grades in 200- and 300-level psychology courses will be "A" grades (A+, A, and A-), and 2) up to 40% of grades 400-level psychology courses will be "A" grades.

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

**Note: Some readings will be posted on D2L, some will need to be accessed through the library website; some readings may change, advance notice will be provided*

**Note: Topic dates are subject to change depending on changing schedules of guest lecturers, advance notice will be provided*

Date	Topic/Activity	Readings/Due Date
W Sep 14	Lecture begins. Overview of course outline/expectations -Introduction to topic of forensic psychology	1- Roesch chapter 1: Defining forensic psychology 2- Brown et al. chapter 1: Crime in Canada 3- Dalby, J. T. (2014). Forensic Psychology in Canada a Century after Munsterberg. <i>Canadian Psychology</i> , 55, 27-33.
W Sep 21	-Assessment and Issues in assessment and interviewing	*Discussion questions due 1- Nesca, M., & Dalby, T. (2013). Chapters 1 and 2; <i>Forensic interviewing in criminal court matters: A guide for clinicians</i> (pp. 3-38). Springfield, Illinois: Charles C. Thomas. 2- Foote, W., & Shuman, D. (2006). Consent, disclosure, and waiver for the forensic psychological evaluation: Rethinking the roles of psychologist and lawyer. <i>Professional Psychology: Research and Practice</i> , 37(5), 437-445. 3- Grisso, T. (2010). Guidance for

		<p>improving forensic reports: A review of common errors. <i>Open Access Journal of Forensic Psychology</i>, 2, 102-115.</p> <p>4- Melton, G., Petrila, J., Poythress, N., & Slobogin, C. (2007). Chapter 18: Consultation, report writing, and expert testimony. <i>Psychological evaluations for the courts: A handbook for mental health professionals and lawyers</i> (3rd Ed). pp. 582-586.</p>
F Sep 23	<p><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></p>	
M Sep 26	<p><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></p>	
W Sep 28	<p>Risk Assessment</p> <p>-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.</p>	<p>*Discussion questions due</p> <p>1- Roesch chapter 3: Forensic assessment in criminal domains,</p> <p>2- Brown et al., Chapter 5, pgs. 147-150; pgs. 68-74; pgs. 368-387.</p> <p>3- Brown et al. Chapter 4, pgs. 100-107; Chapter 8, pgs. 240-246.</p> <p>4- Hilterman, L., Nicholls, T., & van Nieuwenhuizen, C. (2014). Predictive validity of risk assessments in juvenile offenders: Comparing the SAVRY, PCL:YV, and YLS/CMI with unstructured clinical assessments. <i>Assessment</i>, 21(3), 324-339.</p> <p>5- Monahan, J., & Skeem, J. (2016). Risk assessment in criminal sentencing. <i>Annual Review of Clinical Psychology</i>, 12, 489-513.</p> <p>6- Heilbrun, K., Douglas, K., & Yasuhara, K. (2009). Violence Risk Assessment: Core Controversies. In J. Skeem, K. Douglas, & S. Lilienfeld (Ed.), <i>Psychological Science in the Courtroom: Consensus and Controversy</i>, pp. 358-384. New York: Guilford.</p>
F Sep 30	<p><i>Fee payment deadline for Fall Term full and half courses.</i></p>	
W Oct 5	-Psychopathy and the Psychopathy Checklist	*Discussion questions due

	<p>Movie: The PCL-R Checklist: A measure of evil http://digital.films.com/play/DQ5LSU</p>	<p>*1-page proposal/outline of research paper due</p> <ol style="list-style-type: none"> 1- Brown et al. Chapter 11, Psychopathic Offenders 2- Edens, J., Skeem, J., & Kennealy. (2009). The psychopathy checklist in the courtroom: Consensus and controversies. In J. Skeem, K. Douglas, & S. Lilienfeld (Ed.), <i>Psychological Science in the Courtroom: Consensus and Controversy</i>, pp. 358-384. New York: Guilford. 3- Hare, R., & Neumann, C. (2008). Psychopathy as a clinical and empirical construct. <i>Annual Review of Clinical Psychology, 4</i>, 217-246. 4- Skeem, J., Polaschek, D., Patrick, C., Lilienfeld, S. (2011). Psychopathic personality: Bridging the gap between scientific evidence and public policy. <i>Psychological Science in the Public Interest, 12</i>(3), 95-162.
<p>M Oct 10</p>	<p><i>Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.</i></p>	
<p>W Oct 12</p>	<p>-Treatment of offending populations</p>	<p>*Discussion questions due</p> <ol style="list-style-type: none"> 1. Roesch chapter 5: Forensic treatment 2. Skeem, J., Polaschek, D., & Manchak, S. (2009). Appropriate treatment works, but how? In J. Skeem, K. Douglas, & S. Lilienfeld (Ed.), <i>Psychological Science in the Courtroom: Consensus and Controversy</i>, pp. 358-384. New York: Guilford. 3- Henwood, K., Chou, S., & Browne, K. (2015). A systematic review and meta-analysis on the effectiveness of CBT informed anger management. <i>Aggression and Violent Behavior, 25</i>, 280-292. 4- Gannon, T. (2016). Forensic psychologists should use the behavioral experiment to

		<p>facilitate cognitive change in clients who have offended.</p> <p><i>Aggression and Violent Behavior</i>, 27, 130-141.</p>
W Oct 19	-Sexual offending	<p>*Discussion questions due</p> <ol style="list-style-type: none"> 1- Brown et al. Chapter 12 2- Marshall, W., Marshall, L., Serran, G., & O'Brien, M. (2011). Chapter 1: Assessment. In <i>Rehabilitating sexual offenders: A strength-based approach</i>. pp. 31-45. 3- Yates, P. (2013). Treatment of sexual offenders: Research, best practices, and emerging models. <i>International Journal of Behavioral Consultation and Therapy</i>, 8, 89-95. 4- Yates, P., Prescott, D., & Ward, T. (2010). Chapter 8: Treatment using the integrated Good Lives/Self-Regulation-Revised model. In <i>Applying the Good Lives and Self-Regulation models to sex offender treatment: A practical guide for clinicians</i>, pp. 149-179. [Provides Case studies] 5- Seto, M. (2009). Pedophilia. <i>Annual Review of Clinical Psychology</i>, 5, 391-407.
W Oct 25	<p>-Adolescent offending</p> <p>Substance Abuse/offending</p> <p>-for discussion question purposes, half the class can choose adolescent offending and half can choose substance abuse (choices TBD in class)</p> <p>-for seminar lead purposes topics will be divided as well</p>	<p>*Discussion questions due</p> <ol style="list-style-type: none"> 1- Brown et al. Chapter 5: Adolescent offenders & Chapter 7: Substance abusing offenders 2- Steinberg, L. (2009). Adolescent development and juvenile justice. <i>Annual Review of Clinical Psychology</i>, 5, 459-485. 3- Shepherd, S., & Strand, S. (2015). The utility of the Psychopathy Checklist: Youth Version (PCL: YV) and the Youth Psychopathic Trait Inventory (YPI)--Is it meaningful to measure psychopathy in young offenders? <i>Psychological Assessment</i>, 28(4), 405-415. 4- Chandler, R., Fletcher, B., &

		Volkow, N. (2009). Treating drug abuse and addiction in the criminal justice system: Improving public health and safety. <i>Journal of the American Medical Association, 301(2)</i> , 183-190.
W Nov 2	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	<p>*Discussion questions due</p> <ol style="list-style-type: none"> 1- Roesch chapter 3: Forensic assessment in criminal domains, pp. 58-67 2- Ogloff, R. & Whittemore, K. (2001). Fitness to stand trial and criminal responsibility in Canada. In <i>Introduction to Psychology and the Law: Canadian Perspectives</i>. In R. Schuller & J. Ogloff (Ed.). pp. 283-313. 3- Baillie, P. (2015). A valuable (and ongoing) study, the National Trajectory Project addressed many myths about the verdict of Not Criminally Responsible on account of Mental Disorder. <i>Canadian Journal of Psychiatry, 60(3)</i>, 93-95. 4- Crocker et al. (2015). The NTP of individuals found NCRMD in Canada. (2015). <i>Canadian Journal of Psychiatry, 60(3)</i>, 96-97. 5- Crocker et al. (2015). Part 2: The people behind the label; Part 3: Trajectories and Outcomes through the forensic system; Part 4: Criminal Recidivism. <i>Canadian Journal of Psychiatry, 60(3)</i>, 106-134.
W Nov 9	Presentations	
Nov 10-13	Reading Days. No lectures.	
F Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Nov 16	Student presentations	
W Nov 23	Student presentations	

W Nov 30	Student presentations	
W Dec 7	Student presentations Fall Term Lectures End.	*Term Paper due in class or by 7:30pm in psych dept. dropbox
Dec 12-17	Fall Term Exam Period.	No final exam

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 Accommodation

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 403-220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than 14 days after the start of this course.

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 make 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 make 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. 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.

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>)

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is September 23, 2016**. Last day for registration/change of registration is **September 26, 2016**. The last day to withdraw from this course is **December 9, 2016**.