

PSYC 503.2
Selected Topics: Forensic Psychology
Winter 2022

Instructor:	Kristin Russell, Ph.D., R.Psych.	Lecture Location:	SS010
Email:	Kristin.russell@ucalgary.ca	Lecture day/time:	T 18:00-20:45
Office:	A06		
Office Hours:	Contact via email to set up 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 <https://live-arts.ucalgary.ca/psychology/about#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, specific offending populations, and treatment in offending populations	Written discussion questions/Reflections, Research paper, Class discussion & participation, Research critique presentation, Research paper presentation	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,	1, 2, 4, 5, 6, 7	A, C

	Research critique presentation Research paper presentation		
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	Presentations Class discussion and participation	1, 2, 4, 5, 7	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 critique presentation, Written discussion questions/Reflections Research paper presentation	1, 2, 4, 5, 6, 7	A, 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 in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

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.

Course Format

This is an in-person class held on campus.

Prerequisites

PSYC 200 and 201; PSYC 300 & 301 (Experimental Design and Quantitative Methods for Psychology); and consent of the Department

Required Text

Pozzulo, J., Bennell, C., & Forth, A. (2022). *Forensic Psychology (6th Edition)*. North York, ON: Pearson Canada. Digital access available from the bookstore or through Pearson with course invite link to be posted to D2L.

Assessment Methods

Evaluation component	Worth	Due Date
Class Participation	10%	Throughout term

Coursework engagement (Weekly discussion questions/Reflections)	15%	Throughout term
Research critique presentation	25%	Date TBD, dates chosen in first week of class
Research paper	30%	Brief Outline due: Feb 1, 2022 Paper due: April 15, 2022
Research paper presentation	20%	Dates TBD, chosen first week of class

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. Each person will receive a grade between 0-5 for each class for participation. A rubric for participation grades will be posted on D2L.

Please note- participation:

- is more about the *quality* of contributions versus simply the *quantity*
 - As such, students should be mindful of their contributions in terms of making sure everyone is provided an opportunity to participate in class discussion.
- 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.

Coursework engagement (15% of course grade)

Weekly discussion questions (January 18-March 1)

The first part of the course introduces a number of topics via weekly readings. As part of building an interesting and stimulating class discussion, students will each be required to submit one discussion question each week related to the weekly topic/readings.

Weekly reflection/presentation responses (March 8-April 12)

The second part of the course involves student research paper presentations on a number of different topics. As part of engagement in the presentations, students will each be required to submit a brief reflection on one or more of the presentations viewed each class.

Discussion Questions should reflect thoughtful consideration of the weekly readings, and Reflections/responses should provide evidence of having watched and thought about the class presentations. Questions/Reflections could include any of the following:

- an interesting viewpoint or issue raised,
- a controversy or debate in the topic area that you found interesting,

- possible dilemmas you identify,
- possible areas of further research that you identify based on the readings/presentations
- or anything else you believe to be of relevance

Additional readings may be used in formulation of questions/reflections, 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 to the designated D2L dropbox to the instructor by 7pm on the Sunday prior to class. Reflections are to be submitted to the D2L dropbox by end of day of the next class (11:59pm). Questions/Reflections should not exceed one-half page, double-spaced, 12 pt font. Questions/Reflections that are late or do not pertain to the week's readings/topic/presentations will be assigned a grade of 0. Questions will still be required to be submitted when absent from class. Specific grading criteria will be provided via D2L and discussed in the first class.

Article discussion/research critique presentation (25% of course grade)

In groups of two, students will lead the class in a short (~20 minutes) presentation of one of the weekly class readings along with a review/research critique of one recent (no earlier than 2005, but recommend 2010 and later) 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. Each group will also need to provide a brief summary of their chosen article and discuss how it relates to the weekly reading. Primarily, after briefly summarizing the research, the overall goal is to provide a 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. Groups should incorporate discussion questions related to the chosen article, and should also integrate that article with the weekly assigned reading. These questions should be used as a point of discussion in your presentation.

Groups will be determined in the first week of class. Article discussions will begin the second week of class. 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.

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. A more detailed rubric will be provided via D2L and discussed in the first class.

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 outline of your research topic should be submitted to the instructor in the designated D2L dropbox by **February 1, 2022**, or sooner if you wish. The proposal should briefly outline the specific area your paper will cover and research question/area of debate or controversy with what 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 in the designated D2L dropbox, on April 15, 2022 by 11:59pm. 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 7 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 no less than **12 pages and no longer than 15 pages** (excluding title page and reference section). A more detailed rubric will be provided via D2L and discussed in the first class.

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 (approximately 15 minutes); dates to be chosen in the first week of class.

This presentation does not have to comprehensively cover every aspect of the research paper, but should summarize your topic and provide perspectives on the relevant research, main theories, methods, findings, implications for future research, and overall conclusions of the area in general, and incorporate at least one discussion question for the class to consider. **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 via D2L for classmates to review by the Sunday prior to class. If the presentation is not completed, a grade of 0 will be assigned. Presentations should be submitted to the designated D2L dropbox prior to the class presentation.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic

integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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%

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-). ****Please note- grades will not be adjusted based on how close one is to the next letter grade or other reasons (e.g., scholarship funding, future academic plans, performance in other courses).**

Tentative Lecture Schedule

Date	Topic/Activity	Readings/Due dates
------	----------------	--------------------

T Jan 11	Lecture begins. Overview of course outline & expectations -Introduction to topic of forensic psychology	Ch. 1 textbook Additional readings posted on D2L
T Jan 18	Forensic assessment overview 1- Lecture: Overview of forensic assessment and introduction to risk assessment 2- Student led article discussions x 2	*Discussion question due Ch. 10 textbook Additional readings posted on D2L
R Jan 20	<i>Last day to drop a class without financial penalty</i>	
F Jan 21	<i>Last day to add or swap a course</i>	
T Jan 25	Psychopathy 1- Lecture: Brief overview of psychopathy 2- Student led article discussions x 2 2- Psychopathy and the Psychopathy Checklist Documentary: The PCL-R Checklist: A measure of evil	*Discussion question due Ch. 11 textbook Additional readings posted on D2L
F Jan 28	<i>Fee payment deadline for Fall Term full and half courses.</i>	
T Feb 1	Treatment of offending populations 1- Student led article discussions x 3 2- Lecture: Treatment of Anger management	*Discussion question due *Research paper outline due Additional readings posted on D2L
T Feb 8	Adolescent offending 1- Lecture: Brief overview of adolescent offending 2- Student led article discussions x 3	*Discussion question due Ch. 12 textbook Additional readings posted on D2L
T Feb 15	Sexual offending 1- Student led article discussions x 3 2- Lecture: Treatment of Sexual offenders	*Discussion question due Ch. 14 textbook Additional readings posted on D2L
M Feb 21	<i>Family Day no Classes</i>	
Feb 22-26	<i>Term Break No Classes</i>	
T Mar 1	Mental Illness and offending 1- Lecture: Brief overview of mental health/offending 2- Student led article discussions x 2 3- NCR documentary	*Discussion question due Ch. 8 textbook Additional readings posted on D2L
T Mar 8	Student presentations	
T Mar 15	Student presentations	*Reflection due
T Mar 22	Student presentations	*Reflection due
T Mar 29	Student presentations	*Reflection due
T Apr 5	Student presentations	*Reflection due
T Apr 12	Student presentations <i>Last day of Lectures and last day to withdraw from a winter term half course</i>	*Reflection due
F Apr 15	Research paper due at 11:59pm via dropbox	*Reflection due
Ap 19-29	<i>Fall Final Exam Period</i>	

Extra Research Participation Course Credit is Not Offered for this Course.

Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. 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 on a day/time scheduled by the instructor. 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).

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

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

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no “W” notation and **still receive a tuition fee refund** is **Thursday, Thursday, January 20, 2022**. Last day add/swap a course is **Friday, January 21, 2022**. The last day to withdraw from this course is **Tuesday, April 12, 2022**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>