

# **PSYC\*3020, Course Outline: Winter 2019**

## **General Information**

**Course Title:** Psychology of Law

### **Course Description:**

This course will provide an overview of the field of psychology and law, also sometimes referred to as forensic psychology. We will examine the ways in which the fields of psychology and law interact with one another and explore the psychological methods, findings, and theories applicable in the study of the legal system. The focus is on the application of psychological knowledge, concepts, and research methodologies, to understand human behavior in the legal contexts. Students will explore the major areas of interest shared by psychology and law; compare and contrast the often conflicting perspectives of psychology and law; and become familiar with the roles of psychology in the criminal justice system. A range of topics will be covered, and may include: police behaviour, interrogation and confessions, eyewitness identification and testimony, lie detection, criminal profiling, juries and judges as legal decision makers, mental illness in the context of criminal proceedings (e.g., fitness to stand trial, criminal responsibility), violence risk assessment, sentencing, and correctional and forensic rehabilitation.

**Credit Weight:** 0.50

**Academic Department (or campus):** Psychology

**Semester Offering:** Winter 2019

**Class Schedule and Location:** Tuesdays, 7:00 – 9:50 pm, Alexander Hall, Room 100

## **Instructor Information**

Instructor Name: Kaitlyn McLachlan, Ph.D., C. Psych.

Instructor Email: kmclac02@uoguelph.ca

Office location and office hours: TBD

## **GTA Information**

GTA Name: Kathryn Quinlan

GTA Email: quinlank@uoguelph.ca

GTA office location and office hours: TBD (will be posted on Courselink)

GTA Name: Katelyn Mullally

GTA Email: kmullall@uoguelph.ca

GTA office location and office hours: TBD (will be posted on Courselink)

GTA Name: Katherine Gibbard

GTA Email: kgibbard@uoguelph.ca

GTA office location and office hours: TBD (will be posted on CourseLink)

## **Course Content**

### **Specific Learning Outcomes:**

#### **Communication: Reading comprehension**

The understanding of theoretical and empirical literature in Psychology and Law. Upon successful completion of this course, students should be able to:

1. Demonstrate working knowledge of the key theories, research methods, and issues, in the Psychology and Law field and literature
2. Compare and contrast the assumptions and methods of psychology with those of law
3. Understand and appreciate how research is conducted and disseminated
4. Use the psychological concepts, language, and theories, to account for human behavior in legal contexts

#### **Communication: Written communication**

The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., APA style, papers). Upon successful completion of this course, students should be able to:

5. Demonstrate the ability to evaluate the appropriateness of conclusions derived from forensic psychological research and generalize research conclusions appropriately based on the parameters of particular research methods
6. Write class assignments and respond to exam questions in APA style in a manner that reflects a sophisticated and efficient approach to writing that is largely error-free.

#### **Creative and Critical Thinking: Depth and breadth of understanding**

Demonstrates knowledge of key concepts in psychology and law, and integrates that knowledge across disciplinary boundaries (e.g., application of psychological theories, research, and principles, in the legal context). In this course you will be introduced to ways in which psychological principles can be applied to legal issues in the 'real world.' Upon successful completion of this course, students should be able to:

7. Articulate how psychological principles can be used to explain legal issues and inform public policy.
8. Identify appropriate applications of psychology in solving criminal justice problems.

#### **Creative and Critical Thinking: Inquiry and analysis**

A systematic process of exploring issues, objects and works in Psychology and Law through the collection and analysis of evidence that result in informed conclusions or judgments. Though psychology is a science, it is not exact. Psychologists must weigh and analyze evidence, and tolerate ambiguity, in reaching informed judgments and conclusions. Upon successful completion of this course, students should be able to:

9. Seek and evaluate scientific evidence for forensic psychological claims.
10. Realize that psychological explanations are often complex and tentative.

**Professional and Ethical Behaviour: Personal organization and time management**

An ability to manage several tasks at one and prioritize. Upon completion of this course, students should be able to:

11. Manage time effectively and ensure personal organization (e.g., complete assigned readings on time, prepare effectively for exams, complete assignments on time)
12. Demonstrate intellectual integrity and academic accountability

**Technological Literacy:** The ability to select and use appropriate technology relevant to course completion and research reporting. Upon completion of this course, students should be able to:

13. Use technology to research and support the retrieval and communication of knowledge (e.g., Courselink, library website).

**Lecture Content:**

Week	Date	Topics	Readings	Assignments
1	Jan 8	Course Outline  Introduction to Forensic Psychology	Course Outline Ch 1	<a href="https://www.youtube.com/user/LawandPsychology">https://www.youtube.com/user/LawandPsychology</a>  <a href="http://www.apadivisions.org/division-41/publications/newsletters/news/2017/06/indigenous-underrepresentation.aspx">http://www.apadivisions.org/division-41/publications/newsletters/news/2017/06/indigenous-underrepresentation.aspx</a>  Dematteo et al. (2009)  Weekly Quiz
2	Jan 15	Police Psychology  The Psychology of Police Investigations	Ch 2 Ch 3	<a href="http://www.cbc.ca/fifth/episodes/2014-2015/mrbig">http://www.cbc.ca/fifth/episodes/2014-2015/mrbig</a>  Weekly Discussion Weekly Quiz
3	Jan 22	Profiling  Deception	Ch 3 Ch 4	Weekly Discussion Weekly Quiz
4	Jan 29	Eyewitness Testimony	Ch 5	<a href="https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory">https://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory</a>  Weekly Discussion Weekly Quiz
5	Feb 5	Juries: Fact Finders  Midterm Exam Review	Ch 7	<a href="http://www.apadivisions.org/division-41/publications/newsletters/news/2017/06/indigenous-underrepresentation.aspx">http://www.apadivisions.org/division-41/publications/newsletters/news/2017/06/indigenous-underrepresentation.aspx</a>

Week	Date	Topics	Readings	Assignments
				Weekly Discussion Weekly Quiz
<b>6</b>	<b>Feb 12</b>	<b>Midterm Exam – Courselink</b>		
	<i>Feb 19</i>	<i>Reading Week – No Classes or assignments due</i>		
7	Feb 26	The Role of Mental Illness in Court	Ch 8	Crocker et al. (2015)  Weekly Discussion Weekly Quiz
8	Mar 5	Film & Discussion		Weekly Discussion
	<i>Mar 8</i>	<i>40<sup>th</sup> day of class</i>		Last day to drop one-semester classes
9	Mar 12	Risk Assessment  Psychopathy	Ch 10  Ch 11	Weekly Discussion Weekly Quiz  ***Written Assignment due Mar 17th by 11:59pm***
10	Mar 19	Sentencing and Parole in Canada	Ch 9	<a href="https://vimeo.com/117986070">https://vimeo.com/117986070</a>  Weekly Discussion Weekly Quiz
11	Mar 26	Assessment and Treatment of Justice-Involved Youth	Ch 12	Weekly Discussion Weekly Quiz
12	Apr 2	Course Wrap-Up  Final Exam Review	None ☺	Weekly Discussion
	Apr 18	<b>Final Exam (11:30-1:30pm)</b>		

## Course Assignments and Tests:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Weekly Quizzes	Completed on Courselink by 11:59pm  Week #1: Jan 13 Week #2: Jan 20 Week #3: Jan 27 Week #4: Feb 3 Week #5: Feb 10 Week #7: Mar 3 Week #9: Mar 17 Week #10: Mar 24 Week #11: Mar 31	10% (best 7/9)	1-5, 7-8, 10-12
Weekly Discussions	Uploaded to Drobox on Courselink during class (by 9:50pm)  Week #2: Jan 15 Week #3: Jan 22 Week #4: Jan 29 Week #5: Feb 5 Week #7: Feb 26 Week #8: Mar 5 Week #9: Mar 12 Week #10: Mar 19 Week #11: Mar 26	10% (best 6/9 graded discussions)	1-8, 10-13
Written Assignment:	March 17th, 2019 (by 11:59pm via Dropbox on Courselink)	20%	1, 4-6, 8, 11-13
Midterm Exam	February 12 <sup>th</sup> , 2019 (online in Quizzes on Courselink)	30%	1, 3-6, 9, 11-13
Final Exam	April 18, 2019 11:30 am – 1:30 pm	30%	1-5, 7-8, 10-12

### Additional Notes:

**Weekly Discussions:** Each week, beginning in Week 2 and ending in Week 11 (except Weeks 6 and 12) the instructor will present a short case, question, or problem related to that week's

reading and/or content presented in class. In groups of approximately 5 to 6 students, you will discuss the case/question/problem and write a response. The group should nominate a discussion leader who will facilitate the group discussion process. The group leader is responsible for ensuring that all group members contribute to the group discussion process and have an opportunity to share their thoughts and ideas on how best to respond to the case/prompt. Groups should also appoint a scribe who will be responsible for taking notes during the group discussion. You will be required to write a one-page response to the case/question/problem (bulleted or essay style are both acceptable). Include citations as appropriate to the text, assigned readings, or lecture content.

Your group response will be judged based on how carefully you incorporate relevant research, integrate assigned weekly course material into your response, and on the quality and depth of your reasoning. You will have between 20 and 30 minutes to discuss the prompt and prepare your written response, following which we will discuss the case as a large group. *Before the large group discussion the group leader must post the bulleted written response to the Dropbox folder for that week on CourseLink (please ensure all group members contributing to the written response are listed on the assignment before submitting).* Group discussion files will only be considered for grading if they are uploaded prior to the end of class.

Each weekly discussion will be graded for the entire group by a TA. Together, graded discussions are worth 10% of your final grade. You will have ten discussion opportunities and we will count your best seven. This means that there will be 10 opportunities to complete a discussion activity, and we will drop the 3 lowest discussion grades. Students **MUST** be present and participating in the classroom discussion in order to participate in the discussion assignment for that week. If you miss a weekly discussion, there is no opportunity to make-up the lost marks.

**Weekly Quizzes:** Each week, beginning in Week 2 and ending in Week 11 (except Weeks 6 and 8) there will be a quiz that will be based on that week's content (e.g., readings, videos, etc.). The quiz will contain 10-multiple choice questions and will be similar in terms of difficulty and level of detail of multiple-choice questions that will appear on the midterm and final exams. The midterm exam is open-book but and a 20-minute time limit. *This is your opportunity to learn the level of detail that you are expected to know for the exams.* There are no make-up quizzes if you miss one. You will have 9 opportunities to complete weekly quizzes and your lowest 2 quiz scores will be dropped. Together, your best 7 quizzes will be weighted to be worth 10% of your final grade.

**Wrongful Conviction Assignment:** The purpose of this assignment is to review the case details of a Canadian wrongful conviction, and to reflect your understanding of the factors that contributed to the conviction and exoneration. You should apply scientific, legal, and psychological concepts learned in the course to your analysis of the wrongful conviction. The goal of this assignment is for you to explore the various factors that contributed the conviction and exoneration, and relate those case-specific factors to evidence from the course. This might include information from chapters in the course text, further information yielded from scientific studies reviewed in the course text or in scientific articles. You will choose one of the cases outlined on CourseLink. You will write a polished paper (5-6 pages, double-spaced, not including

title page or reference list) which summarizes the legal case and conviction, analyzes the evidence or case factors that resulted in the wrongful conviction (and were important in the exoneration) and review information from the textbook and/or other primary source articles that provide support for the problematic nature of that evidence (e.g., the fallibility of eyewitness memory, coercive police interrogation practices, etc.). You will also provide at least two recommendations, based on psychological evidence, that could improve legal outcomes and reduce wrongful convictions, based on the evidence and facts of the case you have chosen (please note that this should be evidence and not opinion-based). A detailed outline and marking breakdown will be provided on Courselink. **This assignment must be uploaded on Courselink using Dropbox on by March 17<sup>th</sup>, 2019, by 11:59 pm.** Please refer to course policies on late submissions. Please direct any questions about this assignment to a course TA.

**Midterm Exam:** A Courselink-based midterm exam will be held on Tuesday February 12<sup>th</sup>, 2019. You will have *two hours* to complete the midterm exam. The midterm exam will open on Courselink at 12:01am on February 12<sup>th</sup>, and close at 11:59pm. You may complete the midterm exam any time during this 24-hour period. Once you begin, the exam will remain open for three-hours. The midterm exams will contain both multiple choice questions and short answer questions. It is an open-book exam. You can use any relevant course materials to respond to the questions on the midterm exam. However, for your best success, you will need to have a high degree of familiarity with topics covered by this time in the course, drawn from lecture, readings, and in class discussions. Otherwise, you may find yourself short on time to do well. The midterm exam will cover all assigned readings, videos, and lecture content assigned for classes up to and including the class prior to the exam. Your best strategy for doing well on the midterm exam is to come to class prepared, complete the readings on time, complete weekly quizzes, engage in discussions, and meet with the TA or instructor if you are confused about any material well in advance. **NOTE: You MUST complete the midterm exam independently (see Course Policy on Academic Integrity). You may NOT ask *anyone* for help in completing the midterm exam. All aspects of the Academic Dishonesty policy apply to your completion of the midterm exam.**

**Final Exam:** The final exam will be comprised of a combination both multiple choice questions, short answer questions, and one longer essay question where you will be asked to read and respond to a case based on structured prompts. The final exam is *not cumulative* and will focus on content following the second midterm. Please make sure you have your student ID card, a few sharpened HB pencils, and an eraser with you at the exam.

**Final Examination date and time:** April 18<sup>th</sup>, 2019, 11:30 AM – 1:30 PM (Location TBA). Make sure to confirm the date and time of the final exam by visiting the registrar's website. In case of conflicting information, provided in class, on the course website, or from any other source, you MUST follow the instructions provided on the registrar's website.

**Final exam weighting:** 30%

Final Examination regulations are detailed at:

[Examination Regulations](#)

## **Course Resources**

### **Required Texts:**

Pozullo, K., Bennell, C., & Forth A. (2018). *Forensic Psychology* (5<sup>th</sup> ed.). Don Mills, ON: Pearson Canada. ISBN: 9780134658391.

Copies will be placed on Library Reserve with a Call Number available on Courselink in January.

### **Other Resources:**

### **Course Policy on KountU**

We will be using Kountu, a web-based chat and polling platform during this course. Kountu is designed to increase engagement in medium and large class sizes. It is a “backchannel” tool that allows for multi-directional and parallel discussions, including synchronous microdiscussions or questions alongside the main lecture. In a nutshell, I will occasionally poll the class about key issues, or for feedback about the course and/or understanding of key concepts. I will also pose structured questions that you can respond to, based on small group discussions. Instructions for using Kountu will be reviewed during the first class. Kountu is a *free* resource that will help us to keep the learning environment engaged, responsive and exciting! A few key principles and course rules will help keep the online learning environment fun, supportive, and engaging for everyone in the class:

1. Use respectful and appropriate language during all communication.
2. Your posts are “anonymous” to the room, however, I can and will monitor individual contributions for activity and appropriateness. Thus, post online “as though you were including your name” and in a manner that maintains academic integrity, professionalism, and respect for the instructor and fellow learners. You are accountable for your activities on Kountu.
3. In general responses on Kountu should be limited to brief posts (think twitter in the 280 character world). This will keep the conversation moving swiftly.
4. I will take breaks during lecture to poll understanding of key concepts. Please do use this time to ask questions! You can and are encouraged to raise your hand and engage me directly, but, Kountu is also a great platform for getting clarification and for providing feedback.

## **Course Policies**

### **General**

All students are required to check their @uoguelph.ca e-mail account regularly. There are a number of deadlines and substantial organization required in completing this course. It is your responsibility to organize yourself and meet these deadlines.

### **Grading Policies**

Course assignments are strictly due on the dates outlined above. Late assignment submissions will be deducted 10% per day, beginning after the assigned submission time and date (Note: No late discussion or quiz activities will be graded). The timeframe and due dates for all assignments are outlined in this course outline. The time and date for the midterm is also clearly outlined. Please note that issues related to technological malfunctions (e.g., "I forgot to hit submit," hard-drive crashes, etc.) and leisure travel are not valid reasons for extensions. The only exception to these rules are for unforeseen, serious circumstances of personal health or other issues.

### **[Undergraduate Grading Procedures](#)**

Please note that these policies are binding unless academic consideration is given to an individual student.

### **Course Policy on Group Work:**

In this course you will be required to participate in weekly group discussions. Each group is expected to work cooperatively and with a high degree of respect for the varied opinions and contributions of group members. Groups will be 'naturally' formed based on proximity (e.g., you can work with anyone in class, but will need to be seated together for effective group discussion). This means that you have flexibility to work with a range of students in class from week to week. It is important to ensure that everyone in the discussion group has a chance to contribute their thoughts. It is also expected that students come to class prepared, having read the assigned reading and attended to material presented and discussed in class.

### **Course Policy regarding use of electronic devices and recording of lectures:**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

## **University Policies**

### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

### **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

### **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

### **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is March 8<sup>th</sup>, 2019 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

[Current Undergraduate Calendar](#)

## **Additional Course Information**

### **Course Policies Regarding Materials Provided by the Instructor and her Designates:**

The material shared by the course instructor or by her designate (e.g., TA) as part of this course including copies of the lecture slides, are solely for the personal use of the authorized student and may NOT be reproduced, or transmitted to others, whether it is their original format or a modified version, without the express written consent of the course instructor.

### **Policy on Emails**

Only questions that can be answered simply, for example by yes or no, or with a few short sentences, will be answered by email. For longer answers you will most likely receive an email asking you to ask your question in class (e.g., before we start, in class, on a break, or via KountU), or to come and see me (or the TA) during office hours or by appointment. We will make every effort to respond to emails within 48 hours on weekdays. It is possible that some emails are not from a university address (e.g., @hotmail.com) may be treated as spam. Please do not hesitate to come and see one of us if your email was not received, or, to send it again if 48 hours have passed (we get a LOT of email and it is possible to make a mistake and miss a message during high volume periods). The university expects you to check your U of G email account regularly and us to use it to communicate with you.

### **Policy Regarding Exam Copies**

Copies of the exam are loaned to registered students for the duration of the examination only. They remain the property of the course instructor at all times. All copies must be returned to the instructor or her designate at the end of the examination time. They cannot be removed from the examination room under any circumstances. All material contained in the exams is copyrighted, and may not be reproduced, or transmitted to others, without the express, written consent of the instructor.

### **Policy Regarding Turnitin**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas

and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

**My Role and Responsibilities:** My role is to familiarize you with core issues relevant to psychology and law. I will come each week to class prepared with well-organized lectures and real-world examples from my own practice, the news, case studies, research, or media clips. I will engage you to learn and be excited about forensic psychology! I will support a sound learning environment that is free from undue distraction, noise, etc. I will model facilitation of healthy and active discussions concerning course content. I will be available to answer your questions regarding course content and assignments. I will adhere to the course outline, in the exception of exceptional circumstances, wherein I will announce the change in class as soon as possible as well as on CourseLink.

**Your Role and Responsibilities:** Come to class, complete assigned readings, pay attention, and participate in class activities and discussions. I encourage healthy debate and discussion throughout the course, but you must also practice respectful participation strategies and show the ability to consider alternative perspectives. Put thought and effort into your coursework and make use of instructor and TA supports. Pay attention in class and remove irrelevant distracting stimulus. You may use a laptop in class but do not engage in activities that will distract anyone (myself included). Please read the Course Outline before asking a question about the course or assignments.

**Classroom Conduct:** Please come to class on time and listen during lectures and while others are speaking. Arriving late to class, getting up while others are speaking, and leaving early are all distracting behaviours that take away from the learning environment. Cell phones should be turned off during class other than in emergency situations. If you are found to be using technology in a distracting manner (e.g., tablets, cell phones, laptop computers) you may be asked to turn them off.