

# **PSYC\*4460, Course Outline: Winter 2020**

## **GENERAL INFORMATION**

**Course Title:** Seminar in Clinical Psychology: Forensic Psychology in the Youth Criminal Justice System

**Course Description:**

This course is designed to provide students with an overview of clinical psychology in the context of the youth criminal justice system through the lens of a forensic psychologist. Topics will include the role of clinical psychology in the legal context, developmental factors that explain adolescent antisocial behaviour and offending, and common assessments and evidenced-based interventions undertaken with justice-involved youth. A review of relevant theory and research will be interwoven through each topic, as well as a review of challenging ethical issues facing forensic clinical psychologists. This course is intended primarily for honours students in psychology who plan to pursue further training in clinical psychology at the graduate level or who plan to work in a setting where knowledge of clinical psychology would be an asset. Weekly class meetings will include didactic (lecture) from the course facilitator, small group discussions, and larger group activities. Smaller group discussions and projects will provide students the opportunity to critically engage with content from the lectures and readings. Students will engage in a range of activities, including group presentations, and writing an amicus brief on a topic of their choice.

**Credit Weight:** 0.5 Credits

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

**Semester Offering:** Winter 2020

**Class Schedule and Location:** Wednesdays 11:30am – 2:30pm; MacKinnon Room 229

## **INSTRUCTOR INFORMATION**

Instructor Name: Kaitlyn McLachlan

Instructor Email: kmclac02@uoguelph.ca

Office location and office hours: Wednesdays, 10:00am – 11:00 am (or by appointment), MacKinnon 3011

## **GTA INFORMATION**

GTA Name: Katelyn Mullally

GTA Email: kmullall@uoguelph.ca

GTA office location and office hours: By appointment

GTA Name: Chantel Ritter  
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GTA office location and office hours: By appointment

## **COURSE CONTENT**

Following successful completion of this course students will be able to demonstrate the following learning outcomes:

1. **Critical and Creative Thinking:** Critical and creative thinking involves the application of logical principles and known evidence, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking, and risk taking. The specific aspects of this outcome intended for students in this course include:
  - 1.1 Depth and breadth of understanding: Demonstrate mastery of a body of knowledge of key concepts in clinical psychology with a focus on applied developmental and forensic issues, and integrate that knowledge across disciplinary boundaries.
  - 1.2 Inquiry and analysis: Undertake a systematic exploration of issues, cases, and research relevant to clinical and forensic psychology through the collection and analysis of evidence, resulting in informed conclusions or judgments.
  - 1.3 Problem solving: Engaging in a process whereby you work through a series of steps to come to a conclusion; set out to devise arguments using optimal methods, operationalize measures, and articulate reasons for choosing those methods/solutions.
  
2. **Literacy:** Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The ability to use methodological and quantitative literacy also exists in this definition. The specific aspects of this outcome intended for students in this course include:
  - 2.1 Information literacy: The ability to know when there is a need for information, where to locate it, and the ability to identify the value and differences of potential resources in a variety of formats
  - 2.2 Methodological literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science
  - 2.3 Quantitative literacy: Numeracy, and competence in working with numerical data
  
3. **Communication:** Communication includes the ability to communicate and synthesize psychological research and theory, generate and communicate arguments, communicate constructive feedback, and communicate analyses accurately and reliably. Four specific aspects of this outcome are intended for students in this course:
  - 3.2 Written communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., American Psychological Association style, written case responses, power point slides, amicus briefs, short answer responses on exams).
  - 3.3 Reading comprehension: The understanding of theoretical and empirical literature in Psychology.
  - 3.4 Integrative communication: A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum.

4. **Professional and Ethical Behaviour:** Professional and ethical behaviour requires the ability to accomplish tasks at hand with proficient skills in teamwork and leadership, while remembering to use ethical reasoning and research results when making decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery.
- 4.1 Teamwork: working together in a respectful and collaborative manner to complete tasks
- 4.2 Ethical Reasoning: includes moral maturity; a moral sense of mind behind decision-making; balanced consideration of competing ethical issues in the forensic context from the perspective of clinical psychology.
- 4.3 Ethical Issues in Research: Includes the understanding and application of how human rights and cultural relativism applies to ethical decision-making in the context of research, with particular attention to the inherent vulnerability of justice-involved youth.

**Lecture Content:**

The course format will include both lecture-based and more active/experiential learning components. Attendance and participation is required. During lecture, I will use formal slides, excerpts from the media, videos, case highlights, discussion, and small-group activities. I will make Powerpoint slides for my lectures available, and a draft of these will be posted by midnight the day before lecture on CourseLink. However, these slides will not include all of the information that I cover in class (e.g., practical examples, cases, etc.). It is in your best interests to attend class and take thorough notes. While there will be overlap between the lectures and the readings, there will also be content that is unique to both.

	Date	Topic	Reading	Assignments this Week
1	Jan 8	Course Welcome and Introduction to Forensic Psychology	Course Outline  <i>Optional Readings:</i> Costanzo et al., (2018) Chp. 1 Gilfoyle & Dvoskin (2017)	<i>In class:</i> Group Selection Forms (Due: Sun. Jan. 12 <sup>th</sup> )
2	Jan 15	From Historical Patterns in the Youth Criminal Justice System to Contemporary Youth Offending  <b>Visit:</b> Psychology Librarian, Melanie Cassidy	Heilbrun Chp, 1  Bala et al. 2009	<i>In class:</i> Group Brainstorming  Case Activity (Due: Sun. Jan 19 <sup>th</sup> )  Group Topic Proposal (Due: Sun. Jan. 19 <sup>th</sup> )

	Date	Topic	Reading	Assignments this Week
3	Jan 22	Theoretical Perspectives on Antisocial Development and Research Methods for Understanding Youth Offending	Heilbrun Chp. 8  Jolliffe et al. (2017)	<i>In class:</i> Group Brainstorming  Case Activity (Due: Sun. Jan. 26 <sup>th</sup> )  Group Contract Plans (Due: Sun. Jan. 26 <sup>th</sup> )
4	Jan 29	Neurobiological, Developmental, and Environmental Bases for Youth Offending	Heilbrun Ch 4 & 5  Beckley et al. 2017	<i>In class:</i> Prep Group Activity Plan  Case Activity (Due: Sun. Feb 2 <sup>nd</sup> )  Legal Case Summary (Due: Sun. Feb 2 <sup>nd</sup> )
5	Feb 5	Forensic Assessment I	Heilbrun Chp 16, 17  <i>Optional</i> Heilbrun Chp 10	<i>In class:</i> Prep Group Activity Plan  Case Activity (Due: Sun. Feb. 9 <sup>th</sup> )
6	Feb 12	Forensic Assessment: II	Heilbrun Chp 22  <i>Optional:</i> Heilbrun Chp 23	<i>In class:</i> Prep Group Activity Plan  Case Activity (Due: Sun. Feb. 16 <sup>th</sup> )  Group Activity Plan (Due: Sun. Feb 16 <sup>th</sup> )
	Feb 19	<b>No Class: Winter Break!</b>	No Readings ☺	
7	Feb 26	Forensic Intervention	Heilbrun Chp 24  <i>Optional</i> Heilbrun Chp 25, 26	Paper Outlines (Due Sun. Mar. 1 <sup>st</sup> )
8	Mar 4	<b>No class this week:</b> Group teaching and KT product workshop week	Groups <i>must</i> meet with TAs and/or instructor during this week to review teaching plans and KT products	Group slides/KT product (Due: Sun. before your presentation week)

	Date	Topic	Reading	Assignments this Week
9	Mar 11	<b>Presentations</b>	TBD	Group Effort Form, Individual Reflections (Due: Sun Mar. 15)
10	Mar 18	<b>Presentations</b>	TBD	Group Effort Form, Individual Reflections (Due: Sun Mar. 22)
11	Mar 25	<b>Presentations</b>	TBD	Group Effort Form, Individual Reflections (Due: Sun. Mar. 29)
12	Apr 1	Mock trial, course summary, evaluations		Final Paper (Due: Wed. Apr. 1 <sup>st</sup> )

### Course Assignments:

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Written Case Responses (x3)	By 11:59pm on: 1) Week 2: Jan 19 2) Week 3: Jan 26 3) Week 4: Feb 2 4) Week 5: Feb 9 5) Week 6: Feb 12	15% (each worth 5%, option submit 4 and drop the lowest submission)	1.1, 1.2, 2.1, 2.2, 3.2, 3.4
Group Contract Plan	Sunday, January 26 <sup>th</sup> by 11:59pm	5%	1.3, 3.4, 4.1
Group Activity Plan	Sunday February 16 <sup>th</sup> by 11:59pm	10%	1.1, 1.2, 1.3, 2.1, 3.2, 3.4, 4.1, 4.2
Group Presentation	Assigned week (Mar 11, 18, 25)	20% (see description for breakdown)	1.1, 1.2, 1.3, 2.1, 3.4, 4.1, 4.2, 4.3
Group Knowledge Product	Assigned week (Mar 11, 18, 25)	10%	1.1, 1.2, 1.3, 2.1, 3.2, 3.4, 4.1, 4.2
Group Work Reflection (individual)	Sunday of assigned week (Mar 15, 22, 29) by 11:59pm	5%	1.2, 3.2, 3.4, 4.2
Final Paper: Legal Case Summary	Sunday, February 2 <sup>nd</sup> , by 11:59pm	5%	1.2, 2.1, 3.2
Final Paper: Outline	Sunday, March 1 <sup>st</sup> , by 11:59pm	5%	1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.4, 4.2, 4.3
Final Paper: (Amicus Brief)	Wednesday, April 1 <sup>st</sup> , by 11:59pm	25% (see description for breakdown)	1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.4, 4.2, 4.3

## **1. CASE ACTIVITIES**

From Week 2 through Week 6 we will complete a case activity in class. This assignment includes both opportunity for group discussion in class, and for individual work.

**Part I: Critical Group Discussions.** First, groups will have approximately 30 minutes to review and discuss the case in class. You should work together to identify key issues raised in the case, link those issues with course concepts, social scientific research, clinical practice processes, or ethical issues. Each group member is responsible for sharing ideas and perspectives about the case to inform possible responses. Each week, groups should select a group leader to help ensure that all group members contribute to the discussion and have an opportunity to share their ideas. Groups should also assign a notetaker to keep track of key ideas discussed. These notes can be circulated to the group as a record of the discussion and learning. Following small group discussions, we will have a larger group discussion where small groups will share and exchange their ideas. Coming to class prepared is a key requirement for success on these activities (e.g., completing readings in advance, attending to class lecture and discussion content). These discussions are not formally graded, but, will form an important component of learning in this course.

**Part II: Written Case Responses (15%).** You will be individually responsible for writing a polished response to the case activity (maximum 3 pages, double-spaced, excluding title-page and references, written in APA style, Times New Roman 12pt font, with appropriate citations and references). This activity is designed to be an individual writing exercise and provides an opportunity to help you practice putting your thoughts into writing. This is also an opportunity to practice writing in APA style for your larger end of term course assignment. You will complete this activity independently each week, though, you are welcome to use ideas developed by the group in class. Thus, while the ideas or approach you take in responding to the case may be shared within the group, your individual written response must be original and will be vetted through Turn it In (see Course Outline). This activity is designed to help you think critically about the assigned materials in relation to the case. You will respond to the questions posed within the activity or case from class, and should incorporate content from the assigned relevant weekly reading. Responses should be more than a summary of the assigned readings. You are responsible for linking concepts from class, and from readings, to the case. You should demonstrate engagement, creative thinking, and critical appraisal skills, in your written response. Avoid use of the first person in writing your response. Provide support in crafting any arguments (e.g., avoid 'I think' and/or "my opinion is..." statements). Avoid use of slang, contractions, and use proper grammar. All references should be primary sources (e.g., lecture slides are not primary sources).

Individual written responses will be graded by your TAs. There are 5 opportunities to submit written case responses and you are required to submit 3 (5% each, 15% total). You may submit a *maximum* of 4 written responses, with the option to drop the lowest graded submission. Written responses are due by 11:59 PM on the Sunday immediately following a given class. These should be posted to Dropbox. Late written responses will receive a grade of 0. There is no opportunity to make-up a missed written response given the built-in flexibility in being required to submit only 3 out of 5 opportunities. Please plan accordingly.

Your first written response will be graded with feedback provided on Courselink within 7 days in order to ensure that you have an opportunity to incorporate feedback on subsequent submissions. All subsequent submissions will be graded with feedback posted within 14 days to ensure timely feedback.

## **2. GROUP ACTIVITIES**

The clinical psychologist often plays a key role as a member of an interdisciplinary team. As such, working collaboratively in a group forms an important skill. Thus, these assignments provide an opportunity for you to work in teams and practice your own presentation skills and knowledge translation skills about a topic relevant to the course. You will be assigned to groups during the second week of class based on preferences submitted during the first week of class. I will take into consideration your experience, strengths, and areas of where you may benefit from additional learning, with respect to presentations and creative knowledge mobilization activities/products.

**Part I: Group Presentation/Teaching session (20%):** Each group is responsible for facilitating a 30-minute presentation/teaching session. The focus of the session should be on a special population or topic, linked with forensic assessment or intervention, in the youth criminal justice context. Example topics might include special populations (e.g., justice-involved girls, Indigenous youth, youth mental health, callous unemotional traits, fetal alcohol spectrum disorder, etc.) Examples of special topics might include bullying, alternative sentencing for youth, solitary confinement, etc.). It will be important to propose a topic that is specific enough to let you present a sufficient level of detail, while also being able to link the topic back to key course concepts.

Groups will be required to brainstorm between two and three topic ideas and submit a brief topic proposal by January 19<sup>th</sup> via Dropbox on Courselink by 11:59pm. Topics will be approved with feedback provided by January 22<sup>th</sup>. Groups *will not necessarily* receive approval for their top choice so it is recommended that between two and three reasonable ideas be pitched. All final teaching topics and activities must be approved by the instructor prior to the class presentation date (see draft submission below). Groups are responsible for deciding how to distribute roles and tasks to ensure that all aspects of the group assignment are completed.

### **General requirements:**

- All presentations must use PowerPoint or Keynote as a visual aid. Slides must be submitted following your presentation via Dropbox. You may use your own computers. If you need one, please let me know in advance. Please ensure you test any relevant computers/adapters/technologies required for your presentation in advance of your assigned presentation day. Given the use of a visual aid when presenting, the quality of slides is considered in the final grade as noted below.
- Presentations should be **no more than 30 minutes**. There should also be about 5 minutes for questions from your classmates. The question period is not included in this timeframe (so if your presentation runs close to 30 minutes it is fine if your question period/discussion exceeds the above time limit). Likewise, if your question period goes over 5-minutes, this is okay.

- All group members must present and contribute to the development of the presentation.
- Your teaching session should include a real world case/example (e.g., a news story, podcast episode, legal case) or other example to bring the topic to life.
- Groups must choose one key research article of direct relevance to the topic and include the article in the group activity outline. This article will be required reading for everyone in the class and posted to Courselink at least one week before your assigned presentation date.
- Your teaching session must include information from at least *three primary peer reviewed research articles* (this can include the article shared with the class), wherein you present and link key findings with your topic.
- Be creative! You are welcomed and encouraged to think of creative and engaging ways to present your topic to the class. Use of video clips, interactive activities, short passages from media articles, debates, and other ideas are all options.

**Part II: Group Knowledge Translation Product (10%):** Knowledge translation and training also forms an important component of the clinical psychologist's role, including the dissemination of research findings to a range of audiences, and training clinical topics for professionals and members of the community.

*General Requirements:*

- Each group will create a knowledge translation (KT) product related to your assigned topic and teaching activity. The purpose of this product is to bring to life key aspects of a complex idea for an identified knowledge user.
- Your group should determine the *intended audience* for the knowledge product, and choose a clear focus with respect to information to be presented. This is intended to be a creative and flexible assignment. Your group should meet early on to brainstorm various ideas. Your instructor and TAs are available to provide support in your planning. Some suggestions might include an infographic, poster, or video. Decide who will be the target knowledge user (e.g., Clinical psychologists? Students? Police officers? Lawyers?), and tailor your product and approach to presenting your ideas to your chosen audience.
- Your knowledge product must include citations and be based on the state of the evidence in relation to your topic. You must include, at a minimum, three primary sources supporting the information you choose to present (e.g., psychology research studies).

**Group Work Contract Plan.** Effective teamwork in the context of working together on projects can be greatly facilitated by developing clear and collaborative plans outlining key tasks and activities. You will complete a plan for your group that outlines key roles, tasks, communication strategies, deliverables, and deadlines. You will also brainstorm and plan for the possibility of things getting off track, and develop a shared plan for problem solving potential pitfalls before they develop into bigger problems. Groups are encouraged to spend time collaboratively developing this plan up front in order to support their success throughout the project. Support from your instructor and TAs is available at all stages of your work together in a team. Group Work Contract Plans should be submitted by Sunday, January 26<sup>th</sup>, at 11:59pm to the group Dropbox folder on Courselink. The Group Work Contract Plan is worth 5% of your final grade.



**Group Activity Plan.** Tackling large projects over the semester can be greatly facilitated by planning for key activities. The Group Activity Plan is meant to be a flexible opportunity for groups to develop an outline for their presentation and KT products. There is not specific format required for this assignment, as each group will tackle their activities in slightly different ways. At a minimum, groups are encouraged to provide a bulleted outline for key topics/resources/activities to be shared during the presentation. Draft materials, links for media to be included in the presentation, a sketch or script of your KT product, may also be submitted for review. This opportunity provides a chance for detailed instructor feedback on your progress planning for key group activities.

**Group Work Reflection.** This is an individually graded assignment (i.e., each student submits their own personal reflection) and involves writing a brief reflection discussing the group work you have engaged in over the semester. To write your reflection, draw on your own experience with the group presentation and knowledge translation projects and the process of working with a group. This might include consideration of learning outcomes, areas of personal growth with respect to teamwork skills, how key decision points or conflicts were navigated, among many others. The paper should be between 2 and 3 pages in length, excluding a title page.

### **Items Required to Stay on Track for Group Activities**

1. Prepare and submit a *Preferences and Experiences Survey* (see Courselink) using Dropbox (must be completed). **Due on or before Sunday, January 12<sup>th</sup> at 11:59 pm.**
2. Prepare and submit *Group Topic Proposal Form* (see Courselink) using Dropbox. **Due on or before Sunday January 19<sup>th</sup> at 11:59 pm.**
3. Prepare and submit *Group Work Contract Plan* (see Courselink) using Dropbox. This is worth 5% of your final assignment grade. **Due on or before Sunday, January 26<sup>th</sup> at 11:59 PM.**
4. Submit a *Group Activity Plan* using your group Dropbox via Courselink. This is worth 10% of your final assignment grade. **Draft Plans are due by Sunday, February 16<sup>th</sup>, at 11:59 pm.** Dr. McLachlan will review your plan and provide feedback by February 18<sup>th</sup>, 2019. All teaching methods must be approved by Dr. McLachlan prior to your assigned presentation date. Changes to your plan are allowed, but must be approved by Dr. McLachlan in advance of your presentation date.
5. All groups must arrange a half hour meeting with their assigned course TA during the workshop week (**March 4<sup>th</sup>**) to run through final questions/materials and receive coaching for their teaching activity and KT products.
6. Submit ALL final materials for your teaching activity and KT product to Dropbox by **Sunday at 11:59pm immediately preceding your assigned presentation week.** You *may* receive minor feedback from Dr. McLachlan at this stage (e.g., if you present on Wednesday, March 18<sup>th</sup>, your materials must be submitted no later than Sunday, March 15<sup>th</sup>).
7. Each group member needs to submit an individual *Group Effort Form* designed to provide feedback about the individual contributions of each group member across assigned activities. Note: One *Group Effort Form* should be completed by each group member and submitted to individual Dropbox folders using Courselink. No grade will be assigned for the Group Effort Form, however, your grades for the overall teaching/knowledge translation product assignment will not be released until all Group Effort Forms are uploaded. The

*Group Effort Form* must be submitted via Courselink using Dropbox **by 11:59pm on the Sunday following your presentation** (e.g., if you present on Wednesday, March 18<sup>th</sup>, you would submit your Reflection by Sunday, March 22<sup>nd</sup>).

8. Submit your individual *Group Activity Reflection* (e.g., you write this individually and submit it to your own Dropbox folder via Courselink) **by Sunday at 11:59pm on the week of your presentation** (e.g., if you present on Wednesday, March 18<sup>th</sup>, you would submit your Reflection by Sunday, March 22<sup>nd</sup>).

### **3. FINAL PAPER: AMICUS BRIEF**

This assignment requires you to write a final paper in the style of an amicus brief. An amicus curiae (or ‘friend of the course’) brief is prepared by an entity who wishes to provide legal, scientific, or technical information to a court to aid in its decision. Psychologists have played a critical role in the synthesis and communication of psychological science research findings for courts on a range of important matters. You can choose to focus on any topic relevant to the course provided that the issue being tried is youth focused. Example topics include: factors relevant to the validity and voluntariness of confessions; strengths and limitations in the evidence base for youth violence risk assessment instruments; and considerations regarding youth psychopathy.

#### **General Requirements.**

- Choosing your topic: 1) you must identify a case that would benefit from the synthesis and consideration of psychological research findings; 2) you must focus on a Canadian case that includes the *Youth Criminal Justice Act* and a youth defendant; and 3) you must focus on a relatively recent case (e.g., within the last five years).
- Content:
  - *Introduction*: Your amicus brief should have an introductory paragraph that presents the topic that you will discuss and the case you will review. This section should be .5 – 1 page in length.
  - *Psychological Literature Review*: In this section, your task is to locate and discuss recent psychological research and theory relevant to your topic. The brief must include summary and citation of *at least 5 empirical, peer-reviewed, psychology research articles* on the topic (e.g., the articles should present primary findings or data, please do not include systematic reviews or meta-analyses toward the five article count – these can be included in addition to your synthesis of five primary articles). Course readings may be used as additional references. Your task is to organize the paper in such a way as to best communicate to another person what we know about the topic. To do so, you will need to spend time describing the methods researchers have used and the central findings they have obtained. For the right perspective on this, imagine that you are going to ask another person to read the paper who has minimal knowledge in psychology or the law. This section should be approximately 5 pages in length.
  - *Court Case*: Your amicus brief should provide a brief description of the Canadian court case you have selected (i.e., relevant case facts, legal issues, court decision, and court’s rationale for decision) and identify what aspect of the Court’s decision is relevant to psychology. The focus of this section should be on the rationale for the court’s decision

as this will be what is most relevant to psychological research. Canadian court cases can be found online using the [Canadian Legal Information Institute \(CanLii\)](https://www.canlii.org/en/) which is a resource available online: <https://www.canlii.org/en/>. This section should be between 1 and 2 pages in length.

- *Application of Psychology to the Law*. In this section, you will apply contemporary psychological knowledge to the relevant area of law. In this section you must describe how the reviewed case(s) would benefit from information regarding the state of the science: Does the court decision correspond with what psychologists know about human nature? Are there limitations to the psychological research that affect its applicability? Does the psychological research suggest specific changes to the law? This section should be approximately 3-pages in length.
- *Conclusion*. Finally, you should have a concluding paragraph that summarizes the points that you have made in your amicus brief and discuss the potential avenues for future research. This section should be no more than one page in length.
- **Format:**
  - Your paper should be between 10 and 12 pages in length.
  - You must write a polished paper that adheres to APA style (double-spaced, Times New Roman font size 12, one-inch margins, page numbers, running head, title page).
- **Submission:**
  - The Amicus Brief assignment must be submitted by Courselink using Dropbox by Wednesday, April 1<sup>st</sup>, by 11:59pm.

**Case Summary:** You will submit a draft summary of your selected case for feedback. This summary should be a maximum of one-page in length (double-spaced). It must include the case name, cited using APA style (refer to helpful resources on Courselink), and clearly identify how the selected case is appropriate for the paper (e.g., focuses on a youth defendant, topic is relevant). You should provide a brief summary of the key legal issue you will focus on for your brief). *A note of advice:* Do not leave your case and topic selection to the last minute for this project. Choosing a case and formulating a clear focus and topic can be a tricky task and I suggest that you leave sufficient time and make use of help from your TAs and course instructor as needed. Completing the case summary activity will provide a helpful opportunity for feedback in advance of preparing your final paper. The case summary is due by **Sunday, February 2<sup>nd</sup>, at 11:59pm** The Outline is worth 5% of your final grade.

**Amicus Brief Outline:** In preparation for writing your amicus brief, you will draft a bullet-point outline detailing the content and structure of your amicus brief based on the expectations listed above. Your outline must include the reference for the case you will be using. Your TAs will review your brief outline and provide you detailed feedback. It is strongly recommended that you produce a detailed and thoughtful outline in order to support your best success on final assignment. This is a new style of writing for most students in psychology and your TAs and instructor will serve as important resources in preparing for this assignment. Your outline must be submitted through Courselink using Dropbox by **Sunday March 1<sup>st</sup>, at 11:59 pm**. The Outline is worth 5% of your final grade.

**Final examination date and time:** This course does not include a final exam.



## **COURSE RESOURCES**

There is no text required for this course. Please note that a number of Chapters assigned throughout this course will be drawn from the following text.

Heilbrun, K. (2016) *APA Handbook of Psychology and Juvenile Justice*. Washington, DC: American Psychological Association.

Chapters from this book are available through the University of Guelph Library, included in your student access. All readings can be accessed online through the Library, and have been placed on Reserve digitally for the duration of the course through Ares.

### **Other Resources:**

Courselink: Please get to know our course website on Courselink. It is your responsibility to keep up to date on materials and announcements posted on this website. Grades will be shared through Courselink and you will be asked to submit assignments using Dropbox.

## **COURSE POLICIES**

### **General**

All students are required to check their @mail.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 submissions will be deducted 10% per day (e.g., after the assigned due date and time). The timeframe and due dates for all assignments are outlined in this course outline. 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 exceptions to these rules are for unforeseen, serious circumstances of personal illness 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:**

This course has both individual and group work. There are a variety of checks and balances in place to maximize equitable distribution of effort in the group work. Each group member is expected to contribute equally across components of the group assignment. If there is an issue or concern with regard to group work, it is your responsibility to first try and come to a

resolution. If problems/concerns persist, it is your responsibility to contact either myself or the TA and let us know as soon as possible if your efforts have not been successful. Groups will be required to submit a group work contract plan (see above) detailing how group members will take on individual tasks.

In addition to the group work contract plan, all members of the group will complete a work effort form indicating the amount of effort each group member devoted toward the completion of the group assignment and adherence to the group work plan contract. This includes factors such as involvement in planning, preparation for meetings, contributions to group discussions, completion of assigned work. Although ideally, each group member will contribute equally, this is not always the case. The group effort form and ratings will be taken into account when assigning each student's grade for the components of the group assignment. For example, if a pattern emerges in which one group member receives lower effort scores than the other members, this will likely result in a lower grade for that person. Any group members who do not attend the day of the teaching session will receive a "0" for that portion of the assignment without a documented medical or compassionate reason; there will be no make-up presentations. Group effort forms will be posted on Courselink and submitted via Dropbox.

#### **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 April 3, 2020 . For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#). Instructors must still [provide meaningful and constructive feedback to students prior to the 40<sup>th</sup> class](#) day. [Current Undergraduate Calendar](#)

## **ADDITIONAL COURSE INFORMATION**

### **Policy on Emails:**

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you to come and see me (or your TA) during office hours or by appointment. Emails will usually be answered within 48 hours during weekdays. It is possible that due to intermittently heavy email volume your message is missed inadvertently. If you have not received a response within 48 hours, please feel free to simply forward the original message or arrange to meet with either myself or one of your TAs. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. Do not hesitate to come and see one of us if your email was not answered. The university expects you to check your U of Guelph email account regularly and use it to communicate with you.

**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.