

# PSYC\*4460, Course Outline: Winter 2017

## 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 young offenders. 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 2017

**Class Schedule and Location:** Mondays 8:30 – 11:20 am; MacKinnon 227

## Instructor Information

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

**Instructor Email:** kmclac02@uoguelph.ca (for emails, please include “4460” in the subject line)

**Office location and office hours:** 3011 MacKinnon Extension; Mondays 11:30-1:00 pm or by appointment.

## GTA Information

GTA Name: Melissa Bell

GTA Email: mbell01@uoguelph.ca

GTA office location and office hours: TBA

## Course Content

### **Specific Learning Outcomes:**

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 reflections, 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.

### Course Content:

The course format will include both lecture-based and more active/experiential learning. 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.

### Course Assignments and Tests:

Assignment or Test	Due Date and Time	Contribution to Final Mark (%)	Learning Outcomes Assessed
Reflections Papers (x5)	Throughout the Course: Due Sundays (the day before class) at 6pm	10% (2% each x 5)	1.1, 1.2, 2.1, 2.2, 3.2, 3.4
Class Participation	Weekly	10%	1.1, 1.2, 3.3, 3.4, 4.2, 4.3
Midterm Exam	February 13 <sup>th</sup> 2017	20%	1.1, 3.2, 3.3, 3.4, 4.3
Group Discussion & Presentation	Assigned week (Weeks 8 – 12)	30% (see description for breakdown)	1.1, 1.2, 1.3, 2.1, 3.4, 4.1, 4.2, 4.3
Final Paper (Amicus Brief)	April 2 <sup>nd</sup> 2017 6:00pm	30% (see description for breakdown)	1.1, 1.2, 1.3, 2.1, 2.3, 3.2, 3.4, 4.2, 4.3

Weekly Schedule: \*See CourseLink for a Complete List of Assigned Readings

Week	Date	Topic	Reading	Assignments Due
1	Jan 9	Introduction to the Canadian Criminal Justice System	1. The Youth Criminal Justice Act: Summary and Background 2. Youth Court Statistics in Canada '14/'15 (Juristat)	None. 😊 Welcome to class!
2	Jan 16	Clinical psychology in the youth criminal justice system	1. Heilbrun: Chp 1	1. Reflection Paper 2. Group Selection Form
3	Jan 23	Development, youth justice, & offending	1. Heilbrun: Chp 4 2. Heilbrun: Chp 8	1. Reflection Paper
4	Jan 30	Youth mental health, addictions, and developmental disability: I	1. Heilbrun: Chp 13 2. Peterson-Badali et al. (2015). <i>Canadian Criminal Law Review</i> , 19, 1-20.	1. Reflection Paper 2. Group Work Contract Plans
5	Feb 6	Youth mental health, addictions, and developmental disability: I	1. Heilbrun: Chp 15 2. McLachlan et al. (2014). <i>Law and Human Behavior</i> , 38, 10-22.	1. Reflection Paper
6	Feb 13	***Midterm Exam***	No Readings 😊	
7	Feb 20	Winter Break	No Readings 😊	
8	Feb 27	Youth capacity to waive rights and fitness to stand trial	1. Heilbrun: Chp 22 2. Heilbrun: Chp 23	1. Reflection Paper 2. Paper Outlines 3. Group Presentations
9	Mar 6	Youth violence risk assessment & psychopathy	1. Heilbrun: Chp 10 2. Heilbrun: Chp 17 3. Viljoen et al., (2010). <i>Assessment</i> , 17, 377-395	1. Reflection Paper 2. Group Presentations
	Mar 10	Last day to drop		
10	Mar 13	Sentencing, criminal responsibility & juvenile transfer	1. Heilbrun: Chp 5 2. Heilbrun: Chp 22 3. Steinberg (2013). <i>Nature Reviews: Neuroscience</i> , 14, 513-518.	1. Reflection Paper 2. Group Presentations
11	Mar 20	Forensic & correctional Interventions: I	1. Heilbrun: Chp 24 2. Heilbrun: Chp 9 3. Hogue (2016). <i>Criminology and Public Policy</i> , 15, 991 – 999.	1. Reflection Paper 2. Group Presentations

12	Mar 27	Forensic & correctional Interventions: II	1. Heilbrun: Chp 28 2. Davis et al. (2015). <i>Canadian Journal of Criminology and Criminal Justice</i> , 57, 159-187.	1. Reflection Paper 2. Group Presentations
13	Apr 3	Wrap-up, course summary, evaluations	No Reading 😊	1. Final Paper

### Additional Notes:

Details and marking schemes for each course component will be posted on Courselink, what follows is a simple overview.

### Reflection Papers

We will be discussing the assigned readings each week in class. This activity is designed to help you think critically about the assigned materials. Reflections should be more than a summary of the assigned reading. Possible approaches to writing the reflection could include: a) raising key limitation about an empirical paper in respect to methodology; b) highlighting a clinical, legal, or policy application of the reading (e.g., linking the research with a law or legal case); c) reflecting on how forensic practice or legal issues depart from traditional practices in clinical psychology; d) highlighting reasons you think a given paper may be relevant for clinicians conducting assessments or treatment with young offenders. These examples are not exhaustive, and you should demonstrate engagement, creative thinking, and critical appraisal skills in your written reflections.

You will be required to complete 5 (five) reflection papers during this course. You can choose which class you would like to complete reflections for. Do not leave them for the last few weeks of class, as you will not be afforded an opportunity to “make up” reflections if you run out time. Reflections are due at 6:00 PM the day before each class (e.g., Sunday). These should be posted to Courselink under the Discussion tab. Without proper documentation (in line with University Policy), extensions are not permitted for reflections. Late reflections will receive a grade of 0. Reflections should be one page (single spaced, between 400 and 500 words) and focus on a key point from one or more assigned readings (e.g., there may be a theme that you notice going through more than one reading for the week). If you focus on one reading, you will be expected to demonstrate familiarity with the other assigned readings in class.

### Class Participation

You are expected to attend all classes. As this is a fourth year course, active participation in class is expected (10% of your final grade). Although the quality of your ongoing contributions will be considered, the quality is particularly important. Participation in class discussion should reflect your completion of assigned readings and active engagement with lecture material. You will be expected to engage in group discussions using skills, including: initiation of a topic or idea, clarifying and paraphrasing either content from the readings/class or from a member of

the class, offering counter-arguments, demonstrating willingness to consider other perspectives, and generally engaging in a productive and critical discussion of course material.

### **Midterm Exam**

A midterm exam will be held during class hours on Monday, February 13<sup>th</sup>, 2017. The midterm will consist of: a) 15 multiple-choice questions (all questions must be answered); b) two short answer questions (e.g., answers would constitute a paragraph; you will be able to choose to answer 2 of 3 presented options); and c) one essay style question (e.g., answers would constitute a full page, max, you will be able to choose 1 of 2 questions). The exam is closed-book: You will not be able to access your notes, readings, or other material during the exam. You will have a maximum 1.5 hours (90 minutes) to complete the exam.

### **Group Discussion and Media Presentation**

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. Groups will be responsible for facilitating a 30-minute discussion and presentation each week in class. Two groups will present/lead discussions, beginning after the winter break. Groups are responsible for deciding how to distribute roles and tasks to ensure that all aspects of the group assignment are completed. All group members must play an active role leading the assigned discussion group, either via the media presentation, or through discussion leadership. Groups will be required to work collaboratively to complete the following tasks:

Preparation Stage:

1. Select group members (roughly 4 people) with the support of the course instructor *Submit Group Member Identification Form* (see Courselink) using Dropbox (must be completed, no grade assigned).
2. Prepare and sign *Group Work Contract Plan Form* (see Courselink) using Dropbox (must be completed). This is worth 5% of your final assignment grade. Group Work Contract Plan Forms are due on January 30<sup>th</sup> by 8:30 AM (before class starts).

Class Facilitation/Media Presentation:

1. Group Discussion Facilitation (10%): Each group is responsible for facilitating a 15-minute discussion following the lecture portion of class. Discussion facilitation should NOT involve a presentation, summary, or repetition of the readings. Rather, the discussion facilitators should prepare thoughtful and engaging discussion questions in advance in order to lead the class through a meaningful exploration of the assigned readings. Here are some ideas to get you started:
  - a. Ask questions and solicit the perspectives of others
  - b. Offer your insights on the ideas presented in your designated reading
  - c. Create an activity that gets at the heart of some of the issues (a debate, a simulation) – NOTE: Activities must be reviewed with and approved by your TA or Instructor in advance
  - d. Try to get everyone to participate in the discussion
  - e. Try to keep one or two people from dominating the discussion

- f. Steer the discussion back to central issues when it gets off course
2. Group Media Presentation (10%): Each group is responsible for monitoring the media in advance of their discussion/presentation. You will choose a story/case/issue from the media that ties into your assigned class topic and readings. You are responsible for developing a 10-minute presentation about the story/case/issue, followed by a 5-minute discussion on the case. Presentations should follow a prescribed outline and be no more than five slides in length (not including the title or reference slides). The purpose of this assignment is to be creative and bring the “real world” into the classroom. You should provide a critical evaluation of the case, and tie it to evidence learned in this course. You will also need to find two empirical articles NOT already read/reviewed in the course that tie into the issue/case/story that you have selected to review. You should be prepared to identify a key issue from the story/case and link it back to relevant course content, as well as discuss real world implications. Consider whether the reporting of the case appears balanced or unbalanced. Is there a scientific basis for the perspective being offered? Are different media outlets reporting different stories or perspectives about the case? Please adhere to the following slide layout:
- a. Slide 1: Title slide with group member names and topic/case/issue name
  - b. Slide 2: Provide background to the story/issue/case for the class (e.g., tell us about the story/case/news item; think: “who, what, when, where, why?”)
  - c. Slide 3: Identify 1-2 key issues from the story/issue/case that tie into the course (e.g., is this a young offender being tried as an adult? Are overdoses happening at disproportionately high rates in youth correctional facilities in a region of Canada?). You need to link the issue to material from the course.
  - d. Slide 4: Link the key relevant issue from the perspective of clinical psychology and the youth justice system to evidence presented in the assigned readings and lecture.
  - e. Slide 5: Briefly discuss two empirical research or review articles from peer-reviewed journals (e.g., not chapters) relevant to the case/issue/story. Be sure to link findings from the articles to the story at hand.
  - f. Slide 6: Take a position on the issue/case/story (e.g., evidence about adolescent brain development is not consistent with the idea of treating a young offender as an adult;
  - g. Slide 7: Include 2-3 questions that will spark a lively class discussion about the issue/case/story, lasting approximately 5 to 10 minutes. Try and steer the discussion away from “opinion only-based comments” (e.g., “I just don’t think that is fair”) toward evidence-based comments/critical evaluation (e.g., “from what we read about the high rates of mental health problems in youth jails, that policy doesn’t seem as though it will appropriately address the needs of enough young people, which could result in higher recidivism rates.”

Presentations must be uploaded to Courselink using Dropbox the night before your assigned class (e.g., Sunday by 6pm) for the instructor to review. You must submit the slide deck in order to present it in class on Monday morning.

### Summary Stage:

1. **Summary Paper:** During the week that follows your presentation, you are to prepare a 1-page single spaced document that summarizes key issues that emerged during your discussion and media presentation (5%). This document should provide a synthesis/summary, and reflection on the topic, and must be uploaded as document to Courselink using Dropbox.
2. **Group Effort Forms:** You will also each be asked to complete a *Group Effort Form* designed to provide feedback about the individual contributions of each group members across assigned activities. Note: One *Group Effort Form* should be completed by each group member. The *Group Effort Form* must be submitted via Courselink using Dropbox by 6:00pm on the Sunday that follows your presentation (e.g., at the same time as your Group Summary). No grade will be assigned for the Group Effort Form, however, your grades for the overall discussion/presentation assignment will not be released until all Group Effort Forms are uploaded.

### **Final paper: Amicus Brief**

This assignment requires you to write an amicus brief 10-12 pages in length (double-spaced in Times New Roman font size 12 with one-inch margins) on any topic from the course that is of relevance to clinical forensic psychology with a focus on juvenile/youth justice (e.g., youth rights waiver validity, mandatory minimum penalties for juvenile offenders, psychopathy in young offenders, violence risk assessment in youth). The main constraints in topic choice are: 1) you must be able to identify and describe a case that would benefit from research; and, 2) you must focus on a Canadian case. The Amicus Brief assignment must be submitted by Courselink using Dropbox by Monday, April 3<sup>rd</sup>, 2017, at 8:30am.

### Content and Structure

Your brief should include the following sections:

1. **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 no more than one page in length.
2. **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. These must be articles that have not been discussed in class. Course readings may be used as additional references. This literature review should uncover some of the older, classical, or historical empirical work on the topic or its origins within the field of psychology, but focus on the current state of knowledge. Your task is to organize the paper in such a way as to best communicate to another person what we now 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.



3. Court Case Example. Your amicus brief should provide a brief description of one Canadian court case (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 approximately 2 pages in length.
4. 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.
5. 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.

#### 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 of the case you will be using brief. Your outline must be submitted through Courselink using Dropbox by Sunday February 5<sup>th</sup> 2017 at 6:00 pm. The Outline is worth 5% of your final Amicus Brief grade. You will receive feedback from the instructor or your TA by March 5<sup>th</sup>, 2017.

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

### **Course Resources**

#### **Required Texts:**

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 (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, both required and supplementary, can be accessed online through the Library, and will be placed on Reserve digitally for the duration of the course.

#### **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 – I will not spend time in class reminding you of various 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). Please note that these policies are binding unless academic consideration is given to an individual student. The timeframe and due dates for all assignments are outlined in this course outline. The time and date for the midterm is also indicated 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.

### **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 presentation 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.

**Course Policy regarding materials provided by 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 in 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 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 the TA) during office hours or by appointment. Emails will usually be answered within 24 to 48 hours during weekdays. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. So 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 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 his 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. As the 2014/15 Undergraduate Calendar states: "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" (p. 31).

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.

## **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 the [Student Accessibility Services](#) as soon as possible. For more information, contact SAS at 519-824-4120 ext. 54335 or email [csdexams@uoguelph.ca](mailto:csdexams@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 10<sup>th</sup>, 2017. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

### **Additional Course Information**

**My Role and Responsibilities:** My role is to familiarize you with core issues relevant to Clinical Psychology as it pertains to youth offending and the criminal justice system. I will come each week to class prepared with well-organized lectures and real-world examples from my own practice, the news, case studies, or media clips. I will engage you to learn and be excited about forensic clinical 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 syllabus, 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 individual and group coursework. Be a conscientious group member. Pay attention in class and remove irrelevant distracting stimulus. You may use a laptop in class to take notes and work on group assignments, but, do not engage in activities that will distract anyone (myself included). Please read the syllabus 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.