

Forensic Psychology




PROVIDENCE
UNIVERSITY COLLEGE
EST. 1925



1. Course Number 222.36	2. Semester Fall 2021	3. Prerequisites 222.11 and 222.12	4. Credit 3 Hours
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5. In Person Class Times & Location
Tuesdays, 6:30 - 9:10pm, Room 3H40

6. Instructor
Brienne M. Collins, PhD
she/her/hers
white settler born on Treaty 6 territory



7. Course Description
This course examines the interactions between psychology and the legal system. After being introduced to the structure and function of the Canadian criminal justice system, attention will be given to both experimental research (e.g., jury decision-making, eyewitness testimony) and clinical aspects (e.g., criminal responsibility, offender profiling) in the field.

8. Instructor Contact Information
 brienne.collins@prov.ca
 I am always happy to meet with you virtually (using MS Teams) or by phone. You can book a meeting with me [here](#).

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9. Traditional Territories Acknowledgement & This Course
Providence University College is located on Treaty 1 territory on the unceded lands of the Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples, and on the homeland of the Métis Nation.
Because this land acknowledgement does not constitute reconciliation by virtue of its inclusion here, we will intentionally work towards reconciliation in this course by identifying and questioning the ways in which the Canadian criminal justice system has and continues to criminalize, ignore, oppress, and marginalize Indigenous peoples (as well as other groups). In doing so, we will examine several of the [Truth and Reconciliation Commission's \(2015\) Calls to Action](#) concerning Justice including #30, 31, 32, 35, 36, and 37.
We will also look for the ways in which Indigenous peoples have and continue to resist colonialism. In doing so, we will do our best to avoid focusing exclusively on what Indigenous scholar, [Eve Tuck \(2009\)](#), calls a "damage-centered" approach.

10. Equity and Inclusion Statement
Care: Who you are, where you have been/are going, how your current circumstances are affecting you, what you think and feel, what you are interested in and curious about, and your overall well-being matter and were key considerations (and inspiration!) for how I designed this course.
Flexibility & Agency: There are multiple ways to engage in this course to accommodate your personal circumstances and preferences. Where possible, you will be given the opportunity to make decisions about what and how you learn.
Anti-Oppression: I honour your identities (e.g., race, gender, sexual orientation, class, size, ability, etc.) and commit to interrupting any form of oppression based on these categories and amplifying under-represented voices. As I am still working on challenging my own assumptions as a white, cis woman, I invite you to bring to my attention anything I say, do, or allow that conflicts with this aim by submitting [anonymous feedback](#) to me.

11. Course Outcomes
By the end of this course, you will have the necessary knowledge and skills to be able to:

1. Identify the phases in the Canadian criminal justice system (CJS) from the commission of a crime through sentencing and parole;
2. Describe the impact of criminality and the CJS on victims, perpetrators, and society;
3. Analyze a forensic problem or case using relevant empirical research findings from psychology;
4. Communicate relevant psychological science to public audiences to correct common misperceptions;
5. Critique how marginalized groups (e.g., Black, Indigenous, 2SLGBTQIA+, low SES) tend to be over-represented, over-policed, and over-looked by the CJS; and
6. Engage in metacognitive reflection about what and how you are learning.

12. Course Resources

1. There is no required textbook for this course. Instead, all readings, videos, podcasts you will be asked to complete will be made available on Populi, Perusall, or via interactive lessons.
2. During the first half of the term, we will be watching the first four episodes of the popular docuseries called [Making a Murderer](#) (2015, Season 1). To ensure you will be able to watch the required episodes, you will need to subscribe to [Netflix](#) (\$9.99/month) for the first 1-2 months of the course or have reliable and ongoing access to Netflix for the duration of the term. If you encounter any barriers to accessing Netflix, please let me know as soon as possible so we can come up with an alternative option for you.

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Evidence [course requirements]

13. Options for "Attending" Class & Other Stuff You'll Get To Do

1

You are welcome to **decide how you want to "attend" class** each week (without notifying me):



Attend in person/Zoom
Tuesdays, 6:30-9:10pm
Room 3H40

OR



Complete weekly interactive lessons (ILs)
Due: Following Tues by 6pm

2

We will **collaboratively annotate** various articles, podcast episodes, and videos using **Perusall**. When you will want to complete your annotations by will depend on how you "attend" class each week:



Complete before class
Due: Tuesdays by 6:00pm



Built into weekly interactive lessons (ILs)

3

Working alone or with others, you will work on a **knowledge translation (KT) project** where the goal will be to synthesize and communicate psychological research on a topic of interest or concern to the general public in a clear, compelling, and creative way (e.g., podcast episode, art installation, video, game, etc.). You will receive feedback from others in the class on an outline and the final product:



Submit outline for peer feedback
Fri, Nov 5, 11:59pm



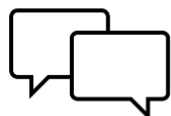
Provide feedback on others' outlines
Fri, Nov 19, 11:59pm



Submit project
Tues, Dec 14,
by 11:59pm

4

In line with the [ungrading approach to assessment](#) we will be using in this course, we will engage in an **ongoing conversation about your learning** throughout the semester. These conversations will take place in two different ways:



15-30 minute virtual meetings with Brianne
Week 2, 7, & 14

Sign up link above [p. 1]

AND

Bi-weekly reflective journal entries
Choose either verbal or written entries:



Flipgrid

OR



OneDrive Doc

Note: Interactive lessons and detailed guidelines for all assignments will be posted on Populi

Evaluating the Evidence (assessment)

14. Ungrading

Your performance and work in this course will be assessed using an “ungrading” approach. In a nutshell, ungrading is about bringing the focus back to learning, creating space for failure and growth, inviting students into the process of assessing themselves, and challenging traditional grading systems that “privilege certain kinds of students” ([Stommel, 2018](#), para. 11).

What this means is that I will not be assigning you a percentage or letter grade on any of the work you submit during the semester. Instead, we will engage in an ongoing conversation throughout the term about what and how you are learning, the project you are working on, how you are thinking and feeling about your work, and the ways in which I can support you as you proceed through the course.

For the sake of clarity and record keeping, I will be using Populi to keep track of work you've submitted on Populi or completed on Perusall (0/1 = not yet submitted; 1/1 = submitted). It is important to remember that these are not grades even though Populi treats them as such.

The only letter grade you'll be assigned in this course will be at the end of the semester based on the final grade determined in conversation with me during a short meeting scheduled during exam week. In the unlikely event that we are unable to come to an agreement about your final grade (or should you be unavailable to meet with me for whatever reason), I reserve the right to adjust or determine your final grade accordingly.

I recognize that you may initially find this approach to assessment uncomfortable or unpredictable. After all, you have been conditioned since elementary school to be graded and may rely on grades as a key source of motivation. Rest assured, however, that this approach is intended to allow you to experiment, explore, and learn more deeply while removing/reducing barriers.

If you find yourself worried about your grade at any point in the course, your best strategy will be to complete all assignments, actively engage with and take the time needed to fully understand what you are learning, make use of all feedback provided on your work by myself and/or your peers, engage in thoughtful and balanced self-reflection about your effort and work in the course, and reach out as soon as possible if you need help.

To learn more about the rationale for ungrading check out this article by [Alfie Kohn \(2011\)](#) or this one by [Susan Blum \(2017\)](#).

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Resources & Support

15. Resources for academic and/or personal support



Our librarians offer **research assistance!** Check out the [William Falk Library](#) for details.



If you need **academic accommodations**, [email Prof. Catherine Rust-Akinbolaji](#) at the beginning of the semester.



Providence offers free counselling services to students. To see a counsellor, contact the [intake counsellor](#).

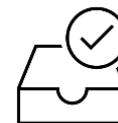


If you are facing any **challenges related to food or housing** and feel that it may be affecting your learning in this course, please reach out to me if you are comfortable doing so. I will do my best to help you access available resources and we can work together to ensure you finish the course successfully.

Course Policies

16. Course specific policies

Late assignments: Because I want this course to be as flexible as possible for you, I will accept assignments on Populi/Perusall—without any late penalty—up until Tuesday, December 14 at 11:59pm. Detailed feedback on assignments submitted past the deadline cannot be guaranteed.



Attendance: Attendance will be taken in class on Tuesdays for the purpose of contact tracing should that be necessary. However, you are not required to attend all (or any) classes in person or on Zoom this semester. If you choose not to attend class on Tuesday nights, you will simply complete that week's interactive lesson and submit it before the following Tuesday at 6:00pm.

Electronics in the classroom: Please bring a laptop, tablet, and/or cell phone to class if you have one. Due to social distancing requirements, we will make use a variety of creative digital strategies to communicate and collaborate with one another.



Email communication: I will do my best to answer emails in less than 72 hours whenever possible. If your email requires more than a paragraph response, I may ask you to book a virtual/phone meeting with me to chat about your email instead.

Inclusive language: Language has the power to shape ideas, values, attitudes, and actions. Regrettably, language fosters social injustice when it explicitly or implicitly excludes, demeans, or stereotypes certain categories of people, or when it draws attention to irrelevant attributes. Harm can be inflicted unconsciously and unintentionally. Being mindful of this, all oral and written communication and academic work should be inclusive, respectful, and free of prejudice regarding any aspect of a person's identity (e.g., gender, sexual orientation, ability, age, race, religion, etc.).



Timeline

17. Tentative course schedule (subject to change)

Important Dates: September 14 - Last day for course add/drop (without fee)
 September 21 - Last day for course drop (with fee)
 November 9 - Voluntary withdrawal deadline

Week	Date	Topic (IL to complete if not attending class)	Deadlines (by 6pm unless otherwise noted)
1	Tues, Sept 14	Course Intro Introduction to CJS (IL-1)	Class survey by Fri at 11:59pm
2	Tues, Sept 21	Role of Forensic Psychologists Police Psychology (IL-2)	IL-1 Perusall week 2 1 st virtual meeting by Friday at 4pm
3	Tues, Sept 28	Eyewitness Memory (IL-3)	IL-2 Perusall week 3
4	Tues, Oct 5	Evidence (IL-4)	IL-3 Perusall week 4 Reflective journal entry #1
5	Tues, Oct 12	Detecting Deception Knowledge Translation Project Overview (IL-5)	IL-4 Perusall week 5

Week	Date	Topic (IL to complete if not attending class)	Deadlines (by 6pm unless otherwise noted)
6	Tues, Oct 19	Interrogations & False Confessions (IL-6)	IL-5 Perusall week 6 Reflective journal entry #2
7	Tues, Oct 26	Jury Selection (IL-7)	IL-6 Perusall week 7 2 nd virtual meeting by Friday at 4pm
8	Tues, Nov 2	Jury Decision-Making (IL-8)	IL-7 Perusall week 8 KT outline by Friday at 11:59pm
9	Tues, Nov 9	Sentencing and Parole (IL-9)	IL-8 Perusall week 9 Reflective journal entry #3
10	Tues, Nov 16	Serial Offenders (IL-10)	IL-9 Perusall week 10 Peer KT feedback by Fri at 11:59pm
11	Tues, Nov 23	Psychopathy Criminal Profiling (IL-11)	IL-10 Perusall week 11 Reflective journal entry #4
12	Tues, Nov 30	Fitness to Stand Trial & NCRMD (IL-12)	IL-11 Perusall week 12
13	Tues, Dec 7	Time to work on KT project (no class or IL)	IL-12 Reflective journal entry #5
14 Exam Week	Tues, Dec 14	—	Knowledge translation project due by 11:59pm
	Fri, Dec 17		3 rd virtual meeting by 4pm

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Extra Stuff

18. Institutional Policies

1. Providence University College Grading Scale

Percentage	Letter Grade	GPA		Grade Definition
91-100	A+	4.0	Excellent	Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
85-90	A	4.0		
80-84	A-	3.7		
77-79	B+	3.3	Good	Evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
73-76	B	3.0		
70-72	B-	2.7		
67-69	C+	2.3	Adequate	Student who is profiting from their university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.
63-66	C	2.0		
60-62	C-	1.7		
57-59	D+	1.3	Marginal	

Percentage	Letter Grade	GPA		Grade Definition
53-56	D	1.0		Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.
50-52	D-	0.7		
0-49	F	0.0	Inadequate	Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature.

2. Academic Conduct

Cheating is the purposeful, willful, and concealed use of unauthorized sources for a test, exam, or other forms of academic work. For example:

1. Submitting the same work, or part of the same work, for credit in two different courses without the prior agreement of the instructors involved.
2. Bringing (and using) unauthorized and/or concealed materials into a test or exam situation.
3. Presenting oneself as another student for a class, test, or exam.
4. Unauthorized sharing of material (copying or allowing others to copy) during a test or exam.
5. Unauthorized communication with another student in a test or exam.
6. Submitting or presenting another person's work as your own or providing work for another person to submit as his/her own.
7. Falsifying or misrepresenting academic records.
8. Gaining, or attempting to gain, access to an examination or test, or a part of it, without permission from the instructor.
9. Deliberately preventing, or attempting to prevent, the fair access by other students to all types of learning resources.

Plagiarism is a specific kind of cheating that involves taking and using the thoughts, ideas, writings, or other creative works of another person or persons, and passing them off as one's own in written work and/or oral presentations. A scholar who does so is intellectually dishonest. Scholars should give credit explicitly and clearly, as well as appropriate reference, to ideas, thoughts, and writings of another, whether the source is oral, from a written source such as books or journal articles, or from the Internet. By not placing direct quotes in quotation marks and footnoting the source, and by not footnoting indirect reference to another's ideas, a scholar has disguised the fact that the ideas and thoughts, or even exact words, come from another source first. This constitutes plagiarism and, thus, academic dishonesty.

In the event that the question of plagiarism arises, the student may demonstrate their ownership of the work in question by submitting drafts of their paper, research notes, samples of other work, or demonstrating orally their understanding of the concepts and ideas in the paper. In the event that the student and instructor cannot come to an agreement about the presence of plagiarism, the paper will be referred to the appropriate Dean who may require of the student any information necessary to the adjudication of the charge.

Penalties for Academic Dishonesty. At the discretion of the instructor, penalties may include, but are not limited to, the following:

- Repeating the assignment or examination (with or without grade penalty)
- Failure of the assignment or examination
- Failure of the course

The appropriate Dean's Office will be notified of any offences and subsequent penalties. The Student Development department will be notified if the student is a student leader.

In cases where the offence is severe and/or is a repeat offence, the Dean may request that the Academic Committee impose further penalties upon the student which may include, but are not limited to, the following:

- Temporary suspension
- Dismissal

The Academic Committee of Providence University College and Theological Seminary will consider student appeals against such penalties.

3. Email Address Policy

In order to fulfill requirements under the The Freedom of Information and Protection of Privacy Act (FIPPA) and The Personal Health Information Act (PHIA), all students at Providence are assigned a Providence email account (Firstname.Lastname@my.prov.ca) during initial registration at Providence. In order to both protect the confidentiality of communications and confirm the identity of individuals, all official university email sent or received between faculty, staff, and students, must originate from, and be sent to, an official Providence email account (@my.prov.ca or @prov.ca). Only electronic communication originating from a Providence email account will be accepted.

Students are required to check their Providence email account on a frequent and consistent basis in order to stay current with university-related communications. Students have the responsibility to recognize that certain communications may be time critical. Academic staff may determine the extent to which electronic communication will be used in their classes. Academic staff may reasonably expect that students are accessing their Providence email account and may use electronic communication for their courses accordingly.

4. Early Alert Policy

In order to improve student success, Providence has instituted a policy that allows students at high risk to make a timely decision regarding withdrawal from courses and programs. In first-year courses, students will receive back some graded work by week 4 of the semester, and a total of 30% graded work received back by week 8. Ideally, every first-year class will have a section test or a mid-term exam within the first 8 weeks of the semester.

5. For a **complete list of the academic policies, procedures, and regulations** of Providence University College, see the [Student Handbook](#) and the [Academic Calendar](#).

19. Attributions

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