

PSYC 493	Psychology and Law	Winter: 2019
<b>Instructor:</b> Sasha Reid	<b>Lecture Location:</b> SH 274	
<b>Phone:</b> 1-(403) 220-4665	<b>Lecture Days/Time:</b> M/W/F 16:00 – 16:50	
<b>Email:</b> sasha.reid@ucalgary.ca	<b>TA:</b> Michelle Flynn	
<b>Office:</b> SS 1004 T/R: 11:00 – 1:00pm	<b>TA Email:</b> michelle.flynn1@ucalgary.ca	
<b>Office Hours:</b>		

### Course Description

Consideration of the contributions of psychological theory and research to the understanding of crime investigation, courtroom dynamics, and the legal system. Specific topics may include eyewitness testimony, police practices, judge and jury decision making, lie detection and confessions, and expert testimony. Topics will be discussed from the perspectives of social and cognitive psychology.

### Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see [psyc.ucalgary.ca/undergraduate/program-learning-outcomes](http://psyc.ucalgary.ca/undergraduate/program-learning-outcomes)), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Apply psychological principles to the legal system	Multiple Choice Exams, Critical Commentaries,	1, 2, 7	I, C
Discover the current state of scientific literature in forensic psychology	Critical Commentaries, Thought Paper	1, 2	C, A
Analyze the appropriateness of psychological research and methods in various arenas of forensic psychology	Critical Commentaries, Thought Paper	2, 3, 4, 5, 7	A
Recognize common myths and misperceptions about psychology and the legal system	Multiple Choice Exams, Critical Commentaries	1, 2	A
Explain the dialectical relationship between the fields of psychology and law as related to prevailing morals and legal statutes	Multiple Choice Exams, Critical Commentaries, Thought Paper	1, 6, 7	A

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

## Prerequisites

[Psychology 312](#) and admission to the Psychology major or Honours program.

## Required Text

- Greene, E., & Heilbrun, K. (2013). *Wrightsmen's Psychology and the Legal System*. Nelson Education. [This book can be purchased at the bookstore].
- All other readings and course materials will be posted on D2L.

## Assessment Methods

### 1. Critical Commentaries (15%) | Due: Throughout the Semester

Students are required to submit to D2L six (6) 400-700-word (approx.) commentaries of what you learned over a particular week. The commentaries should not be a summary of what you learned but rather, an integrated synthesis of thoughts, ideas, and critical concepts that you were introduced to and continued to ponder over the course of the week. Submissions are due throughout the semester. You will choose which weeks to submit a commentary for and it is the responsibility of the student to ensure that they have submitted a total of 6 commentaries by the end of the term. Each submission accounts for 2.5% of your final grade. Commentaries will be graded on the following: depth of reflection, connections to real world cases, ability to provide sources for additional information provided, and the overall quality of the writing.

### 2. Test 1 (25%) – March 4<sup>th</sup>, 2019

Test 1 is worth 30 % of your final grade. It will be short answer. The test will cover material from the textbook, readings, lectures, online material, tutorials, and class discussion. Test 1 will include material covered from weeks 1 – 8. This test will focus on the following concepts:

- What Is the Psychology Of Law And What Is The Psychology Of Crime?
- Forensic Psychology, The Myths & Realities of Criminal Profiling.
- Memory, Accuracy, Confidence, Line-Ups, Cross-Race Identification
- Police Investigations, False Confessions, Detecting Deception
- Fitness to Stand Trial & Criminal Responsibility
- Biology, Mitigating Circumstances, Capital Punishment For Minors And Those With Intellectual Disabilities.

This test will be distributed during regularly scheduled class time. Students who miss the test for medical emergencies beyond their control but who provide documentation for their absence may take a makeup test. Please email the TA or instructor for details. Aids, such as iPods, iPads, computers, books or notes during tests are not allowed during tests.

### 3. Thought Paper (30%) | Due: April 12<sup>th</sup>, 2019

The purpose of this paper is to engage critically and philosophically with the topic of your choice. You could offer a question, a criticism or a problem, or offer an alternative interpretation of the topic covered. Additional instructions will be provided in class. Please note: This paper is to be a minimum of five pages (double spaced) but no longer than six pages. The paper must follow conventional essay format and use APA citations. The paper will be graded based on the strength of the arguments made, the quality and variety of sources used, and the overall quality

of the writing. This paper will be due in class. Reports will be submitted on D2L. Without approved documentation, late submissions will be deducted 10% per day, including weekends.

#### 4. Final Exam (30%) – TBD

The final exam is worth 30 % of your final grade. It is not cumulative. It will be comprised of short answer questions. The test will cover material from the textbook, readings, lectures, online material, tutorials, and class discussion. The final exam will include material covered from weeks 9 – 14. This test will focus on the following concepts:

- Civil commitment laws, recidivism, management, dangerous offender provisions.
- Developmental considerations in criminality
- Psychopathy, schizophrenia, the Oak Ridge Experiment
- Duty to warn, malingering
- Civil Commitment
- Rehabilitation, Recovery, and Re-Entry

This test will be distributed during the final exam period. Aids, such as iPods, iPads, computers, books or notes during tests are not allowed during tests.

#### Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

**A+ grade:** *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

**A, A- Range:** *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

**B Range:** *Good Performance.* Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

**C Range:** *Satisfactory Performance.* Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

**D Range:** *Marginally meets standards.* Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

**F grade:** *Course standards not met.* Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

## Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

## Tentative Lecture Schedule

Date	Topic/Activity/Readings/Due Date
W Jan 02	Winter term begins.
F Jan 11	MWF Lectures Begin
<b>Week 1</b>	<b>Introduction to the Course:</b> Syllabus and Introductions
M Jan 14	<b>Topic:</b> Overview of Psychology and Law   <b>Subtopics:</b> What is the psychology of law and what is the psychology of crime?   <b>Cases:</b> Kelly Michaels and Lawrence Pazder
<b>Week 2</b>	<b>Read:</b> <ol style="list-style-type: none"> <li>Greene, E., &amp; Heilbrun, K. (2013). <i>Wrightsmen's Psychology and the Legal System</i>. Nelson Education. <ul style="list-style-type: none"> <li>Chapter 1: Psychology and the Law</li> <li>Chapter 3: Psychology of Crime</li> </ul> </li> </ol>
W Jan 16	<b>Topic:</b> Overview of Psychology and Law   <b>Subtopics:</b> What is the psychology of law and what is the psychology of crime?   <b>Cases:</b> Kelly Michaels and Lawrence Pazder
<b>Week 2</b>	
R Jan 17	Last day to drop Winter Term half-courses.
F Jan 18	<b>Topic:</b> Overview of Psychology and Law   <b>Subtopics:</b> What is the psychology of law and what is the psychology of crime?   <b>Cases:</b> Kelly Michaels and Lawrence Pazder
<b>Week 2</b>	
M Jan 21	<b>Topic:</b> Criminal Profiling   <b>Subtopic:</b> Understanding And Catching Killers With Psychology, The Myths & Realities Of "Profiling."   <b>Cases:</b> George Metesky and Gary Ridgway
<b>Week 3</b>	<b>Read:</b> <ol style="list-style-type: none"> <li>Greene, E., &amp; Heilbrun, K. (2013). <i>Wrightsmen's Psychology and the Legal System</i>. Nelson Education. <ul style="list-style-type: none"> <li>Chapter 7: Evaluating Criminal Suspects [pgs. 147 – 154].</li> </ul> </li> </ol>
W Jan 23	<b>Topic:</b> Criminal Profiling   <b>Subtopic:</b> Understanding And Catching Killers With Psychology, The Myths & Realities Of "Profiling."   <b>Cases:</b> George Metesky and Gary Ridgway
<b>Week 3</b>	

F Jan 25 <b>Week 3</b>	<b>Topic:</b> Criminal Profiling   <b>Subtopic:</b> Understanding And Catching Killers With Psychology, The Myths & Realities Of “Profiling.”   <b>Cases:</b> George Metesky and Gary Ridgway
M Jan 28 <b>Week 4</b>	<b>Topic:</b> Investigations (Part 1)   <b>Subtopics:</b> Tunnel Vision and Confirmation Bias   <b>Case:</b> Amanda Knox <b>Read:</b> <ol style="list-style-type: none"> <li>Greene, E., &amp; Heilbrun, K. (2013). <i>Wrightsmen’s Psychology and the Legal System</i>. Nelson Education. <ul style="list-style-type: none"> <li>Chapter 6: Identification and Evaluation of Criminal Suspects.</li> <li>Chapter 7: Evaluating Criminal Suspects [pgs. 154 - 172]).</li> </ul> </li> </ol>
W Jan 30 <b>Week 4</b>	<b>Topic:</b> Investigations (Part 1)   <b>Subtopics:</b> Tunnel Vision and Confirmation Bias   <b>Case:</b> Amanda Knox
F Feb 1 <b>Week 4</b>	<b>Topic:</b> Investigations (Part 1)   <b>Subtopics:</b> Tunnel Vision and Confirmation Bias   <b>Case:</b> Amanda Knox
M Feb 4 <b>Week 5</b>	<b>Topic:</b> Investigations (Part 2)   <b>Subtopic:</b> False Confessions   <b>Cases:</b> West Memphis 3, Central Park 5, and Brendan Dassey <b>Read:</b> <ol style="list-style-type: none"> <li>Gudjonsson, G. H. (1989). The psychology of false confessions. <i>The Medico-Legal Journal</i>, 57 (Pt 2), 93–110.</li> <li>Kassin, S. M. (2015). The Social Psychology of False Confessions. <i>Social Issues and Policy Review</i>, 9(1), 25–51.</li> </ol>
W Feb 6 <b>Week 5</b>	<b>Topic:</b> Investigations (Part 2)   <b>Subtopic:</b> False Confessions   <b>Cases:</b> West Memphis 3, Central Park 5, and Brendan Dassey
F Feb 8 <b>Week 5</b>	<b>Topic:</b> Investigations (Part 2)   <b>Subtopic:</b> False Confessions   <b>Cases:</b> West Memphis 3, Central Park 5, and Brendan Dassey
M Feb 11 <b>Week 6</b>	<b>Topic:</b> Crime & Mental Disorder   <b>Subtopic:</b> Fitness to stand trial & criminal Responsibility, NCR, GBMI   <b>Cases:</b> Anissa Weier and Morgan Geyse, and Matthew de Grood <b>Read:</b> <ol style="list-style-type: none"> <li>Walker, N. (1985). The insanity defense before 1800. <i>The Annals of the American Academy of Political and Social Science</i>, (477), 25–30.</li> <li>Backgrounder: Not Criminally Responsible. Retrieved from: <a href="https://www.cbc.ca/doczone/features/backgrounder-not-criminally-responsible">https://www.cbc.ca/doczone/features/backgrounder-not-criminally-responsible</a></li> </ol>
W Feb 13 <b>Week 6</b>	<b>Topic:</b> Crime & Mental Disorder   <b>Subtopic:</b> Fitness to stand trial & criminal Responsibility, NCR, GBMI   <b>Cases:</b> Anissa Weier and Morgan Geyse, and Matthew de Grood

F Feb 15 <b>Week 6</b>	<b>Topic:</b> Crime & Mental Disorder   <b>Subtopic:</b> Fitness to stand trial & criminal Responsibility, NCR, GBMI   <b>Cases:</b> Anissa Weier and Morgan Geyse, and Matthew de Grood
Feb 17-24 <b>Week 7</b>	<b>Reading Week. No lectures. University open (except Family Day).</b>
M Feb 25 <b>Week 8</b>	<b>Topic:</b> The Psychology of Juries   <b>Subtopic:</b> determinations of guilt, bias, and perception   <b>Case:</b> Colton Bushie, OJ Simpson, and Steven Avery  <b>Read:</b> <ol style="list-style-type: none"> <li>Greene, E., &amp; Heilbrun, K. (2013). <i>Wrightsmen's Psychology and the Legal System</i>. Nelson Education. <ul style="list-style-type: none"> <li>Chapter 13: Jurors and Juries</li> </ul> </li> </ol>
W Feb 27 <b>Week 8</b>	<b>Topic:</b> The Psychology of Juries   <b>Subtopic:</b> determinations of guilt, bias, and perception   <b>Case:</b> Colton Bushie, OJ Simpson, and Steven Avery
F Mar 1 <b>Week 8</b>	<b>Topic:</b> The Psychology of Juries   <b>Subtopic:</b> determinations of guilt, bias, and perception   <b>Case:</b> Colton Bushie, OJ Simpson, and Steven Avery
M Mar 4 <b>Week 9</b>	<b>Test: March 4th, 2019</b>
W Mar 6 <b>Week 9</b>	<b>Topic:</b> Sentencing   <b>Subtopic:</b> Biology and other Mitigating circumstances   <b>Cases:</b> Randy Kraft, Henry Lee Lucas, and Steven J. Hayes  <b>Read:</b> <ol style="list-style-type: none"> <li>Raines, A. M. (2002). Prohibiting the Execution of the Mentally Retarded. Case Western Reserve Law Review. Retrieved from <a href="https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/cwrlrv53&amp;section=11">https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/cwrlrv53&amp;section=11</a></li> <li>Greenwald, H. B. (1983). Capital Punishment for Minors: An Eight Amendment Analysis. J. Crim. L. &amp; Criminology. Retrieved from <a href="https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/jclc74&amp;section=60">https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/jclc74&amp;section=60</a></li> </ol>
F Mar 8 <b>Week 9</b>	<b>Topic:</b> Sentencing   <b>Subtopic:</b> Biology and other Mitigating circumstances   <b>Cases:</b> Randy Kraft, Henry Lee Lucas, and Steven J. Hayes
M Mar 11 <b>Week 10</b>	<b>Topic:</b> Sex Offenders   <b>Subtopic:</b> civil commitment, recidivism, management, dangerous offender provisions   <b>Cases:</b> Paul Bernardo, <i>Kansas v. Hendricks</i> , Clifford Olson  <b>Read:</b> <ol style="list-style-type: none"> <li>Hannah-Suarez, A. J. (2005). Psychiatric Gating of Sexual Offenders under Ontario's Mental Health Act: Illegality, Charter Conflicts &amp; Abuse of Process. <i>Ottawa Law Review</i>, 37(1), 71-99.</li> <li>Shore, J. (1984). An Evaluation of Canada's Dangerous Offender Legislation. <i>Les Cahiers de droit</i>, 25(2), 411-426. doi:10.7202/042598ar. Retrieved from: <a href="https://www.erudit.org/fr/revues/cd1/1984-v25-n2-cd3759/042598ar.pdf">https://www.erudit.org/fr/revues/cd1/1984-v25-n2-cd3759/042598ar.pdf</a></li> </ol>

W Mar 13 <b>Week 10</b>	<b>Topic:</b> Sex Offenders   <b>Subtopic:</b> civil commitment, recidivism, management, dangerous offender provisions   <b>Cases:</b> Paul Bernardo, <i>Kansas v. Hendricks</i> , Clifford Olson
F Mar 15 <b>Week 10</b>	<b>Topic:</b> Sex Offenders   <b>Subtopic:</b> civil commitment, recidivism, management, dangerous offender provisions   <b>Cases:</b> Paul Bernardo, <i>Kansas v. Hendricks</i> , Clifford Olson
M Mar 18 <b>Week 11</b>	<b>Topic:</b> Juvenile Offenders and Development   <b>Subtopic:</b> Developmental considerations in crime and sentencing   <b>Case:</b> <i>Roper v Simons</i> , <i>Graham v. Florida</i> , and Evan Miller  <b>Read:</b> <ol style="list-style-type: none"> <li>1. Greene, E., &amp; Heilbrun, K. (2013). <i>Wrightsmen's Psychology and the Legal System</i>. Nelson Education. <ul style="list-style-type: none"> <li>- Chapter 15: Adult and Juvenile Corrections</li> </ul> </li> </ol>
W Mar 20 <b>Week 11</b>	<b>Topic:</b> Juvenile Offenders and Development   <b>Subtopic:</b> Developmental considerations in crime and sentencing   <b>Case:</b> <i>Roper v Simons</i> , <i>Graham v. Florida</i> , and Evan Miller
F Mar 22 <b>Week 11</b>	<b>Topic:</b> Juvenile Offenders and Development   <b>Subtopic:</b> Developmental considerations in crime and sentencing   <b>Case:</b> <i>Roper v Simons</i> , <i>Graham v. Florida</i> , and Evan Miller
M Mar 25 <b>Week 12</b>	<b>Topic:</b> Mentally Disordered Offenders   <b>Subtopic:</b> Psychopathy, schizophrenia, borderline PD, bipolar disorder   <b>Cases:</b> The Oak Ridge Experiment and Peter Woodcock.  <b>Read:</b> <ol style="list-style-type: none"> <li>1. Weisman, R. (1995). Reflections on the Oak Ridge Experiment with mentally disordered offenders, 1965–1968. <i>International Journal of Law and Psychiatry</i>, 18(3), 265–290.</li> <li>2. Watch: <i>The Secrets of Oak Ridge</i>. The National. Retrieved from: <a href="https://www.youtube.com/watch?v=879UUw4u9q8&amp;t=669s">https://www.youtube.com/watch?v=879UUw4u9q8&amp;t=669s</a></li> </ol>
W Mar 27 <b>Week 12</b>	<b>Topic:</b> Mentally Disordered Offenders   <b>Subtopic:</b> Psychopathy, schizophrenia, borderline PD, bipolar disorder   <b>Cases:</b> The Oak Ridge Experiment and Peter Woodcock
F Mar 29 <b>Week 12</b>	<b>Topic:</b> Mentally Disordered Offenders   <b>Subtopic:</b> Psychopathy, schizophrenia, borderline PD, bipolar disorder   <b>Cases:</b> The Oak Ridge Experiment and Peter Woodcock
M Apr 1 <b>Week 13</b>	<b>Topic:</b> Risk Assessment of Violent Crimes   <b>Subtopic:</b> parole decisions, psychological expert evidence, malingering, assessment tools, and prediction   <b>Case:</b> Vince Li and Edmund Kemper  <b>Read:</b> <ol style="list-style-type: none"> <li>1. Greene, E., &amp; Heilbrun, K. (2013). <i>Wrightsmen's Psychology and the Legal System</i>. Nelson Education <ul style="list-style-type: none"> <li>- Chapter 10: Forensic Assessment in Juvenile and Criminal Cases.</li> </ul> </li> </ol>

W Apr 3 <b>Week 13</b>	<b>Topic:</b> Risk Assessment of Violent Crimes   <b>Subtopic:</b> parole decisions, psychological expert evidence, malingering, assessment tools, and prediction   <b>Case:</b> Vince Li and Edmund Kemper
F Apr 5 <b>Week 13</b>	<b>Topic:</b> Risk Assessment of Violent Crimes   <b>Subtopic:</b> parole decisions, psychological expert evidence, malingering, assessment tools, and prediction   <b>Case:</b> Vince Li and Edmund Kemper
M Apr 8 <b>Week 14</b>	<b>Topic:</b> Rehabilitation, Recovery, and Re-Entry   <b>Subtopic:</b> Effective interventions, social reintegration of offenders   <b>Case:</b> Terri Mcclintic and Kalief Browder  <b>Read:</b> <ol style="list-style-type: none"> <li>Greene, E., &amp; Heilbrun, K. (2013). <i>Wrightsmen's Psychology and the Legal System</i>. Nelson Education  - Chapter 9: Alternatives to Traditional Prosecution.</li> </ol>
W Apr 10 <b>Week 14</b>	<b>Topic:</b> Rehabilitation, Recovery, and Re-Entry   <b>Subtopic:</b> Effective interventions, social reintegration of offenders   <b>Case:</b> Terri Mcclintic and Kalief Browder
F Apr 12 <b>Week 14</b>	Winter Term Lectures End. Last day to withdraw from full courses and Winter Term half courses.  <b>Topic:</b> Rehabilitation, Recovery, and Re-Entry   <b>Subtopic:</b> Effective interventions, social reintegration of offenders   <b>Case:</b> Terri Mcclintic and Kalief Browder  <b>Thought Paper Due</b>
Apr 15-27	Winter Term Final Examinations.
F Apr 19	Good Friday
Apr. 30	End of Term

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

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the paper re-graded as follows. The student shall discuss the work with the instructor **within fifteen days** of being notified about the mark or of the item's return to the class. If not satisfied, the student shall **immediately** take the matter to the Director of Undergraduate Studies who will arrange for a reassessment of the work **within the next fifteen days**. Students in faculties without a departmental structure should take the matter to the dean or the associate/assistant dean (Academic/Student Affairs) of the faculty offering the course. The result of that reassessment should be given to the student in writing. ***The reappraisal of term work may cause the grade to be raised, lowered or to remain the same.***

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

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.



A student wishing a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from [ucalgary.ca/registrar](http://ucalgary.ca/registrar) (under Student Forms). Students must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students wishing a reappraisal of a final grade (excluding Law courses) must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision. ***Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final grade only twice in one academic year (September 1 – August 31).***

### **Plagiarism and Other Academic Misconduct**

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

### **Academic Accommodations**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy). Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

### **Seating During Exams**

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

### **Absence From A Test/Exam**

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. Students who miss a test/exam have up to 48 hours to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam. At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

### **Travel During Exams**

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology ([psyugrd@ucalgary.ca](mailto:psyugrd@ucalgary.ca)).

### **Freedom of Information and Protection of Privacy (FOIP) Act**

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

### **Acknowledgments and Respect for Diversity**

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Course Credits for Research Participation (Max 2% of final grade)**

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **April 12, 2019**.

### **Evacuation Assembly Point**

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

Please check this website and note the nearest assembly point for this course.

### **Student Organizations**

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

**Student Union VP Academic:** Phone: 403-220-3911 [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)

**Student Union Faculty Rep.:** [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca)

### **Student Ombudsman's Office**

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or [ombuds@ucalgary.ca](mailto:ombuds@ucalgary.ca) (<http://www.ucalgary.ca/provost/students/ombuds>)

### **Safewalk**

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

### **Important Dates**

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **January 17, 2019**. Last day for registration/change of registration is **January 18, 2019**. The last day to withdraw from this course is **April 12, 2019**.