



St. Jerome's University in the University of Waterloo
Department of Psychology
Psych 230 held with LS 272
PSYCHOLOGY AND LAW
Fall 2021
Online

Instructor and T.A. Information

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Course Description

Psychological principles drawn from a variety of subdisciplines (e.g., social, clinical, cognitive) will be surveyed in terms of their relevance and application to the legal system. Topics may include jury selection and decision-making, eyewitness testimony, insanity defense, competency assessment, risk assessment, and attitudes toward law and the legal process.

Course Goals and Learning Outcomes

This course is a general overview of psychology and law. The goal is to provide you with basic information and a working vocabulary about psychological concepts and principles as they pertain to phenomena encountered in the criminal justice system. This course will look at important research and examine the contemporary methodologies being used in social and forensic psychology. This course is designed to develop the ability to use scientific methods to examine behaviours that occur in a legal context and to lay the foundations for further study in the areas of psychology and law.

Required Text

Pozzulo, J., Bennell, C. & Forth, A. (2022). Forensic Psychology, 6th Edition. Toronto, ON: Pearson Prentice Hall.

Readings available on library course reserves

Research Methods
Values and Gender article
Theories of Criminality article

Course Outline / Class Schedule

Week of:	Topic	Readings Due
Sep 13 - 17	Introduction The intersection of Psychology and the Legal System Research Methods	Ch. 1 Reserve reading
Sep 20 -24	Value Systems and the Law Psychological Explanations of Crime	Reserve reading Reserve reading
Sep 28	*** Test 1 ***	
Oct 4 - 8	Police Psychology Criminal Profiling	Ch. 2 Ch. 3
Oct 11 - 15	*** reading week – no lectures ***	
Oct 18 - 22	Investigations and Deception Jury selection	Ch. 4
Oct 26	*** Test 2 ***	
Nov 1 - 5	Memories and Eyewitness Testimony Child Victims and Witnesses	Ch. 5 Ch. 6, 14
Nov 8 - 12	Courtroom Process Jury Process	Ch. 7
Nov 16	*** Test 3 ***	
Nov 22 - 26	Determinations of Guilt and Sentencing Sentencing Alternatives Mental Illness in Court	Ch. 9 Ch. 8
Nov 29 – Dec 3	Risk Assessment Psychopathy Treatment of Offenders and Recidivism	Ch. 10 Ch. 11
Dec 7	*** Test 4 ***	

Assessment

I will let the text provide a general overview of the material for a given topic and I will use class time to add new material, amplify important issues, and focus on specific topics in more depth. Thus, although there will be some overlap between class and text material, there will be a lot of different material in each.

There will be four regular term multiple-choice/short answer tests: Test 1, September 28, Test 2 October 26, Test 3 November 16, Test 4 December 7. Specific times will be determined at a later date. Each test will be worth 25% of your final grade. The tests will contain a balance of lecture and textbook material and will primarily include material covered after the previous test. All tests will be online via LEARN. Grades will be posted as soon as they are available. The tests will be open book but please note that they will have a strict time limit. You will not have time to learn the material during the test.

The mark received for a test stands – it will not be dropped or re-weighted because you weren't feeling well, had a lot on your mind, etc., nor will "extra" assignments be given to students who are dissatisfied with their grades. My goal is to be fair to everyone – please don't ask for special treatment. Of course, it is fair for a test to be rescheduled for legitimate medical, compassionate, or religious grounds.

UW Policy regarding Illness and Missed Tests:

UW Examination Regulations (www.registrar.uwaterloo.ca/exams/ExamRegs.pdf) state that: 1) A medical certificate presented in support of an official petition for relief from normal academic requirements must provide all of the information requested on the "University of Waterloo Verification of Illness" form or it will not be accepted. This form can be obtained from Health Services or at www.healthservices.uwaterloo.ca/Health_Services/verification.html. 2) If a student has a test/examination deferred due to acceptable medical evidence, he/she normally will write the test/examination at a mutually

convenient time, to be determined by the course instructor. 3) The University acknowledges that, due to the pluralistic nature of the University community, some students may on religious grounds require alternative times to write tests and examinations. 4) Elective arrangements (such as travel plans) are not considered acceptable grounds for granting an alternative examination time.

Thus, you are entitled to test rescheduling for *legitimate* medical, compassionate, or religious grounds. ***Whenever possible, please inform me PRIOR to the scheduled test to arrange an alternate writing time.*** A make-up test should normally be scheduled on the first school day after your documentation expires, with the obvious provision of access to missed material. Make-up exams may differ in format from the original. For guidance regarding illness self-declarations, please see:

<https://uwaterloo.ca/quest/help/students/how-do-i/self-declare-my-illness>

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Sona Participation and Research Experience Marks

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **"bonus" grade of up to 3%** in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%.

The two options for earning research experience grades; participation in research through online and remotely operated (replacing in-lab) studies, and article review; are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in remotely operated (replaces in-lab) and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies:

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your remotely operated (replacing in-lab) and ONLINE studies using the "Sona" website.
- **FOR THE FALL 2021 TERM ALL OF YOUR CREDITS** can be earned through ONLINE AND REMOTELY/ ONLINE OPERATED (replacing in-lab) studies. 25% of credits will need to be completed using REMOTELY / ONLINE OPERATED studies

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles

- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in remotely operated (replaces in-lab) studies has increment values of 0.75 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible, go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program in general is available at:

[Sona Information on the REG Participants website or you can check the Sona FAQ on the REG website homepage for additional information.](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each article review counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Other Important Information

Intellectual Property: I very much want this class to be a good experience for you, and I put a lot of time, thought, and effort into that. To be clear, I'm sharing our work with YOU -- so please don't sell or give away my lectures, slides, etc. to other people. That's "unauthorized distribution of intellectual property," and *it's not okay*. I hope that makes sense.

Academic Integrity: A word about cheating – don't. You're better than that. It is lazy, disrespectful, and immoral. I expect university students to be mature, responsible, accountable people who act with integrity. Students who cheat or plagiarize are 1) incompetent – they haven't actually learned the material, and 2) untrustworthy – they are willing to mislead others and take advantage of their fellow students in order to get ahead. I do not want incompetent, immoral people getting a university degree, much less a job in a position of responsibility. Therefore, if you are caught cheating I will, with little sympathy, lobby for the most severe consequences possible. Here's the official information: "In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more info]".

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances, www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCAppeared.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCAppeared.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check www.uwaterloo.ca/academicintegrity/ for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline, www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAppeared.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAppeared.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check the Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCAppeared.pdf) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCAppeared.pdf) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the [St. Jerome's University Policy on Student Appeals, www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCAppeared.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCAppeared.pdf).

Note for students with disabilities: [AccessAbility Services](http://www.uwaterloo.ca/accessability-services/), located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, www.uwaterloo.ca/accessability-services/.