



St. Jerome's University in the University of Waterloo

Department of Psychology

Psych 230 held with LS 272

PSYCHOLOGY AND LAW

Winter 2023

Tuesday, Thursday 2:30 – 3:50, SJ2 1004

Instructor and T.A. Information

Instructor: Dr. John K. Rempel
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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 chapter
Values and Gender article
Theories of Criminality article

Course Outline / Class Schedule

Date	Topic	Readings Due
Jan 10	Introduction	
Jan 12	The intersection of Psychology and the Legal System	Ch. 1
Jan 17	Research Methods	Reserve reading
Jan 19	Value Systems and the Law	Reserve reading
Jan 24	Psychological Explanations of Crime	Reserve reading
Jan 26	*** Test 1 ***	
Jan 31	Police Psychology	Ch. 2
Feb 2	Criminal Profiling	Ch. 3
Feb 7	Investigations and Deception	Ch. 4
Feb 9	12 Angry Men: Movie	
Feb 14	Jury selection	
Feb 16	*** Test 2 ***	
Feb 21	*** study day – no class ***	
Feb 23	*** study day – no class ***	
Feb 28	Memories and Eyewitness Testimony	Ch. 5
Mar 2	Child Victims and Witnesses	Ch. 6
Mar 7	Courtroom Process	
Mar 9	Jury Process	Ch. 7
Mar 14	Determinations of Guilt and Sentencing	Ch. 9
Mar 16	*** Test 3 ***	
Mar 21	Sentencing Alternatives	
Mar 23	Mental Illness in Court	Ch. 8, 14
Mar 28	Risk Assessment	Ch. 10
Mar 30	Psychopathy	Ch. 11
Apr 4	Treatment of Offenders and Recidivism	
Apr 6	*** 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, January 26; Test 2, February 16; Test 3, March 16; Test 4, April 6. 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. Grades will be posted as soon as they are available.

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.

Accommodations for Illness and Extenuating Circumstances

Please refer to (<https://uwaterloo.ca/arts/undergraduate/student-support/accommodations-illness-or-extenuating-circumstances>) for up-to-date guidance for dealing with short-term absences, pandemic-related absences, and other absences (accompanied by an uploaded Verification of Illness form).

Please note that you are expected to make use of available accommodations in good faith, and that any false claim is an academic offense subject to discipline under Policy 71.

If your absence means that you will miss a scheduled test, it is your responsibility to notify us as early as possible BEFOREHAND unless circumstances absolutely prevent you from doing so. A make-up test is *normally scheduled on the first school day after your accommodation expires*: It is your responsibility to notify us in advance of that date and to offer a range of possible time slots so we can reschedule you. Unless compelling extenuating circumstances (ideally supported by documentation) are presented, failure to reschedule your test as above may be subject to a 10% deduction for every school day that your rewrite is delayed. Make-up tests may differ in content and format from the original.

Please remember that PSYCH 357 has been scheduled as a regular, in-person course, so we expect you to attend all in-class lectures unless prevented from doing so. Attendance is definitely in your best interest, because the overlap between lecture and reading is usually moderate at most. Moreover, our slides are minimalistic outlines containing keywords and occasional figures or tables that aren't designed to be standalone learning resources (and therefore will not be posted or otherwise distributed).

If your absence means that you will miss one or more scheduled lectures, your first step is to find a classmate willing to provide you with the notes you missed. It's a good idea to connect with your fellow students early in the term, because asking for assistance with missing notes face-to-face is likely to be more compelling than sending out an email via LEARN. If your absence is *legitimate*, we will be happy to answer questions about the missed material once you've secured any missed notes.

Should a covid resurgence force the suspension of in-person classes, lectures and tests will move online.

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 remotely operated and In Lab studies, as well as article review; are described below. Students may complete any combination of these options to earn research experience grades. For Winter 2023, credits will be permitted to be earned with half from online, and the other half (1.5) from In-lab or Remote Access studies

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, 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 Board.

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 studies using the "Sona" website.

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 (counts as the same as in-lab) studies has increment values of 0.5 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 review article 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

Electronic Device Policy: Research suggests that in-class use of electronic devices for non-class-related purposes can hurt your performance as well as the performance of students around you. Consequently, such use is strongly discouraged. See: <https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>.

Intellectual Property: We very much want this class to be a good experience for you, and we're putting a lot of time, thought, and effort into that. You (or someone who cares about you a lot) paid so you could benefit from the firsthand experience that this class provides. To be clear, we're sharing our work with YOU – so *it's not fair to us to sell or give away our lectures, slides, etc. to other people*. That's "unauthorized distribution of intellectual property," and *it's not okay*. We hope that makes sense.

Academic Integrity: Please respect yourself, your fellow students, and your instructors. *Don't cheat*.

"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 information.]"

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](#). 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](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) 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](#).

Note for students with disabilities: [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.