

**Faculty of Health
Department of Psychology
PSYC3320 A – Forensic Psychology
Fridays, 11:30-2:30 VH C
Fall 2024**

This is an in-person course with attendance expected (though attendance is not graded). I will record lectures and post slides, but note that I do not guarantee the quality of recordings and technical issues may occur. I will pause recordings during sensitive discussions. You run the risk of missing important class information and content if you rely exclusively on recordings and I will not repeat information I have covered in class.

Section 1: Basic Class Information

Instructor and T.A. Information

Instructor: Jessica Sutherland, PhD (she/her/hers)

Office Hours: By appt – please email to set up a time. Provide your availability and the subject of our meeting, and note that if we meet on Zoom, I require your camera to be ON!

Email: jesuther@yorku.ca Note: I respond to email M-F, usually between 9-5pm. You can expect a response from me within 48 hours on business days. Outside of those hours, please expect a response from me on the next business day.

T.A.	Melissa Major, MA	Lana Vedelago, MA
Email	mmajor19@yorku.ca	lvedelag@yorku.ca
Office Hours	By appt	By appt

Please provide at least 48 hours notice to your TA that you would like to meet, and give them time to respond to emails. They are full-time graduate students in clinical psychology with full lives and responsibilities outside of our course, and they are not available to respond immediately.

What You Can Expect From Your TAs and I

- To meet your level of engagement and interest in our course;
- To be clear and transparent in expectations of you in this course;
- To prepare all necessary course content and post it well in advance of when you require it;
- To be available to support your success over email, Zoom, office hours, and in-person in class;
- To provide feedback and grades within a reasonable time frame;
- To uphold course policies and ensure fairness for all students; and
- To be professional and treat you with respect over email, Zoom, and in-class.

What We Expect From You

- To be engaged and active with course materials, your instructor, and TA;
- To ensure you understand all course requirements and expectations, and ask questions if you need clarification;
- To read, watch, and attend to all course documents, resources, and lectures;
- To access the numerous supports available to you in our class;
- To review your feedback on assignments and use it to improve future versions of your work;
- To ensure you understand all course policies; and
- To treat your instructor, TA, and classmates with respect and behave professionally over email, Zoom, and in-person.

Course Prerequisite(s): PSYC1010

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [eClass](#)

All course materials will be available on the course eClass site, unless otherwise indicated by the instructor. The site will be your central access point for course materials.

Course Description

Introduces major theories and issues in forensic psychology, including theories of criminal behaviour, special populations in corrections and forensics, and new and emerging issues in the field. Where appropriate, emphasis is placed on how current knowledge applies to the Canadian criminal justice system and Indigenous people specifically. Differences between deviance and illegal (criminal) behaviour, how 'criminal' behaviour is defined and studied, and why different types of criminal behaviour are thought to occur are explored.

Program Learning Outcomes

Upon completion of this course, students should be able to:

1. Describe knowledge of forensic psychology, deviance, and the psychology of criminal behaviour across multiple formats
2. Critically evaluate conflicting and incompletely understood issues in deviance, forensic, and criminal psychology
3. Articulate trends and emerging issues in deviance, forensic, and criminal psychology
4. Apply knowledge of theories of deviance, forensic, and criminal psychology via written case studies and multiple forms of media (e.g. risk assessments, presentations)
5. Appraise the existing evidence for advancing current knowledge of deviance, forensic, and criminal psychology.

Specific Learning Objectives

- Exposes students to major theories of forensic psychology and criminal behaviour
- Provides opportunities for students to distinguish between and identify the differences across forensic, correctional, and criminal psychology
- Provides opportunities for students to acquire a deeper understanding of the application, use, and limitations of current risk assessment models
- Provides opportunities for students to apply knowledge of relevant theories, models, and sub-disciplines in forensic psychology
- Exposes students to the limits of forensic psychology to explain all acts of deviant or criminal behaviour
- Exposes students to different career pathways and options in the fields of forensic psychology

Required Text

- *The Psychology of Criminal Behaviour: A Canadian Perspective* (2023) – Shelley Brown, Mark Olver, Kelly Babshichin, and Adelle Forth. This is an e-text and the link will be available on eClass. Older editions are available in hardcover, and while the theories and concepts are quite similar, the scope of crime research has changed dramatically. Please be warned if you find an older edition, some information may be out of date.
- Additional readings will be posted on eClass as needed.

Class Format and Attendance Policy

This class is in person. Under no circumstances will a test or exam ever be written online, for any reason.

Section 2: Assessment and Grading

Course Requirements and Assessment:

Assessment	Date of Evaluation (if known)	Weighting
Weekly study prep journals	Weekly, due before 11:30 on Friday mornings AFTER a class	3% x 6 journals = 18%
Test 1*	October 4, 2024	40%
Test 2*	November 8, 2024	40%
Final Exam	Exam period	42%
Total		100%

**Note: your higher score between Test 1 and Test 2 is kept as your grade of record!*

Description of Assignments

Weekly study prep journals – students will complete 6 weekly study prep journals related to the course materials in a given week. Instructions are available on eClass. 10 journals are available and students must complete 6 for full marks. Each is worth 3% for a total of 18% of the final grade.

Test 1, Test 2, Final Exam – approximately 50 multiple-choice questions on each test, and approximately 60 on the final exam. All tests and the final exam are CUMULATIVE! While the final exam is absolutely required, I will use the higher grade from Test 1 or Test 2 as your test grade. This means you can write both tests and I will keep the higher grade, OR it means you can miss one test with no penalty.

Grading as per Senate Policy

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 89, B+ = 75 to 79, etc.)

For a full description of York grading system see the York University Undergraduate Calendar – [Grading Scheme for 2024-2025](#)

Final Grade ‘Bumps’

All final grades are calculated according to assignments’ weights in the course. Grades that are <0.5% from the next letter grade are automatically rounded (e.g. a 79.8% is automatically rounded to an 80.0%) so you don’t need to ask for this. No, a 79.4% is not rounded up.

Outside of this automatic rounding process, I will not consider any request to ‘bump’ a final grade for any reason, ever. It absolutely does hurt to ask, so don’t bother. It won’t happen.

Section 3: Important Course Policies

Flexible Options

In my teaching, I typically use flexible options instead of absolute due dates for most assignments. Please see below for how this works:

1. For weekly study journals, you have 10 assignments available to choose but need only 6 to receive full credit on this section of the course. This gives you room to be sick or have a busy week without needing any accommodation.
2. Your Test 1 and Test 2 grades will not both be counted; your highest grade will be kept. This means if you are sick or can’t make one of the tests, you do not get a 0, but the other test grade will be kept.
3. Due date times are strict in the interest of fairness. 11:30am means 11:30am. Submissions after this times will not be accepted for credit.

Missed Tests/Midterm Exams/Late Assignment

No late submissions of weekly journals are accepted. You have flexibility to choose which weeks you complete them; as a result, no extensions are provided nor late work accepted.

There are no makeup tests for Test 1 or Test 2. If you miss one of them, then that is the score that is dropped. If you miss both, you will receive a 0 for one of them. Please note that I do not re-weight tests and assignments.

If you miss the final exam for a permitted reason (see below), you can write a makeup test to be scheduled the first week of January before classes resume. To write the final exam, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office. At this time, due to COVID-19 an Attending Physician's Statement (APS) is not required, however, a reason for missing an evaluated component in the course must be provided.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the missed final exam.

Note that travel, work, or other non-emergency or foreseeable conflicts are NOT accepted grounds to write a makeup final exam.

Reference Letters

Every year I am asked by numerous students to write them reference letters for graduate school or other programs. I will not write reference letters for students who have only taken one class with me or based on your final grade. I will only write reference letters for students who: 1) have taken 2+ classes with me; 2) demonstrated strong academic performance; 3) did not request special treatment that directly contradicts a stated policy (e.g. they did not request a grade bump); 4) I am able to identify them by name and face; and 5) I have the time and ability to write one.

Section 4: Technology and Academic Honesty

Email Etiquette Policy

For our class, I respond to emails between Monday to Fridays, 9 am – 5 pm. I do not read or respond to email in the evenings or on weekends, though you are welcome to email me any time and I will respond as soon as I can.

Email is the primary mode of communication between yourself and your TAs and professors outside of class. There are formal norms expected in emails in professional settings, which include university courses. Failure to use a professional format and tone can result in creating a poor impression, and not getting your questions or concerns addressed. Before you email me or your TA (as well as any other professors or TAs), please note the following:

1. It should contain a proper greeting and your name and course information. You should always address your professors and TAs by the name they have specifically told you to use.

In this class, emails to me should be addressed to Dr./Professor Sutherland; your TAs should be addressed by their first name.

2. Ensure your question is not already answered in the syllabus or any documents provided on eClass. *We will not respond to any questions that are directly addressed in the syllabus or course documents!*
3. Your email is professional in tone – it does not use slang and contains proper spelling and grammar.
4. It has a specific question, comment, or concern that is clearly stated. When appropriate or necessary, you also describe what you have already tried to resolve your question or concern. Please note we will not repeat class content over email.
5. It is sent as reasonably in advance as possible so we have time to respond to it. For example, emails sent at 10pm at night asking questions about an assignment due that day may not be responded to without enough time for you to adjust your work.

Information on Plagiarism Detection

Weekly journals submitted that are believed to have been created using AI content generators will be investigated via an academic honesty breach meeting and given a 0.

Electronic Device Policy

This could will be delivered in-person, with some in-class activities requiring access to a connected device in class (e.g. computer, phone). Absolutely no devices will be permitted during tests and exams.

Technology Glitches, Issues, and Other Problems

It is your responsibility to ensure you know how to use features on eClass, Zoom, and your preferred word processing software (e.g. Word, Google Docs). If you are having problems with any of York's platforms (e.g. eClass), [please contact York's IT support](#). If you experience technological problems while submitting assignments that are not related to the course itself (e.g. a page not loading, your DUO Mobile not working), be prepared to provide proof of the issue/error you are experiencing, and proof that you have contacted IT support for assistance. Waiting until the last minute to submit work may leave you vulnerable to technological problems at the deadline; *therefore, do not wait until the last minute!* Vague references to "errors" encountered during submissions are not grounds to accept late work.

Mass outages that affect the entire university (e.g., eClass going down) will be addressed and a solution provided to students as soon as possible. If this situation occurs, do not panic; we will find a solution.

Section 5: Standard York Policies and Procedures

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2024-2025 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	September 18	September 18	January 20
Last date to add a course with permission of instructor (also see Financial Deadlines)	October 2	October 16	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 7	March 14
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	November 9 – December 3	February 8- April 4	March 15- April 4

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, be sure to read the information carefully so that you understand the differences between the sessional dates below and the [Refund Tables](#).

You are strongly advised to pay close attention to the "Last date to enrol without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system.

After that date, you must contact the professor/department offering the course to arrange permission.

You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline).

You may [withdraw from a course](#) using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with [Information about the Senate Policy on Academic Honesty](#).

It is recommended that you review Academic Integrity by completing the [Academic Integrity Tutorial](#) and [Academic Honesty Quiz](#)

Test Banks

The offering for sale of, buying of, and attempting to sell or buy test banks (banks of test questions and/or answers), or any course specific test questions/answers is not permitted in the Faculty of Health. Any student found to be doing this may be considered to have breached the Senate Policy on Academic Honesty. In particular, buying and attempting to sell banks of

test questions and/or answers may be considered as “Cheating in an attempt to gain an improper advantage in an academic evaluation” (article 2.1.1 from the Senate Policy) and/or “encouraging, enabling or causing others” (article 2.1.10 from the Senate Policy) to cheat.

Beyond concerns relating to cheating, there is no value in using test banks, because I create all tests and questions myself and they require synthesis of course content. Rote memorization will only get you so far.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with Student Accessibility Services (SAS) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors as necessary. Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.

<https://accessibility.students.yorku.ca/>

Please note that I have built in many accommodations to the course design, which gives ALL students access to accommodations normally reserved only for students registered with SAS. Please see the sections above.

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities

1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses.

Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: [York University Academic Accommodation for Students with Disabilities Policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC3320 course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law.

Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. [Intellectual Property Rights Statement](#).

Course Schedule

Week 1	Sept 6	Intro to crime/CJS in Canada	Ch 1, Karla Homolka links
Week 2	Sept 13	Theories of crime – social/biological/developmental	Ch 2, Ch 3, Ch 11
Week 3	Sept 20	Risk assessment and risk management	Ch 4
Week 4	Sept 27	Offenders with mental illness, special populations	Ch 10, Ch 7
Week 5	Oct 4	TEST 1 (cumulative)	
Week 6	Oct 11	Identity and the CJS	Ch 13, Ch 14
<i>Week 7</i>	<i>Oct 18</i>	<i>Reading week</i>	
Week 8	Oct 25	Violent and sexual offending	Ch 8, Ch 12
Week 9	Nov 1	Homicide	Ch 8
Week 10	Nov 8	TEST 2 (cumulative)	
Week 11	Nov 15	IPV, stalking	Ch 9
Week 12	Nov 22	Youth and young offenders	Ch 5
Week 13	Nov 29	White collar/organized crime	Ch 6
Final exam period	TBD	CUMULATIVE	All content