

# PSYC\*4460, Course Outline: Winter 2021

## General Information

**Due to the ongoing COVID-19 pandemic, this course is offered in an alternative format:  
Alternative Delivery Synchronous – AD-S Virtual: Wednesdays, 11:30am-2:30pm**

**Course Title:** Seminar in Clinical Psychology: Forensic Psychology in the Youth Criminal Justice System

## **Course Description**

This course is designed to provide students with an overview of clinical psychology in the context of the youth criminal justice system through the lens of a forensic psychologist. Topics will include the role of clinical psychology in the legal context, developmental factors that explain adolescent antisocial behaviour and offending, and common assessments and evidenced-based interventions undertaken with justice-involved youth. A review of relevant theory and research will be interwoven through each topic, as well as a review of challenging ethical issues facing forensic clinical psychologists. This course is intended primarily for honours students in psychology who plan to pursue further training in clinical psychology at the graduate level or who plan to work in a setting where knowledge of clinical psychology would be an asset. Weekly class meetings will include didactic (lecture) from the course facilitator, small group discussions, and larger group activities. Smaller group discussions and projects will provide students the opportunity to critically engage with content from the lectures and readings. Students will engage in a range of activities, including group presentations, and writing an amicus brief on a topic of their choice.

**Credit Weight:** 0.5 Credits

**Academic Department (or campus):** Psychology

**Semester Offering:** Winter 2021

**Class Schedule and Location:** Synchronous class meetings will take place on Wednesdays between 11:30am and 2:30pm via Zoom (accessed through CourseLink). Details are provided in the Lecture Content section below.

## Instructor Information

Instructor Name: Kaitlyn McLachlan

Instructor Email: kmclac02@uoguelph.ca

Office location and office hours: Please contact me via email to schedule an appointment for virtual office hours held via Zoom

## **GTA Information**

GTA Name: Sarah Moss

GTA Email: smoss05@uoguelph.ca

GTA office location and office hours: Virtual, by appointment (please email to book a time)

GTA Name: Chantel Ritter

GTA Email: ritterc@uoguelph.ca

GTA office location and office hours: Virtual, by appointment (please email to book a time)

## **Course Website**

[CourseLink](https://courselink.uoguelph.ca) (powered by D2L's Brightspace) is the course website and will act as our virtual classroom this semester. It is recommended that you log in to the course homepage often to check for announcements, access course materials, and review the weekly schedule and assignment requirements. <https://courselink.uoguelph.ca>

## **Ares**

For this course, you will be required to access course reserve materials through the University of Guelph McLaughlin Library. To access these items, select **Ares** from the **Content** section on Courselink. Note that you will need your Central Login ID and password in order to access items on reserve. For further instructions on accessing reserve resources, visit [How to Get Course Reserve Materials](#).

If at any point during the course you have difficulty accessing reserve materials, please contact the e-Learning Operations and Reserve Services staff at:

Tel: 519-824-4120 ext. 53621

Email: [libres2@uoguelph.ca](mailto:libres2@uoguelph.ca)

Location: [McLaughlin Library](#), First Floor, University of Guelph

<https://www.lib.uoguelph.ca/find/course-reserves-ares/how-get-course-reserve-material>

## **Course Content**

### **Specific Learning Outcomes**

Following successful completion of this course students will be able to demonstrate the following learning outcomes:

1. **Critical and Creative Thinking:** Critical and creative thinking involves the application of logical principles and known evidence, after much inquiry and analysis, to solve problems with a high degree of innovation, divergent thinking, and risk taking. The specific aspects of this outcome intended for students in this course include:
  - 1.1 Depth and breadth of understanding: Demonstrate mastery of a body of knowledge of key concepts in clinical psychology with a focus on applied developmental and forensic issues and integrate that knowledge across disciplinary boundaries

- 1.2 Inquiry and analysis: Undertake a systematic exploration of issues, cases, and research relevant to clinical and forensic psychology through the collection and analysis of evidence, resulting in informed conclusions or judgments
  - 1.3 Problem solving: Engaging in a process whereby you work through a series of steps to come to a conclusion; set out to devise arguments using optimal methods, operationalize measures, and articulate reasons for choosing those methods/solutions
2. **Literacy:** Literacy is the ability to extract information from a variety of resources, assess the quality and validity of the material, and use it to discover new knowledge. The ability to use methodological and quantitative literacy also exists in this definition. The specific aspects of this outcome intended for students in this course include:
    - 2.1 Information literacy: The ability to know when there is a need for information, where to locate it, and the ability to identify the value and differences of potential resources in a variety of formats
    - 2.2 Methodological literacy: The ability to understand, evaluate, and design appropriate methodologies for rigorous psychological science
    - 2.3 Quantitative literacy: Numeracy, and competence in working with numerical data
3. **Communication:** Communication includes the ability to communicate and synthesize psychological research and theory, generate and communicate arguments, communicate constructive feedback, and communicate analyses accurately and reliably. Four specific aspects of this outcome are intended for students in this course:
    - 3.2 Written communication: The ability to express one's ideas and summarize theory and research through a variety of writing styles (e.g., American Psychological Association style, written case responses, power point slides, amicus briefs, short answer responses on exams)
    - 3.3 Reading comprehension: The understanding of theoretical and empirical literature in Psychology
    - 3.4 Integrative communication: A mental process that integrates existing psychological knowledge to develop and communicate new knowledge across the curriculum
4. **Professional and Ethical Behaviour:** Professional and ethical behaviour requires the ability to accomplish tasks at hand with proficient skills in teamwork and leadership, while remembering to use ethical reasoning and research results when making decisions. The ability for organizational and time management skills is essential in bringing together all aspects of managing self and others. Academic integrity is central to mastery
    - 4.1 Teamwork: working together in a respectful and collaborative manner to complete tasks
    - 4.2 Ethical Reasoning: includes moral maturity; a moral sense of mind behind decision-making; balanced consideration of competing ethical issues in the forensic context from the perspective of clinical psychology
    - 4.3 Ethical Issues in Research: Includes the understanding and application of how human rights and cultural relativism applies to ethical decision-making in the context of research, with particular attention to the inherent vulnerability of justice-involved youth

## **Teaching and Learning Activities**

This course provides a mix of both synchronous and asynchronous learning experiences delivered through instructor-led units. The course format will include weekly synchronous course meetings covering a range of topics relevant to forensic psychology in the youth justice context. Class meetings will begin with a warm-up activity, and a housekeeping/check-in period. Following this, we have a question-and-answer period focusing on weekly content, including pre-recorded lectures, videos, and readings. Next, we will move into breakout rooms for small group case discussions and bring back shared learning to the larger group. Finally, groups will have a free work period to develop their presentations and knowledge translation (KT) projects. Synchronous class meetings will be roughly 1.5 hours in length, and pre-recorded lectures and readings should be viewed before class. During the last few weeks of the course groups will share pre-recorded video presentations on a relevant course topic and facilitate question and answer/engagement sessions during synchronous class times. A final written assignment will allow students to write a short mock amicus brief on a course-relevant topic, providing an opportunity to practice taking psychological and social scientific research beyond the classroom and 'into the courtroom.'

## **Course Structure**

The course is divided into seven content units, followed by four weeks dedicated to group presentation and engagement facilitation sessions:

- Unit 01: Introduction to the Course and Forensic Psychology
- Unit 02: Historical and Contemporary Offending in the Youth Criminal Justice System
- Unit 03: Theoretical Perspectives on Antisocial Development and Research Methods for Understanding Youth Offending
- Unit 04: Neurobiological, Developmental, and Environmental Bases
- Unit 05: Youth Forensic Assessment I
- Unit 06: Youth Forensic Assessment II
- Unit 07: Youth Forensic Intervention
- Unit 08: No class/content this week – prepare for presentations and KT projects
- Unit 09: Group presentations
- Unit 10: Group presentations
- Unit 11: Group presentations
- Unit 12: Group presentations & End of Course Review

## **Lecture Content and Schedule**

Please review this schedule together with assessment descriptions and rubrics (outlined in the **Assessment** section on Courselink). We will meet weekly throughout the term during scheduled class times, virtually. It is your responsibility to ensure adherence to the course schedule and assignments are submitted on time.

## Week 1: Introduction to the Course and Forensic Psychology

Monday, January 11 to Sunday, January 17

### Weekly Activities:

- Familiarize yourself with the course structure, timeline, and schedule of assessments by reviewing this Outline and material posted to Courselink
- Review “Start Here: Welcome!” (under the Table of Contents on Courselink) to learn about the course and Instructor
- Review “Zoom: Link for Synchronous Class Meetings” (under the Table of Contents on Courselink to ensure you have Zoom working properly and can access the synchronous class meeting links
- Test your technology: Ensure your device can connect to Zoom and contact Courselink Support or your instructor if you run into challenges
- Complete the “Preferences and Experiences Survey” (Unit 1, Table of Contents) to support your instructor forming complementary groups for the group project
- Watch Unit 1 Instructor Video: “Course Overview” (Unit 1, Table of Contents)
- Watch Unit 1 Instructor Video: “Introduction to Forensic Psychology” (Unit 1, Table of Contents)
- Watch video: “Introduction to the Field of Forensic Psychology and Law” by the AP-LS Minority Affairs Committee (Unit 1, Table of Contents)

### Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome! Introductions & Icebreaker
- Check-ins, Housekeeping, Q&A Period
- Breakout activity & orientation to breakout sessions: ‘It was the best of online classes, it was the worst of online classes’
- Wrap-up, questions, and reminders

### Readings:

- Ares: Smith, S. M., Ternes, M., Stephens, S., & Carter-Rogers, K. (2019). Psychology and the law in Canada. In M. E. Norris (Ed.), *The Canadian Handbook for Careers in Psychological Science*. eCampus Ontario. Licensed under CC BY NC 4.0. Retrieved from <https://ecampusontario.pressbooks.pub/psychologycareers/chapter/psychology-and-the-law-in-canada/>
- Ares: Grisso, T., Fountain, E., NeMoyer, A., & Thornton, L. C. (2019). The role of translational psychological science in juvenile justice reform. *Translational Issues in Psychological Science*, 5(2), 113-120. <https://doi.org/10.1037/tps0000197>
- Ares: Gilfoyle, N., & Dvoskin, J. A. (2017). [APA’s amicus curiae program: Bringing psychological research to judicial decisions](#). *American Psychologist*, 72(8), 753-763. <https://doi.org/10.1037/amp0000221>

### Assessments:

- None this week

## Week 2: Historical and Contemporary Offending in the Youth Criminal Justice System

Monday, January 18 to Sunday, January 24

### Weekly Activities:

- Navigate to the **Groups** tool to review your group assignment for the Group Presentation and Knowledge Translation Product project

- Navigate to the **Discussions** tool to Introduce yourself to your group members and check out the “Ask Your Instructor” thread
- Review “Group Project: Presentation and Knowledge Translation Product” (under **Assessments** on Courselink) to learn about the group presentation and knowledge translation assignment
- Review “Case Activities” (under **Assessments** on Courselink) to learn about the case discussions and individual written case response activities
- Watch Unit 2 Instructor Video: “TBD” (Unit 2, Table of Contents)
- Watch Unit 2 Instructor Video: “Finding Legal Cases and Statistics” (Unit 2, Table of Contents)
- Optionally, you can visit Justice Canada’s summary and background page for the [Youth Criminal Justice Act](https://www.justice.gc.ca/eng/ci-jp/vi-ji/tools-outils/back-hist.html) to learn more, here: <https://www.justice.gc.ca/eng/ci-jp/vi-ji/tools-outils/back-hist.html>
- Review “Final Paper: Amicus Brief” (under **Assessments** on Courselink) to learn about the final paper (readings from Unit 1 may be helpful to circle back to)
- Begin brainstorming the type of case/topic you might like to focus on for the final paper

Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome! Icebreaker/Warm-up Activity
- Check-ins, Housekeeping, Q&A Period
- Breakout Discussions: Introductions and Case #1
- Large group discussion: Case #1
- Wrap-up, questions, and reminders
- Free time for group work: Brainstorm topic ideas

Readings:

- Ares: Heilbrun, K., DeMatteo, D., Goldstein, N. E., Locklair, B., Murphy, M., & Giallella, C. (2016). Psychology and juvenile justice: Human development, law, science, and practice. In K. Heilbrun (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 3 – 20). American Psychological Association.
- Ares: Bala, N., Carrington, P. J., & Roberts, J. V. (2009). Evaluating the Youth Criminal Justice Act after five years: A qualified success. *Canadian Journal of Criminology and Criminal Justice*, 51(2), 131-167. <https://doi.org/10.3138/cjccj.51.2.131>
- Ares: Moreau, G., Jaffray, B., & Armstrong, A. Police reported crime statistics in Canada, 2019. *Juristat*, 85-002-X. Statistics Canada. <https://www150.statcan.gc.ca/n1/en/pub/85-002-x/2020001/article/00010-eng.pdf?st=1lz6-Y5Q>

Assessments:

- Option to Submit **Written Case Response** for Case #1
  - Due by 11:59pm on Sunday, January 24, via the **Dropbox** tool
- Submit Group Topic Proposal (no grade)
  - One group member should submit via the **Dropbox** tool by 11:59pm on Sunday, January 24

**Week 3: Theoretical Perspectives on Antisocial Development and Research Methods for Understanding Youth Offending**

**Monday, January 25 to Sunday, January 31**

Weekly Activities:

- Watch Unit 3 Instructor Video(s): “TBD” (Unit 3, Table of Contents)
- Begin searching for case for final paper (reach out to your TAs for help early if could use support)
- Continue group project work

Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome! Icebreaker/Warm-up Activity
- Check-ins, Housekeeping, Q&A Period
- Breakout Discussions: Case #2
- Large group discussion: Case #2
- Wrap-up, questions, and reminders
- Free time for group work: develop Group Contract Plan

Readings:

- Ares: Russell, M. A., & Odgers, C. L. (2016). Desistance and life-course persistence: Findings from longitudinal studies using group-based trajectory modeling of antisocial behavior. In K. Heilbrun (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 159 – 175). American Psychological Association.
- Ares: Jolliffe, D., Farrington, D. P., Piquero, A. R., MacLeod, J. F., & Van de Weijer, S. (2017). Prevalence of life-course-persistent, adolescence-limited, and late-onset offenders: A systematic review of prospective longitudinal studies. *Aggression and Violent Behavior, 33*, 4-14. <https://doi.org/10.1016/j.avb.2017.01.002>

Assessments:

- Option to Submit Written Case Response for Case #2
  - Due by 11:59pm on Sunday, January 31, via the **Dropbox** tool
- Submit Group Contract Plan
  - One group member should submit via the **Dropbox** tool by 11:59pm on Sunday, January 31

## **Week 4: Neurobiological, Developmental, and Environmental Bases for Youth Offending**

**Monday, February 1 to Sunday, February 7**

Weekly Activities:

- Watch Unit 4 Instructor Video(s): “TBD” (Unit 4, Table of Contents)
- Watch TEDx Talk video: Arrested Development & Juvenile Justice by Dr. Elizabeth Cauffman (Unit 4, Table of Contents)
- Watch video: “Knowledge Translation” (Unit 4, Table of Contents)
- Review resource: “How research is translated to policy and practice in the criminal justice system” (Unit 4, Table of Contents)
- Summarize the legal case you have selected for your final paper (reach out to your TAs for help early if could use support)
- Continue group project work

Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome! Icebreaker/Warm-up Activity
- Check-ins, Housekeeping, Q&A Period
- Breakout Discussions: Introductions and Case #3
- Large group discussion: Case #3
- Wrap-up, questions, and reminders
- Free time for group work: Work on Group Activity Plan and Project Planning

Readings:

- Ares: Luna, B., & Wright, C. (2016). Adolescent brain development: Implications for the juvenile criminal justice system. In K. Heilbrun (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 91 – 116). American Psychological Association.
- Ares: Shulman, E. P., & Steinberg, L. (2016). Human development and juvenile justice. In K. Heilbrun, (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 69 – 90). American Psychological Association.
- Ares: Beckley, A. L., Caspi, A., Arseneault, L., Barnes, J. C., Fisher, H. L., Harrington, H., ... & Moffitt, T. E. (2018). The developmental nature of the victim-offender overlap. *Journal of Developmental and Life-course Criminology*, 4(1), 24-49. <https://doi.org/10.1007/s40865-017-0068-3>

#### Assessments:

- Option to Submit Written Case Response for Case #3
  - Due by 11:59pm on Sunday, February 7, via the **Dropbox** tool
- Submit Legal Case Summary
  - Due by 11:59pm on Sunday, February 7, via the **Dropbox** tool

### Week 5: Youth Forensic Assessment I

#### Monday, February 8 to Sunday, February 14

#### Weekly Activities:

- Watch Unit 5 Instructor Video: “Clinical psychology: An introduction to psychological assessment” (Unit 5, Table of Contents)
- Watch Unit 5 Instructor Video(S): “TBD” (Unit 5, Table of Contents)
- Watch Video: “Importance of Risk Assessments to Positive Outcomes for Youth – Juvenile Justice Research Spotlight” (Unit 5, Table of Contents)
- Begin drafting **Outline** for final paper, including literature review (reach out to your TAs early if you could use support)
- Continue group project work

#### Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome! Icebreaker/Warm-up Activity
- Check-ins, Housekeeping, Q&A Period
- Breakout Discussions: Introductions and Case #4
- Large group discussion: Case #4
- Wrap-up, questions, and reminders
- Free time for group work: Work on Group Activity Plan

#### Readings:

- Ares: Heilbrun, K., & Locklair, B. (2016). Forensic assessment of juveniles. In K. Heilbrun (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 345 – 363). American Psychological Association.
- Ares: DeMatteo, D., Wolbransky, M., & LaDuke, C. (2016). Risk assessment with juveniles. In K. Heilbrun (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 365 – 384). American Psychological Association.
- Ares: Viljoen, J., Cochrane, D. M., Shaffer, C. S., Muir, N. M., Brodersen, E. M., Rogers, B. J., Douglas, K. S., Roesch, R., McMahan, R., J., & Vincent, G. M. (2019). Bridging risk assessments to case planning: Development and evaluation of an intervention-planning tool for adolescents on probation. *Criminal Justice and Behavior*, 46(11), 1587-1610. <https://doi.org/10.1177/0093854819873019>

#### Assessments:



- Option to Submit Written Case Response for Case #4
  - Due by 11:59pm on Sunday, February 14, via the **Dropbox** tool

Winter Break: Monday, February 15 to Sunday, February 21

## Week 6: Youth Forensic Assessment II

### Monday, February 22 to Sunday, February 28

Weekly Activities:

- Watch Unit 6 Instructor Video(s): “TBD” (Unit 6, Table of Contents)
- Watch video on youth wrongful confessions: “Why Teens Confess to crimes they didn’t commit”, a TEDx talk by Dr. Lindsay Malloy (Unit 6, Table of Contents)
- Continue drafting **Outline** for final paper (reach out to your TAs early if you could use support)
- Continue group project work

Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome! Icebreaker/Warm-up Activity
- Check-ins, Housekeeping, Q&A Period
- Breakout Discussions: Introductions and Case #5
- Large group discussion: Case #5
- Wrap-up, questions, and reminders
- Free time for group work: Work on Group Activity Plan

Readings:

- Ares: Goldstein, N. E. S., Messenheimer Kelley, S., Peterson, L., Brogan, L., Zelle, H., & Riggs Romaine, C. (2016). Evaluation of *Miranda* waiver capacity. In K. Heilbrun (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 467 - 488). American Psychological Association.
- Ares: Cunningham, K. A. (2020). Advances in juvenile adjudicative competence: A 10-year update. *Behavioral Sciences & the Law*, 38(4), 406-420.  
<https://doi.org/10.1002/bsl.2478>
- Ares: Berryessa, C. M., & Reeves, K. (2020) The perceptions of juvenile judges regarding adolescent development in evaluation juvenile competency. *Journal of Law and Criminology*, 110(3), 551-592.  
<https://scholarlycommons.law.northwestern.edu/jclc/vol110/iss3/4>

Assessments:

- Option to Submit Written Case Response for Case #5
  - Due on or before 11:59pm on Sunday, February 28, via the **Dropbox** tool
- Submit Group Activity Plan (remember to include one assigned journal article)
  - One group member should submit via the **Dropbox** tool on or before 11:59pm on Sunday, February 28
- Submit Final Paper **Outline**
  - Due on or before 11:59pm on Sunday, February 28, via the **Dropbox** tool

## Week 7: Youth Forensic Intervention

### Monday, March 1 to Sunday, March 7

Weekly Activities:

- Watch Unit 7 Instructor Video: “Interventions for the Youth Justice Context” (Unit 7, Table of Contents)
- Watch Video: How Does Multisystemic Therapy Work? (Unit 7, Table of Contents)

- Begin Final Paper: Amicus Brief (reach out to your TAs early if you could use support)
- Continue group project work

Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome! Icebreaker/Warm-up Activity
- Check-ins, Housekeeping, Q&A Period
- Breakout Discussions: Introductions and Case #6
- Large group discussion: Case #6
- Wrap-up, questions, and reminders
- Free time for group work: Project development

Readings:

- Ares: Viljoen, J. L., Brodersen, E., Shaffer, C., & McMahon, R. J. (2016). Risk reduction interventions for adolescent offenders. In K. Heilbrun (Ed.), *APA Handbook of Psychology and Juvenile Justice* (pp. 517 – 544). American Psychological Association.
- Ares: Heilbrun, K., Goldstein, N. E. S., DeMatteo, D., Newsham, R., Gale-Bentz, E., Cole, L., & Arnold, S. (2017). The sequential intercept model and juvenile justice: Review and Prospectus. *Behavioral Sciences and the Law*, 35(4), 319-336.  
<https://doi.org/10.1002/bsl.2291>

Assessments:

- Option to submit Written Case Response for Case #6 (last one!)
  - Due by 11:59pm on Sunday, March 7, via the **Dropbox** tool

**Week 8: No Class Meeting this Week: Groups Should Finalize Projects This Week**

**Monday, March 8 to Sunday, March 14**

Weekly Activities:

- Schedule group meeting with a TA to review project activities and finalize plans for presentation, including a technical requirement rehearsal (assign a technology or class Zoom meeting 'lead' member of the group)
- Finalize group project materials
- Continue developing final paper (reach out to your TAs early if you could use support)
- Continue group project work

No Synchronous Meeting this Week

Readings:

- None. Enjoy a catch-up week!

Assessments:

- Groups 1 and 2 only: Submit **Group Presentation and KT Product** materials
  - One group member should submit all group project materials via the **Dropbox** tool by 11:59pm on Sunday, March 14

**Week 9: Presentations**

**Monday, March 15 to Sunday, March 21**

Weekly Activities:

- Groups 1 and 2: Prepare for presentations this week
- Groups 3-8: Finalize group project materials
- All groups: Watch Group 1 Video: TBD (Unit 9, Table of Contents)
- All groups: Watch Group 2 Video: TBD (Unit 9, Table of Contents)

- All groups: Plan to engage in discussion with Groups 1 and 2 during synchronous class meeting based on discussion questions posed during video presentations, content from the video presentation, and assigned readings
- Continue developing final paper (reach out to your TAs early if you could use support)

Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome!
- Check-ins, Housekeeping, Q&A Period
- Group 1: Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Group 2: Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Wrap-up, questions, and reminders
- Free time for group work: Finalize group project materials

Readings:

- TBD (to be updated in Week 7)

#### Assessments:

- Groups 3 and 4 only: **Submit Group Presentation and KT Product** materials
  - One group member should submit materials via the **Dropbox** tool by 11:59pm on Sunday, March 21
- Groups 1 and 2 only:
  - Submit **Group Effort Form**: Each group member should submit one form, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, March 21
  - Submit Individual **Group Work Reflection**: Each group member should submit one group work reflection, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, March 21

### Week 10: Presentations

#### Monday, March 22 to Sunday, March 28

#### Weekly Activities:

- Groups 3 and 4: Prepare for presentations this week
- Groups 5-8: Finalize group project materials
- All groups: Watch Group 3 Video: TBD (Unit 10, Table of Contents)
- All groups: Watch Group 4 Video: TBD (Unit 10, Table of Contents)
- All groups: Plan to engage in discussion with Groups 3 and 4 during synchronous class meeting based on discussion questions posed during video presentations, content from the video presentation, and assigned readings
- Continue developing final paper (reach out to your TAs early if you could use support)

#### Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome!
- Check-ins, Housekeeping, Q&A Period
- Group 3: Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Group 4: Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Wrap-up, questions, and reminders
- Free time for group work: Finalize group project materials

#### Readings:

- TBD (to be updated in Week 7)

#### Assessments:

- Groups 5 and 6 only: Submit **Group Presentation and KT Product** materials
  - One group member should submit materials via the **Dropbox** tool on or before 11:59pm on Sunday, March 28
- Groups 3 and 4 only:
  - Submit **Group Effort Form**: Each group member should submit one form, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, March 28
  - Submit **Group Work Reflection**: Each group member should submit one Group Work Reflection, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, March 28

### Week 11: Presentations

#### Monday, March 29 to Sunday, April 4

#### Weekly Activities:

- Groups 5 and 6: Prepare for presentations this week
- Groups 7 and 8: Finalize group project materials
- All groups: Watch Group 5 Video: TBD (Unit 11, Table of Contents)
- All groups: Watch Group 6 Video: TBD (Unit 11, Table of Contents)
- All groups: Plan to engage in discussion with Groups 5 and 6 during synchronous class meeting based on discussion questions posed during video presentations, content from the video presentation, and assigned readings
- Continue developing final paper (reach out to your TAs early if you could use support)

#### Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome!
- Check-ins, Housekeeping, Q&A Period
- Group 5 Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Group 6: Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Wrap-up, questions, and reminders
- Free time for group work: Finalize group project materials

#### Readings:

- TBD (to be updated in Week 7)

#### Assessments:

- Groups 7 and 8 only: Submit **Group Presentation and KT Product** materials
  - One group member should submit materials via the **Dropbox** tool on or before 11:59pm on Sunday, April 4
- Groups 5 and 6 only:
  - Submit **Group Effort Form**: Each group member should submit one group effort form, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, April 4
  - Submit **Group Work Reflection**: Each group member should submit one Group Work Reflection, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, April 4

### Week 12: Presentations

#### Monday, April 5 to Sunday, April 11

### Weekly Activities:

- Groups 7 and 8: Prepare for presentations this week
- All groups: Watch Group 7 Video: TBD (Unit 12, Table of Contents)
- All groups: Watch Group 8 Video: TBD (Unit 12, Table of Contents)
- All groups: Plan to engage in discussion with Groups 7 and 8 during synchronous class meeting based on discussion questions posed during video presentations, content from the video presentation, and assigned readings
- Wrap up final paper

### Synchronous, Instructor-facilitated Zoom meeting (11:30am – 1:30pm EST):

- Welcome!
- Check-ins, Housekeeping, Q&A Period
- Group 7: Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Group 8: Lead discussion, engagement activity, or Q&A session based on presentation and assigned readings
- Course Wrap-up, feedback and conclusions

### Readings:

- TBD (to be updated in Week 7)

### Assessments:

- Groups 7 and 8 only:
  - Submit **Group Effort Form**: Each group member should submit one form, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, April 11
  - Submit **Group Work Reflection**: Each group member should submit one Group Work Reflection, individually, via the individual **Dropbox** tool by 11:59pm on Sunday, April 11
- Everyone: Submit **Final Paper: Amicus Brief**
  - Due by 11:59pm on Sunday, April 11, via the **Dropbox** tool

### Course Assignments and Tests

Assignment or Test	Due Date	Contribution to Final Mark (%)	Learning Outcomes Assessed
Written Case Responses	Weeks 2-7, Sunday by 11:59pm	15% (3 @ 5% each)	1.1, 1.2, 2.1, 2.2, 3.2, 3.4
Group Contract Plan	Sunday January 31 by 11:59pm	5%	1.3, 3.4, 4.1
Group Activity Plan	Sunday February 28 by 11:59pm	10%	1.1, 1.2, 1.3, 2.1, 3.2, 3.4, 4.1, 4.2
Group Presentation	Assigned week Mar 17, 24, 31, Apr 7	20%	1.1, 1.2, 1.3, 2.1, 3.4, 4.1, 4.2, 4.3
Group Knowledge Translation Product	Assigned week Mar 17, 24, 31, Apr 7	10%	1.1, 1.2, 1.3, 2.1, 3.2, 3.4, 4.1, 4.2
Group Work Reflection (individual)	Sunday of assigned week (Mar 21, 28, Apr 4, Apr 11) by 11:59pm	5%	1.2, 3.2, 3.4, 4.2

<b>Assignment or Test</b>	<b>Due Date</b>	<b>Contribution to Final Mark (%)</b>	<b>Learning Outcomes Assessed</b>
Final Paper: Legal Case Summary	Sunday February 7, by 11:59pm	5%	1.2, 2.1, 3.2
Final Paper: Outline	Sunday February 28 by 11:59pm	5%	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 4.3
Final Paper: Amicus Brief	Sunday, April 11 by 11:59pm	25%	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 4.3

## Assessment Descriptions

### Case Activities

An important aspect of the learning experience in this course involves working on case activities. You will have an opportunity to discuss six cases during synchronous class periods in small groups between weeks 2 and 7 of the course. The case discussions are designed to elicit dialogue on issues relevant to justice-involved youth and forensic psychology, drawing on course content with fellow learners. Your discussion groups will be the same groups assigned to complete your larger group project over the term. Coming to class prepared is a key requirement for success with these activities (e.g., completing readings in advance, attending to asynchronous video lectures, and synchronous discussion content). You can read more about how to approach and complete weekly group case discussion activities in the **Assessments** section of Courselink.

You will also write your choice of three individual **Written Case Responses** (from the six cases discussed during synchronous class meetings). The written case responses are designed to practice your individual writing and conceptualization skills and provides an opportunity to help you practice putting your thoughts into writing. For this assessment, you can respond to any of the questions and prompts posed within your discussion group and shared among the larger class. You should incorporate content from the assigned weekly readings in preparing your response. Responses should be more than a summary of the assigned readings and should link course concepts to the issues raised in each case. You should demonstrate engagement, creative thinking, and critical appraisal skills, in your written response. Provide support in crafting any arguments. Each of three Written Case Responses will be worth 5% (15% for all three) and graded using a 5-point rubric outlined in the **Assessment** section on Courselink. The schedule in this **Outline** details due dates for each submission. There is no opportunity to make-up a missed written response given the built-in flexibility. Please plan accordingly.

### Group Presentation and Knowledge Translation Product

This assignment provides an opportunity for you to work in teams and practice your collaborative research, presentation, and knowledge translation skills about a topic relevant to the course. To better understand a specific topic relevant to justice-involved youth through the lens of forensic psychology, you are required to prepare and deliver both a presentation and knowledge translation product as a group. Groups will select a topic of their choice and prepare a 30-minute pre-recorded **Group Presentation** detailing relevant issues, including an overview and definition of the selected topic or problem, relevant social scientific research and evidence, gaps in the literature, and/or relevant clinical forensic practices (this list is not exhaustive!). Groups will also facilitate a synchronous engagement activity during scheduled class periods. Last, groups will develop a creative **Knowledge Translation (KT) Product** designed to deliver key messages and evidence to a non-academic stakeholder or audience.

Groups will be assigned by the instructor during the second week of class based on preferences and experiences shared during the first week of class. To support your success in developing this project over the semester groups will complete a number of assignments along the way. You will prepare a **Group Topic Proposal** (not graded) to help brainstorm possible topics to focus on for the assignment. You will create a **Group Contract Plan** (5%) to support your



success working on project components as a team. As your work progresses you will submit a **Group Activity Plan** (10%) designed to support you in developing an outline and obtain instructor feedback prior to finalizing and delivering your materials.

Groups will develop and record their final presentations (20%) to be watched by the class in advance of our weekly synchronous class meeting. Groups will then facilitate a 20-minute engagement session during assigned synchronous class meetings. Groups will also create a KT Product providing a means of ready dissemination to a lay audience (10%). Following the presentation, individual group members will submit a **Group Effort Form** (not graded) describing each group member's contributions. Each group member will also prepare an individual **Group Work Reflection** (5%) discussing the group work you have engaged in over the semester and reflecting on learning experiences. Detailed information about each component of the group project can be found under the **Assessments** page on Courselink, including rubrics and grading expectations. The schedule in this **Outline** details due dates for each submission.

### **Final Paper: Amicus Brief**

This assignment requires you to write a final paper in the style of an amicus brief. An amicus curiae (or 'friend of the court') brief is prepared by an entity who wishes to provide legal, scientific, or technical information to a court to aid in its decision. Psychologists have played a critical role in the synthesis and communication of psychological science research findings for courts on a range of important matters. You can choose to focus on any topic relevant to the course provided that the issue being tried is youth focused. Example topics include factors relevant to the validity and voluntariness of confessions; strengths and limitations in the evidence base for youth violence risk assessment instruments; and considerations regarding psychopathy in youth. You will write an 8 – 10-page paper wherein you identify and summarize a recent Canadian youth justice case that would benefit from the synthesis and consideration of psychological research findings, and provide a review and synthesis of the available evidence on the identified issue. The final written assignment will be graded out of 34 marks (25% of your final grade).

Two short assignments will support your success planning and preparing your final written assignment. First, you will submit a 1-page **Legal Case Summary** outlining the issue you will focus on for your brief and explaining how the selected case is appropriate for analysis (e.g., focuses on a youth defendant, topic is relevant to forensic psychology). Completing the case summary activity will provide a helpful opportunity for feedback in advance of preparing your final paper. The legal case summary will be graded out of 10 marks and is worth 5% of your final grade. You will also draft an **Outline** for your final paper, detailing the content and structure of your amicus brief based on the expectations listed above. Developing a detailed and thoughtful outline will help in supporting success on final assignment. This is a new style of writing for most students in psychology and your TAs and instructor will serve as important resources in preparing for this assignment. Your outline will be graded out of 10 points and is worth 5% of your final grade. The **Legal Case Summary, Outline, and Final Paper** should all be submitted through the **Dropbox** tool on Courselink. The schedule in this **Outline** details the due date for submission. Detailed information and grading expectations can be found under the **Assessments** page on Courselink.

**Final examination date and time:** This course does not include a final exam.

## **Course Resources**

There is no text required for this course. Please note that a number of Chapters assigned throughout this course will be drawn from the following text.

Heilbrun, K. (2016) *APA Handbook of Psychology and Juvenile Justice*. Washington, DC: American Psychological Association.

## **Course Policies**

### **General**

All students are required to check their @mail.uoguelph.ca e-mail account regularly. There are a number of deadlines and substantial organization required in completing this course. It is your responsibility to organize yourself and meet these deadlines.

### **Grading Policies**

Course assignments are due on the dates outlined above in order to help ensure everyone keeps up with material over the term, scaffolding assignments are completed in advance of larger assignments to support learning and success, and to allow our teaching team sufficient time to provide thoughtful evaluations and feedback. However, life happens, and we are working hard amidst challenging times. This course includes a 'one free late submission' pass. This means that you can make a submission up to 24 hours late, for any individual written assignment (individual written case responses, the amicus brief case summary, outline, or final written assignment, or individual reflections from the group project), on one occasion in the course. You do not need to notify your instructor or TA about a late submission if using this 'one free late submission pass.' When submitting the assignment to the Dropbox tool late and using the pass, please include "free late submission pass" in the comments area.

If you choose to submit any further individual assignments to the **Dropbox** tool late, the full allocated mark will be reduced by 10% per day after the deadline for the submission of the assignment to a limit of six days at which time access to the **Dropbox** folder will be closed.

Extensions will be considered for medical reasons or other extenuating circumstances. If you require an extension, discuss this with your instructor as soon as possible and well before the due date. This will help our planning, and to support your planning and wellbeing. Barring exceptional circumstances, extensions will not be granted once the due date has passed. These rules are not designed to be arbitrary, nor are they inflexible. They are designed to keep you organized, to ensure that all students have the same amount of time to work on assignments, and to help to return marked materials to you in the shortest possible time.

If you have questions or concerns about feedback/grades on an assignment, first contact the person who graded your work. In many cases, this means you should reach out to your TA with questions and to review feedback. Following this, should you have any outstanding concerns,

you can bring the feedback to your instructor. Students have the option of requesting a formal regrade of their work, and this will be completed by another TA in most cases. Grades may change as a result (upward or downward) and this re-evaluation will be considered final.

### [Undergraduate Grading Procedures](#)

***Please note that these policies are binding unless academic consideration is given to an individual student.***

#### **Course Policy on Group Work**

This course has both individual and group work. There are a variety of checks and balances in place to maximize equitable distribution of effort in the group work. Each group member is expected to contribute equally across components of the group assignment. If there is an issue or concern with regard to group work, it is your responsibility to first try and come to a resolution. If problems or concerns persist, it is your responsibility to contact either a TA or the Instructor as soon as possible for additional coaching and support. The group project includes a number of supports to scaffold effective teamwork and individual group member contributions are evaluated and considered in assigning final grades for these assignments (see full details in the **Assessment** section of CourseLink).

#### **Course Policy regarding use of electronic devices and recording of lectures**

Electronic recording of classes is expressly forbidden without consent of the instructor. When recordings are permitted, they are solely for the use of the authorized student and may not be reproduced, or transmitted to others, without the express written consent of the instructor.

### **University Policies**

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Disclaimer: Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website and circulated by email.

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#### **Illness**

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate.

#### **Academic Consideration**

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

[Academic Consideration, Appeals and Petitions](#)

## **Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

[Academic Misconduct Policy](#)

## **Accessibility**

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact [Student Accessibility Services](#) as soon as possible.

For more information, contact SAS at 519-824-4120 ext. 54335 or email [accessibility@uoguelph.ca](mailto:accessibility@uoguelph.ca) or the [Student Accessibility Services Website](#)

## **Course Evaluation Information**

Please refer to the [Course and Instructor Evaluation Website](#) .

## **Drop date**

The last date to drop one-semester courses, without academic penalty, is April 12, 2021. For regulations and procedures for Dropping Courses, see the [Schedule of Dates in the Academic Calendar](#).

Instructors must provide [meaningful and constructive feedback, at minimum 20% of the final course grade, prior to the 40th class day](#). For courses which are of shorter duration, 20% of the final grade must be provided two-thirds of the way through the course.

[Current Undergraduate Calendar](#)

## **Additional Course Information**

### **Policy on Emails**

Only questions that can be answered simply, for example by yes or no or with a short sentence, will be answered by email. For longer answers you will most likely receive an email asking you schedule a virtual meeting with your TA or Instructor, or to ask the question during Synchronous class meeting periods. Emails will usually be answered within 48 hours during weekdays. It is possible that due to intermittently heavy email volume your message is missed inadvertently. If you have not received a response within 48 hours, please feel free to simply forward the original message or arrange to meet with either myself or one of your TAs. It is possible that some emails that are not from a university address (e.g., @hotmail.com) may be treated as spam. The university expects you to check your U of Guelph email account regularly and use it to communicate with you.

### **Policy Regarding Turnitin**

Course instructors are allowed to use software to help in detecting plagiarism or unauthorized copying of student assignments. Plagiarism is one of the most common types of academic misconduct on our campus. Plagiarism involves students using the work, ideas and/or the exact wording of other people or sources without giving proper credit to others for the work, ideas and/or words in their papers. Students can unintentionally commit misconduct because they do not know how to reference outside sources properly or because they don't check their work carefully enough before handing it in. Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

In this course, your instructor will be using Turnitin.com to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to prevent plagiarism in the College of Social and Applied Human Sciences.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.