
PSYC 380-DL1 – Introduction to Forensic Psychology

Spring 2017

This syllabus may change.

This syllabus has been updated as of 1/8/2017

Instructor: Jenn Loya
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Office: DK 2050
Office Hours: Mondays 2 – 3 PM, or by appointment
** Please be sure to email me ahead of time if you
plan to attend office hours **

Grading TA: Jim Doorley

E-mail: jdoorley@gmu.edu

Required Texts

- Huss, M. T. (2014). *Forensic Psychology: Research, Clinical Practice, and Applications* (2nd edition). Hoboken, NJ: John Wiley and Sons, Inc.
- Hare, R. D. (1999). *Without Conscience: The Disturbing World of the Psychopaths Among Us*. New York: Guilford Press.

Provided Readings (these will be provided on Black Board):

1. Heilbrun, K., Kelley, S. M., Koller, J. P., Giallella, C., & Peterson, L. (2013). The role of university-based forensic clinics. *International journal of law and psychiatry*, 36(3), 195-200.
2. Pinizzotto, A. J., Davis, E. F., & Miller, C. E. (2006). Suicide by cop. *Violent Encounters: Felonious Assaults on America's Law Enforcement Officers*, U.S. Department of Justice, FBI Publication #0383.
3. James, D. J. & Glaze, L. E. (2006). Mental health problems of prison and jail inmates. *Bureau of Justice Statistics Special Report*. NCJ213600.
4. Homant, R. J. & Kennedy, D. B. (1998). Psychological aspects of crime scene profiling. *Criminal Justice and Behavior*, 25, 319-343.

Course Description

Explores the differing, yet varied facets of the field of forensic psychology. The course will cover landmark legal cases relevant to the field of forensic psychology, potential careers in forensic psychology, police psychology, expert testimony, legal consultation, forensic assessment in the justice system, psychological constructs of particular importance to forensic psychology, ethics, correctional psychology, and issues in working in the juvenile justice system.

Learning Objectives

As the course instructor, I have several goals for each student to work toward during this semester:

1. Define and analyze landmark case law on the profession of forensic psychology.
2. Explore the varied roles forensic mental health professionals occupy within mental health, correctional, law enforcement, and legal systems.
3. Understand specific ethical principles as they apply to the practice of forensic psychology.
4. Define psychological constructs of primary interest to the field of forensic psychology.
5. Describe key processes and players within the legal system.

Course Format

This course will be held entirely online. Each week a new topic will be covered. Information will be presented in videos, articles, book chapters, and additional information presented by the instructor via Power Point with audio and supplemental materials. The articles, Power Point, and supplemental material can all be accessed through BlackBoard. Students are responsible for understanding all of the information presented. For each of the course topics, students must complete either a discussion post and discussion response or quiz. These assignments are designed to ensure that students have an understanding of the core course content, as well as an ability to participate in classroom discussions in order to enrich their overall understanding of forensic psychology. These assignments will be due at specific dates throughout the semester (see Course Schedule at bottom of syllabus for a list of due dates). Students will also complete two exams and a final (see below for more information regarding these assignments).

***All assignments are due at 11:59 pm on the day they are due.**

*If a task is due on 1/20/17, it **MUST** be submitted before 11:59pm on 1/20/17 in order to be graded.*

Lectures

This course will deliver lecture content via Power Points slides with audio components, as well as through additional supplemental materials (e.g., online video, PDF, articles). These lectures will be posted on Blackboard at the beginning of the semester. Power Points will include key terminology, important concepts, and detailed information. Some of this information will be provided in text on the slides, but some information may also be presented through voice recordings. Students are responsible for understanding all of the audio and visual-based information presented in these slides.

Students should use the articles to supplement their knowledge and understanding of the information presented in these slides. If students are unsure about a specific concept, they should first consult the articles for more information regarding this topic. If they are still unsure about a topic, they may email the instructor.

Attendance

You are expected to complete all work for the week within the allotted time. You may attend at your own pace, within the confines of the weekly course structure.

Discussion Posts

Each week, students must also post and respond to a post on the Blackboard Discussion board. Students must post a reflection on the accompanying course material, based on the discussion questions provided. These posts should be at least four full sentences. The goal of these posts is to spur discussion among classmates, so they should be as thought-provoking and engaging as possible in order to encourage other students to read and respond. I encourage healthy discussions and debates through these discussion threads.

Students must also read and respond to a discussion post of at least one other classmate. These responses should include overall thoughts/ideas spurred by the post, other reasons why the post was interesting, other ways that the post was relevant to topics outlined within the course, aspects of the post that the student may agree/disagree with, and/or any other observations that the student would like to make about the post. These responses should also be at least three sentences, and please remember to be respectful and polite regarding other students' opinions when posting these responses.

Students must submit their discussion posts and responses for each module by the due dates listed. There will be NO exceptions for late work. After dropping the lowest discussion post grade, this component of the course will account for 40% of a student's overall final grade in the course.

Exams

There are two, multiple choice exams. The first exam covers material for the first half of the semester, and the second exam covers material from the second half of the semester. Both exams will be timed and can be located on Blackboard. Student should spend ample time studying all of the materials from each of the course topics before embarking on the exams. Students will only have one opportunity to complete this exam, and once they submit their answers, their grades will be posted automatically to Blackboard. To ensure that students do not cheat, students will be given a limited amount of time to complete this exam and each student will be presented with a different set of questions.

Students must complete each exam by midnight on the due date assigned to receive credit for this exam. Students who fail to complete this exam by the appropriate time will automatically receive a grade of 0%. There will be NO exceptions. Each exam will account for 20% of a student's overall grade in the course.

Grade Breakdown

Discussion Board Participation (including 1 quiz)	40%
Exam 1	20%
Exam 2	20%
Final Paper	20%
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Total	100%

Grading Scale:

A+	98 - 100%
A	93 - 97%
A-	90 - 92%
B+	87 - 89%
B	83 - 86%

B-	80 - 82%
C+	77 - 79%
C	73 - 76%
C-	70 - 72%
D	60 - 69%
F	Less than 60%

Late Work Policy: Late work will be penalized at 5 percent per day. If an assignment is worth 100 points, and is 5 days late, 25 points will be automatically deducted and grading will start at 75. If there is a legitimate emergency, non-penalty extensions will be considered.

Make-up Policy: Make-up exams will only be administered in special circumstances. Prior approval should be obtained if circumstances allow. The exam period expires on Sunday of that week. If you do not complete the exam on time, you will not be allowed to make it up. Please let me know as soon as possible if you are unable to take an exam at the scheduled time, although I do not foresee this being an issue since the course is largely self-paced.

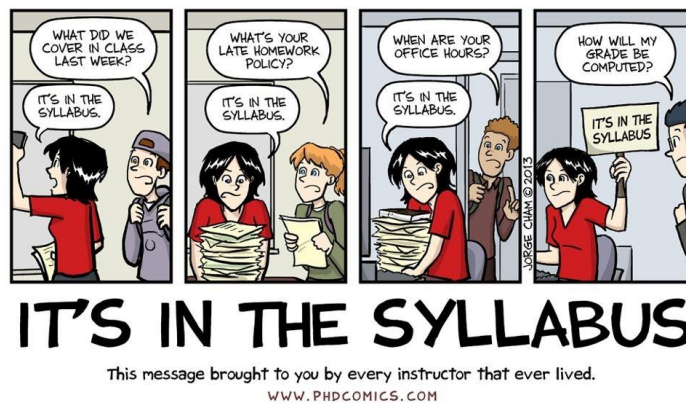
Additional Information

Email Policies

When emailing the instructor or teaching assistant regarding the class, you **MUST** include **PSYC 380** in the title of the email. This ensures that the instructor can easily identify course-related emails and respond in a timely manner.

For questions regarding course content, please email the instructor – jloya2@gmu.edu

Please make sure you re-read the syllabus before asking questions about the policies, procedures, or format of the course.



Official Communications via GMU E-mail: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors; notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly. I can only respond to gmue.edu email addresses, so please only use your Mason email in correspondence with me.

Privacy and Communication: Student privacy is governed by the Family Educational Rights and Privacy Act (FERPA). As a result, students must use their MasonLive email account to receive important information about this class, including any communication with the professor via digital communication. Please allow 24 hours (48 on weekends) for a response to email messages.

Blackboard: I will post notes, resources, grades, and announcements on Blackboard. You should frequently check Blackboard because you will be responsible for the material posted. Additionally, all assignments will be turned in through Blackboard. To use Blackboard you will need to go to <https://mymasonportal.gmu.edu>.

Honor Code: Coursework is expected to be the student's own original work. Students may use books, notes, and other sources to prepare assignments. Under no circumstances are students to collectively write papers with another student, turn in work previously submitted, or use material from other sources

(textbook, websites, journal articles etc.) without proper citation (APA style). This will be considered plagiarism and will not be tolerated. All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code. You can find a copy of the Honor Code at academicintegrity.gmu.edu. All violations of the Honor Code *will be reported* to the Honor Committee for review. I reserve the right to enter a failing grade for any student found guilty of an honor code violation.

NOTE: I am allowing you to reference your notes during quizzes and exams. All assignments for this class are open-note. However, quizzes and the final are timed and will automatically submit when the time is up.

Disability Accommodations: If you are a student with a disability and you need academic accommodations, please contact me and the Disability Resource Center (DRC) (Sub 1, Rm. 4205) at (703) 993-2474. All academic accommodations must be arranged through that office.

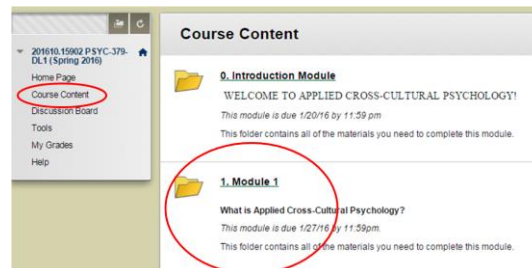
Diversity: An emphasis on diversity and inclusion is essential to achieve our goals as a campus community. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be heard and respected. This commitment to diversity is included in all University settings. GMU promotes continuous monitoring and self-assessment with respect to diversity and seeks to incorporate diversity and inclusion within the philosophies and actions of the individual, group, and organization to make improvements as needed. If you feel, in any way, that any aspect of your personal characteristics, viewpoints, or perspectives are not being respected, please talk to me. I will listen.

Extra-Credit Assignments: There will be no extra credit assignments in this course. Please prepare for the tests and classroom assignments accordingly.

Enrollment: Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes (available from the Registrar - registrar.gmu.edu). Please contact the Registrar's Office with any specific questions.

Blackboard

Materials for each module (e.g., articles, worksheets, links to the discussion board posts) can be found in the "Course Content" folder, and then within the appropriate Module folder. *All module quizzes and worksheets should be submitted through these folders.*



*Discussion board threads can also be accessed by clicking the "Discussion Board" tab on the left-hand side of Black Board

The Exams and & Final Paper can be accessed and submitted in the "Assignments" Tab.

Course Schedule

Week	Date	Assignment Due	Content	Supplemental Material
1	1/25/17	Course Begins! Discussion Board, Week 1	Syllabus & Introduction	Heilbrun et al., 2013 Huss, Chapter 1
2	2/1/17	Discussion Board, Week 2	Police Psychology	Pinizzotto, Davis, & Miller, 2006
3	2/8/17	Discussion Board, Week 3	Expert Testimony	Huss, Chapter 2
4	2/15/17	Discussion Board, Week 4	Criminal & Civil Competency	Huss, Chapter 9
5	2/22/17	Discussion Board, Week 5	Personal Injury & Custody	Huss, Chapters 12 & 13
6	3/1/17	Discussion Board, Week 6	Criminal Insanity	Huss, Chapter 8
7	3/8/17	Discussion Board, Week 7	Risk of Violence Assessment	Huss, Chapter 5
	3/15/17	SPRING BREAK!		
8	3/22/17	Exam 1 Discussion Board, Week 8	Correctional Psychology	
9	3/29/17	Discussion Board, Week 9	Malingering & Lie Detection	
10	4/5/17	Discussion Board, Week 10	Sex Offenders	Huss, Chapter 6
11	4/12/17	Discussion Board, Week 11	Psychopaths	Hare, Chapters 1 & 2
12	4/19/17	Discussion Board, Week 12	Homeland Security	
13	4/26/17	Discussion Board, Week 13	Profiling/Investigative Psychology	Homant & Kennedy, 1998
14	5/3/17	Discussion Board, Week 14	Ethics; Landmark Legal Cases	
	5/10/17	Exam 2 Final Paper		

****This syllabus is subject to change. Please listen to lectures and monitor the course website regularly to be informed of any changes made to the course.****

****Last day to drop (with 67% tuition penalty) is 2/24/17***