

**Forensic Psychology**

PSY 410, CRN 36772

Spring 2023

**Lecture Time:** Mondays and Wednesdays, 12:00-1:20 pm**Location:** Gerlinger 242**Professor:** Ahmar Zaman, Ph.D**Email:** azaman@uoregon.edu**Office Hours:** Mondays 1:30 PM - 2 PM; 3:30 – 5 PM or by office/Zoom appointment**Office Location:** 421 Straub Hall**COURSE DESCRIPTION and OBJECTIVES**

This social science course will expose you to the intersection of psychology and law. It will explore the ways in which psychologists become involved with the criminal justice system and the types of knowledge and expertise they provide in these realms. The course will discuss the processes of expert witness testimony, competency, criminal responsibility, and risk evaluations. The course will also discuss public policy and relevant case law and statutes as they relate to the intersection of mental health and law. Students will gain familiarity with relevant empirical research, case law, policy, judicial processes, and moral and ethical topics impacting the field of forensic psychology. Course completion will provide 4 credits toward your degree, which is approximately 120 hours of work total, or 12 hours a week.

**COURSE MODALITY**

This is an in-person course: that means that, unlike asynchronous online/ASYNC WEB courses, we will meet during scheduled class meeting times in (class location). I will accommodate absences as described in the Absences policy below. If you need additional flexibility, UO encourages you to consider ASYNC WEB courses. If you need accommodation related to a medical or other disability, you can request those by working with the Accessible Education Center.

**COURSE MATERIAL**

**Textbook:** Costanzo, M., & Krauss, D. A. (2021). *Forensic and legal psychology: Psychological science applied to law Fourth Edition*. Worth Publishers, Macmillan Learning.

The textbook can be rented or purchased in print or digital formats from the Duck Store, Macmillan, or other online retailers. Renting/purchasing the previous edition of the textbook is an option, but exam questions, readings, and lectures will be based on the current edition.

### GRADES, ASSIGNMENTS, and EXAMS

There are a maximum of 200 possible points for the course, distributed as follows:

Assignment	Points Per Item	Total Possible Points
Exams x 2	50 points each	100
Essays x 2	25 points each	50
Research Paper	50 points	50

Please review the Psychology Department's [grading standards](#).

A+	97.50% - 100%
A	95.00% - 97.49%
A-	92.50% - 94.99%
B+	89.50% - 92.49%
B	85.50% - 89.49%
B-	83.00% - 85.49%
C+	80.00% - 82.99%
C	77.00% - 79.99%
C-	73.00% - 76.99%
D+	70.00% - 72.99%
D	65.00% - 69.99%
D-	60.00% - 64.99%
F	<60.00%

### Ungraded Assignments

#### **Assigned Readings and Multimedia:**

There are assigned readings and multimedia content for each class meeting. Usually, this will include reading textbook chapters or research article (~30 pages) and watching one or two films (30-90 min). This material has been selected to facilitate your learning and knowledge of contemporary materials in forensic psychology. Material from assigned text readings, articles, and multimedia may be included on essay prompts and exams.

Readings and review of assigned material should be completed before each class because the main purpose of class time is to promote understanding of, and engagement with, the course material beyond what you can achieve through independent study. Class discussion and other

activities will build from the assigned material for that day. You will find it difficult to fully participate if you have not completed the assigned readings and media beforehand.

### **Individual Graded Assignments**

#### **Exams:**

You will complete two exams during the term (midterm and final) (50 points each). They will be conducted in class. Exams will consist of multiple choice and short answer questions. Each exam will cover all of the assigned material (textbook, articles, multimedia, lecture) in the course – the exams are not cumulative.

- You will have the entire class time to complete the exam.
- I suggest that you study for the exam by becoming familiar with the readings and lectures and taking notes on key concepts. I do not create study guides for exams.

#### **Essays:**

You will write two 500-750 word essays (double-spaced, 12-Times New Roman Font, 1-inch margins) for this course that are each worth 25 points. The essays are designed to promote critical thinking and written communication, and help you apply relevant research, case law, and policy associated within the field of forensic psychology. Essays should be submitted via the Canvas Assignments portal. Grading will be based on essay content and writing quality. Prompts for the essays will be posted closer to the date of the assignment. Essays will be graded using a rubric, which will be posted. Late assignments will be subtracted 5 points per day.

#### **Research Paper/Literature Review:**

You will submit a research paper at the end of the semester on an approved topic within the field of forensic psychology. The research paper will be 10-pages long (double-spaced, 12-Times New Roman Font, 1-inch margins) (10-pages does not include your title page, abstract, or references). You will email a list of 3 research paper topics (with 1-2 sentences describing each topic) to me by the due date listed below in the syllabus. I will approve your research paper topic before you begin. Students are encouraged to go through the textbook and relevant course materials to identify topics of interest. The research paper should include a review of peer-reviewed literature (and policy and/or case law if applicable) and include discussion of limitations and areas of future research. The paper and references will utilize APA Style (6<sup>th</sup> Edition). Late assignments will be subtracted 5 points per day.

## **COURSE POLICIES**

#### **Absences.**

This is a face-to-face course. Attendance is important because we will develop our knowledge through in-class activities that require your active engagement. We'll have discussions, small-

group activities, and do other work during class that will be richer for your presence, and that you won't be able to benefit from if you are not there. Excessive absences make it impossible to learn well and succeed in the course. While there is not an automatic grade deduction for missing classes, it is unlikely that students who miss multiple classes will be able pass this course.

We know our UO community will still be navigating COVID-19, and some students will need to isolate and rest if they get COVID. Please take absences only when necessary, so when they are necessary, your prior attendance will have positioned you for success. Students with COVID are encouraged to seek guidance and resources at UO's COVID-19 Safety Resources webpage.

### **Classroom Community/Classroom Behavior:**

**All members of the class (both students and instructor) can expect to:**

*Participate and Contribute:* All students are expected to participate by sharing ideas and contributing to the learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others.

While all students should participate, participation is not just talking, and a range of participation activities support learning. Participation might look like speaking aloud in the full class and posting thoughtful posts on canvas.

*Expect and Respect Diversity:* All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.

*Help Everyone Learn:* Part of how we learn together is by learning from one another. To do this effectively, we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and feedback from others. Don't hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

**Course Website:** Lecture slides and relevant course material will be available on Canvas. You will also use Canvas to submit essays and research paper. To access our course Canvas site, log into [canvas.uoregon.edu](https://canvas.uoregon.edu) using your DuckID. If you have questions about using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone (541-346-4357) or by live chat on the Live Help webpage.

### **Late or Missed Work/ Grade Disputes**

Late essays and research paper will be subtracted 5 points per day that it is late. Anything turned in late past one week can still be turned in for minimal partial credit at the discretion of the instructor.

- Further, there are no regrades for this course because there are systematic inequities in who is likely to request regrades, we do not have the capacity to regrade multiple students' essays, and regrades almost never result in a grade improvement. That said, you are encouraged to discuss essays with me before you submit the assignment, and I am happy to provide feedback on ideas or drafts of student essays or assignments during student drop-in hours. We can also help you generate ideas for how to improve your performance on future assignments.
- There are no make-up exams unless I receive appropriate documentation of a conflict.

**Correspondence:** *Treat email to university faculty and staff as professional correspondence* -- include a salutation (e.g., "Dear Dr. Zaman" or "Dear Professor Zaman"), brief message in complete sentences, and sign-off with your name (e.g., "Sincerely, Star Student"). Want more tips for emailing professors? Don't expect to receive a reply to unprofessional emails or requests for information provided in the syllabus or assignment prompts. I will do my best to respond to emails within 72 hours. Please include "PSY 410" in the subject line of your emails to help me keep track of them.

**Office Hours:** I encourage you to attend office hours with me to ask questions about course content, learn more about research in the department, talk about professional development and career plans, and build relationships.

**Requests for Letters of Recommendation:** I frequently write letters of recommendation for students' applications to graduate/medical schools, scholarships, study abroad programs, and the Psychology Peer Lab Leader program. Doing well in this course is necessary, but not sufficient, for me to write a strong letter of recommendation, and your course performance should not be the only basis for my evaluation. If you think you might want a letter from me, then keep track of your accomplishments in this course and help me get to know you as an individual (e.g., by attending office hours).

## UNIVERSITY POLICIES

**Accessible Education:** The University of Oregon is working to create more inclusive learning environments, including for students who identify as having a disability. At UO, 10% of students use the Accessible Education Center (AEC) and nationally an estimated 20% of undergraduates identify as having a disability. If there are aspects of the instruction or design of this course that result in disability-related barriers to your participation, please contact me—your success matters.

You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu). The AEC offers a wide range of support services including note-taking, testing services, sign language interpretation and adaptive technology.

**Academic Conduct:** Please familiarize yourself with the [University of Oregon's classroom conduct code](#). I will follow all procedures to handle misconduct as outlined by the University. This means that instances of suspected cheating or plagiarizing will be reported to the

University. In addition, you will receive a zero on any quiz or assignment in which you cheat or plagiarize, and you may fail the course.

**Diversity and Inclusion:** The University of Oregon does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status, gender identity, or other factors as stated in the University's Title IX policy. For more information about policies, procedures, and practices, see the [Office of Civil Rights Compliance](#).

**Religious Observances:** The University of Oregon respects the right of all students to observe their religious holidays, and will make reasonable accommodations, upon request, for these observances. If you need to be absent from a class period this term because of a religious obligation or observance, please fill out the [Student Religious Accommodation Request fillable PDF form](#) and send it to me within the first weeks of the course so we can make arrangements in advance.

**Academic Disruption:** In the event of a campus emergency that disrupts academic activities, course requirements, deadlines, and grading percentages are subject to change. Information about changes in this course will be communicated as soon as possible by email, and on Canvas. If we are not able to meet face-to face, students should immediately log onto Canvas and read any announcements and/or access alternative assignments. Students are also expected to continue coursework as outlined in this syllabus or other instructions on Canvas. In the event that the instructor of this course has to quarantine, this course may be taught online during that time.

**Staying Safe in Classes:** As the University of Oregon continues in-person instruction, instructors and students play a key role in keeping our community healthy and safe. To prevent or reduce the spread of COVID-19 in classrooms and on campus, all students and employees must:

- Comply with vaccination policy
- Wash hands frequently
- Complete daily self-checks
- Stay home/do not come to campus if feeling symptomatic

**Mandatory Reporter:** I am a [designated reporter/assisting employee]. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing sex or gender-based discrimination, harassment or violence should call the 24-7 hotline 541-346-SAFE [7244] or visit [safe.uoregon.edu](http://safe.uoregon.edu) for help. Students experiencing all forms of prohibited discrimination or harassment may contact the Dean of Students Office at 541-346-3216 or the non-confidential Title IX Coordinator/OICRC at 541-346-3123. Additional resources are available at UO's How to Get Support webpage. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)."

**Mental Health Services:** Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own--there's help and support on campus.

As your instructor if I believe you may need additional support, I will express my concerns, the reasons for them, and refer you to resources that might be helpful. It is not my intention to know the details of what might be bothering you, but simply to let you know I care and that help is available. Getting help is a courageous thing to do—for yourself and those you care about.

**University Health Services** helps students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates.

University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](http://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**Canvas and Internet Support:** If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: 541-346-4357 | [livehelp.uoregon.edu](http://livehelp.uoregon.edu). If you face Internet access challenges: companies are offering free access during this challenging time. To learn more about options, visit the Information Services web page on going remote.

**Library Services:** UO Libraries has subscriptions to psychology research databases, including PsycNet and Pubmed, that you can use to find original research articles. UO Libraries also provides access to the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders), the Publication Manual of the American Psychological Association (APA Style Guide), and ebooks on graduate training in psychology. Have a library resource question? You can Ask a Librarian by chat, email, phone, or text.

**Writing Assistance:** I strongly encourage you to submit drafts of your essays to the UO Online Writing Lab (OWL). The OWL offers personalized writing feedback within 24 hours (they recommend that you submit work at least 48 hours before the due date). This is particularly important if English is not your native language or if your writing skills are weak for other reasons. The Tutoring and Academic Engagement Center also offers synchronous and asynchronous tutoring on writing and science.

**Basic Needs:** Being able to meet your basic needs is foundational to your success as a student at the University of Oregon. If you are having difficulty affording food, don't have a stable, safe place to live, or are struggling to meet another need, visit the UO Basic Needs Resource page for



information on how to get support. They have information food, housing, healthcare, childcare, transportation, technology, finances (including emergency funds), and legal support. If your need is urgent, please contact the Care and Advocacy Program by calling 541-346-3216, filling out the Community Care and Support form, or by scheduling an appointment with an advocate.

**Dean of Students Services:** The Office of the Dean of Students (541-346-3216) has resources to help you with basic needs (e.g., food and housing insecurity) or personal crises (e.g., serious illness or injury, unexpected life events) that can interfere with your academic work. You can find resources for food, housing, healthcare, childcare, transportation, technology, finances, and legal support through the UO Basic Needs Resource Guide. The Dean of Students also offers drop-in hours Monday through Friday from 9 am-4 pm.

*Students who have extended absences due to crisis, serious injury or illness can follow a process with the Dean of Students to have an “Emergency Academic Notification” email sent to instructors. For students who follow this process, the Office of the Dean of Students will notify the student’s faculty members by email that the student is experiencing an emergency and steps the faculty member can take.*



Week	Date	Topic	Text Reading, Video, and/or Article	Exam, Essay, and/or Assignment Dates
1	4/3	Syllabus & Intro to Forensic Psychology	Syllabus	
	4/5	Psychology and Law – History and careers	Chapter 1 & <a href="https://maryellenotoole.com/meo/becominganfbiprofiler/">https://maryellenotoole.com/meo/becominganfbiprofiler/</a>	
2	4/10	Psychology and Law – How do individuals become involved with the justice system? & Criminogenic Theories	Chapter 1	Essay 1 Prompt Opens
	4/12	Lie Detection & Interrogations and Confessions	Chapter 2 and Chapter 3	
3	4/17	CSI Effect, Criminal Profiling, and Psychological Autopsies	Chapter 4 and Chapter 5	
	4/19	Eyewitness Identification and Testimony	Chapter 6	Research Paper topics due by 8:00 AM on 4/19



4	4/24	Plea Bargaining, Jury Selection, and Trial Procedure	Chapter 9	Essay 1 due by 8:00 am on 4/24
	4/26	Jury process and research	Chapter 12	
5	5/1	<b>Midterm Exam</b>		<b>Midterm Exam</b>
	5/3	Competency to Stand Trial & The “Insanity Defense”	Chapter 8 & Chapter 10	
6	5/8	Competency to Stand Trial & The “Insanity Defense”	Chapter 8 & Chapter 10	Essay 2 Prompt Opens
	5/10	Interviewing Children & Sexual Abuse	Chapter 7	
7	5/15	Child Custody and other juvenile forensic evaluations	Chapter 8	
	5/17	Intimate Partner Violence and Violence Risk Assessment	Chapter 11	



8	5/22	Risk Assessments	Chapter 15	Essay 2 due by 8:00 am on 5/22
	5/24	Corrections: Sentencing, Imprisonment, and Alternatives	Chapter 16	
9	5/29	No Class	Memorial Day Holiday	
	5/31	Death Penalty	Chapter 17	
10	6/5	<b>Final Exam</b>		<b>Final Exam</b>
	6/7	TBD	TBD	
Finals Week		<b>Research Paper Due Wednesday, June 14th, 8:00 AM</b>		<b>Research Paper Due Wednesday, June 14th, 8:00 AM</b>