



GRADUATE STUDIES

Master of Science
and
Doctor of Philosophy
Forensic Psychology

February 2013

VOLUME I: The Program

VOLUME I: The Program

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1. INTRODUCTION

a. Background

The Faculties of Social Science & Humanities and Science at the University of Ontario Institute of Technology (UOIT) propose new Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) degrees in Forensic Psychology. These programs are designed to produce rigorously-trained, master's- and doctoral-level professionals who are well positioned for leadership positions in the public and private sectors. Each program will include coursework in modern research methods and statistics, contemporary Forensic Psychology topics, and a thesis. The programs are anticipated to be ready for a September of 2013 start, pending all necessary approvals.

Rationale. The University of Ontario Institute of Technology has been designated as a university that has the capacity to grow at both the undergraduate and graduate levels. The Durham region of Ontario, the primary service area of UOIT, is among the fastest growing regions in Canada. Currently, UOIT is expanding graduate program offerings. The proposed programs in Forensic Psychology are consistent with the university's mission and with the existing master's program in Criminology in that they will add to the focus on applications of research to the justice system and national security issues. In addition, both programs fall squarely within the Community and Social Wellness theme of UOIT's Strategic Research Plan and within UOIT's and the Faculty's strategic plans for education, research, and public service. In particular, the programs will produce the following outcomes: Faculty and students contributing to multi-disciplinary projects that address important and pressing societal and scientific challenges as well as engaging in partnerships that build on disciplinary and programmatic strengths¹.

Graduates of these programs will be well positioned for a wide variety of occupations. For example, they will be trained for positions involving:

- further graduate education (M.Sc. graduates);
- research and/or teaching in College and University settings (Ph.D. graduates);
- research and practice in behavioural science crime units within law enforcement;
- research in correctional facilities (e.g., Central North Corrections Centre);
- research in mental health institutions (e.g., CAMH);
- research in hospital settings;
- design and evaluation of community programs (e.g., John Howard Society);
- administration in provincial and federal programs (e.g., Corrections Canada);
- behavioural science and statistical research in government organizations (e.g., Statistics Canada);
- research in justice-related institutes (e.g., Federal Judicial Center and National Center for State Courts in the U.S.);
- research in the pharmaceutical industry (e.g., administering clinical trials);
- research in the educational entertainment industry (e.g., product evaluation);
- advertising and marketing;

¹ Information taken from UOIT's Strategic Plan, August 2012 Draft

- trial consulting (in the U.S.)

In addition, this program will be of interest to professionals employed in regional and national law enforcement agencies, local, national and international security agencies, investigative units in commercial, legal and criminal services, fraud divisions, and mental health organizations and units who are interested in advancement in their fields.

Brief program abstract. Although the proposed programs will be unique in Canada, they will retain the strong emphasis on research training that is characteristic of M.Sc. and Ph.D. programs in Psychology. Students will have three potential points of entry into the Forensic Psychology graduate programs: (1) Highly competitive students with an honours degree in Psychology or the equivalent may be admitted directly into the five-year doctoral program, consistent with admission practices of Forensic Psychology (and similarly-named) doctoral programs in the U.S. (e.g., University of Nebraska, University of Texas at El Paso, Florida International University) and with other Psychology doctoral programs in Canada (e.g., University of Saskatchewan, University of Waterloo, Memorial University); (2) less competitive, but nevertheless qualified students, may be admitted to the two-year master's program in Forensic Psychology and will be eligible to apply for admission into the four-year doctoral program following the completion of their program; (3) applicants with a master's degree in Psychology or the equivalent may apply for entry into the four-year doctoral program in Forensic Psychology. Funding for these programs will be sought from the Ministry of Training, Colleges, and Universities.

The second and third points of entry are commonplace in Psychology graduate programs at Canadian Universities. The first point of entry, "direct entry," is less common but, as noted above, is available at some Canadian universities. We believe that such an option is important for the proposed program for two reasons. First, the direct entry option permits UOIT to extend competitive admission offers to the most talented applicants. Second, direct entry will enable students to finish the doctoral degree in five years rather than six years (two years Master's plus four years Ph.D.) – a significant cost and time savings to students and a more efficient educational program for UOIT.

All of these programs will expose students to training in the established field of forensic psychology. Forensic Psychology (also sometimes called "Law and Psychology"²) refers to the application of Psychology to the legal system. Thus, the nomenclature is appropriate for this program. Graduate students will develop core knowledge through coursework and research. The programs' interdisciplinary foci are what make them innovative. The majority of programs in Psychology require that students specialize in only one traditional area (e.g., Social Psychology). However, even recent university hiring practices underscore the trend of interdisciplinary approaches (e.g., Social Neuroscience)³. To develop breadth and depth, the proposed programs will not only offer fundamental training in Forensic Psychology, but also expose students to contemporary issues and related disciplines through coursework (e.g., the neurobiology of antisocial behaviour, wrongful convictions), a Faculty of Social Science and Humanities brownbag series, and thesis committees. Thus, students graduating from the programs will be at the

² See apa.org for a full discussion.

³ Information taken from apa.org/careers/index.aspx, September 24, 2012

cutting-edge in terms of research and training; in turn, they will differentiate themselves from others in the workforce.

We have chosen to offer a Master of Science degree – rather than a Master of Arts – for several reasons. Many other universities in Ontario already offer Master of Science degrees within Faculties of Arts (e.g., University of Waterloo), Social Sciences (e.g., University of Western Ontario), Social and Applied Human Sciences (e.g., University of Guelph), and Arts and Sciences (e.g., Lakehead University). Indeed, the M.Sc. designation can be attributed to the fact that psychology is a STEM (science, technology, engineering, math) discipline⁴. In the proposed programs at UOIT in particular, coursework and research expose students to “hard” science (e.g., neuroscience). Thus, offering the M.Sc. degree within UOIT’s Faculty of Social Science and Humanities is appropriate and reflects current practices in the field.

The M.Sc. and Ph.D. in Forensic Psychology will involve:

- 1) training in core and specialized areas of Forensic Psychology
- 2) exposure to related disciplines (e.g., Neuroscience, Forensic Science, Criminology, Legal Studies)
- 3) in-depth training in students’ chosen topics of study (e.g., thesis topic)
- 4) training in research methodology and statistics
- 5) practical training in all aspects of research, from study design to the dissemination of results, culminating in the production of a thesis

The integration of the various sciences (both social and natural) in these graduate degrees fits well within UOIT’s commitment to innovative and relevant education and research.

Description of the ways in which the programs fit into the broader array of program offerings. Our proposed focus on Forensic Psychology will take advantage of UOIT’s existing strengths. The programs will be situated within the Faculty of Social Science & Humanities (an interdisciplinary faculty) rather than a traditional Psychology department. Moreover, several members of the programs will be drawn from the Faculty of Science; this approach will expose students to additional perspectives in neuroscience and forensic science. We will have thirteen faculty members with doctoral training in psychology or related disciplines. They are active and productive in terms of teaching and supervision. This core faculty is supported by additional faculty trained in other social sciences (e.g., criminology, law, sociology, political science) or sciences (e.g., forensic science). The majority of these individuals are already members of the graduate faculty for the Criminology Master of Arts program (with which the M.Sc. will share some resources) or the Applied Biosciences Master of Science and Ph.D. programs. Thus, collectively, the members possess significant experience in research, teaching at the undergraduate and graduate levels, and mentorship. UOIT’s existing B.A. in Forensic Psychology and related research programs have already facilitated partnerships with international societies (e.g., American Psychological Association, American Psychology-Law Society), national

⁴ Information taken from apa.org/monitor/2011/02/stem.aspx, February 6, 2013

associations (e.g., Association in Defence of the Wrongly Convicted), and local organizations (e.g., Durham Regional Police Services). The Forensic Psychology group at UOIT also joined researchers from Ryerson University, Queen's University, and York University to form the Ontario Psychology and Law Research Consortium. In addition, UOIT has developed several unique centres and institutes (e.g., Centre for Evaluation and Survey Research, Community Link Unit) that will facilitate the training of graduate students. The development of the proposed programs will help strengthen existing relationships and develop new partnerships through national (e.g., Corrections Canada) and regional organizations (e.g., Ontario Shores Centre for Mental Health Sciences).

The Faculties also have existing resources in place to support the programs. The core faculty are actively pursuing external funds to support graduate students. Indeed, several faculty members already have external funding (e.g., SSHRC, NSERC). Moreover, Forensic Psychology has more than 7,500 square feet of laboratory space to accommodate faculty and graduate student research.

b. Student Demand

Statement on the general need and student demand. Forensic Psychology is a unique and growing field. For example, the Canadian, European, and American Psychological Associations all have divisions that focus on Law or Criminal Justice. However, there are relatively few graduate programs – particularly at the master's level – that focus on these specialty areas. According to Statistics Canada, the number of graduates from undergraduate programs in the social and behavioural sciences grew each year from 2001 (35,784) to 2005 (42,069). In 2005, the number of degrees in this area represented nearly 20% of all university degrees, second only to Business, Management, and Public Administration. In 2011, UOIT admitted its first class of students into the bachelor's program in Forensic Psychology. Although the initial enrolment was 90 students, the 2012 incoming class has grown to 120 students – a 33% increase – to keep up with demand. Overall, the national growth in undergraduate enrolments and new programs at UOIT suggest the availability of a large pool of qualified Canadian applicants for new graduate programs in Forensic Psychology.

Currently, the following universities offer M.A./M.Sc. and/or Ph.D. programs in Psychology: Brock, Carleton, Guelph, Lakehead, McMaster, Ottawa, Queen's, Ryerson, Toronto, Waterloo, Western Ontario, Wilfrid Laurier, Windsor, and York. Typically, these programs admit only a small percentage of their domestic and international applicants. For example, Brock receives 70-80 graduate applications and admits 6-8 M.A. and 4-6 Ph.D. students per year.⁵ For the Fall 2012 term, Ryerson admitted 16 of 280 applicants into their graduate programs in Psychology⁶. Queen's received approximately 180 applications, but enrolled 15 M.Sc. students for Fall 2012 with the expectation that these students would continue on to the Ph.D. program.⁷ Thus, given the small percentage of applicants admitted to Psychology Master's and Ph.D. programs at Ontario universities, it appears that the proposed programs would have little difficulty attracting well-qualified

⁵ Information taken from Brock's web page, September 22, 2012

⁶ Correspondence from the Graduate Director of Psychological Science, September 25, 2012

⁷ Correspondence from the Chair of Graduate Studies in Psychology, September 24, 2012

applicants without detracting from other established programs.

Moreover, the proposed programs may be particularly attractive to international students. Given the expertise of the faculty members involved in the programs, many of the courses and research opportunities will focus on cross-cultural issues (e.g., biases toward women who face-veil) and international perspectives (e.g., Canadian vs. American vs. British eyewitness identification procedures). The Master of Arts in Criminology has already attracted the interest of individuals in other countries (e.g., China, Egypt, Iran); we expect that the proposed programs will do the same (if not more) due to the relevance of the area of studies within the international market.

Anecdotal evidence suggests that there is student demand for new graduate programs at UOIT. For example, several undergraduate students who work closely with Forensic Psychology faculty at UOIT have applied to master's and doctoral programs in Psychology in Ontario (particularly, in the GTA). They have explicitly stated that they wanted to stay at UOIT, but were not able to because there were no graduate programs in Psychology. Core psychology faculty members supervise students through the M.A. program in Criminology; however, many of these students have gone on to further post-graduate study at surrounding universities (e.g., Ph.D. program in Psychology at Queen's University). All of these students expressed a strong preference for having continued their education at UOIT had a Ph.D. program been available. These anecdotes signal interest in the proposed programs among students.

Projected enrolment levels for the first five years of operation. Although it is difficult to quantify interest, we have attempted to project enrolment levels over the first five years of the programs based on available student support and current faculty supervision capacity. We estimate that, annually, we will admit six students: two highly-competitive students with bachelor's degrees admitted directly into the doctoral program, two competitive students with bachelor's degrees admitted into the master's program, and two students with master's degrees admitted into the doctoral program. We also estimate an 80% retention rate.

Table 1. Projected enrolment by year of operation and program year.

YEAR OF OPERATION	M.Sc. 1	M.Sc. 2	Ph.D. 1	Ph.D. 2	Ph.D. 3	Ph.D. 4	Ph.D. 5	TOTAL ENROLMENT
1	2	-	4 ^a	-	-	-	-	6
2	2	2	4	3 ^b	-	-	-	11
3	2	2	4	4	3	-	-	15
4	2	2	4	4	4	3	-	19
5	2	2	4	4	4	4	3	23 ^c

^a 2 direct-entry students and 2 students with Master's degrees from UOIT or similar programs at different universities.

^b Assuming that average retention = 80%

^c Steady-state enrolment will be achieved.

c. Societal Need

Evidence of the need for graduates of the programs. Our review of several sources of data led us to conclude that M.Sc. and Ph.D. programs would meet provincial, university, and student needs. Areas within Ontario, such as the Durham Region and Northumberland which are within UOIT's direct mission, have a lower level of educational attainment as compared to other provinces and peer states in the U.S. – particularly at the graduate level – and this lower level of educational attainment is linked to productivity, opportunity, wages, and regional economic prosperity.⁸ In an effort to mitigate this higher education deficit, one comprehensive report recommended expanding graduate enrolment to accommodate a 100% increase in the number of students pursuing graduate degrees in Ontario universities by 2015.⁹ Similarly, a report of the Council of Ontario Universities concluded that the demand for graduate degrees in Ontario exceeds the supply of graduate training opportunities available from Ontario universities¹⁰. The report specifically cites the need to train graduate researchers who have the ability to conduct cutting-edge research.

The geographic location of the university makes it particularly attractive to students. Between the University of Toronto (Scarborough) and Queen's University (Kingston), there are no universities that offer doctoral training in psychology¹¹. Despite the existence of several established Forensic Psychology programs in the United States (e.g., Florida International University, John Jay College of Criminal Justice, University of Nebraska – Lincoln, University of Texas at El Paso), there are only three universities in Canada that offer programs similar to the ones that we are proposing. All of these universities (i.e., Simon Fraser University, the University of British Columbia - Okanagan Campus, University of Regina) are outside of the province of Ontario. Thus, the development of new M.Sc. and Ph.D. programs will fill a significant gap.

d. Duplication

Description of similar or complementary programs elsewhere in Ontario.

Although Ontario universities offer multiple graduate programs in Psychology, there is significant unmet demand for graduate training in Forensic Psychology. To our knowledge, there are no other Forensic Psychology programs in Ontario. Moreover, there are few programs in the rest of Canada that offer interdisciplinary training in Forensic Psychology.

Currently, there are three universities in Canada that have programs in Forensic Psychology. We list these programs below:

Institution: Simon Fraser University
Program Name and Credential: Ph.D. (those seeking only a Master's are discouraged from applying) in Psychology with specializations in Law and Forensic Psychology
Program Description:

⁸ Seventh Annual Report of the Task Force on Competitiveness, Productivity, and Economic Progress, 2008, p. 25

⁹ Ontario: A Leader in Learning, Report and Recommendations, 2005, p. 87

¹⁰ Ontario Universities: Strategic Partners in Provincial Prosperity Expanding Graduate Studies to Boost Our Human Capital Advantage, 2008, p. 1

¹¹ Trent University's program is offered through Queen's University

Law and Forensic Psychology

The program offers experimental or clinical students research and applied experiences in law and psychology. Students in the Experimental Psychology and Law Stream will develop research and applied policy skills in law and forensic psychology. By contrast, the Clinical-Forensic Stream prepares those in clinical psychology with research and clinical skills unique to the forensic arena. Due to the overlap of the two areas, students in both streams will take many of the same courses and will develop similar research skills; however, students in the Clinical-Forensic Stream will further develop their clinical training to include forensic training and practice experience.

In co-operation with the University of British Columbia, the SFU Program in Law and Forensic Psychology also offers students in law and forensic psychology an opportunity to complete both a Ph.D. and LL.B. degree. The co-operative SFU/UBC program provides opportunities for students to be on leave from one university while completing requirements in the other. Several courses are eligible for credit in both degree programs. Students undertaking the co-operative SFU/UBC stream complete all requirements for both the Ph.D. in law and forensic psychology and the LL.B. in law. The Ph.D. is awarded by Simon Fraser University Faculty of Arts and Social Sciences, and the LL.B. is awarded by UBC's Faculty of Law.

<http://www.psyc.sfu.ca/index.php?topic=law>

Similarities and Differences: The SFU program is similar to the proposed programs in that it focuses on Forensic Psychology. However, the proposed programs have stronger connections to Criminology, Legal Studies, and Forensic Science and, thus, are more interdisciplinary than the SFU program.

Institution: University of British Columbia

Program Name and Credential:

OKANAGAN CAMPUS: M.A. and Ph.D. in Psychology with a specialization in forensic psychology

Program Description:

OKANAGAN CAMPUS

The graduate program in Psychology provides exposure to ongoing research projects in a variety of areas of specialization including forensic psychology. The Master of Arts (M.A.) and Doctor of Philosophy (Ph.D.) are awarded only to those students who acquire a detailed knowledge of the current research findings in their area of specialization, a knowledge of the concepts and issues in other selected areas of psychology, and experience in the conduct of original research of high quality. The forensic research can be subsumed under three main headings: (1) criminal psychopathy (2) forensic aspects of memory (e.g., trauma, eyewitness memory) and (3) credibility assessment/deception detection.

<https://people.ok.ubc.ca/stporter/CAPSL.html>

Similarities and Differences: The UBC programs are similar to the proposed programs in that UBC offers doctoral training in Forensic Psychology. At UOIT, however, the proposed programs have stronger connections to Criminology, Legal Studies, and Forensic Science than do the UBC programs.

Institution: University of Regina

Program Name and Credential: M.A. and Ph.D. in Experimental and Applied Psychology (EAP) Degree Programs

Program Description:

The Experimental and Applied Psychology program is designed to train psychologists who will work either as academics or as researchers in industry or the public sector. The EAP program allows students to specialize in Forensic Psychology.

Forensic Psychology

Forensic psychology addresses research questions that intersect with theoretical and practical application of the law. Faculty research interests include the psychology of policing, reliability of

eyewitness testimony, perceptions of victims and perpetrators of crime, investigative interviewing, child witnesses, and police decision-making processes.

Similarities and Differences: The Regina programs are similar to the proposed programs in that the Regina programs focus on Forensic Psychology. However, the proposed programs have stronger connections to Criminology, Legal Studies, and Forensic Science and, thus, are more interdisciplinary than the Regina programs.

There are Canadian universities that offer training in Forensic Psychology by virtue of having faculty members who are willing to supervise students in that area. However, these universities do not explicitly offer programs in Forensic Psychology:

Institution: Carleton University

Program Name and Credential: M.A. and Ph.D. in Psychology with supervision of forensic research.

Psychology

The M.A. and Ph.D. programs are strongly research-oriented and provides students with a blend of coursework, hands-on research experience, and community practica. Faculty members supervise students in a range of psychological disciplines including forensic.

<http://graduate.carleton.ca/programs/psychology-phd/>
<http://www2.carleton.ca/psychology/research/research-areas/forensic/>

Similarities and Differences: The Carleton programs are similar to the proposed programs in that the Carleton programs have foci in Forensic Psychology. However, the proposed programs have stronger connections to Criminology, Legal Studies, and Forensic Science than do the Carleton programs. In addition, Carleton only offers research supervision in forensic areas. The proposed programs have stronger focus on Forensic Psychology as it is integrated into all aspects of the programs (e.g., research, coursework).

Institution: Memorial University

Program Name and Credential: M.Sc. and Ph.D. in Experimental Psychology with specialist in Behavioral Neuroscience

Program Description:

Programs are tailored to suit the needs of individual backgrounds. At the beginning of the program, the student will normally be required to take Advanced Statistics in Psychology (Psychology 6000) unless (s)he has already passed an equivalent honours or graduate course. The remaining courses will be chosen to best suit the area of specialization. The department has a number of specialties including Behavioral Neuroscience.

<http://www.mun.ca/psychology/graduate/>

Similarities and Differences: The Memorial programs are similar to the proposed programs in that they offer research supervision in Forensic Psychology. The proposed programs differ from Memorial's in that they have stronger focus on Forensic Psychology as it is integrated into all aspects of the programs (e.g., research, coursework).

Institution: Queen's University

Program Name and Credential: M.Sc. and Ph.D. in Social-Personality Psychology

Program Description:

Social-Personality Psychology

The graduate program in Social Psychology is designed to emphasize research, skills and scholarship, preparing you for academic or research posts in government, industry and other sectors.

<http://www.queensu.ca/sgs/program/artsci/psychology.html>

Similarities and Differences: The Queen's programs are similar to the proposed programs in that they offer some research supervision in Forensic Psychology. The proposed programs differ from Queen's in that they have a stronger focus on Forensic Psychology as it is integrated into all aspects of the programs (e.g., research, coursework).

Institution: Ryerson University

Program Name and Credential: M.A. and Ph.D. in Psychological Science

Program Description:

In addition to meeting the standards of a conventional experimental science program, the M.A. and Ph.D. in Psychological Science have been designed to provide students with the background necessary to confidently navigate between basic and applied research questions. Training is offered in 4 core areas including brain, perception, and cognition.

<http://www.ryerson.ca/psychology/graduate/index.html>

Similarities and Differences: The Ryerson programs are similar to the proposed programs in that they offer some research supervision in Forensic Psychology. The proposed programs differ from Ryerson's in that they have a stronger focus on Forensic Psychology as it is integrated into all aspects of the programs (e.g., research, coursework).

Institution: University of Victoria

Program Name and Credential: Masters and PhD in Psychology

Program Description:

Psychology

We offer training in five areas of specialization: clinical psychology (with specialization in neuropsychology or life-span development), cognition and brain science, experimental neuropsychology, life-span development, and social psychology.

<http://www.uvic.ca/graduatestudies/programs/home/programdescriptions/programs/psychology-phd.php>

Similarities and Differences: The Victoria programs are similar to the proposed programs in that they offer some research supervision in Forensic Psychology. The proposed programs differ from Victoria's in that they have a stronger focus on Forensic Psychology as it is integrated into all aspects of the programs (e.g., research, coursework).

Institution: York University

Program Name and Credential: M.A. and Ph.D. in Psychology

Program Description:

Social and Personality Area

Faculty and students in the Social and Personality Area are involved in basic research in such areas as attributions, emotions, personality traits and group behaviour, and also in applied research on such topics as co-worker relations, road-rage, jury decision-making and minority status. In addition to courses, training in the area includes both research and applied practica, in settings inside and outside of the University.

<http://www.yorku.ca/gradpsyc/field7/index.html>

Similarities and Differences: The York programs are similar to the proposed programs in that they offer some research supervision in Forensic Psychology. The proposed programs differ from York's in that they have a stronger focus on Forensic Psychology as it is integrated into all aspects of the programs (e.g., research, coursework).

Justification for "stand alone" programs. There is a growing demand for

Master's and Ph.D. programs – and the skilled graduates that they produce – in this geographic region. Oshawa is the busiest police jurisdiction in the Durham Region¹². In addition, a court house, mental health facilities, hospitals, and addiction centres are all in close proximity to the UOIT campus. Thus, there exist unique research opportunities for graduate students in the proposed programs; their work would surely benefit residents of the region. Moreover, students would be well-positioned to gain employment with these institutions and organizations upon graduation. Currently, there are no other universities that offer graduate programs in Psychology in the Durham Region. More importantly, there is sufficient student demand for the new programs to stand alone. Given that UOIT has the resources in place to support the programs, there is no reason to partner with another institution at this time.

2. DEGREE REQUIREMENTS

a. Program Learning Outcomes

The Master of Science in Forensic Psychology is awarded to students who have demonstrated:	
1. Depth of Knowledge	<p>A systematic understanding of the psychological principles that impact the justice system, including, but not limited to:</p> <ul style="list-style-type: none"> • the manner in which psychological principles are used to evaluate concepts related to legal proceedings (e.g., interrogations, confessions, and eyewitness testimony); • the manner in which variation in the integrity of psychological constructs (e.g., memory, decision-making, attention, emotion) may impact legal proceedings; • the major theories pertaining to the psychological underpinnings of antisocial behaviour; • an awareness of, and an ability to, critically evaluate, the assumptions that the justice system makes about human behaviour. • an awareness of the impact that burgeoning research (e.g., neuroscience, genetics) is having on the justice system, including the technological, methodological and moral/ethical issues that this research raises.
2. Research & Scholarship	<p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> • enable a working comprehension of how established psychological techniques are used to create and interpret knowledge in the discipline; • support a critical evaluation and integration of current research in the field; • demonstrate experience and competence implementing methodologies for the critical examination of hypotheses related to forensic psychology;

¹² Information taken from Durham Regional Police Service website, September 25, 2012

	<ul style="list-style-type: none"> • support the development of a sustained argument pertaining to the field of forensic psychology orally and in written thesis form.
3. Application of Knowledge	<p>Competence in the research process by applying an existing body of knowledge to the critical analysis of a new question, problem or issue relevant to forensic psychology;</p> <p>The ability to develop and convey their research process, from initial project conception to interpretation of research findings, in both oral and written form.</p>
4. Communication Skills	<p>An ability to communicate information, arguments, methods and analyses accurately and reliably, orally and in writing, to a range of audiences.</p> <p>An ability to communicate the theoretical, methodological and analytical details of their Master's thesis, including its implications for the academic and/or legal communities, orally and in writing, to a range of audiences.</p>
5. Awareness of Limits of Knowledge	<p>A recognition of:</p> <ul style="list-style-type: none"> • the limits of their own knowledge; • the uncertainty inherent within the psychological sciences, which can only predict outcomes with incomplete certainty; • the current limits of knowledge in the discipline as a whole, and the fact that these limits are continuously evolving. • the manner in which alternate ideas, methods and interpretations can usefully contribute to the further development of their own ideas, methods and interpretations.
6. Autonomy & Professional Capacity	<p>Qualities and skills necessary to support further study, employment, community involvement and/or other related activities, including the exercise of initiative, personal responsibility and accountability in both individual and group contexts, the ability to work effectively with others, and the capacity to make decisions in complex contexts;</p> <p>The ability to initiate, motivate and manage their own learning development, including necessary coursework inside and outside the discipline, and the development of their thesis work;</p> <p>Behaviour consistent with academic integrity and social responsibility, as seen through their coursework, their thesis work, and their interactions with students, faculty and the university and civic communities.</p>

The Doctorate in Forensic Psychology extends the skills associated with the Master's degree, and is awarded to students who have demonstrated:

<p>1. Depth of Knowledge</p>	<p>A thorough, substantial and current understanding of the psychological principles and constructs that impact the justice system, including but not limited to:</p> <ul style="list-style-type: none"> • the manner in which psychological principles and constructs are employed to evaluate concepts related to legal proceedings, including interrogations, confessions, and eyewitness testimony; • the manner in which variation in the integrity of psychological constructs (e.g., memory, decision-making, attention, emotion) may impact legal proceedings; • the historical and recent research pertaining to the psychological underpinnings of antisocial behaviour; • an awareness of, and an ability to, independently and critically evaluate, the assumptions that the justice system makes about human behaviour; • a thorough and critical understanding of the impact that burgeoning research (e.g., neuroscience, genetics) is having on the justice system, including the technological, methodological and moral/ethical issues that this research raises.
<p>2. Research & Scholarship</p>	<p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> • support the ability to conceptualize, design and implement research for the generation of new knowledge, applications, or understanding at the forefront of forensic psychology; • support a critical evaluation and interrogation of current research in the field, and an ability to devise potential solutions to complex issues, sometimes requiring the development of novel methodologies; • support the development of a sustained, thorough, and critical argument pertaining to the field of forensic psychology, both orally and in written thesis form. • support the production and submission of original research, or other advanced scholarship, of quality sufficient to satisfy peer review
<p>3. Application of Knowledge</p>	<p>The capacity to:</p> <ul style="list-style-type: none"> • undertake pure and/or applied research at an advanced level • contribute to the development of skills, techniques, tools, practices, ideas, theories, approaches and/or materials relevant to academic, legal or civic communities.
<p>4. Communication Skills</p>	<p>An ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, to a range of audiences;</p>

	An ability to communicate, thoroughly and critically, the theoretical, methodological and analytical details of their thesis work, including its implications for the academic and/or legal communities, orally and in writing, to a range of audiences.
5. Awareness of Limits of Knowledge	A recognition of: <ul style="list-style-type: none"> • the limits of their own knowledge; • the uncertainty inherent within the psychological sciences, which can only predict outcomes with incomplete certainty; • the current limits of knowledge in the discipline as a whole, and the fact that these limits are continuously evolving.
6. Autonomy & Professional Capacity	<p>Qualities and transferable skills necessary to support employment, including the exercise of personal responsibility, accountability and largely autonomous initiative, in both individual and group contexts, and the capacity to make decisions in complex contexts;</p> <p>The intellectual independence to be academically and professionally engaged and current;</p> <p>Ethical behaviour consistent with academic integrity and social responsibility, as seen through their coursework, their thesis work, and their interactions with students, faculty and the university and civic communities;</p> <p>The ability to evaluate the broader implications of applying knowledge to particular contexts.</p>

b. Admission Requirements

The admission requirements for the graduate programs in Forensic Psychology add some components to the general graduate admission requirements. As is common in other psychology programs in the region (e.g., Ryerson University, York University, Queen's University, and the University of Toronto), GRE scores are required. In addition, three letters of reference are required – rather than the standard two – and there is greater specificity in the Statement of Academic Intent. Finally, a writing sample is required.

In addition to the general admission requirements for graduate studies at UOIT that are described in section 4.4.2 of the Graduate Calendar, all applicants to the Forensic Psychology programs must provide the following:

1. A Curriculum Vitae;
2. General and Psychology GRE scores. There is no specified minimum score; however, scores will be factored into admission decisions;
3. Three letters of reference. Academic referees are preferred; however, non-academic referees' letters will be considered, as well;
4. A 2- to 3-page Statement of Academic Intent. This Statement may describe previous research experience (e.g., thesis work, other research projects),

general career aspirations, industry or community experiences, specific research interests, and any experience relevant to these interests. If an applicant has already contacted a potential thesis supervisor (which is highly advised), that should be made known within the Statement;

5. A substantive writing sample. A sample of the applicant's thesis is optimal; an assignment or published work (with the applicant as first author) will suffice if a thesis has not been completed

The entire application portfolio must be submitted by the deadline provided in 4.4.1.1. of the Graduate Calendar.

The Forensic Psychology Graduate Admissions Committee will consider all components of the application when making admission decisions.

For all of the Forensic Psychology programs, applicants with a variety of backgrounds may be admitted as special cases. However, applicants without sufficient disciplinary background may be admitted with additional requirements or as qualifying students.

Master of Science (M.Sc.) in Forensic Psychology

Applicants are expected to have met the requirements stated in section b (Admission Requirements) above and have:

1. completed a four-year undergraduate degree or equivalent in Psychology or a related field (e.g., Neuroscience, Computer Science, Biology, Criminology) at a recognized institution;
2. an overall academic standing of at least a B (GPA: 3.0 on a 4.3 scale);
3. a minimum academic standing of B+ (GPA: 3.3 on a 4.3 scale) in the final two full-time years (four terms) of undergraduate study, including elective courses

Completion of an honours thesis, or comparable research experience, is highly preferred, but not required.

Doctor of Philosophy (Ph.D.) in Forensic Psychology – Direct Entry

Applicants are expected to have met the requirements stated in section b (Admission Requirements) above and have:

1. completed a four-year undergraduate degree or equivalent in Psychology or a related field (e.g., Neuroscience, Computer Science, Biology, Criminology) at a recognized institution;
2. an overall academic standing of at least an A- (GPA: 3.7 on a 4.3 scale);
3. a minimum academic standing of A- (GPA: 3.7 on a 4.3 scale) in the final two full-time years (four terms) of undergraduate study, including elective courses

Completion of an honours thesis or comparable research experience is highly preferred, but not required.

Doctor of Philosophy (Ph.D.) in Forensic Psychology

Applicants are expected to have met the requirements stated in section b (Admission Requirements) above and have:

1. completed the UOIT M.Sc. program in Forensic Psychology or an equivalent research project or thesis-based M.A./M.Sc. program (e.g., Experimental Psychology, Neuroscience, Computer Science, Biology, Criminology) at a recognized institution;
2. a minimum academic standing of A- (GPA: 3.7 on a 4.3 scale) during graduate study

Completion of an honours thesis or comparable research experience is highly preferred, but not required.

Language requirements. The language requirements are the same as those laid out in section 4.4.4 of the Graduate Calendar.

c. Program Structure

Overview. The M.Sc. and Ph.D. programs in Forensic Psychology can be divided in the following subcategories:

Fundamentals in Forensic Psychology. It is essential that students obtain knowledge of core areas in Forensic Psychology. Accordingly, we have developed the following core courses: Aggression; Applied Neuroscience; Cognitive/Affective Neuroscience; Interpersonal Relations and Group Processes; Memory; Psychotherapy; Readings in Classical Psychology; Social Influence; Stereotypes & Prejudice. M.Sc. students will be required to take two courses from the preceding list. Ph.D. students, who have received their M.Sc. from UOIT will be required to take two courses from the list. Direct-entry Ph.D. students will be required to take four courses from the preceding list. Course selections will be made in consultation with the supervisor and Program Director.

Special topics in Forensic Psychology. These courses are what make these programs unique and innovative. They are designed to reflect cutting-edge issues in Forensic Psychology. Students will be required to take courses from the following list: Confessions and Interrogations; Neurobiology of Antisocial Behaviour; Personality and Crime; Psychology and Law Enforcement; Psychology and the Courtroom; Psychology and Contemporary Issues in Youth Justice; Psychopathic Behaviour; Risk Assessment; Sexual Offending; The Child Witness; Wrongful Conviction. M.Sc. students will be required to take two special topics courses. Direct-entry Ph.D. students will be required to take four special topics courses, whereas Ph.D. students who have received their M.Sc. from UOIT will be required to take two of these courses. Course selections will be made in consultation with the supervisor and Program Director.

Statistics and research methods. As is typical in traditional Psychology graduate programs, students will be required to take two methods/statistics courses. All M.Sc. and Direct-entry Ph.D. students will be required to take Advanced Quantitative Methods in their first year in the program. In addition, these students will be required to take one of the following Advanced Research Methods and Statistics courses: Advanced Methods in Neuroscience; Advanced Methods in Qualitative Research; Advanced Multivariate Statistics; Advanced Research Methods; Program Evaluation. Ph.D. students who have degrees from other institutions, but have not previously taken equivalent statistics and research methods courses, may be required to take Advanced Quantitative Methods and Advanced Research Methods and Statistics. These courses will be selected in consultation with the supervisor and Program Director. Advanced Methods in Qualitative Research, Advanced Quantitative Methods, and Program Evaluation are already in the University Calendar. All other courses will be added.

Applied learning opportunities. Consistent with UOIT's mission, these programs puts a high priority on "outcome-focused interdisciplinary research and development that solves social, environmental, health and economic challenges and benefits society as a whole."¹³ Graduate students will gain hands-on experience conducting research as part of their thesis work. As is typical in the field, and graduate studies as a whole, students will be required to produce a thesis. M.Sc. and Ph.D. students will enrol in the Master's Research and Ph.D. Research courses, respectively, in every year that they are in the program. At the conclusion of the M.Sc. and Ph.D. programs, students will be expected to produce and defend a written thesis. In addition, it is essential that graduate students have practical experience presenting, critiquing, and designing studies with research colleagues. To achieve this objective, graduate students and faculty members will attend Professional Seminars to discuss topics related to their areas of study, with a particular emphasis on design issues. M.Sc. students will be required to take this course twice a year for every year that they are in the program. Ph.D. students will be required to take the course for the first three years that they are in the program.

In addition, we have developed two courses to ensure that students will gain practical skills so that they can succeed on the job market and in independent positions post-graduation. Students who are in the second-to-last year of the Ph.D. program will be required to take a Professional Development course. This course will assist students with navigating their professional development from graduate student to independent junior scholar in academia, non-for-profit research, or industry research. Students will also have the opportunity to engage in professional development in the field by taking the Forensic Psychology Practicum. If they so choose, students will be able to engage in fieldwork within an organization in lieu of taking one Special Topics course. Currently, there are over 40 organizations (e.g., Durham Rape Crisis Centre; Durham Region Crown Attorney's Office; Durham Regional Police Service; Ontario Ministry of Community, Safety and Correctional Services, Parole and Probation Officers; Ontario Shores Centre for Mental Health Services) that have partnered with UOIT to provide practicum opportunities at the undergraduate level; graduate students will also have access to these organizations as part of the Forensic Psychology Practicum. Thus, this experiential learning opportunity will

¹³ Information taken from UOIT's website, September 26, 2012

allow students to gain valuable workplace skills and knowledge while making positive inroads in surrounding communities.

Moreover, there will be several opportunities for graduate students to develop their teaching skills. All graduate students will be strongly encouraged to serve as guest lecturers in undergraduate Forensic Psychology courses. A portion of the Proseminars and Professional Development class will be devoted to effective teaching. Many of our graduate students will be employed as Teaching Assistants and will therefore gain relevant skills and experience in these capacities. We will encourage the students to complete the UOIT Teaching and Learning Centre's Teaching Certificate program. This professional development program allows students to attend a series of workshops and seminars related to teaching (e.g., "Effective Questioning"; "Teaching Large Classes") and complete reflection assignments that focus on skills and ideas related to teaching. Students who successfully complete the program and the Candidacy Exam will be eligible to teach undergraduate courses in Forensic Psychology. In turn, they will be better prepared for the academic job market.

Calendar copy.

Section 14: Graduate programs offered by the Faculty of Social Science and Humanities

14.1 Contact information

Faculty of Social Science and Humanities

University of Ontario Institute of Technology (UOIT)

55 Bond Street

Oshawa, Ont. L1G 1B1

Canada

T: 905.721.3234

F: 905.721.3372

E: tbd@uoit.ca

www.socialscienceandhumanities.uoit.ca

14.2 Programs

The following graduate programs will be offered:

- Master of Science in Forensic Psychology (M.Sc.)
- Doctor of Philosophy in Forensic Psychology (Ph.D.) – Direct entry
- Doctor of Philosophy in Forensic Psychology (Ph.D)

14.3 Graduate faculty

Shahid Alvi, BA, MA, PhD

Nawal Ammar, BSc (Hons), MSc, PhD

Carla Cesaroni, BA, MA, PhD
Kimberley Clow, BA, MA, PhD
Brian Cutler, BA, MA, PhD
Steven Downing, BA, MS, PhD
Sean Forrester, BSc, MSc, PhD
Judith Grant, BA, MA, PhD
Leigh Harkins, BSc, MA, PhD
Ronald Hinch, BA, MA, PhD
Amy Leach, BA, MA, PhD
Hélène LeBlanc, BSc, MSc, PhD
Thomas McMorrow, LLB, LLM, DCL
Natalie Oman, BA, MA, PhD, JDur
Deborah Saucier, BSc, MSc, PhD
Matthew Shane, BA, MA, PhD
Phillip Shon, BA, MA, MA, PhD
Andrea Slane, BA, PhD, JD
Arshia Zaidi, BA, MA, PhD

14.4 Program information

The M.Sc. and Ph.D. in Forensic Psychology combine disciplinary and specialized study in Forensic Psychology, study in research methods and statistics, and applied learning experiences to prepare students to work in a variety of settings. Specifically, the programs will prepare students for careers related to research and/or teaching in College and University settings, research and practice in behavioural science crime units within law enforcement, research in correctional facilities, research in mental health institutions, research in hospital settings, design and evaluation of community programs, administration in provincial and federal programs, behavioural science and statistical research in government organizations, research in justice-related institutes, research in the pharmaceutical industry, research in the educational entertainment industry, advertising and marketing, and trial consulting. The program will also allow professionals (e.g., law enforcement officials) to advance in their current fields.

14.5 Admission requirements

Admission is competitive and occurs once per year. The specific average or standing required for admission varies from year to year. Students are selected by taking into consideration a wide range of criteria, including grades, distribution of courses taken, GRE scores, statements of academic intent, reference letters, research interests, and supervisor and funding availability. Possession of the minimum requirements does not guarantee acceptance. Preference will be given to applicants with the best qualifications. However, the Forensic Psychology Graduate Admissions Committee will consider all components of the application when making admission decisions. Students will be assigned to research supervisors at the time of admission.

In addition to the general admission requirements for graduate studies at UOIT that are described in section 4.4.2 of the Graduate Calendar, all applicants to the Forensic

Psychology programs must provide the following:

1. A Curriculum Vitae;
2. General and Psychology GRE scores. There is no specified minimum score; however, scores will be factored into admission decisions;
3. Three letters of reference. Academic referees are preferred; however, non-academic referees' letters will be considered, as well;
4. A 2- to 3-page Statement of Academic Intent. This Statement may describe previous research experience (e.g., thesis work, other research projects), industry or community experiences, general career aspirations, specific research interests, and any experience relevant to these interests. If an applicant has already contacted a potential thesis supervisor (which is highly advised), that should be made known within the Statement;
5. A substantive writing sample. A sample of the applicant's thesis is optimal; an assignment or published work (with the applicant as first author) will suffice if a thesis has not been completed

The entire application portfolio must be submitted to the Office of Graduate Studies by the deadline provided in 4.4.1.1. of the Graduate Calendar.

For all of the Forensic Psychology programs applicants with a variety of backgrounds may be admitted as special cases. However, applicants without sufficient disciplinary background may be admitted with additional requirements or as qualifying students.

Master of Science (M.Sc.) in Forensic Psychology

Applicants are expected to have met the requirements stated in section b (Admission Requirements) above and have:

1. completed a four-year undergraduate degree or equivalent in Psychology or a related field (e.g., Neuroscience, Computer Science, Biology, Criminology) at a recognized institution;
2. an overall academic standing of at least a B (GPA: 3.0 on a 4.3 scale);
3. a minimum academic standing of B+ (GPA: 3.3 on a 4.3 scale) in the final two full-time years (four terms) of undergraduate study, including elective courses

Completion of an honours thesis, or comparable research experience, is highly preferred, but not required.

Both students with Bachelor of Arts degrees and students with Bachelor of Science degrees are encouraged to apply.

Doctor of Philosophy (Ph.D.) in Forensic Psychology – Direct Entry

Applicants are expected to have met the requirements stated in section b (Admission Requirements) above and have:

1. completed a four-year undergraduate degree or equivalent in Psychology or a related field (e.g., Neuroscience, Computer Science, Biology, Criminology) at a recognized institution;
2. an overall academic standing of at least an A- (GPA: 3.7 on a 4.3 scale);
3. a minimum academic standing of A- (GPA: 3.7 on a 4.3 scale) in the final two full-time years (four terms) of undergraduate study, including elective courses

Completion of an honours thesis or comparable research experience is highly preferred, but not required.

Both students with Bachelor of Arts degrees and students with Bachelor of Science degrees are encouraged to apply.

Doctor of Philosophy (Ph.D.) in Forensic Psychology

Applicants are expected to have met the requirements stated in section b (Admission Requirements) above and have:

1. completed the UOIT M.Sc. program in Forensic Psychology or an equivalent research project or thesis-based M.A./M.Sc. program (e.g., Experimental Psychology, Neuroscience, Computer Science, Biology, Criminology) at a recognized institution;
2. a minimum academic standing of A- (GPA: 3.7 on a 4.3 scale) during graduate study

Completion of an honours thesis or comparable research experience is highly preferred, but not required.

Language requirements. The language requirements are the same as those laid out in section 4.4.4 of the Graduate Calendar.

14.6 Degree requirements

Each year, prior to course registration, the order and timing of course offerings will be released by the Faculty and communicated to students. For course descriptions, see Appendix A.

Courses offered by other faculties at UOIT or other universities can only be taken for credit according to policies set out in sections 4.4.3 and 4.5.10 of the Graduate Calendar.

Master of Science (M.Sc.) in Forensic Psychology

To be eligible for the M.Sc. degree in Forensic Psychology, students must successfully complete six three-credit courses, including SSCI 5010G Advanced Quantitative Methods – Graduate, one Advanced Research Methods and Statistics course, two Fundamentals courses, two Special Topics courses. Students must enrol in PSYC

5920G Professional Seminar twice a year for the duration of the program. Students are expected to advance their research program in every term. Research progress – including literature review, study design, thesis proposal, data collection, data analysis, and thesis writing – is evaluated every term in research progress reports, as provided for in regulation 4.5.15.3 of the Graduate Calendar. At the conclusion of the program, students must successfully write and defend a thesis (PSYC 5920G Master's Thesis – 12 credits). In accordance with section 4.5.15.4 of the Graduate Calendar, students will be required to maintain a minimum of B-minus in all graded components of the program, as well as satisfactory research progress, to be considered in clear standing.

Summary.

SSCI 5010G Advanced Quantitative Methods – Graduate (3 cr.)
 1 Advanced Research Methods and Statistics Course (3 cr.)
 2 Fundamentals in Forensic Psychology Course (6 cr.)
 2 Special Topics in Forensic Psychology Course (6 cr.)
 4 PSYC 5920G Professional Seminar (0 cr.)
 PSYC 5910G Master's Thesis (12 cr.)

Doctor of Philosophy (Ph.D.) in Forensic Psychology – Direct Entry

For administrative purposes, students will be classified as Master's students for the first year of the program. However, after this first year, they will automatically be moved into the second year of the Ph.D. program. Because students are admitted directly into the Ph.D. program section 4.4.2.1 of the Graduate Calendar does not apply.

To be eligible for the Ph.D. in Forensic Psychology – Direct Entry, students must successfully complete eleven three-credit courses, including SSCI 5010G Advanced Quantitative Methods – Graduate, one Advanced Research Methods and Statistics course, four Fundamentals courses, four Special Topics courses, and PSYC 6940G Professional Development. Typically, the Professional Development course will be taken in the fourth year of the program. Students must also enrol PSYC 5920G Professional Seminar twice a year for the first three years in the program. In addition, students must complete the Candidacy Exam. Research progress – including literature review, study design, thesis proposal, data collection, data analysis, and thesis writing – is evaluated every term in research progress reports, as provided for in regulation 4.5.15.3 of the Graduate Calendar. At the conclusion of the program, students must successfully write and defend their thesis (PSYC 6910G Ph.D. Thesis – 40 credits). The minimum time to completion for this program is three years. In accordance with section 4.5.15.4 of the Graduate Calendar, students will be required to maintain a minimum of B-minus in all graded components of the program, as well as satisfactory research progress, to be considered in clear standing.

Summary.

SSCI 5010G Advanced Quantitative Methods – Graduate (3 cr.)
 1 Advanced Research Methods and Statistics Course (3 cr.)
 4 Fundamentals in Forensic Psychology Course (12 cr.)
 4 Special Topics in Forensic Psychology Course (12 cr.)

6 PSYC 5920G Professional Seminar (0 cr.)
 PSYC 6940G Professional Development (3 cr.)
 PSYC 6910G Ph.D. Thesis (40 cr.)

The candidacy exam. The candidacy exam in the Forensic Psychology Ph.D. program consists of some combination of timed, written questions, take-home review papers, and oral exams. The Candidacy Exam takes place within a four-week period and is made available in the Fall, Winter, and Spring terms, as needed by students. The committee structure and evaluation of this exam is governed by the general regulation for candidacy exams in section 4.8.1 of the Graduate Calendar.

Doctor of Philosophy (Ph.D.) in Forensic Psychology

To be eligible for the Ph.D. in Forensic Psychology, students must successfully complete 55 credit hours. Students must complete five three-credit courses, including two Fundamentals courses, two Special Topics courses, and PSYC 6940G Professional Development. Typically, the Professional Development course will be taken in the third year of the program. Students must also enrol PSYC 5920G Professional Seminar twice a year for the first three years in the program. Research progress – including literature review, study design, thesis proposal, data collection, data analysis, and thesis writing – is evaluated every term in research progress reports, as provided for in regulation 4.5.15.3 of the Graduate Calendar. In addition, students must complete the Candidacy Exam. At the conclusion of the program, students must successfully write and defend their thesis (PSYC 6910G Ph.D. Thesis – 40 credits). In accordance with section 4.5.15.4 of the Graduate Calendar, students will be required to maintain a minimum of B-minus in all graded components of the program, as well as satisfactory research progress, to be considered in clear standing.

Summary.

2 Fundamentals in Forensic Psychology Course (6 cr.)
 2 Special Topics in Forensic Psychology Course (6 cr.)
 6 PSYC 5920G Professional Seminar (0 cr.)
 PSYC 6940G Professional Development (3 cr.)
 PSYC 6910G Ph.D. Thesis (40 cr.)

The candidacy exam. The candidacy exam in the Forensic Psychology Ph.D. program consists of some combination of timed, written questions, take-home review papers, and oral exams. The Candidacy Exam takes place within a four-week period and is made available in the Fall, Winter, and Spring terms, as needed by students. The committee structure and evaluation of this exam is governed by the general regulation for candidacy exams in section 4.8.1 of the Graduate Calendar.

14.7 Course listing

Advanced Research Methods and Statistics¹⁴:

- HLSC 5119G Program Evaluation (3 cr.)
- PSYC 5020G Advanced Methods in Neuroscience (3 cr.)
- PSYC 5030G Advanced Multivariate Statistics (3 cr.)
- PSYC 5040G Advanced Research Methods (3 cr.)
- SSCI 5060G Advanced Methods in Qualitative Research (3 cr.)

Fundamentals in Forensic Psychology:

- PSYC 5110G Aggression (3 cr.)
- PSYC 5120G Applied Neuroscience (3 cr.)
- PSYC 5130G Cognitive/Affective Neuroscience (3 cr.)
- PSYC 5140G Interpersonal Relations and Group Processes (3 cr.)
- PSYC 5150G Memory (3 cr.)
- PSYC 5160G Psychotherapy (3 cr.)
- PSYC 5170G Readings in Classical Psychology (3 cr.)
- PSYC 5180G Social Influence (3 cr.)
- PSYC 5190G Stereotypes & Prejudice (3 cr.)

Special Topics in Forensic Psychology:

- PSYC 5510G Confessions and Interrogations (3 cr.)
- PSYC 5520G Neurobiology of Antisocial Behaviour (3 cr.)
- PSYC 5540G Personality and Crime (3 cr.)
- PSYC 5550G Psychology and Law Enforcement (3 cr.)
- PSYC 5560G Psychology and the Courtroom (3 cr.)
- PSYC 5570G Psychology and Contemporary Issues in Youth Justice (3 cr.)
- PSYC 5580G Psychopathic Behaviour (3 cr.)
- PSYC 5590G Risk Assessment (3 cr.)
- PSYC 5600G Sexual Offending (3 cr.)
- PSYC 5610G The Child Witness (3 cr.)
- PSYC 5620G Wrongful Conviction (3 cr.)
- PSYC 5630G Forensic Psychology Practicum (3 cr.)

Other Required Courses

- PSYC 5910G Master's Thesis (12 cr.)
- PSYC 6910G Ph.D. Thesis (40 cr.)
- PSYC 5920G Professional Seminar (0 cr.)
- PSYC 6940G Professional Development (3 cr.)

Intellectual Quality of the Student Experience. Several mechanisms are in place to ensure intellectual quality. All of the courses will be approved by UOIT's curriculum process; thus, UOIT's quality assurance standards will be met. In addition, the Forensic Psychology faculty members have distinguished research records, as evidenced by peer-reviewed publications and other quality indicators (e.g., external funding records). Thus,

¹⁴ Students who take more than one of these courses will have the additional course(s) counted toward their "Fundamentals of Forensic Psychology" requirements.

students will be immersed in an excellent research environment. Coursework (e.g., professional seminars) and involvement in thesis research will also provide students with applied learning experience that is of high intellectual quality. As indicated in Table 2, all activities will yield specific learning outcomes.

Table 2. Expected learning outcomes by course/activity.

COURSE/ACTIVITY	LEARNING OUTCOMES^a
Advanced Methods in Neuroscience	2, 3, 4
Advanced Multivariate Statistics	2, 3, 4
Advanced Quantitative Methods – Graduate	2, 3, 4
Advanced Research Methods	2, 3, 4
Aggression	1, 2, 3, 4
Applied Neuroscience	1, 2, 3, 4
Cognitive/Affective Neuroscience	1, 2, 3, 4
Confessions and Interrogations	1, 2, 3, 4
Forensic Psychology Practicum	1, 3, 4, 5, 6
Interpersonal Relations and Group Processes	1, 2, 3, 4
Memory	1, 2, 3, 4
M.Sc. Research	2, 3, 4, 5, 6
M.Sc. Thesis	2, 3, 4, 5, 6
Neurobiology of Antisocial Behaviour	1, 2, 3, 4
Personality and Crime	1, 2, 3, 4
Candidacy Exam	1, 2, 3, 4, 5
Ph.D. Research	2, 3, 4, 5, 6
Ph.D. Thesis	2, 3, 4, 5, 6
Professional Development	4, 6
Professional Seminar	2, 3, 4, 5
Psychology and Law Enforcement	1, 2, 3, 4
Psychology and the Courtroom	1, 2, 3, 4
Psychology and Contemporary Issues in Youth Justice	1, 2, 3, 4
Psychopathic Behaviour	1, 2, 3, 4
Psychotherapy	1, 2, 3, 4
Readings in Classical Psychology	1, 2, 3, 4
Risk Assessment	1, 2, 3, 4
Sexual Offending	1, 2, 3, 4
Social Influence	1, 2, 3, 4
Stereotypes & Prejudice	1, 2, 3, 4
The Child Witness	1, 2, 3, 4
Wrongful Conviction	1, 2, 3, 4

- ^a 1: Depth of knowledge
 2: Research and scholarship
 3: Application of knowledge
 4: Communication skills
 5: Awareness of limits of knowledge
 6: Autonomy and professional capacity

d. Program Content

In Appendix A, we have included new course proposals and sample outlines for the following courses: Advanced Methods in Neuroscience; Advanced Multivariate Statistics; Advanced Research Methods; Aggression; Applied Neuroscience; Cognitive/Affective Neuroscience; Confessions and Interrogations; Forensic Psychology Practicum; Interpersonal Relations and Group Processes; Memory; M.Sc. Thesis; Neurobiology of Antisocial Behaviour; Personality and Crime; Ph.D. Thesis; Professional Development; Professional Seminar; Psychology and Law Enforcement; Psychology and the Courtroom; Psychology and Contemporary Issues in Youth Justice; Psychopathic Behaviour; Psychotherapy; Readings in Classical Psychology; Risk Assessment; Sexual Offending; Social Influence; Stereotypes & Prejudice; The Child Witness: Wrongful Conviction.

3. RESOURCE REQUIREMENTS

a. Faculty Members

Core faculty. The faculty members who will be involved in the graduate programs are full-time, tenure-track or tenured members of the university staff. Table 2 lists the faculty members by rank, field, home unit, and supervisory privileges. All of these faculty members have research and teaching records that qualify them to participate actively in the supervision of master's and doctoral students. The first eleven faculty members (Alvi through Saucier) are well-positioned to be primary supervisors. Most of these faculty members have graduate training in Psychology (Clow, Cutler, Harkins, Leach, Shane, Saucier), as will the new faculty members to be hired for Fall 2013 (listed as TBA). Other faculty members (Alvi, Ammar, Cesaroni, Shon) are trained in related disciplines (e.g., Anthropology, Criminology) and collaborate on interdisciplinary Forensic Psychology research. Dr. Forrester is trained in neuroscience. The remaining faculty members listed in Table 3 (Downing through Zaidi) are faculty members trained in related social sciences (Downing, Grant, Hinch, Zaidi), law (McMorrow, Oman, Slane), and forensic science (LeBlanc). These faculty members do not have Forensic Psychology research agendas or collaborations as of this writing, but they are interested in potential collaborations, can help educate our students about other important disciplines, and are well-qualified to serve on supervisory committees and teach graduate courses. The Curricula Vitae for all faculty members are provided in Volume II of this submission.

Table 3. Faculty members by rank, home unit, and supervisory privileges.

NAME	RANK	HOME UNIT ^a	SUPERVISORY PRIVILEGES
Dr. Shahid Alvi	PROFESSOR	FSSH	FULL
Dr. Nawal Ammar	PROFESSOR	FSSH	FULL
Dr. Carla Cesaroni	ASSOCIATE	FSSH	FULL
Dr. Kimberley Clow	ASSOCIATE	FSSH	FULL
Dr. Brian Cutler	PROFESSOR	FSSH	FULL
Dr. Sean Forrester	ASSOCIATE	FS	FULL
Dr. Leigh Harkins	ASSISTANT	FSSH	FULL
Dr. Amy-May Leach	ASSISTANT ^b	FSSH	FULL
Dr. Deborah Saucier	PROFESSOR	FS	FULL
Dr. Matthew Shane	ASSISTANT	FSSH	FULL

NAME	RANK	HOME UNIT ^a	SUPERVISORY PRIVILEGES
Dr. Phillip Shon	ASSOCIATE	FSSH	FULL
TBA ^c	TBA	FSSH	FULL
TBA ^c	TBA	FSSH	FULL
Dr. Steven Downing	ASSISTANT	FSSH	CO-SUPERVISION
Dr. Judith Grant	ASSISTANT ^b	FSSH	CO-SUPERVISION
Dr. Ronald Hinch	PROFESSOR	FSSH	CO-SUPERVISION
Dr. Hélène LeBlanc	ASSISTANT	FS	CO-SUPERVISION
Dr. Thomas McMorro	ASSISTANT	FSSH	CO-SUPERVISION
Dr. Natalie Oman	ASSISTANT	FSSH	CO-SUPERVISION
Dr. Andrea Slane	ASSOCIATE	FSSH	CO-SUPERVISION
Dr. Arshia Zaidi	ASSISTANT ^b	FSSH	CO-SUPERVISION

^a FS: Faculty of Science; FSSH: Faculty of Social Science & Humanities

^b Currently up for tenure and promotion to Associate Professor

^c We are in the process of hiring two new professors in Forensic Psychology this year.

Supervisory experience.

Table 4. Supervision records by faculty member.

NAME	COMPLETED			CURRENT		
	MASTER'S	PH.D.	PDF ^a	MASTER'S	PH.D.	PDF
Dr. Shahid Alvi	4	0	0	1	0	0
Dr. Nawal Ammar	31	9	0	0	0	0
Dr. Carla Cesaroni	2	0	0	2	0	0
Dr. Kimberley Clow	2	0	0	2	0	0
Dr. Brian Cutler	11	5	0	1	0	0
Dr. Sean Forrester	3	1	0	2	1	0
Dr. Leigh Harkins	20	0	5	2	6	6
Dr. Amy-May Leach	1	0	0	1	0	0
Dr. Deborah Saucier	8	5	2	1	0	0
Dr. Matthew Shane	2	1	1	0	0	0
Dr. Phillip Shon	6	0	0	3	0	0
TBA	-	-	-	-	-	-
TBA	-	-	-	-	-	-
Dr. Steven Downing	0	0	0	0	0	0
Dr. Judith Grant	0	0	0	2	0	0
Dr. Ronald Hinch	28	0	0	3	0	0
Dr. Hélène LeBlanc	0	0	0	3	0	0
Dr. Thomas McMorro	0	0	0	0	0	0
Dr. Natalie Oman	3	0	0	0	0	0
Dr. Andrea Slane	5	0	0	1	0	0
Dr. Arshia Zaidi	0	0	0	2	0	0

^a Postdoctoral Fellow

Mentorship of thesis supervisors will take place in the following ways. First, the faculty will structure a supervisory brownbag series in which – during monthly meetings – faculty members discuss issues related to supervision. This brownbag series will be beneficial to both inexperienced and experienced thesis advisors. Second, inexperienced thesis advisors will have the option to serve on thesis committees before supervising. Third, inexperienced thesis advisors will have the option of co-supervising a thesis with a more experienced supervisor to gain experience. Fourth, an inexperienced thesis advisor will have the option of having a single experienced FSSH thesis advisor assigned as a mentor

throughout a full cycle of the thesis supervision process so that the inexperienced thesis supervisor as a “go to” person for advice. These mentoring options will be offered to faculty at the time they are granted Graduate Faculty status.

Research records.

Table 5. Publication records at UOIT by year and outlet.

YEAR	FACULTY MEMBERS ^a	ARTICLES ^b	BOOKS	BOOK CHAPTERS	REPORTS ^c	CONFERENCE PRESENTATIONS
2007	8	10	0	2	2	10
2008	11	8	2	4	3	20
2009	11	12	1	6	3	23
2010	15	18	1	3	2	24
2011	17	15	2	7	2	31
2012 ^d	17	30	4	11	0	16

^a Number of faculty members at UOIT.

^b Peer-reviewed journal articles

^c Reports for government agencies and community organizations

^d Year-to-date

Table 6. Publication records, regardless of affiliation, by year and outlet.

YEAR	ARTICLES ^a	BOOKS	BOOK CHAPTERS	REPORTS ^b	CONFERENCE PRESENTATIONS
2007	26	1	4	4	21
2008	20	3	4	5	28
2009	14	2	8	4	26
2010	25	1	4	2	26
2011	19	2	7	3	39
2012 ^c	31	4	11	0	16

^a Peer-reviewed journal articles

^b Reports for government agencies and community organizations

^c Year-to-date

Funding records. Excluding new hires (Harkins, Shane, and TBA), more than half of the faculty currently have Tri-council (e.g., SSHRC, NSERC) or other government funding (e.g., NSF). It is expected that this number will increase as the current and new faculty secure funding from, the sources listed in Table 4.

Table 7. Research funding at UOIT by source and year.

YEAR ^a	FACULTY MEMBERS ^b	CANADIAN GRANTING COUNCILS ^c	CANADIAN GOVERNMENT ^d	INTERNATIONAL GOVERNMENT ^e	OTHERS ^f
2007	8	191,258	0	0	0
2008	11	0	0	0	3,000
2009	11	999,999	96,126	90,000	0
2010	15	754,929	0	5,000	9,500
2011	17	233,124	25,000	0	202,000
2012 ^f	17	80,000	18,939	36,076	34,500

^a Year that the grant was received. For multi-year grants (e.g., SSHRC), the total amount of the

award is listed in the year that the application was funded. In cases in which the researcher was not affiliated with UOIT when funding was granted, the amount remaining on the grant is listed in the year that the researcher began at UOIT.

^b Number of faculty members at UOIT. Only faculty members' accomplishments while at UOIT have been listed.

^c CIHR, NSERC, SSHRC

^d Privacy Commissioner, Public Safety, Public Works

^e NATO, NSF, U.S. Department of Justice

^f Alberta Sepsis Network, American Psychology-Law Society, Internal SSHRC

^g Year-to-date

Table 8. Research funding, regardless of affiliation, by source and year.

YEAR ^a	CANADIAN GRANTING COUNCILS ^b	CANADIAN GOVERNMENT ^c	INTERNATIONAL GOVERNMENT ^d	OTHERS ^e
2007	1,009,277	226,170	0	84,830
2008	0	0	96,450	34,577
2009	999,999	96,126	559,333	500,000
2010	964,929	0	3,082,225	27,200
2011	23,124	25,000	0	217,698
2012 ^f	80,000	18,939	63,569	53,350

^a Year that the grant was received. For multi-year grants (e.g., SSHRC), the total amount of the award is listed in the year that the application was funded.

^b CFI, CIHR, NSERC, SSHRC

^c Privacy Commissioner, Province of Alberta, Public Safety, Public Works

^d NATO, NIDA, NIMH, NSF, U.K. Economic and Social Research Council, U.K. Ministry of Justice, U.S. Department of Energy, U.S. Department of Justice

^e Alberta Sepsis Network, American Psychology-Law Society, Association for the Treatment of Sexual Abusers, Esmee Fairbairn Foundation, Geese Theatre Company, Heart and Stroke Foundation of Canada, Higher Education Academy Psychology Network, Internal SSHRC, National Organisation for the Treatment of Abuser, West Midlands Probation Service

^f Year-to-date

Teaching strengths. Collectively, the faculty members have extensive experience supervising undergraduates, graduate students, and post-doctoral fellows (see Table 3). In addition, members have taught many of the graduate courses that make up the proposed programs, including Advanced Quantitative Methods, Advanced Methods in Qualitative Research, and Professional Seminar. At the undergraduate and graduate levels, faculty members have also taught courses relevant to the proposed program, such as Advanced Neuropsychology, Children, Psychology, and the Law, Forensic Psychology, Police Practices and Problems, Psychological Explanations of Criminal Behaviour, Research Methods, and Writing for the Social Sciences. A number of faculty members have furthered their professional development by taking courses on Teaching and Learning in Higher Education. Moreover, faculty members' teaching accomplishments have been formally recognized by the university. For example, one faculty member received UOIT's Excellence in Teaching Award; another won the Faculty of Social Science & Humanities Teaching Award. In sum, the faculty members have the teaching qualifications necessary to instruct M.Sc. and Ph.D. students in the proposed programs.

Other notable accomplishments. Faculty members also have a number of other notable accomplishments in the areas of research, teaching and service. For

example, multiple members have served as:

- Editors of journals or been members of Editorial Boards
- Chairs of Research Ethics Boards
- Directors of Graduate Programs
- Expert Witnesses in Canada and the U.S.
- Consultants to police departments in Canada, the U.S., Turkey, and the U.A.E
- Consultants to the United Nations Economic and Social Committee
- Members of non-governmental organizations (e.g., those that deal with terrorism and extremism)

New faculty requirements. The faculty members who are listed in Table 2 have the expertise required to cover all of the courses in both programs. In addition, it is expected that several additional faculty members will be hired within the next two years. The Faculty of Science has proposed a new B.Sc. in Integrative Neurobiology. Once that is approved, there may be two additional Neuroscientists will be hired who could be eligible to teach courses and supervise students in the proposed M.Sc. and Ph.D. programs. As noted above, the Faculty of Social Science & Humanities is in the process of hiring two new Forensic Psychologists; they are currently reviewing applications. In addition, it is expected that there will be at least one additional Forensic Psychologist hired within the next year. Both of these individuals will have full teaching and supervisory privileges in the programs.

b. Additional Academic and Non-academic Human Resources

The Faculty of Social Science & Humanities currently has two Senior Academic Advisors, two additional Academic Advisors, two Practicum Co-ordinators, one Practicum Assistant, four Administrative Assistants, one Receptionist, one Executive Assistant, and one Budget and Planning Officer. The Bachelor of Arts in Forensic Psychology proposal already requested additional human resources, such as an additional Receptionist and a Laboratory Manager. With this wealth of human resources, we do not foresee the immediate need for any additional resources in this area.

One of the Faculty of Social Science & Humanities' Administrative Assistants is already dedicated to graduate student issues. She works closely with the Graduate Program Director in our faculty, assisting with everything from the process of reviewing potential applicants to the submission of a graduate student's final thesis document. Her success and experience with the faculty's Criminology M.A. will be invaluable to graduate students in the proposed programs, as well. The first two years of the program will be supported by existing Administrative staff. We have projected the need for a half-time Administrative Assistant starting in the third year of the program (see Table 11).

The additional receptionist and lab manager — requested for the Bachelor of Arts in Forensic Psychology — will also assist future graduate students. The lab manager, in particular, will facilitate undergraduate and graduate research. The lab manager will be able to coordinate shared equipment, organize schedules and access to shared space, provide training to new graduate students regarding laboratory protocols and research

software, and manage the existing Participant Pool. This will assist graduate students in their ability to conduct research at UOIT and to be able to engage in research earlier in their studies.

c. Physical Resource Requirements

The proposal for the Bachelor of Arts in Forensic Psychology – which was approved two years ago – requested laboratory space, office space, and office support for 7 faculty members. The existing psychology laboratories already contain computer work-stations, videotaping technology, and other standard laboratory equipment. For example, currently, Forensic Psychology has more than 7,500 square feet of laboratory space. Thus, there will be ample resources to accommodate graduate student research. We do not foresee additional needs in these areas for the proposed graduate program.

Space	Current (SqM)
Laboratory	399
Office	83
Office Support	41
Total	522

Existing library resources. The goal of the UOIT Libraries is to enrich the research, teaching, study, and conversation of the University by providing exceptional library and information services and facilities to support all academic programs.

The UOIT Library system consists of four locations – North Oshawa, Social Science and Humanities, Education, and Whitby-Durham College. Each site provides individual and group study spaces, print and media collections targeted to the local audience, in-person reference and discipline specific classes, reserves, intercampus and interlibrary loans, and photocopiers and printers.

Currently (October 2012), over 110,000 books are provided collectively by the UOIT Library system. Patrons can visit locations in person or they can take advantage of intercampus borrowing services. Through the library's website www.uoit.ca/library, both on and off campus via student, faculty or staff number and secure password, members of the UOIT community have access to 696,500 e-books and 46,000 full text electronic journals. In addition, librarians are available in person, through e-mail and through virtual reference to assist patrons navigate through the information environment.

An interlibrary loan service is also provided so UOIT students can acquire materials from other libraries and organizations free of charge. Similarly, there is a reciprocal borrowing agreement with other Canadian university libraries that allows UOIT students, staff and faculty to borrow resources in person from these institutions. Materials can be returned to the UOIT library for forwarding to the lending library.

The UOIT Libraries have had excellent support from administration over the institution's ten year history. As outlined in section 4.b of this proposal, current resources are more than adequate to support the launch of the M.Sc. and Ph. D in Forensic

Psychology. Pending program approval and funding, the addition of Cognet, an MIT database that will enhance UOIT's coverage from a scientific psychological perspective is a distinct possibility. The Library looks forward to serving a new cohort of faculty and students.

Current computer resources. There are no specific computer requirements for this program. All teaching assistants are provided with laptop computers, and desktop computers are available for use by graduate students in the laboratories, library and the learning commons. Classrooms and learning spaces at the campus are fully networked and feature full multimedia support. The latest wireless technology is available in all main public areas of the campus. Offices and research spaces are also wired for access to UOIT's network.

d. Student Support Requirements

The current minimum support levels are \$16,000 per year for master's students and \$18,000 per year for doctoral students. UOIT will strive to increase its support levels to \$17,000 per year for domestic M.Sc. students, \$18,000 per year for international M.Sc. students, \$20,000 per year for domestic Ph.D. students, and \$21,000 for international Ph.D. students. In practice, students have received more than the minimum level of funding. For example, the average internal funding for Ph.D. students is over \$22,000 per year.

Funding will come from a variety of sources, including:

- External awards directly to students (e.g., SSHRC, NSERC, OGS)
- Graduate research awards and research assistantships from external grants to faculty members (e.g., SSHRC, NSERC, NIH, other external agencies)
- Teaching Assistantships (FSSH regularly has substantial needs for TAs to support the undergraduate programs)
- Internal scholarships offered by the university for students with high entering averages
- Provincial Loan Programs.

Normally, funding will not be provided to part-time M.Sc. students who are working full-time and unavailable for teaching and research assistance.

UOIT's Financial Aid and Awards Office offers a range of financial services, including financial counselling, to students.

In addition, graduate students will be strongly encouraged to attend and present their research at professional conferences as part of their professional development. The faculty mentor graduate students on how to get the most out of conference and review practice presentations prior to the conferences. In support of this effort, the Faculty of Social Sciences and Humanities provides conference funding support through its Student Enhancement Fund. Each semester, graduate students are eligible to apply for \$500 to \$1000 in support for travel to professional conferences. Students write proposals for

funding, and their proposals are evaluated by a faculty committee (the proposal and review were implemented as a relevant pedagogical experience for graduate students). Each year, graduate students have been successful in obtaining funding to attend relevant professional conferences (e.g., American Psychology-Law Society, American Society of Criminology). The dean's office annually reviews the amount available for conference funding based on annual budget considerations. In addition, individual faculty members support their students' conference travel through external grants and internal professional development funds.

4. BUSINESS PLAN

a. Statement of Funding Requirements

Table 9. Projected graduate intake and enrolment for M.Sc. and Ph.D. programs by year.

YEAR	ENROLMENT									
	M.Sc. 1	M.Sc. 2	M.Sc. TOTAL	Ph.D. 1	Ph.D. 2	Ph.D. 3	Ph.D. 4	Ph.D. 5	Ph.D. TOTAL	TOTAL ENROLMENT
2013/2014	2	0	2	4	0	0	0	0	4	6
2014/2015	2	2	4	4	3	0	0	0	7	11
2015/2016	2	2	4	4	4	3	0	0	11	15
2016/2017	2	2	4	4	4	4	3	0	15	19
2017/2018	2	2	4	4	4	4	4	3	19	23

Table 10. Grant funding calculations by program.

	M.Sc.	Ph.D.
Grant per FTE ^a	\$ 14,795.00	\$ 25,659.00
Tuition - First Year ^{b,c}	\$ 8,093.00	\$ 8,093.00
Tuition - Second Year	\$ 8,014.00	\$ 8,014.00
Total Revenue - Year 1	\$ 22,888.00	\$ 33,752.00
Total Revenue - Year 2	\$ 22,809.00	\$ 33,673.00

^a Full-time Graduate enrolments are funded based on the grant values provided

^b Full-time students are considered to be taking courses in each of 3 terms (Fall, Winter and Summer)

^c Tuition calculations are based on current tuition rates for 2012-2013 (per Graduate Studies web information)

Table 11. Required number of course sections by year and term.

YEAR	COURSE SECTIONS		
	FALL	WINTER	TOTAL
2013/2014	2	2	4 ^a
2014/2015	3	3	6
2015/2016	3	3	6
2016/2017 ^b	3	3	6
2017/2018	3	3	6

^a The M.Sc. and Ph.D. cohorts will be combined within the Fundamentals in Forensic Psychology and Special Topics in Forensic Psychology courses.

^b Fundamentals and Special Topics electives will be on a 3-year cycle to prevent duplication.

Table 12. Projected revenue and expenses by year.

	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
TOTAL REVENUE^a	\$ 120,522.67	\$ 327,421.00	\$ 462,113.00	\$ 596,805.00	\$ 731,497.00
EXPENSES					
Salaries					
Faculty ^b	\$ 114,945.00	\$ 172,417.50	\$ 172,417.50	\$ 172,417.50	\$ 172,417.50
Administrative Staff ^c	---	---	\$ 26,968.73	\$ 28,586.94	\$ 29,872.07
GPD Course Release	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00	\$ 7,000.00
Sub-total	\$ 121,945.00	\$ 179,417.50	\$ 206,385.73	\$ 208,004.44	\$ 209,289.57
Salary Ratio	101.18%	54.80%	44.66%	34.85%	28.61%
Tuition Set Aside (10%)	\$ 12,052.27	\$ 32,742.10	\$ 46,211.30	\$ 59,680.50	\$ 73,149.70
Infrastructure/Teaching Resources ^d	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Miscellaneous ^e	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
TOTAL EXPENSES	\$ 143,997.27	\$ 222,159.60	\$ 262,597.03	\$ 277,684.94	\$ 292,439.27
Ratio	119.48%	67.85%	56.83%	46.53%	39.98%
NET REVENUE	\$ (23,474.60)	105,261.40	\$ 199,515.97	\$ 319,120.06	\$ 439,057.73

^a Total revenue is based on per student grant and tuition revenue and projected student enrolment. Year 1 is calculated based on 2/3 tuition.

^b Salary cost for Full-time faculty is based on an average of \$97,000 plus 18.5% fringe. All courses will be taught by full-time faculty.

^c The first two years of the program will be supported by existing Administrative staff. We have projected the need for a half-time Administrative Assistant at the existing AT Level 3 plus 18.5% fringe.

^d Additional funds to be added to the infrastructure resources provided by the University; resources related to hardware and software.

^e A miscellaneous cost of \$5,000 is included for costs associated with recruitment (including travel), marketing, faculty conference support and other expenses associated with the ongoing support for the delivery of the program

Table 13. Teaching assistant hours and capacity within the Faculty.

TA Hours	
Fall 2012	7,902
Winter 2013 ^a	7,244
Total Hours	15,146

TA Capacity	
Total TAships Available ^b	54
Existing TA Commitment within Criminology M.A. ^c	23
TAships available to M.Sc. and Ph.D. students	31

^a Winter 2013 hours are estimated based on previous year.

^b TAships calculated at 280 hours per academic year.

^c Estimated based on 2012-13 enrolment in program.

b. Statements of Resource Availability

Statements from the Deans of Social Science & Humanities and Science, Provost, Registrar, and the Library are included below:

**MEMORANDUM**

TO: Academic Council Executive and Members
 FROM: Nawal Ammar, Ph.D. Professor and Dean, 
 SUBJECT: Forensic Psychology Graduate Program Proposal(s)
 DATE: November 5, 2012

This letter confirms the Social Science and Humanities faculty and my support for the proposed master's and doctoral programs in Forensic Psychology. The graduate programs in Forensic Psychology, which will be housed in SSH, will add uniquely to our degree programs, strengthen our research programs, and help us meet our goal of becoming internationally recognized for research, teaching, and outreach. The faculty members who are affiliated with the programs have unique research and teaching strengths in Forensic Psychology; they are well-qualified to train graduate students.

In addition, we have the financial resources required to support new master's and doctoral students. Students will be funded by Teaching Assistantships and external grants (both to themselves and their supervisors). We are able to offer the required 23 Teaching Assistantships and we hope that future expansion will secure more Teaching Assistantships for other Ph.D. programs. Also, a number of faculty members in SSH have been successful in garnering external funding (e.g., SSHRC, NSERC), which is an indication that they will be able to provide graduate students financial support. The Forensic Psychology professors have been particularly successful in securing SSHRCs, and their efforts were recognized lately by MacLean's ranking by placing UOIT # 1 in Social Science funding within the Primarily Undergraduate category.

Also we have made several administrative allotments (e.g., laboratory manager) to accommodate the Forensic Psychology and Communication undergraduate programs as well as the Criminology graduate program. These allotments will satisfy the needs of new graduate programs without further resource investments in the near future. Finally, the Forensic Psychology laboratory space – which is over 7,500 square feet – will be able to house the initial cohorts of graduate students and their research projects (for a period of 2-3 years). In sum, we have all of the resources in place for a September 2013 start and at least for few years down the road.

MEMORANDUM

TO: Academic Council
FROM: Dr. Deborah Saucier, Dean, Faculty of Science
SUBJECT: Graduate Program Proposals in Forensic Psychology
DATE: November 5, 2012

I am writing to support the proposed master's and doctoral programs in Forensic Psychology. The program proposal is strong and in keeping with best practices in the training of master's and Ph.D.-level psychologists in Canada. The program will be primarily located in the Faculty of Social Science & Humanities, but the Faculty of Science will be an active partner, adding strengths in Neuroscience and Forensic Science. The new graduate degree programs will help UOIT strengthen its reputation for innovative research and teaching.

A handwritten signature in black ink, appearing to read "D. Saucier", followed by a circular flourish or stamp.

November 20, 2012

Shahid Alvi
Acting Dean
Faculty of Social Sciences and Humanities

The Faculty of Social Science and Humanities in collaboration with the Faculty of Science are proposing to create a new Master of Applied Science and Doctor of Philosophy in Forensic Psychology. Due to the focused nature of the program it is unique in Canada and offers students exposure to both social and natural sciences. It is consistent with the mission and mandate of the university and will be an opportunity to have a PhD housed in the Faculty of Social Science and Humanities. This proposed program will also advance our goals within the strategic plan to grow research intensiveness and graduate enrolment.

The Faculty has indicated in their proposal that the creation of this program at the graduate level can be started with the current faculty and space allocation. The Faculty currently has over 7,500 square feet of lab space available to support the program. The space and financial resource data has been reviewed, and they are in line with current benchmarks. Over the initial first two years, start-up funding will be required to support this program which can be managed within the Faculty allocation. The estimates for enrolment are realistic based on a survey of the university application center data and are in line with university wide targets based on the number of faculty members per graduate student.

It is important to note that funding for this program will be sought from the Ministry of Training, Colleges and Universities (MTCU). The program revenue calculated is based on full MTCU funding; therefore, further examination of the program will be required should UOIT not get a commitment from MTCU. In addition, while a start date of September 2013 is being proposed, should the approval of MTCU not be possible within this timeframe, this date will need to be revised. Finally, this proposal is based on current faculty only and should additional enrolments, faculty, or space be required it would have to be reviewed as part of the normal budget process.

Overall, this is a strong program proposal that will help to advance the mission and mandate of the university and provide students with an exceptional educational experience. It is an excellent fit within the current offerings in the Faculty of Social Science and Humanities and is enhanced by the strengths that the Faculty of Science brings to the collaboration. It is my pleasure to support this proposal.

Sincerely,



Richard Marceau
Provost and Vice President Academic

**UOIT NEW DEGREE or NON DEGREE PROGRAM
Notice of Intent**

The Notice of Intent provides an early indication of the nature and aspirations of a proposed program, which will assist in understanding and evaluating the fit of the proposed program with the priorities and strategic directions of the University. Due to the work involved both internal and external to the faculty it is generally in the interest of all concerned that this be submitted prior to development of the full proposal. Normally, the Notice of Intent should be submitted no later than the end of February if it is envisioned that the proposed program will be available to students in September of the following year (approximately 18 months in advance).

Academic Council Executive Committee will consider all new programs. A new program will generally be considered to be one that would require significant resources to support and maintain, particularly faculty or capital, or that might encompass a new disciplinary area, or a graduate program in an area or unit that previously did not offer a program at the proposed level. If the proposal is deemed to be a new program, it will proceed as outlined below. Otherwise, it may simply follow the established paths of approval for changes to academic programs via CPRC or the GSC.

The Notice of Intent is to be succinct, no more than 3 or 4 pages. This stage **should not be viewed as a pre-approval process**, but rather as an opportunity to explore issues and identify both opportunities and areas of concern that will need to be addressed. Please use the form below for all new proposed programs at UOIT and send to the AVP Planning and Analysis (brad.macisaac@uoit.ca).

APPLICANT INFORMATION		
Proposed Nomenclature: Master of Science (M.Sc.) and Doctor of Philosophy (Ph.D.) degrees in Forensic Psychology.		
<input checked="" type="checkbox"/> Graduate	<input type="checkbox"/> Undergraduate	<input type="checkbox"/> Non-Degree
Faculty Initiator: Amy Leach		Date: October 15, 2012
Tentative Timeline for Implementation: September 2013		
Is this program in collaboration with another Faculty?:		If yes, which one(s):
Signature of Approval from Faculty Dean:		
OVERVIEW OF PROPOSED PROGRAM		
These programs are designed to produce rigorously-trained, master's- and doctoral-level professionals who are well-positioned for leadership positions in the public and private sectors. Each program will include coursework in modern research methods and statistics, contemporary Forensic Psychology topics and a thesis. See attached proposal		
Please describe how the proposed program will fit into the Faculty's plans and priorities and contribute to the University's vision, mission, goals and priorities: See attached proposal		
EVIDENCE OF NEED		
Please list all other Ontario universities that offer similar programs: Unique in Ontario - no university offers graduate training in Forensic Psychology. See attached proposal.		

What makes this program unique?: See attached proposal		
Intended applicant pool for this program: See attached proposal		
Projected enrolment: See attached proposal		
Trends indicating societal need for graduates in this area: See attached proposal		
RESOURCES		
Brief summary of additional costs associated with this program:		
Impacts on existing programs:		
COMMENTS		
AVP Planning and Analysis	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Justification:		
Registrar 	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Justification: The Registrar’s Office has the resources to effectively support student registration, student records and the scheduling of the courses for these programs. Students registering in these programs will be eligible for OSAP and other government funding from the tuition set-aside funds. The Registrar’s Office supports the introduction of these graduate studies programs.		
Associate Provost Academic/ Graduate Studies	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Justification:		
AC Executive	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Justification:		
Provost	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Justification:		

LIBRARY LEARNING RESOURCES PLAN

MASTER OF SCIENCE (M. SC.) and DOCTOR OF PHILOSOPHY (Ph. D.) - FORENSIC PSYCHOLOGY

Compiled by: Carol Mittlestead, B.A. (Hon.), M.L.S., Associate Librarian

Introduction:

The following outlines the resources and services provided by the Library in support of the University of Ontario Institute of Technology's (UOIT) proposed Master of Science (M. Sc.) and Doctor of Philosophy (Ph. D.) degrees in Forensic Psychology. This document begins by emphasizing program specifics at the post graduate level, and concludes with general information about the Library. The term "collections" is used to describe both paper and electronic resources – books, indexes, periodicals (journals, magazines, newspapers), librarian recommended web sites, and data sets; the term "accessibility" addresses the physical presence of the Library, onsite reference assistance, the Library web page www.uoit.ca/library as a 24/7 portal, and interlibrary loan and document delivery.

Program Specific Collections:

The Library selects resources to meet the information needs of both faculty and students. As is the case with much UOIT programming, it is understood that the proposed Forensic Psychology has a strong interdisciplinary component.

"Traditional" (largely paper based) Resources:

Approximately 30% or 33,000 volumes within the present Library collection can be categorized as social science based titles. Included here are publications from commercial vendors (e.g. Sage) and university presses, government and public policy documents, and loose-leaf legal services. They address topics such as criminology theory, alternative methods of justice, policing, customs and immigration, race relations, cultural studies, political science and psychology. Over 2,200 within this grouping are classified under the subject of psychology. Examples of titles applicable to the Forensic Psychology program include: *Current perspectives in forensic psychology and criminal behavior* (Sage, 2012), *Investigative and forensic interviewing: a personality- focused approach* (CRC Press, 2011), *Psychological science in the courtroom: consensus and controversy* (Guilford Press, 2009); *Bad men do what good men dream: a forensic psychiatrist illuminates the darker side of human behavior* (American Psychiatric Association, 2008); *Children as victims, witnesses and offenders: psychological science and the law* (Guilford Press, 2009) and *Expert testimony on the psychology of eyewitness identification* (Oxford University Press, 2009). Investment in the social science collection has been approximately \$65,000 per annum for the last three years and is expected to remain as such for 2013-14.

Further, faculty and students have access to a legal reference section containing statutes, regulations, and case law from series such as the *Ontario Reports (O.R.)*, *Canadian Criminal Cases (C.C.C.)*, and *Supreme Court Reports (S.C.R.)*. Many-- but not all-- of these are also available online.

There are approximately 16,000 health science books presently on the shelves. In that medical conditions affect human behaviour and thus reflect upon legal situations many of these resources are pertinent to Forensic Psychology faculty and students. The following are just a few examples: *Forensic mental health assessments in death penalty cases* (Oxford University Press, 2011); *Treating substance abuse: theory and technique* (Guilford Press, 2012); and *Competency-based assessments in mental health practice: cases & practical applications* (John Wiley & Sons, 2011). Please note that the Library has a copy of the American Psychological Association's latest version of the *Diagnostic and statistical manual of mental disorder: DSM-IV-TR* (2000) and owns several titles that explain and/or critique this key resource (e.g. *DSM-IV-TR in action* (John Wiley & Sons, 2010). Between \$50,000 and \$55,000 has been invested in health science print titles for the last three years; it is anticipated that this will remain constant for 2013-14.

Digital Resources:

E-books

The Library is investing heavily in e-books (see General Library Description below). While some are annual subscriptions, others are individual titles or publisher groupings by subject or date release (e.g. titles published in 2010) purchased on a one time basis. The UOIT Library offers three distinct points for

accessing its e-books – through its catalogue, through the list of vendor sites that appears on the UOIT Library web site and through the Scholars Portal e-book *database*. Scholars Portal is a project of the Ontario Council of University Libraries. In terms of e-books, it offers a platform for combining titles from numerous vendors (e.g. PsycBooks, Canadian Electronic Library (includes government documents), Springer, Taylor & Francis, Cambridge, Oxford) thus allowing for a single search. The Scholars Portal e-book database also includes numerous open access documents meaning older publications that are now “free” in that their copyright has expired and/or that digitization rights have been acquired.

For Forensic Psychology the key e-book vendor databases are: Sage, Springer, Ovid, PsycBooks, and the CRC Netbase suite. For example, there are currently 605 forensic e-books in PsycBooks/APA (American Psychological Association), while the Forensic and Criminal Justice component of the CRC Netbase product offers 381 e-books. Amongst the sample e-book titles offered by UOIT for forensic psychology are: *Courtroom modifications for child witnesses: law and science in forensic evaluations* (PsycBooks/APA, 2008); *Encyclopedia of Psychology & Law* (Sage, 2008) and *Ethical practice in forensic psychology: A systematic model for decision making* (PsycBooks/APA, 2006).

Journals, Transactions, Conference Proceedings and Standards

Patrons can search for journals through an abstracting or indexing tool such as Social Science Citation Index for a comprehensive overview or they can choose to search more directly for full text. Journals are available as traditional paper subscriptions, single electronic titles, or as one of several titles within an electronic database. These resources are not only a venue for periodicals; many also offer technical reports, conference proceedings and standards.

Below is an overview of journal holdings information pertinent to Forensic Psychology. First, a listing of electronic indexes and databases is provided. While indexes and databases do allow for searching by specific journal title, their intrinsic value lies in their ability to perform subject searches across all content held within the database; the user starts with a concept and pulls articles from numerous journals simultaneously. Secondly, a sample listing of Forensic Psychology journal titles is provided; each has a high impact factor.

Indexes and Databases

Psychology Focus

Annual Reviews – Clinical Psychology, Psychology

PsycArticles (APA)

PsycInfo (APA)

Psychology Collection – InfoTrac

PsycTests (APA)

Sociology and Legal Focus

Annual Reviews – Law & Social Science, Sociology

Canadian Legal Information Institute ***

Criminal Justice Abstracts & Full Text

Criminal Justice Collection - InfoTrac

Criminal Justice Periodicals

GLBT (Gay, Lesbian, Bisexual & Transgender) Issues - InfoTrac

Justice Canada ***

Lexis Nexis

Quick Law

Social Service Abstracts

Sociological Abstracts

Violence and Abuse Abstracts

Science and Health Science Focus+

Annual Reviews – Neuroscience

BioOne

Biosis Citation Index

CINAHL (Cumulative Index to Nursing & Allied Health Literature) Plus with Full Text

JOVE Neuroscience

Medline

Ovid
Proquest Science
PubMed

Multidisciplinary

Academic One File

Academic Search Premier

JStor (Journal Storage—Archives)

Points of View Reference Centre

Scholars Portal E-Journals (OCUL portal for simultaneous access to multiple publishers e.g. Science Direct/Elsevier, Wiley, Sage, Springer, Kluwer)**

Scopus

Social Science Citation Index

** Most vendor packages within Scholars Portal are also listed individually on the UOIT Library web site for access proposes e.g. Sage, Springer, Science Direct/Elsevier, Wiley

*** “Free” database i.e. no library subscription required

+ Given UOIT’s program expansion into the field of psychology, the Library will investigate a subscription to COGNET in 2013. This is MIT’s (Massachusetts Institute of Technology) book, journal and conference proceeding database of brain and cognitive science literature.

A sampling of UOIT Forensic Psychology journal titles is provided below. In compiling these lists, rankings by impact factor within *JCR (Journal Citation Reports)* were taken into consideration.

While there is no JCR subject category entitled “Forensic Psychology”, this discipline is the meeting of psychology and the law; it is therefore noteworthy that the UOIT Library scores exceedingly high in the JCR subject categories of *Criminology & Penology; Psychiatry; Psychology, Applied; Psychology, Biological; Psychology, Clinical; Psychology, Developmental; Psychology, Multidisciplinary; and Psychology, Social*. Also as mentioned above, the Library subscribes to *PsycArticles*. This is a full text database of 110 journals published by APA (American Psychological Association), the Educational Publishing Foundation, CPA (Canadian Psychological Association), and the Hogrete Publishing Group. As all titles are ranked highly creating an extensive listing, only 15 *PsycArticle* selections are provided in the UOIT sampling. Other representative journals are from publishers such as Sage, Wiley-Blackwell, Elsevier, Cambridge University Press, and Springer.

Sample UOIT Forensic Psychology Journal Titles:

From *PsycArticles* (see explanatory paragraph above):

American Psychologist

Canadian Journal of Behavioural Science

Canadian Journal of Experimental Psychology

Cultural Diversity & Ethnic Minority Psychology

Journal of Abnormal Psychology

Journal of Applied Psychology

Journal of Consulting & Clinical Psychology

Journal of Counseling Psychology

Journal of Personality & Social Psychology

Psychological Assessment

Psychological Bulletin

Psychological Review

Psychological Trauma: Theory, Research and Practice

Psychology of Addictive Behaviors

Psychology Public Policy & Law

From “Other” Publishers (e.g. Sage, Elsevier, Springer) (see explanatory paragraph above)

Addiction

Archives of Sexual Behavior

Behavior Genetics
Behavior Modification
Behavioral and Brain Sciences
Behavioral Sciences and the Law
Biological Psychology
Clinical Psychology Review
Criminal Justice and Behavior
Homicide Studies
International Journal of Legal Medicine
Journal of Affective Disorders
Journal of Anxiety Disorders
Journal of Child Psychology and Psychiatry
Journal of Clinical Forensic Medicine
Journal of Experimental Social Psychology
Journal of Forensic and Legal Medicine
Journal of Forensic Psychiatry & Psychology
Journal of Forensic Psychology Practice
Journal of Substance Abuse Treatment
Law and Human Behavior
Legal Medicine
Personality & Social Psychology Bulletin
Trauma, Violence & Abuse

The following examples further serve to illustrate that whenever available the Library negotiates with publishers for electronic access to archival journal issues as well as current issues.

Sample “Deep” Archives:

<i>Canadian Journal of Behavioural Science</i>	1969- present
<i>Canadian Journal of Experimental Psychology</i>	1947-present
<i>Journal of Abnormal Psychology</i>	1906-present
<i>Journal of Applied Psychology</i>	1917-present
<i>Law and Human Behavior</i>	1977-present
<i>Personality & Social Psychology Bulletin</i>	1974-present

The library operates an active donation program searching for specific back run titles in paper format as necessary.

To assist all patrons with approaching their respective areas of study, UOIT Librarians prepare discipline specific Subject Guides. Each introduces books and e-books, articles and databases, statistics and data, government and legal resources, librarian evaluated websites, and media. Currently, there is a Subject Guide tailored to UOIT’s Bachelor of Arts (Honours) in Forensic Psychology. Pending the approval of the M. Sc. And Ph.D. degrees, this will be enhanced.

Resources And Services for All Post Graduate Students

While the paragraphs above highlight the UOIT Library’s primary resources for Forensic Psychology, there are also library materials and services that are important to all post graduate students.

Given the emphasis on research by this cohort, the Library invests substantially in both print and e-books that address topics such as quantitative and qualitative methods, the drafting of proposals, technical writing, and presentation techniques. Statistical gathering and interpretation is part of the research process and Forensic Psychology faculty and students can access Library products such as E-Stat including CANSIM (Canadian Socio-economic Management System), DLI (Data Liberation Initiative), ICPSR (Inter-University Consortium for Political and Social Research) and ODESI (Ontario Data Documentation Extraction Service and Infrastructure Initiative).

A print and electronic copy of every student thesis is forwarded to the Library by the Office of Graduate Studies. The print copy becomes part of the Library’s archives and does not circulate; the electronic copy is

posted on E-Scholar, the Library's institutional repository that provides open access to the full text of all UOIT theses. In addition, the Library arranges for the electronic copy to be accessible through Library and Archives Canada's Thesis Canada Portal and through Proquest's Dissertations and Theses (PQDT) database. As these two products are compilations of theses over time and from various universities, they are also research sources in themselves; the student or faculty member discovers others who have similar interests. Similarly, the Library subscribes to databases such as Scopus and Web of Science that track the research undertakings of academics.

The fourth floor of the Library's North location (see general description below) is reserved for UOIT graduate students and teaching assistants. It can be accessed whenever the Library is open by proxy card only. The space contains study carrels, two meeting rooms, a printer and individual lockers.

General Library Information:

The UOIT Library system consists of four locations – North Oshawa, Social Science and Humanities, Education, and Whitby- Durham College. Each site provides individual and group study spaces (see above for description of Graduate only floor at North Oshawa); print and media collections targeted to the local audience; in person reference and discipline specific classes; reserves; intercampus and interlibrary loans; and photocopiers and printers.

Over 110,000 print books are provided collectively by the UOIT Library system. While faculty, staff and students are more than welcome to visit any UOIT library location and personally check out materials, they can also take advantage of intercampus loan services free of charge.

Likewise, interlibrary loan is free to the UOIT community. While the Library provides an immediately accessible high quality collection both in print and electronically, it is realized that not everything can or should be held by a single institution. Patrons are directed to an online request form available on the library's web site. Borrowing and lending occur through RACER (rapid access to collections by electronic requesting) a VDX (Virtual Document Exchange) interlibrary loan system implemented throughout OCUL (Ontario Council of University Libraries). Searches are primarily performed throughout Ontario universities, but items are obtained from other Canadian universities, CISTI (Canada Institute for Scientific and Technical Information) and international institutions too.

Faculty and students from UOIT may visit most other Canadian university libraries and borrow books (Reciprocal Borrowing Agreement) directly upon presentation of their UOIT photo identification card. Materials may be returned directly to the lending library or may be left at the UOIT Library where they will be returned to the appropriate lending library.

It is greatly appreciated that in this electronic age, most individuals are apt to visit a library virtually before they set foot in the building. The UOIT Library web site www.uoit.ca/library is therefore designed to be a resource location tool, a teaching venue and a comprehensive overview of library services, as well as providing immediate full text access to 735,000 e-books (260,000 purchased and 475,000 open content alliance) and 46,000 e-journals with indexing and abstracting for 74,400 titles. For example, there is a Research Help section that provides guidance on search strategies, evaluating and analyzing information sources, citing materials, copyright compliance, and other points to consider in writing a quality paper. Patrons can ask librarians for further assistance through e-mail and/or virtual reference. Similarly, there are service sections that outline topics such as borrowing rights and responsibilities, reserve and interlibrary loan processes, and library computer and printer usage. The website also collates information by audience type (i.e. Faculty, Staff, Undergraduates, Graduates) and provides library building descriptions (e.g. addresses, hours, seating and study spaces) and an outline of general operating principles and procedures (e.g. gifts and donations).

The UOIT Library looks forward to supporting students and faculty in the institution's new M.Sc. and Ph.D. programs in Forensic Psychology.

November 7, 2012
CM

5. APPENDIX

a. Course Proposals and Outlines

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Advanced Methods in Neuroscience		
Course number: PSYC5020G	Cross-listings: None	<u> X </u> Core _____ Elective
Credit weight: 3 credits	Contact hours: <u> 1.5 </u> Lecture <u> 1.5 </u> Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

This course will be separated into two parts. The first part of the course will be lecture-/discussion-based, during which students will gain a broad overview of several popular neuroimaging techniques including electrophysiology (EEG), positron emission technology (PET) and magnetic resonance imaging (MRI). The application, methods and comparative advantages of each neuroimaging technique will be considered. The second part of the course will be lab-based, and will focus more specifically on designing, analyzing and reporting a functional MRI (fMRI) study. Students will gain first-hand experience using Statistical Parametric Mapping (SPM; a popular MRI analysis software program) to analyze and interrogate a real MRI dataset. Weekly assignments will step students through the analysis process in a logical, ordered fashion. A final paper will require students to report the findings of their analyses in the format of an official neuroimaging journal article. Students should thus complete the course with the knowledge and ability to design, analyze and report their own fMRI study. Prerequisites: SSCI 5010G. 3cr.

Prerequisites	SSCI 5010G Advanced Quantitative Methods
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

1. Students should be able to critically evaluate the advantages and disadvantages of various neuroimaging techniques, and choose the technique most appropriate for specific research applications.
2. Students should show knowledge of best-practices for designing and implementing an MRI study, and the ability to critically evaluate methods reported in other empirical work.
3. Students should show command of the SPM software package, such that they can analyze an fMRI dataset, through preprocessing, first-level and second-level analyses.
4. Students should be able to write a research report summarizing neuroimaging findings in the style of an empirical journal article.

DELIVERY MODE

This course will be delivered as two 1.5 hour or one 3 hour face-to-face weekly classes.

TEACHING AND ASSESSMENT METHODS

This course will incorporate both lecture and lab formats; student evaluation will thus involve a hybrid approach as well. For example, a mid-term exam will test students' knowledge of the lecture material provided in the first half of the course. In the second half of the course, lab assignments will be graded, but are primarily designed to help students step their way through the analysis of their dataset in a logical, ordered fashion. A final paper will require students to write a report of their analyses in the format of an official journal article.

Sample evaluation:

Midterm exam: 30%

Lab Assignments: 40%

Final Paper: 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5020G: Advanced Methods in Neuroscience

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: SSCI 5010G Advanced Quantitative Methods

Co-requisites: None

Course Description:

This course will be separated into two parts. The first part of the course will be lecture-/discussion-based, during which students will gain a broad overview of several popular neuroimaging techniques including electrophysiology (EEG), positron emission technology (PET) and magnetic resonance imaging (MRI). The application, methods and comparative advantages of each neuroimaging technique will be considered. The second part of the course will be lab-based, and will focus more specifically on designing, analyzing and reporting a functional MRI (fMRI) study. Students will gain first hand experience using Statistical Parametric Mapping (SPM; a popular MRI analysis software program) to analyze and interrogate a real MRI dataset. Weekly assignments will step students through the analysis process in a logical, ordered fashion. A final paper will require students to report the findings of their analyses in the format of an official neuroimaging journal article. Students should thus complete the course with the knowledge and ability to design, analyze and report their own fMRI study.

Topics Include: Neuroimaging methods, design and analysis. EEG/PET/fMRI. Writing a neuroimaging research report.

Learning Objectives:

1. Students should be able to critically evaluate the advantages and disadvantages of various neuroimaging techniques, and choose the technique most appropriate for specific research applications.
2. Students should show knowledge of best-practices for designing and implementing an MRI study, and the ability to critically evaluate methods reported in other empirical work.
3. Students should show command of the SPM software package, such that they can analyze an fMRI dataset, through preprocessing, first-level and second-level analyses.
4. Students should be able to write a research report summarizing neuroimaging findings in the style of an empirical journal article.

Sample Student Evaluation:

This course will incorporate both lecture and lab formats; student evaluation will, thus, involve a hybrid approach as well. A mid-term exam will test students' knowledge of the lecture material provided in the first half of the course. In the second half of the course, lab assignments will be graded, but are primarily designed to help students step their way through the analysis of their dataset in a logical, ordered fashion. A final paper will require students to write a report of their analyses in the format of an official journal article.

Final grades will be arrived at in the following manner:

Midterm exam: 30%

Lab Assignments: 40%

Final Paper: 30%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Readings will include a primary text: Keenan, J.P. (2013). *Methods of Neuroimaging*. Psychology Press

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Advanced Multivariate Statistics		
Course number: PSYC5030G	Cross-listings: None	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <input type="checkbox"/> 1.5hrs Lecture <input type="checkbox"/> 1.5hrs Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

In this course, we will examine historical and contemporary multivariate techniques. Possible topics to be covered include ANCOVA, MANOVA, principal components and factor analysis, multiple regression, discriminate analysis, profile analysis, canonical correlation, survival analysis, structural equation modeling, and meta-analysis. Particular emphasis will be placed on the assumptions underlying analyses and data preparation. Prerequisite: SSCI 5010G. 3cr.

Prerequisites	SSCI 5010G Advanced Quantitative Methods
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- **thorough knowledge of common multivariate techniques**
- **understanding of the assumptions underlying the different techniques and when to use each approach**
- **working comprehension of how to prepare data for analysis**
- **practical experience conducting, interpreting, and presenting multivariate analyses**

DELIVERY MODE

This course will be delivered as one 1.5 hour lecture/seminar and one 1.5 hour lab/tutorial per week.

TEACHING AND ASSESSMENT METHODS

Students will be exploring multivariate statistics in weekly lectures and labs. Analyses will be introduced during lectures. Students will gain hands-on experience conducting the analyses (e.g., using SPSS) during the lab sessions.

**Sample Evaluation:
Assignments: 50%
Exams: 50%**

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5030G: Advanced Multivariate Statistics

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: SSCI 5010G Advanced Quantitative Methods

Co-requisites: None

Course Description:

In this course, we will examine historical and contemporary multivariate techniques. Possible topics to be covered include ANCOVA, MANOVA, principal components and factor analysis, multiple regression, discriminate analysis, profile analysis, canonical correlation, survival analysis, structural equation modeling, and meta-analysis. Particular emphasis will be placed on the assumptions underlying analyses and data preparation.

Learning Objectives:

By the conclusion of the course, students should have:

- thorough knowledge of common multivariate techniques
- an understanding of the assumptions underlying the different techniques and when to use each approach
- working comprehension of how to prepare data for analysis
- practical experience conducting, interpreting, and presenting multivariate analyses

Student Evaluation:

Lab assignments: 50%

Exams: 50%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Tabachnick, B. G., & Fidell, L. S. (2011). *Using multivariate statistics, 6th ed.* Boston : Allyn and Bacon.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Advanced Research Methods		
Course number: PSYC5040G	Cross-listings: None	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

Course topics fall into three broad, interrelated categories: scientific thinking, research procedures and methodology, and statistical considerations. Under scientific thinking, we will examine the nature of the scientific method and its application to understanding, predicting, and influencing human behavior. In this context, we will discuss the philosophy of science, including such topics as scientific explanation, determinism and causality, and objective vs. subjective aspects of science. Under research procedures and methodology, we will examine specific fundamentals and issues associated with descriptive, correlational, and experimental research. These include such topics as scaling and measurement (e.g., construction of attitude scales), reliability and validity, scientific sampling, experimental design, and research ethics. Finally, under statistical considerations, we will discuss the role of statistics in behavioural research. Prerequisites: SSCI 5010G. 3 cr.

Prerequisites	SSCI 5010G Advanced Quantitative Methods
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

The objective of the course is to provide graduate students with the fundamentals of research methodology that are necessary to prepare them for independent careers in psychological research.

To successfully complete the course, students will demonstrate:

- A thorough understanding and appreciation of the rationale, assumptions, advantages, and disadvantages of the methods used by psychologists.
- The ability to apply this knowledge by conceptualizing and designing original research that would advance scholarship in an area of psychology that is of interest to the student.

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminar course.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature student presentations, writing assignments, final exam, and group discussions.

An example of the assessment breakdown:

- **Presentation: 30%**
- **Research Proposal: 30%**
- **Final Exam: 30%**
- **Class Discussion: 10%**

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5040G: Advanced Research Methods

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: SSCI 5010G Advanced Quantitative Methods

Co-requisites: None

Course Description:

Course topics fall into three broad, interrelated categories: scientific thinking, research procedures and methodology, and statistical considerations. Under scientific thinking, we will examine the nature of the scientific method and its application to understanding, predicting, and influencing human behaviour. In this context, we will discuss the philosophy of science, including such topics as scientific explanation, determinism and causality, and objective vs. subjective aspects of science. Under research procedures and methodology, we will examine specific fundamentals and issues associated with descriptive, correlational, and experimental research. These include such topics as scaling and measurement (e.g., construction of attitude scales), reliability and validity, scientific sampling, experimental design, and research ethics. Finally, under statistical considerations, we will discuss the role of statistics in behavioural research.

It is assumed that students have successfully completed undergraduate courses in research methods and statistics.

Learning Objectives:

The objective of the course is to provide graduate students with the fundamentals of research methodology that are necessary to prepare them for independent careers in psychological research.

To successfully complete the course, students will demonstrate:

- A thorough understanding and appreciation of the rationale, assumptions, advantages, and disadvantages of the methods used by psychologists.
- The ability to apply this knowledge by conceptualizing and designing original research that would advance scholarship in an area of psychology that is of interest to the student.

Student Evaluation:

An example of the assessment breakdown:

- Presentation: 30%
- Research Proposal: 30%
- Final Exam: 30%
- Class Discussion: 10%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Sample texts:

Whitley, B. E., Jr. (2002). *Principles of research in behavioral science* (2nd ed). New York: McGraw-Hill.

Abelson, R. P. (1995). *Statistics as principled argument*. Hillsdale, NJ: Lawrence Earlbaum.

Sample additional reading materials:

Is social psychology a science?

Gergen, K. J. (1973). Social psychology as history. *Journal of Personality and Social Psychology*, 26, 309-320.

Schlenker, B. R. (1974). Social psychology and science. *Journal of Personality and Social Psychology*, 29, 1-15.

What kind of science should social psychology be?

Rozin, P. (2001). Social psychology and science: Some lessons from Solomon Asch. *Personality and Social Psychology Review*, 5, 2-14.

Branden, N. (1996). *Taking responsibility: Self-reliance and the accountable life*. New York: Simon & Schuster. (Chapter 2, freedom & responsibility)

Moderators vs. Mediators: How to Tell Them Apart

Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

If you are interested in further information, check out these sites:

Dave Kenny's web page on mediation: <http://davidakenny.net/cm/mediate.htm>

<http://www.psych.ku.edu/preacher/sobel/sobel.htm> (Sobel test for mediation effects)

www.public.asu.edu/~davidpm/ripl/mediate.htm

Spencer, S. J., Zanna, M. P., & Fong, G. T. (2005). Establishing a causal chain: Why experiments are

often more effective than mediational analyses in examining psychological processes. *Journal of Personality and Social Psychology*, 89, 845-851.

External Validity

Anderson, C. A., Lindsay, J. G., & Bushman, B. J. (1999). Research in the psychological laboratory? Truth or triviality. *Current Directions in Psychological Research*, 8, 3-9.

Sears, D. O. (1986). College sophomores in the laboratory: Influences of a narrow data base on psychology's view of human nature. *Journal of Personality and Social Psychology*, 51, 515-530.

Using Self-Report Measures: A Cautionary Tale

Schwartz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54, 93-105.

Research Writing

Sternberg, R. J. (1992). How to win acceptances by psychology journals: 21 tips for better writing. *APS Observer*, 5, 12-14.

Bem, D. (1987). Writing the empirical journal article. In M. P. Zanna & J. M. Darley (Eds.) *The compleat academic* (pp. 171-201). New York: Random House.

Kerr, N. L. (1998). HARKing: Hypothesizing after the results are known. *Personality and Social Psychology Review*, 2, 196-217.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Aggression		
Course number: PSYC5110G	Cross-listings: None	___ Core <u> X </u> Elective
Credit weight: 3 credits	Contact hours: <u> 3hrs </u> Lecture ___ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

In this course, we will use a variety of perspectives to examine why individuals become aggressive or engage in antisocial behaviours. In particular, we will focus on specific factors (e.g., hormones, mental disorders, the media) that increase the likelihood that harmful thoughts or behaviours will occur. Misconceptions about aggression and antisocial behaviour may also be discussed. There will be a strong emphasis on classic and contemporary research findings in this course. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- thorough knowledge of the factors that influence aggression and antisocial behaviour
- understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to aggression and antisocial behaviour
- experience developing and presenting new research in the field

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions. Students will be asked to generate thought questions based on the reading and discuss them in class. They will also be required to write and present a research proposal.

Sample Evaluation:
Thought Questions: 25%
Participation: 25%
Presentation: 20%
Research Paper: 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5110G: Aggression

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

In this course, we will use a variety of perspectives to examine why individuals become aggressive or engage in antisocial behaviours. In particular, we will focus on specific factors (e.g., hormones, mental disorders, the media) that increase the likelihood that harmful thoughts or behaviours will occur. Misconceptions about aggression and antisocial behaviour may also be discussed. There will be a strong emphasis on classic and contemporary research findings in this course.

Learning Objectives:

By the conclusion of the course, students should have:

- thorough knowledge of the factors that influence aggression and antisocial behaviour
- an understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to aggression and antisocial behaviour
- experience developing and presenting new research in the field

Student Evaluation:

Thought Questions: 25%

Participation: 25%

Presentation: 20%

Research Paper: 30%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

- Anderson, C. A., Bushman, B. J., & Groom, R. W. (1997). Hot years and serious and deadly assault: Empirical tests of the heat hypothesis. *Journal of Personality and Social Psychology*, 73, 1213-1223.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582.
- Berkowitz, L., & LePage, A. (1967). Weapons as aggression-eliciting stimuli. *Journal of Personality and Social Psychology*, 7, 202-207.
- Brennan, P., Mednick, S.A. and Raine, A. (1997). Biosocial interactions and violence: A focus on perinatal factors. In A. Raine, P. Brennan, D.P. Farrington, and S. A. Mednick (Eds.). *Biosocial bases of violence* (pp. 163-174). New York: Plenum.
- Brennan, P. A., Mednick, S. A., & Hodges, S. (2000). Major mental disorders and criminal violence in Danish birth cohort. *Archives of General Psychiatry*, 57, 494 - 500.
- Bushman, B. J., & Wells, G. L. (1998). Trait aggressiveness and hockey penalties: Predicting hot tempers on the ice. *Journal of Applied Psychology*, 83, 969-974.
- Carnagey, N. L., & Anderson, C.A. (2005). The Effects of Reward and Punishment in Violent Video Games on Aggressive Affect, Cognition, and Behavior. *Psychological Science*, 16, 882-889.
- Daly, M. & Wilson, M. (1988). Evolutionary social psychology and family homicide. *Science*, 242, 519-524.

- Hare, R. D. (1999). Psychopathy as a risk factor for violence. *Psychiatric Quarterly*, *70*(3), 181-197.
- Lyn, T. S., & Burton, D. L. (2004). Adult attachment and sexual offender status. *American Journal of Orthopsychiatry*, *74*, 150-159.
- Malinosky-Rummell, R., & Hansen, D. J. (1993). Long-term consequences of childhood physical abuse. *Psychological Bulletin*, *114*, 68-79.
- Moffitt, T. E. (1993). Adolescent-limited and life-course-persistent antisocial behavior: A developmental taxonomy. *Psychological Review*, *100*, 674-701.
- Van Goozen, S. H. M., Cohen-Kettenis, P. T., Gooren, L. J. G., Frijda, N. H., & Van de Poll, N. E. (1995). Gender differences in behaviour: Activating effects of cross-sex hormones. *Psychoneuroendocrinology*, *20*, 343-363.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Applied Neuroscience		
Course number: PSYC5120G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

The advent of neuroscience technologies is changing society in vast, sweeping and permanent ways. In this seminar course, we will explore the various ways in which neuroscience technologies are being applied, and conjecture about avenues of future application. Topics to be discussed are likely to include the burgeoning field of neuroeconomics; the possibility that neuroscience can help the courts determine intent and responsibility; the advent of neural-based video games; the ways in which neuroscience is redefining what coma is; the burgeoning field of neuromarketing; the use of brain-computer interactions (BCIs) as novel treatment approaches for psychological and neurological disorders, the ways in which our governments are investing in neuroweaponry and neurodefense; and the extent to which we need to be concerned that people will eventually be able to read our minds. Given the intriguing and speculating nature of these topics, it is anticipated that students will engage in a lively exchange of ideas during class time. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

1. Students should gain a substantive appreciation for the emerging uses of neuroscience within industry, government, clinical and real-world settings.
2. Students should be able to think critically about issues regarding neuroethics, and the potential ramifications of using neuroscience to alter, rather than measure, brain response.
3. Students should demonstrate the ability to develop novel neuroscience-involved study questions relevant to their own research work, both verbally and in writing.

DELIVERY MODE

This course will be delivered as two 1.5 hour or one 3 hour face-to-face weekly classes.

TEACHING AND ASSESSMENT METHODS

Given the intriguing and speculating nature of these topics, it is anticipated that students will engage in a lively exchange of ideas during class. Evaluation will thus be based highly on class participation. In addition, students will be responsible for weekly 1-page thought papers, and a final paper proposing a study that incorporates neuroscience technology into their own research program.

Sample evaluation:

Class participation: 40%

Leading/initiating class discussion: 20%

Thought papers: 20%

Final proposal: 20%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5120G: Applied Neuroscience

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

The advent of neuroscience technologies is changing society in vast, sweeping and permanent ways. In this seminar course, we will explore the various ways in which neuroscience technologies are being applied, and conjecture about avenues of future application. Topics to be discussed are likely to include the burgeoning field of neuroeconomics; the possibility that neuroscience can help the courts determine intent and responsibility; the advent of neural-based video games; the ways in which neuroscience is redefining what coma is; the burgeoning field of neuromarketing; the use of brain-computer interactions (BCIs) as novel treatment approaches for psychological and neurological disorders, the ways in which our governments are investing in neuroweaponry and neurodefense; and the extent to which we need to be concerned that people will eventually be able to read our minds. Given the intriguing and speculating nature of these topics, it is anticipated that students will engage in a lively exchange of ideas during class time.

Topics Include: neuroeconomics, forensic neuroscience, neural-based video games, neurofeedback, neurotherapy, neuroweaponry, neurodefense, neuromarketing.

Learning Objectives:

1. Students should gain a substantive appreciation for the emerging uses of neuroscience within industry, government, clinical and real-world settings.
2. Students should be able to think critically about issues regarding neuroethics, and the potential ramifications of using neuroscience to alter, rather than measure, brain response.
3. Students should demonstrate the ability to develop novel neuroscience-involved study questions relevant to their own research work, both verbally and in writing.

Sample Student Evaluation:

Given the intriguing and speculating nature of these topics, it is anticipated that students will engage in a lively exchange of ideas during class. Evaluation will thus be based highly on class participation. In addition, students will be responsible for weekly 1-page thought papers, and a final paper proposing a study that incorporates neuroscience technology into their own research program.

Final grades will be arrived at in the following manner:

Class participation: 40%

Leading/initiating class discussion: 20%

Thought papers: 20%

Final proposal: 20%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Readings will include theoretical, empirical and research articles from academic journals, as well as selected readings from the popular press.

Selected readings:

Amon, K.L., & Campbell, A. (2008). Can children with ADHD learn relaxation and breathing techniques through biofeedback video games? *Australian Journal of Educational & Developmental Psychology*, 8, 72-84.

Bohil, C.J., Alicea, B., & Biocca, F.A. (2011). Virtual reality in neuroscience research and therapy. *Nature Reviews Neuroscience*, 12, 752-762.

Laureys, S., & Schiff, N.D. (2012). Coma and consciousness: Paradigms (re)framed by neuroimaging. *Neuroimage*, 61, 478-491.

Technology Review. Connecting your brain to the game. Published online:

<http://www.technologyreview.com/news/407447/connecting-your-brain-to-the-game/>

- Frederiksen, S. (2011). Brain fingerprint or lie detector: Does Canada's polygraph jurisprudence apply to emerging forensic neuroscience technologies? *Information & Communications Technology Law*, 20, 115-132.
- Glimcher, P.W., & Rustichini, A. (2004). Neuroeconomics : The consilience of brain and decision. *Science*, 306, 447-452.
- Lofthouse, N., Arnold, L.E., Hersch, S., Hurt, E., DeBeus, R. (2012). A review of neurofeedback treatment for pediatric ADHD. *Journal of Attention Disorders*, 16, 351-372.
- Loewenstein, G., Rick, S., & Cohen, J.D. (2008). Neuroeconomics. *Annual Review of Psychology*, 59, 647-672.
- Knutson, B., Rick, S., Wimmer, G.E., Prelec, D., & Loewenstein, G. (2007). Neural predictors of purchases. *Neuron*, 53, 147-156.
- Owen, A.M. (2012). Detecting consciousness: A unique role for neuroimaging. *Annual Review of Psychology*.
- Shane, M.S., Posse, S., & Kiehl, K.A. (unpublished manuscript). Using real-time functional magnetic resonance imaging to help cocaine abusers lower their craving response to cocaine.
- Silva, J.A. (2012). Forensic Psychiatry, neuroscience and the law. *Journal of the American Academy of Psychiatry and the Law*, 37, 489-502.
- CBS News. Scientists successfully 'hack' brain to obtain private data. Published online:
<http://seattle.cbslocal.com/2012/08/25/scientists-successfully-hack-brain-to-obtain-private-data/>
- Forbes Consulting Group (2011). Press release, The availability of MINDSIGHT®

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Cognitive/Affective Neuroscience		
Course number: PSYC5130G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3</u>hrs Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This is an advanced seminar on the neural bases of cognition and emotion, which will provide a detailed understanding of the neural systems that enable us to perceive, think and feel. Following a brief discussion of relevant neuroanatomy, students will read empirical and review articles that detail the neural structures underlying major cognitive and affective constructs, including attention, memory, problem solving, reward, punishment, fear and anxiety. Prominent themes of the course will include the interaction between cognitive and affective processes, and the manner in which abnormal brain function may underlie well-established psychological disorders. Readings will focus primarily on human neuroanatomy, but some discussion of animal research may be included where relevant human work has not yet been undertaken. Group discussions will be encouraged throughout the course in order to stimulate particularly rich discussions of relevant issues. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

1. Students will be able to articulate the major neural structures germane to cognitive and emotional function.
2. Students will be able to describe and critically evaluate the methods used to interrogate the neural basis of cognitive and emotional processing.
3. Students will be able to articulate contemporary theories regarding the neural dysfunction underlying a variety of psychological disorders, including anxiety, depression, schizophrenia, and attention deficit hyperactivity disorder.

DELIVERY MODE

This course will be delivered as 2 x 1.5 hour or 1 x 3hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature a weekly student presentation, followed by a spirited group discussion of relevant issues. Students will be expected to come to class having read all assigned readings, and will be required to provide a 1-page thought paper each week. A final course paper will be submitted on the last day of class.

Sample evaluation:

Weekly thought papers: 30%

Class presentation: 30%

Final Paper: 40%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5130G: Cognitive/Affective Neuroscience

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This is an advanced seminar on the neural bases of cognition and emotion, which will provide a detailed understanding of the neural systems that enable us to perceive, think and feel. Following a brief discussion of relevant neuroanatomy, students will read empirical and review articles that detail the neural structures underlying major cognitive and affective constructs, including attention, memory, problem solving, reward, punishment, fear and anxiety. Prominent themes of the course will include the interaction between cognitive and affective processes, and the manner in which abnormal brain function may underlie well-established psychological disorders. Readings will focus primarily on human neuroanatomy, but some discussion of animal research may be included where relevant human work has not yet been undertaken. Group discussions will be encouraged throughout the course in order to stimulate particularly rich discussions of relevant issues.

Topics Include: The neural bases of attention, memory, learning, punishment, reward, fear and anxiety. The neural basis of internalizing and externalizing disorders. Neuroscience methodologies.

Learning Objectives:

1. Students will be able to articulate the major neural structures germane to cognitive and emotional function.
2. Students will be able to describe and critically evaluate the methods used to interrogate the neural basis of cognitive and emotional processing.
3. Students will be able to articulate contemporary theories regarding the neural dysfunction underlying a variety of psychological disorders, including anxiety, depression, schizophrenia, and attention deficit hyperactivity disorder.

Sample Student Evaluation:

This is a seminar course that will feature a weekly student presentation, followed by a spirited group discussion of relevant issues. Students will be expected to come to class having read all assigned readings, and will be required to provide a 1-page thought paper each week. A final course paper will be submitted on the last day of class.

Students will be assessed in the following manner:

Weekly thought papers: 20%

Class presentation: 20%

Class participation: 20%

Final Paper: 40%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Bandettini, P. A., Birn, R. M., & Donahue, K. M. (2000). Functional MRI: Background, methodology, limits, and implementation. In J. T. Cacioppo, L. G. Tassinary & G. G. Berntson (Eds.), *Handbook of psychophysiology*, 2nd edition (pp. 978-1014). New York, NY: Cambridge University Press.

Norris, C.J., Joan, J.A., & Johnstone, T. (2012). Functional magnetic resonance imaging and the study of emotion. In J. A. Coan & J. J. B. Allen (Eds.), *The handbook of emotion elicitation and assessment*. New York, NY: Oxford University Press.

Rorden C, Karnath HO (2004) Using human brain lesions to infer function: a relic from a past era in the fMRI age? *Nat Rev Neurosci* 5:813-819.

Miller, E. K., & Cohen, J. D. (2001). An integrative theory of prefrontal cortex function. *Annual Review of Neuroscience*, 24, 167-202.

Pochon, J.-B., Riis, J., Sanfey, A.G., Nystrom, L.E. & Cohen, J.D. Functional imaging of decision conflict. *J Neurosci* 28, 3468–3473 (2008).

Ochsner, K.N. & Gross, J.J. (2005) . The cognitive control of emotion. *Trends in Cognitive Sciences*, 85, 384-396.

Pessoa, L., Kastner S., et al. (2003). Neuroimaging studies of attention: from modulation of sensory processing to top-down control. *The Journal of Neuroscience*, 85, 942-958.

Mitchell, D.G.B., Nakic, M., Fridberg, D., Kamel, N., Pine, D.S. & Blair, R.J.R. (2007). The impact of processing load on emotion. *Neuroimage*, 34, 1299-1309.

- Murray, E. A. (2007). The amygdala, reward and emotion. *Trends in Cognitive Science*, *11*, 489-497.
- Shackman, A. J., Salomons, T. J., Slagter, H. A., Fox, A. S., Winter, J. J., & Davidson, R. J. (2012). The integration of negative affect, pain, and cognitive control in the cingulate cortex, *Nature Reviews Neuroscience*.
- Scherer, K. R. (2000). Psychological models of emotion. In J. C. Borod (Ed.), *The neuropsychology of emotion* (pp. 137-162). New York, NY: Oxford University Press.
- Davidson, R. J. (2003). Seven sins in the study of emotion: Correctives from affective neuroscience. *Brain Cogn*, *52*, 129-132.
- Cacioppo, J.T. (2003). Just because you're imaging the brain doesn't mean you can stop using your head: A primer and set of first principles. *Journal of Personality and Social Psychology*, *85*, 650-661.
- LaBar, K. S. (2007). Beyond Fear: Emotional memory mechanisms in the human brain. *Current Directions in Psychological Science*, *16*, 173-177.
- Berridge, K.C., & Kringelbach, M.L. (2008). Affective neuroscience of pleasure: reward in humans and animals. *Psychopharmacology*, *199*, 457-480
- Murray, E. A. (2007). The amygdala, reward and emotion. *Trends in Cognitive Science*, *11*, 489-497.
- Gross, J.J., & Thompson, R.A. (2007). Emotion regulation: Conceptual foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3-24). New York: Guilford Press.
- Ochsner, K. N., Ray, R. D., Cooper, J. C., Robertson, E. R., Chopra, S., Gabrieli, J. D. E. et al. (2004). For better or for worse: neural systems supporting the cognitive down- and up-regulation of negative emotion. *Neuroimage*, *23*, 483-499.
- Shane, M.S., Peterson, J.B. (204). Early and late components of attention in dysphoric individuals. *Cognition and Emotion*, *43*, 195-204.
- Singer, T. et al. (2006). Empathic neural responses are modulated by the perceived fairness of others. *Nature* *439*, 466-469.
- Shamay-Tsoory, S.G., Tomer, R., Berger, B.D. & Aharon-Peretz, J. Characterization of empathy deficits following prefrontal brain damage: the role of the right ventromedial prefrontal cortex. *J Cogn Neurosci* *15*, 324-337 (2003).
- Shane, M.S., Harenski, C.L., & Kiehl, K.A. (2009). Double dissociation between neural regions underlying empathic concern and perspective taking. *Social Cognitive and Affective Neuroscience*, *24*, 804-821.
- Johnstone, T., van Reekum, C. M., Urry, H. L., Kalin, N. H., & Davidson, R. J. (2007). Failure to regulate: Counterproductive recruitment of top-down prefrontal-subcortical circuitry in major depression. *Journal of Neuroscience*, *27*, 8877-8884.
- Mayberg HS, Lozano A, Voon V, McNeely H, Seminowicz D, Hamani C, Schwalb J, Kennedy S. (2005). Deep brain stimulation for treatment resistant depression. *Neuron*, *45*, 651-660.
- Goldin, P. R., Manber, T., Hakimi, S., Canli, T., & Gross, J. J. (2009). Neural bases of social anxiety disorder emotional reactivity and cognitive regulation during social and physical threat. *Archives of General Psychiatry*, *66*, 170-180.
- McEwen, B. S., & Gianaros, P. J. (2011). Stress- and allostasis-induced brain plasticity. *Annual Review of Medicine*, *62*, 431-445.
- Bechara, A. (2005). Decision making, impulse control and loss of willpower to resist drugs: a neurocognitive

perspective. *Nature Neuroscience*, 8, 458-463.

Harenski, C.L., Harenski, K.A., Shane, M.S., & Kiehl, K.A. (2010). Aberrant neural processing of moral violations in criminal psychopaths. *Journal of Abnormal Psychology*, 119, 863-874.

Yu-Feng, Z., Yong, H., Chao-Zhe, Z, Qing-Jiu, C. (2007). Altered baseline brain activity in children with ADHD revealed by resting-state functional MRI. *Brain and Development*, 29, 823-836.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Confessions and Interrogations		
Course number: PSYC5510G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

In this course, we will examine historical and contemporary approaches to confessions and interrogations. In particular, we will focus on how to generate and detect true vs. false reports. Topics may include the Reid Technique, the Cognitive Load approach, Strategic Use of Evidence, and the recent use of neuroimaging techniques. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- **thorough knowledge of the factors that influence confessions and interrogations**
- **understanding of how established methodologies and analyses are used to create and interpret knowledge in the field**
- **the ability to critically evaluate theory and research related to confessions and interrogations**
- **experience developing and presenting new approaches to the field**

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions. Students will be asked to generate thought questions based on the reading and discuss them in class. They will also be required to write and present a research proposal.

Sample Evaluation:
Thought Questions: 25%
Participation: 25%
Presentation: 20%
Research Paper: 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5510G: Confessions and Interrogations

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

In this course, we will examine historical and contemporary approaches to confessions and interrogations. In particular, we will focus on how to generate and detect true vs. false reports. Topics may include the Reid Technique, the Cognitive Load approach, Strategic Use of Evidence, and the recent use of neuroimaging techniques.

Learning Objectives:

By the conclusion of the course, students should have:

- thorough knowledge of the factors that influence confessions and interrogations
- an understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to confessions and interrogations
- experience developing and presenting new approaches to the field

Sample Student Evaluation:

Thought Questions: 25%

Participation: 25%

Presentation: 20%

Research Paper: 30%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

- Bond, C. F., & DePaulo, B. M. (2006). Individual differences in judging deception: Accuracy and bias. *Psychological Bulletin*, 134, 477-492.
- DePaulo, B.M., Lindsay, J. J., Malone, B. E., Muhlenbruck, L., Charlton, K., & Cooper, H. (2003). Cues to deception. *American Psychological Association*, 129(1), 74-118,
- Ekman, P. & O'Sullivan, M. (1991). Who can catch a liar? *American Psychologist*, 46(9), 913- 920.
- Hartwig, M., Granhag, P.A., & Strömwall, L.A. (2007). Guilty and innocent suspects' strategies during a police interrogation. *Psychology, Crime and Law*, 13, 213-227.
- Hartwig, M., Granhag, P.A., Strömwall, L.A., & Vrij, A. (2005). Deception detection via strategic disclosure of evidence. *Law and Human Behavior*, 29, 469-484.
- Hartwig, M., Granhag, P.A., & Vrij, A. (2005). Police interrogation from a social psychology perspective. *Policing and Society*, 15, 379-399.
- Inbau, F. E., Reid, A., Buckley, J. P., & Jayne, B. C. (2011). *Criminal interrogation and confessions* (5th ed.). Burlington, MA: Jones & Bartlett Learning.
- Kassin (2008a). The psychology of confessions. *Annual Review of Law and Social Science*.
- Kassin (2008b). False confessions: Causes, consequences, and implications for reform. *Current Directions in Psychological Science*
- Kassin (2005). On the psychology of confessions: Does innocence put innocents at risk? *American Psychologist*.
- Kassin & Fong (1999). "I'm Innocent!": Effects of training on judgments of truth and deception in the interrogation Room.

Law and Human Behavior, 23, 499-516.

- Kassin, Drizin, Grisso, Gudjonsson, Leo, & Redlich (2010). Police-induced confessions: Risk factors and recommendations. *Law and Human Behavior*. [This is an official White Paper of the American Psychology-Law Society)
- Perillo, J. & Kassin, S. (2011). Inside interrogation: The lie, the bluff, and false confessions. *Law and Human Behavior*.
- Vrij, A. (2008). *Detecting lies and deceit: The psychology of lying and implications for profession practice*. Chichester: Wiley and Sons.
- Vrij, A., Fisher, R., Mann, S., & Leal, S. (2008). A cognitive load approach to lie detection. *Journal of Investigative Psychology and Offender Profiling*, 5, 39-43.
- Vrij, A., & Mann, S. A. (2001). Who killed my relative? Police officers' ability to detect real-life high-stake lies. *Psychology, Crime, & Law*, 7, 119- 132.
- Vrij, A., Mann, S., & Fisher, R. P. (2006). An empirical test of the Behaviour Analysis Interview. *Law and Human Behavior*, 30, 329-345.
- Vrij, A., Mann, S., Kristen, S., & Fisher, R. P. (2007). Cues to deception and ability to detect lies as a function of police interview styles. *Law and Human Behavior*, 31, 499-518.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Forensic Psychology Practicum		
Course number: PSYC5630G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <input type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> 150 Other	

CALENDAR DESCRIPTION

The practicum provides students with opportunities to acquire workplace skills and knowledge while exploring the relationship between theory and practice. Students will be matched with community organizations based on the goals, interests, and learning outcomes identified in their pre-placement interviews. 3 cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- a thorough understanding of the ways in which theoretical concepts are applied in the field
- the ability to critically evaluate research in light of organizations’ practices (and vice versa)
- experience working collaboratively with experienced professionals

DELIVERY MODE

Over the course of a semester, students will spend a minimum of 150 hours at their placements.

TEACHING AND ASSESSMENT METHODS

In consultation with a designated fieldwork supervisor, students will design, manage, and receive feedback on a series of workplace objectives.

This is a pass/fail course.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Placements will take place at local organizations; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Interpersonal Relations and Group Processes		
Course number: PSYC5140G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

In this course, we will explore the processes involved with how groups of people, and people who belong to different groups, relate to one another. Specifically, we will discuss how the groups that we belong to affect our thoughts, feelings, and behaviours -- particularly toward members of other groups. Highlighted groups will vary from semester to semester; we may focus on classic social groups (e.g., gender, race, religion) and/or minimal groups. We may also examine how theories and research in the field can be used to address social issues (e.g., racism) and influence social change. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- thorough knowledge of the factors that interpersonal and intergroup relations
- an understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to interpersonal and intergroup relations
- experience developing and presenting new research in the field

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions. Students will be asked to generate thought questions based on the reading and discuss them in class. They will also be required to write and present a research proposal.

Sample Evaluation:
Thought Questions: 25%
Participation: 25%

Presentation: 20%
Research Paper: 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5140G: Interpersonal Relations and Group Processes

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

In this course, we will explore the processes involved with how groups of people, and people who belong to different groups, relate to one another. Specifically, we will discuss how the groups that we belong to affect our thoughts, feelings, and behaviours -- particularly toward members of other groups. Highlighted groups will vary from semester to semester; we may focus on classic social groups (e.g., gender, race, religion) and/or minimal groups. We may also examine how theories and research in the field can be used to address social issues (e.g., racism) and influence social change.

Learning Objectives:

By the conclusion of the course, students should have:

- thorough knowledge of the factors that interpersonal and intergroup relations
- an understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to interpersonal and intergroup relations
- experience developing and presenting new research in the field

Sample Student Evaluation:

Thought Questions: 25%

Participation: 25%

Presentation: 20%

Research Paper: 30%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

- Amodio, D. M. (2008). The social neuroscience of intergroup relations. *European Review of Social Psychology, 19*, 1-54.
- Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? *Journal of Social Issues, 55*, 429-444.
- Chen, M., & Bargh, J. A. (1997). Nonconscious behavioral confirmation processes: The self-fulfilling consequences of automatic stereotype activation. *Journal of Experimental Social Psychology, 33*, 541-560.
- Gaertner, S. L., Dovidio, J. F., Rust, M. C., Nier, J. A., Banker, B. S., Ward, C. M., Mottola, G. R., & Houlette, M. (1999). Reducing intergroup bias: Elements of intergroup cooperation. *Journal of Personality and Social Psychology, 76*, 388-402.
- Galinsky, A. D., & Moskowitz, G. B. (2000). Perspective taking: Decreasing stereotype expression, stereotype accessibility and in-group favoritism. *Journal of Personality and Social Psychology, 78*, 708-724.
- Hunsberger, B., & Jackson, L. M. (2005). Religion, meaning, and prejudice. *Journal of Social Issues, 61*, 807-826.
- Jetten, J., Postmes, T., & McAuliffe, B.J. (2002). 'We're all individuals': Group norms and individualism and collectivism, levels of identification and identity threat. *European Journal of Social Psychology, 32*, 189-207.
- Kunda, Z., & Oleson, K. C. (1997). When exceptions prove the rule: How extremity of deviance determines deviants' impact on stereotypes. *Journal of Personality and Social Psychology, 72*, 965-979.
- Mackie, D. M., & Smith, E. R. (Eds.) (2002). From prejudice to intergroup emotions : Differentiated reactions to social groups. Philadelphia: Psychology Press.
- Mackie, D. M., Smith, E. R., & Ray, D. G. (2008). Intergroup emotions and intergroup relations. *Social and Personality Psychology Compass, 2*, 1866-1880.

- Macrae, C. N. & Bodenhausen, G. V. (2000). Social cognition: Thinking categorically about others: *Annual Review of Psychology*, 51, 93-120.
- McConnell, A. R., Rydell, R. J., Strain, L. M., & Mackie, D. M. (2008). Social group association cues: Forming implicit and explicit attitudes toward individuals. *Journal of Personality and Social Psychology*, 94, 792-807.
- Perdue, C. W., Dovidio, J. F., Gurtman, M. B., & Tyler, R. B. (1990). Us and them: Social categorization and the process of intergroup bias. *Journal of Personality and Social Psychology*, 59, 475-486.
- Tajfel, H., & Turner, J.C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W.G. Austin (Eds.), *The psychology of intergroup relations* (pp. 7-24). Chicago: Nelson-Hall.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Memory		
Course number: PSYC5150G	Cross-listings: None	___ Core <u> X </u> Elective
Credit weight: 3 credits	Contact hours: <u> 3hrs </u> Lecture ___ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

In this course, we will explore classic and contemporary issues in human memory using a variety of perspectives. Topics may include working memory, encoding processes, retrieval processes, implicit memory, reconstructive processes, prospective memory, autobiographical memory, eyewitness memory, memory development, neuropsychological correlates of memory and memory disorders, source memory, and false memories. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- thorough knowledge of the factors that influence memory
- an understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to memory
- experience developing and presenting new research in the field

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions. Students will be asked to generate thought questions based on the reading and discuss them in class. They will also be required to write and present a research proposal.

Sample Evaluation:
Thought Questions: 25%
Participation: 25%
Presentation: 20%
Research Paper: 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5150G: Memory

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

In this course, we will explore classic and contemporary issues in human memory using a variety of perspectives. Topics may include working memory, encoding processes, retrieval processes, implicit memory, reconstructive processes, prospective memory, autobiographical memory, eyewitness memory, memory development, neuropsychological correlates of memory and memory disorders, source memory, and false memories.

Learning Objectives:

By the conclusion of the course, students should have:

- thorough knowledge of the factors that influence memory
- an understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to memory
- experience developing and presenting new research in the field

Sample Student Evaluation:

Thought Questions: 25%

Participation: 25%

Presentation: 20%

Research Paper: 30%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Baddeley, A., Eysenck, M.W., & Anderson, M.C. (2009). *Memory*. New York: Psychology Press.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: M.Sc. Thesis		
Course number: PSYC5910G	Cross-listings: None	<u> X </u> Core ___ Elective
Credit weight: 12 credits	Contact hours: ___ Lecture ___ Lab ___ Tutorial <u> X </u> Other	

CALENDAR DESCRIPTION

The thesis is the primary component of the M.Sc. requirement. Master’s research is carried out under the direction of the student’s supervisor or co-supervisors, in co-operation with a supervisory committee. Students are encouraged to have at least one member of the supervisory committee be from a discipline other than Forensic Psychology. Each student must report his or her research in a written thesis. The thesis is accompanied by an oral defence. This is a pass/fail course. 12 cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have met the following objectives:

A systematic understanding of the principles that impact the thesis topic, including, but not limited to,:

- the manner in which psychological principles are used to evaluate the topic;
- the major theories pertaining to the psychological underpinnings of the topic;

A conceptual understanding and methodological competence that:

- enable a working comprehension of how established psychological techniques are used to create and interpret knowledge in the area of study;
- support a critical evaluation and interrogation of current research in the area;
- demonstrate experience and competence implementing methodologies related to the topic;
- support the development of a sustained argument pertaining to the topic orally and in written thesis form.
- the ability to develop and convey their research process, from initial project conception to interpretation of research findings, in the in both oral and written form.
- an ability to communicate information, arguments, methods and analyses accurately and reliably, orally and in writing, to a range of audiences.
- an ability to communicate at a high level the theoretical, methodological and analytical details of their Master's thesis, including its implications for the academic and/or legal communities, orally and in writing, to a range of audiences.

A recognition of:

- the limits of their own knowledge;
- the uncertainty inherent within the psychological sciences, which can only predict outcomes with incomplete certainty;

- the current limits of knowledge in the discipline as a whole, and the fact that these limits are continuously evolving.
- the manner in which alternate ideas, methods and interpretations can usefully contribute to the further development of their own ideas, methods and interpretations.

Qualities and skills necessary to support further study, employment, community involvement and/or other related activities, including the exercise of initiative, personal responsibility and accountability in both individual and group contexts, the ability to work effectively with others, and the capacity to make decisions in complex contexts;

The ability to initiate, motivate and manage their own learning development, including necessary coursework inside and outside the discipline, and the development of their thesis work;

Behaviour consistent with academic integrity and social responsibility, as seen through their coursework, their thesis work, and their interactions with students, faculty and the university and civic communities.

DELIVERY MODE

Typically, this work will be carried out face-to-face.

TEACHING AND ASSESSMENT METHODS

Students will write and orally defend their theses according to Office of Graduate Studies policies. They will be assessed according to Graduate Studies policies. Students are encouraged to have at least one member of the supervisory committee be from a discipline other than Forensic Psychology.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms, laboratories, and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Neurobiology of Antisocial Behaviour		
Course number: PSYC5520G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

Over the past two decades we have seen a veritable explosion of neuroscience research into the structure and function of the human brain. Like many other aspects of human behaviour, this research has provided us with a significantly increased understanding of the biological underpinnings of criminal actions. While this research has hardly identified a “criminal” part of the brain, it has highlighted a multitude of neural abnormalities that may encourage the commission of criminal and/or immoral acts. In this advanced seminar, we will explore the most recent empirical work into these neural abnormalities, and highlight the manner in which they may underlie various criminal behaviours. Particular attention will be given to neural abnormalities underlying reward and punishment processing, executive control, and emotions including guilt, fear and shame. The extent to which these abnormalities underlie various externalizing disorders, including substance abuse, sexual deviancy and psychopathic behaviour will be considered, as will be the ethical and practical implications of neuroscience research for the criminal justice system. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

1. Students should demonstrate a comprehensive understanding of the manner in which abnormal neural system activity may promote antisocial behaviour.
2. Students should gain an appreciation for the ethical and practical implications of using neuroscience research in the courtroom.
3. Students should demonstrate critical consideration of the empirical literature on the neurobiology of antisocial behaviour, through a written research proposal.

DELIVERY MODE

This course will be delivered as two 1.5 hour or one 3-hour face-to-face weekly classes.

TEACHING AND ASSESSMENT METHODS

Given the intriguing and speculating nature of these topics, it is anticipated that students will engage in a lively exchange of ideas during class. Evaluation will thus be based highly on class participation. In addition, students will be responsible for weekly 1-page thought papers, and a final paper proposing a study that incorporates neuroscience technology into their own research program.

Sample evaluation:

Class participation: 40%

Leading/initiating class discussion: 20%

Thought papers: 20%

Final proposal: 20%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5520G: Neurobiology of Antisocial Behaviour

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

Over the past two decades we have seen a veritable explosion of neuroscience research into the structure and function of the human brain. Like many other aspects of human behaviour, this research has provided us with a significantly increased understanding of the biological underpinnings of criminal actions. While this research has hardly identified a “criminal” part of the brain, it has highlighted a multitude of neural abnormalities that may encourage the commission of criminal and/or immoral acts. In this advanced seminar, we will explore the most recent empirical work into these neural abnormalities, and highlight the manner in which they may underlie various criminal behaviours. Particular attention will be given to neural abnormalities underlying reward and punishment processing, executive control, and emotions including guilt, fear and shame. The extent to which these abnormalities underlie various externalizing disorders, including substance abuse, sexual deviancy and psychopathic behaviour will be considered, as will be the ethical and practical implications of neuroscience research for the criminal justice system.

Topics Include: Neuroanatomy; neural abnormality underlying externalizing disorders; how neural dysfunction in cognitive/affective circuits may encourage antisocial acts; practical and ethical considerations of using neuroscience in legal proceedings.

Learning Objectives:

1. Students should demonstrate a comprehensive understanding of the manner in which abnormal neural system activity may promote antisocial behaviour.
2. Students should gain an appreciation for the ethical and practical implications of using neuroscience research in the courtroom.
3. Students should demonstrate critical consideration of the empirical literature on the neurobiology of antisocial behaviour, through a written research proposal.

Sample Student Evaluation:

This is a seminar course that will feature a weekly student presentation, followed by a spirited group discussion of relevant issues. Students will be expected to come to class having read all assigned readings, and will be required to provide a 1-page thought paper each week. A final course paper will be submitted on the last day of class.

Students will be assessed in the following manner:

Weekly thought papers: 20%

Class presentation: 20%

Class participation: 20%

Final Paper: 40%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Readings will include a primary text, as well as selected empirical, theoretical and review articles.

Primary text: Walsh, A., & Bolen, J.D. (2012). *The Neurobiology of Criminal Behavior: Gene-Brain-Culture Interaction*. Ashgate publishers.

Selected additional readings:

Collette, F., Hogge, M., Salmon, E., & Van der Linden. (2006). Exploration of the neural substrates of executive functioning by functional neuroimaging. *Neuroscience*, 139, 209-221.

Gazzaniga, M.S. (2008). The Law and Neuroscience. *Neuron*, 60, 412-415.

Glenn, A., Raine, A., Laufer, W., (2011). Is it wrong to criminalize and punish psychopaths? *Emotion Review*, 3, 302-304.

Greene, J.D., & Paxton, J.M. (2009). Patterns of neural activity associated with honest and dishonest moral decisions. *Proceedings of the National Academy of Sciences*, 106, 12506-12511.

New York Times article: *The Brain on the Stand*. (2012).

<http://www.nytimes.com/2007/03/11/magazine/11NeuroLaw.t.html?pagewanted=all>

Phan, K.L., Wager, T., Taylor, S.F., & Liberzon, I. (2002). Functional neuroanatomy of emotion: a meta-analysis of emotion activation studies in PET and fMRI. *Neuroimage*, 83, 204-232.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Personality and Crime		
Course number: PSYC5540G	Cross-listings: None	___ Core <u> X </u> Elective
Credit weight: 3 credits	Contact hours: <u> 3hrs </u> Lecture ___ Lab ___ Tutorial ___ Other	

CALENDAR DESCRIPTION

This course is designed to introduce graduate students to the intersection of personality and crime. This course examines how personality is shaped during formative years, and influences criminal behaviour throughout the life-course. It also examines how personality is embodied in the characteristics of the offense by analyzing how offenders interact with the environment and their victims. Emphasis will be placed on analyses of personalities and offense characteristics in classical works of literature. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

After the course is completed, students will be able to: (1) identify the principal theorists in the area of personality and crime (2) discuss major theories of personality formation (3) discuss major theories of crime (4) analyze how personalities are inferred through the way victims and offenders interact (5) analyze the psychological assumptions that are presupposed in theories of crime .

DELIVERY MODE

This course will be delivered as one 3-hour or two 1.5-hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions:

Assignments: 35%
Presentations: 20%
Projects: 45%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5540G: Personality and Crime

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course is designed to introduce graduate students to the intersection of personality and crime. This course examines how personality is shaped during formative years, and influences criminal behavior throughout the life-course. It also examines how personality is embodied in the characteristics of the offense by analyzing how offenders interact with the environment and their victims. Emphasis will be placed on analyses of personalities and offense characteristics in classical works of literature.

Topics Include:

Defining crime and offense types
 Theory of Signature
 Neurobiology and personality
 Personality formation & types
 Vectors in psychological movement
 Vectors in aggression
 Personality inference: pre-offense characteristics
 Personality inference: on-scene offense characteristics
 Personality inference: post-offense characteristics
 Self and identity: onset of offense
 Self and identity: desistance from offense
 Investigating serial offenders

Learning Objectives:

After the course is completed, students will be able to: (1) identify the principal theorists in the area of personality and crime (2) discuss major theories of personality formation (3) discuss major theories of crime (4) analyze how personalities are inferred through the way victims and offenders interact (5) analyze the psychological assumptions that are presupposed in theories of crime .

Sample Student Evaluation:

This is a seminar course that will feature presentations and group discussions:

Assignments: 35%

Presentations: 20%

Projects: 45%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Adler, A. (2002). [1927]. *The collected clinical works of Alfred Adler, Vol. 1. The neurotic character: Fundamentals of individual psychology & psychotherapy*, edited by H.T. Stein. Bellingham, WA: Classical Adlerian Translation Project.

Allport, G. (1955). *Becoming: Basic considerations for a psychology of personality*. New Haven, CT: Yale University Press.

Canter, D. (2000). *Criminal shadows: The inner narratives of evil*. Irving, TX: Authorlink Press.

Dostoyevsky, F. (1963). [1866]. *Crime and punishment*. New York: Washington Square Press.

Horney, K. (1945). *Our inner conflicts: A constructive theory of neurosis*. New York: W.W. Norton.

Keppel, R.D., & Birnes, W.J. (2009). *Serial violence: Analysis of Modus Operandi and signature characteristics of killers*. Boca Rotan, FL: CRC

Maruna, S. (2001). *Making good: How ex-convicts reform and rebuild their lives*. Washington, DC: APA.

Shakespeare, W. (1956). *Macbeth*. New York: Penguin.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Ph.D. Thesis		
Course number: PSYC6910G	Cross-listings: None	<u> X </u> Core _____ Elective
Credit weight: 40 credits	Contact hours: __ Lecture _____ Lab _____ Tutorial <u> X </u> Other	

CALENDAR DESCRIPTION

The thesis is the primary component of the Ph.D. requirement. The thesis must make a new contribution to the field of study. Thesis research is carried out under the direction of the student's supervisor or co-supervisors, in co-operation with a supervisory committee. At least one member of the supervisory committee must be from a discipline other than Forensic Psychology. Each student must report his or her research in a written thesis. The thesis is accompanied by an oral defence. This is a pass/fail course. 40 cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the Ph.D., students will have:

A thorough, substantial and current understanding of the principles and constructs that impact the justice system, including but not limited to:

- the manner in which principles and constructs are employed to evaluate concepts related to legal proceedings, including interrogations, confessions, and eyewitness testimony;
- the manner in which variation in the integrity of psychological constructs (e.g., memory, attention, emotion) may impact legal proceedings;
- the historical and recent research pertaining to the psychological underpinnings of antisocial behaviour;
- an awareness of, and an ability to, independently and critically evaluate, the assumptions that the justice system makes about human behaviour;
- a thorough and critical understanding of the impact that burgeoning research (e.g., neuroscience, genetics) is having on the justice system, including the technological, methodological and moral/ethical issues that this research raises.

A conceptual understanding and methodological competence that:

- support the ability to conceptualize, design and implement research for the generation of new knowledge, applications, or understanding at the forefront of forensic psychology;
- support a critical evaluation and interrogation of current research in the field, and an ability to devise potential solutions to complex issues, sometimes requiring the development of novel methodologies;
- support the development of a sustained, thorough, and critical argument pertaining to the field of forensic psychology, both orally and in written thesis form.
- support the production and submission of original research, or other advanced scholarship, of quality sufficient to satisfy peer review

The capacity to:

- undertake pure and/or applied research at an advanced level
- contribute to the development of skills, techniques, tools, practices, ideas, theories, approaches and/or materials relevant to academic, legal or civic communities.

An ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively, to a range of audiences;

An ability to communicate, thoroughly and critically, the theoretical, methodological and analytical details of their thesis work, including its implications for the academic and/or legal communities, orally and in writing, to a range of audiences.

A recognition of:

- the limits of their own knowledge;
- the uncertainty inherent within the psychological sciences, which can only predict outcomes with incomplete certainty;
- the current limits of knowledge in the discipline as a whole, and the fact that these limits are continuously evolving.

Qualities and transferable skills necessary to support employment, including the exercise of personal responsibility, accountability and largely autonomous initiative, in both individual and group contexts, and the capacity to make decisions in complex contexts;

The intellectual independence to be academically and professionally engaged and current;

Ethical behaviour consistent with academic integrity and social responsibility, as seen through their coursework, their thesis work, and their interactions with students, faculty and the university and civic communities;

The ability to evaluate the broader implications of applying knowledge to particular contexts.

DELIVERY MODE

Typically, this work will be carried out face-to-face.

TEACHING AND ASSESSMENT METHODS

Thesis research is carried out under the direction of the student's supervisor or co-supervisors, in co-operation with a supervisory committee. At least one member of the supervisory committee must be from a discipline other than Forensic Psychology. The written thesis is accompanied by an oral defence.

This is a pass/fail course.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms, laboratories, and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Professional Development		
Course number: PSYC6940G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course is designed to assist students with navigating their professional development from graduate student to independent junior scholar in academia, not-for-profit research, or industry research. Topics will include professional writing and speaking, creating a curriculum vitae, the thesis and thesis processes, developing a course syllabus, developing a course lecture, professional networking, professional job applications, interviewing, succeeding in an independent position, continuing professional development, and work-family balance. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

Students who complete the course should be able to (1) participate effectively in a weekly writing group; (2) give a professional presentation based on research; (3) write a research proposal; (4) construct a course syllabus; (5) give a psychology lecture; (6) construct a professional CV, (7) perform successfully in a mock job interview; and (8) write an effective cover letter for a job application.

DELIVERY MODE

This course will be delivered as two 1.5 hour or one 3.0 hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

Assessment will be based on oral and written assignments, such as writing group logs, performance on a professional presentation, quality of research proposal, quality of course syllabus, quality of lecture, quality of CV, performance in a mock job interview, and quality of cover letter for a job application.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
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Curriculum Committee approval	
Faculty Council approval	



PSYC 6940G: Professional Development

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course is designed to assist students with navigating their professional development from graduate student to independent junior scholar in academia, not-for-profit research, or industry research. Topics will include professional writing and speaking, creating a curriculum vitae, and the thesis processes, developing a course syllabus, developing a course lecture, professional networking, professional job applications, interviewing, succeeding in an independent position, continuing professional development, and work-family balance.

Learning Outcomes:

Students who complete the course should be able to (1) participate effectively in a weekly writing group; (2) give a professional presentation based on research; (3) write a research proposal; (4) construct a course syllabus; (5) give a psychology lecture; (6) construct a professional CV, (7) perform successfully in a mock job interview; and (8) write an effective cover letter for a job application.

Sample Student Evaluation:

Assessment will be based on oral and written assignments, such as writing group logs, performance on a professional presentation, quality of research proposal, quality of course syllabus, quality of lecture, quality of CV, performance in a mock job interview, and quality of cover letter for a job application. The exact evaluation scheme will depend on which students are taking the course and their future career goals.

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Reading materials:

Darley, J., Zanna, M., & Roediger, H. (2003). *The compleate academic: A career guide*. APA Press.

Forsyth, (2002). *The professor's guide to teaching: Psychological principles and practices*. APA.

Silvia, P. (2007). *How to write a lot: A productive guide to productive academic writing*. APA.

COURSE CHANGE TEMPLATE – for minor curricular changes

For new courses see New Course Template

Faculty: Health Sciences	
Course number: HLSC 5119G	Current course title: Program Evaluation
<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	

COURSE CHANGES (check all that apply)

	Course title		Credit weighting
	Course description		Contact hours
	Course number		Prerequisites
	Course design		Co-requisites
	Learning outcomes	x	Cross-listings
	Mode of delivery		Credit restrictions
	Teaching and assessment methods		Credit exclusions

REASON FOR CHANGE AND WAYS IN WHICH IT MAINTAINS/ENHANCES COURSE OBJECTIVES

The Faculties of Social Science and Humanities and Science are proposing new graduate degrees in Forensic Psychology and Neuroscience. Students will be able to take this course as part of the Statistics and Research Methods requirements.

Course objectives will remain the same.

CHANGE TO CALENDAR ENTRY - none

Current	Proposed
HLSC 5119G Program Evaluation. This course is intended to provide students with the opportunity to pursue topics that are of academic interest to them personally. Students must present a proposal for the program evaluation they intend to survey. The proposal should include an overview of the program, the intended learning outcomes, a listing of the planned activities (e.g., a list of readings, media sources to be consulted, plans for evaluating the program), and proposed deadlines. 3 cr.	HLSC 5119G Program Evaluation. This course is intended to provide students with the opportunity to pursue topics that are of academic interest to them personally. Students must present a proposal for the program evaluation they intend to survey. The proposal should include an overview of the program, the intended learning outcomes, a listing of the planned activities (e.g., a list of readings, media sources to be consulted, plans for evaluating the program), and proposed deadlines. 3 cr.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

There are no financial implications. The Faculty of Health Sciences has approved the inclusion of this course in the program.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Professional Seminar		
Course number: PSYC5920G	Cross-listings: None	<u> X </u> Core _____ Elective
Credit weight: 0 credits	Contact hours: <u> 3 </u> Lecture _____ Lab _____ Tutorial _____ Other	

CALENDAR DESCRIPTION

Graduate students and faculty members will present and discuss topics related to their areas of study. There will be a particular emphasis on exploring design issues. This is a pass/fail course. 0cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- thorough knowledge of design and implementation issues related to their topic of study
- a basic understanding of the methodologies and analyses that can be used to create and interpret their research
- the ability to critically evaluate theory and research issues
- experience developing and presenting new research in the field

DELIVERY MODE

Students and faculty members will meet face-to-face in 3-hour or 2 1.5-hour seminars. Seminars will be held weekly or biweekly.

TEACHING AND ASSESSMENT METHODS

Students and faculty members will present, discuss, and critique each other's research.

This is a pass/fail course.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Psychology and Contemporary Issues in Youth Justice		
Course number: PSYC5570G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course considers the contribution that psychology has made to the youth justice system. Specifically, it will examine how the use of psychological theories, evaluation data, research, and techniques of service delivery based on psychological principles has shaped the history of youth justice. Topics will include the criminal culpability of adolescents and the impact of punitive sanctions on adolescents' development and behaviour.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

Following completion of this course, students will be able to critically examine youth justice legislation and practice. Additionally, they will be able to identify and discuss arguments that support a separate youth justice system in which adolescents are judged, tried, and sanctioned in developmentally appropriate ways.

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions.

Class participation & Presentations: 25%

Research Paper: 30%

Reflective/Critical Paper: 25% - Note this assignment would involve a field trip to a maximum security youth custody/detention facility. Students would be required to write a brief, reflective piece on their impressions and observations of their visit – the reality of what they see/experience in the context of what they learn in class. Students would be expected to draw on and cite extensively from course materials. Visits would include meeting with clinical staff, front line correctional officers and senior management.

Final/Oral examination (one-on-one): 20%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5570G: Psychology and Contemporary Issues in Youth Justice

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course considers the contribution that psychology has made to the youth justice system. Specifically, it will examine how the use of psychological theories, evaluation data, research, and techniques of service delivery based on psychological principles has shaped the history of youth justice. Topics will include the criminal culpability of adolescents and the impact of punitive sanctions on adolescents' development and behaviour.

Learning Objectives:

Following completion of this course, students will be able to critically examine youth justice legislation and practice. Additionally, they will be able to identify and discuss arguments that support a separate youth justice system in which adolescents are judged, tried, and sanctioned in developmentally appropriate ways.

Sample Student Evaluation:

Class participation & Presentations: 25%

Research Paper: 30%

Reflective/Critical Paper: 25% - Note this assignment would involve a field trip to a maximum security youth custody/detention facility. Students would be required to write a brief, reflective piece on their impressions and observations of their visit – the reality of what they see/experience in the context of what they learn in class. Students would be expected to draw on and cite extensively from course materials. Visits would include meeting with clinical staff, front line correctional officers and senior management.

Final/Oral examination (one-on-one): 20%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

- Cesaroni, C. & Peterson-Badali, M. (2010). Understanding the adjustment of incarcerated young offenders: A Canadian Example. *Youth Justice*, 10 (2), 1 – 19.
- Feld.B. (1999). The social construction of childhood and adolescence. in *Bad Kids: Race and the transformation of the juvenile court*. New York: Oxford University Press. Pp 17 – 45.
- Grisso. T. (2007). Progress and perils in the juvenile justice and mental health movement. *The journal of the American Academy of Psychiatry and the Law*, 35 (2), 158- 167.
- Jones, S. & Cauffman, E. (2008). Juvenile psychopathy and judicial decision-making: An empirical analysis of an ethical dilemma. *Behavioral Sciences & the Law*, 26, 151-165.
- Smith, D. J. (2005). The effectiveness of the juvenile justice system. *Criminal Justice*, 5 (2), 181 – 195.
- Steinberg, L., Chung Len, H., & Little, M. (2004) Re-entry of young offenders from the justice system: A developmental perspective. *Youth Violence and Juvenile Justice*, 2 (1), 21 – 38.
- Vitopoulos, N.A., Peterson-Badali, M., & Skilling, T.A. (2012). The relationship between matching service to criminogenic need and recidivism in male and female youth: Examining the RNR principles in practice. *Criminal Justice and Behavior*, 39 (8), 1025 – 1041.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Psychology and Law Enforcement		
Course number: PSYC5550G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

The content of this course focuses on psychological issues associated with criminal investigations and policing. Topics may include the psychology of policing (e.g., selection and training of police officers, police decision-making) and psychological issues pertaining to criminal investigations (e.g., eyewitness memory, interrogations, confessions, and profiling). 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

Students who complete the course should be able to (1) understand the various psychological issues associated with policing, (2) demonstrate the ability to implement psychology in simulated investigations (e.g., interrogating mock suspects, developing fair lineup procedures, (3) summarize in writing and orally contemporary research findings concerning the various aspects of psychology and law enforcement, and (4) write a research proposal for new research on an aspect of psychology of law enforcement.

DELIVERY MODE

This course will be delivered as two 1.5 hour or one 3.0 hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

Assessment will be based on a combination of quizzes (based on readings and lectures), individual or group projects, in-class presentations, and writing assignments. A sample marking scheme is 20% quizzes, 30% projects; 25% in-class presentations, and 25% writing assignments.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



SAMPLE COURSE OUTLINE

PSYC 5550G: Psychology and Law Enforcement

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

The content of this course focuses on psychological issues associated with criminal investigations and policing. Topics may include the psychology of policing (e.g., selection and training of police officers, police decision-making) and psychological issues pertaining to criminal investigations (e.g., eyewitness memory, interrogations, confessions, and profiling).

Learning Objectives:

Students who complete the course should be able to (1) understand the various psychological issues associated with policing, (2) demonstrate the ability to implement psychology in simulated investigations (e.g., interrogating mock suspects, developing fair lineup procedures), (3) summarize in writing and orally contemporary research findings concerning the various aspects of psychology and law enforcement, and (4) write a research proposal for new research on an aspect of psychology of law enforcement.

Student Evaluation:

Assessment will be based on a combination of quizzes (based on readings and lectures), individual or group projects, in-class presentations, and writing assignments. A sample marking scheme is 20% quizzes, 30% projects; 25% in-class presentations, and 25% writing assignments.

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Reading materials:

Lassiter, D., & Meissner, C. (2012). *Police interrogations and false confessions: Current research, practice, and policy recommendations*. APA Press.

Ainsworth, P. (2002). *Psychology and policing*. Willan Publishing

Contemporary articles from *Law and Human Behavior*, *Legal and Criminological Psychology*, and related peer-review journals.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Psychology and the Courtroom		
Course number: PSYC5560G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

The content of this course focuses on psychological issues associated with criminal and civil courtroom litigation. Potential reading and discussion topics include judge and jury decision-making, jury selection, jury deliberation, effects of pre-trial publicity and other forms of extra-legal evidence on case outcomes, expert witnesses, and the plea-bargaining process. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

Students who complete the course should be able to (1) communicate the various psychological perspectives on judge and jury decision-making, (2) articulate the social influences processes underlying jury behaviour, (3) demonstrate the ability to give testimony as an expert witness, and (4) demonstrate the ability to write research proposals concerning psychological issues in the courtroom.

DELIVERY MODE

This course will be delivered as two 1.5 hour or one 3.0 hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

Assessment will be based on a combination of quizzes (based on readings and lectures), individual or group projects, in-class presentations, and writing assignments. A sample marking scheme is 20% quizzes, 30% projects; 25% in-class presentations, and 25% writing assignments.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



SAMPLE COURSE OUTLINE

PSYC 5560G: Psychology and the Courtroom

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

The content of this course focuses on psychological issues associated with criminal and civil courtroom litigation. Potential reading and discussion topics include judge and jury decision-making, jury selection, jury deliberation, effects of pre-trial publicity and other forms of extra-legal evidence on case outcomes, expert witnesses, and the plea-bargaining process.

Learning Objectives:

Students who complete the course should be able to (1) communicate the various psychological perspectives on judge and jury decision-making, (2) articulate the social influences processes underlying jury behavior, (3) demonstrate the ability to give testimony as an expert witness, and (4) demonstrate the ability to write research proposals concerning psychological issues in the courtroom.

Student Evaluation: Assessment will be based on a combination of quizzes (based on readings and lectures), individual or group projects, in-class presentations, and writing assignments. A sample marking scheme is 20% quizzes, 30% projects; 25% in-class presentations, and 25% writing assignments.

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Reading materials:

Devine, P. (2012). *Jury decision making: The state of the science*. NYU Press.

Simon, D. (2012). *In doubt: The psychology of the criminal justice process*. Harvard University Press.

Contemporary articles from *Law and Human Behavior*, *Behavioral Sciences & the Law*, and related peer-review journals.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Psychopathic Behaviour		
Course number: PSYC5580G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 0 credits	Contact hours: <input type="text" value="3"/> Lecture <input type="text"/> Lab <input type="text"/> Tutorial <input type="text"/> Other	

CALENDAR DESCRIPTION

This advanced seminar will provide an in-depth understanding of the psychopathic personality. The course will begin by carefully defining the characteristics of the disorder, and debunking common misperceptions encouraged by the popular media. A brief discussion of “nature/nurture” will then be followed by readings that encourage a careful examination of the most dominant contemporary models of the disorder. Social, cognitive, clinical and neural features of the disorder will all be considered in turn, and students will be encouraged to think critically about each model discussed. The course will culminate with a discussion of therapeutic attempts and opportunities, and with a careful consideration of the ethical and practical issues regarding how the legal system should deal with psychopathic personalities. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

1. Students will learn the diagnostic definition of the psychopathic personality, and be capable of critically evaluating the accuracy of claims put forward by the popular media.
2. Students will be able to articulate and critically evaluate the dominant models of the psychopathic personality.
3. Students will take with them an understanding of the current state of treatment opportunities for psychopathic individuals, and an ability to think critically about implications for the treatment of psychopaths by the criminal justice system.

DELIVERY MODE

This course will be delivered as 2 x 1.5 hour or 1 x 3 hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature a weekly student presentation, followed by a spirited group discussion of relevant issues. Students will be expected to come to class having read all assigned readings; they may be required to provide thought papers each week. A final course paper will be submitted on the last day of class.

Sample student evaluation:

Weekly thought papers: 30%

Class presentation: 30%

Final Paper: 40%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.
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APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5580G: Psychopathic Behaviour

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This advanced seminar will provide an in-depth understanding of the psychopathic personality. The course will begin by carefully defining the characteristics of the disorder, and debunking common misperceptions encouraged by the popular media. A brief discussion of “nature/nurture” will then be followed by readings that encourage a careful examination of the most dominant contemporary models of the disorder. Social, cognitive, clinical and neural features of the disorder will all be considered in turn, and students will be encouraged to think critically about each model discussed. The course will culminate with a discussion of therapeutic attempts and opportunities, and with a careful consideration of the ethical and practical issues regarding how the legal system should deal with psychopathic personalities.

Topics Include: Clinical, theoretical and empirical considerations of the psychopathic personality.

Cognitive/emotional/neural abnormalities associated with psychopathy. Treatment attempts and opportunities. Ethical and practical considerations regarding legal process for the psychopath.

Learning Objectives:

4. Students will learn the diagnostic definition of the psychopathic personality, and be capable of critically evaluating the accuracy of claims put forward by the popular media.
5. Students will be able to articulate and critically evaluate the dominant models of the psychopathic personality.
6. Students will take with them an understanding of the current state of treatment opportunities for psychopathic individuals, and an ability to think critically about implications for the treatment of psychopaths by the criminal justice system.

Sample Student Evaluation:

This is a seminar course that will feature a weekly student presentation, followed by a spirited group discussion of relevant issues. Students will be expected to come to class having read all assigned readings, and will be required to provide a 1-page thought paper each week. A final course paper will be submitted on the last day of class.

Students will be assessed in the following manner:

Weekly thought papers: 20%

Class presentation: 20%

Class participation: 20%

Final Paper: 40%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a

loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Readings will include several chapters from the primary text, as well as selected empirical, theoretical and review articles.

Primary text: Cleckley, H.A. (1982). *The mask of sanity*, Mosby Medical Library.

Additional readings:

Blair, J.R.J., Jones, L., Clark, F., & Smith, M. (1997). The psychopathic individual: a lack of responsiveness to distress cues? *Psychophysiology*, 34, 192-196.

Blair, J.R.J. et al. (1995). Emotion attribution in the psychopath. *Personality and Individual Differences*, 19, 431-444.

Glenn, A., Raine, A., Laufer, W., (2011). Is it wrong to criminalize and punish psychopaths? *Emotion Review*, 3, 302-304.

Hare, R.D. (1965). Detection threshold for electric shock in psychopaths. *Journal of Abnormal Psychology*, 73, 268-272.

Hare, R.D., Frazelle, J., & Cox, D. N.(1978). Psychopathy and physiological responses to threat of an aversive stimulus. *Psychophysiology*, 15, 165-172.

Harenski, C.L., Harenski, K.A., Shane, M.S., & Kiehl, K.A. (2010). Aberrant neural processing of moral violations in

- criminal psychopaths. *Journal of Abnormal Psychology*, *119*, 863-874.
- Harris, G.T., Rice, M.E., Cormier, C.A. (1991). Psychopathy and violent recidivism. *Law and Human Behavior*, *15*, 625-637.
- Lynam, D.R. (1996). Early identification of chronic offenders: Who is the fledgling psychopath? *Psychological Bulletin*, *120*, 209-234.
- Ogloff, J.R.P. & Wong, S. (1990). Electrodermal and cardiovascular evidence of a coping response in psychopaths. *Criminal Justice and Behavior*, *17*, 231-245.
- Newman, J.P. & Kosson, D. (1986). Passive avoidance learning in psychopathic and nonpsychopathic offenders. *Journal of Abnormal Psychology*, *95*, 252-256.
- Patrick, C.J., Bradley, M.M. & Lang, P.J. (1993). Emotion in the criminal psychopath: Startle reflex modulation. *Journal of Abnormal Psychology*, *102*, 82-92.
- Patterson, M.C. & Newman, J.P., (1993). Reflectivity and learning from aversive events: Toward a psychological mechanism for the syndromes of disinhibition. *Psychological Review*, *100*, 716-736.
- Seto, M.C., & Barbaree, S.E. (1999). Psychopathy, treatment behavior, and sex offender recidivism. *Journal of Interpersonal Violence*, *14*, 1235-1248.
- Shane, M.S., Harenski, C.L., & Kiehl, K.A. (under review). Evidence of neural response to emotional stimuli in psychopathic individuals. *Archives of General Psychiatry*.
- Shane, M.S., & Peterson, J.B. (2004). Devisive copers show a deficit in passive avoidance learning on Newman's passive avoidance task: implications for self-deception and socialization. *Journal of Personality*, *72*, 939-865.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Psychotherapy		
Course number: PSYC5160G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course provides students with introduction to psychotherapy. Through a survey of major psychotherapeutic approaches, principles, and research findings across a variety of fields within psychology, students will gain a better understanding the various ways in which problematic human thoughts and behaviour can be addressed. Typical topics include: cognitive behavioural therapy, cognitive analytic therapy, psychoanalytic therapy, person-centered therapy, and dialectical therapy. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the end of the course, the student should be able to:

- **Demonstrate a greater depth of understanding of psychotherapeutic approaches**
- **Evaluate psychotherapeutic approaches**
- **Formulate a treatment plan using a variety of different approaches to psychotherapy**

DELIVERY MODE

This course will be delivered as one 3-hour or two 1.5-hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions.

Sample evaluation:

Weekly thought paper: 20%

Presentation: 35%

Case study assignment: 45%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5160G: Psychotherapy

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course provides students with introduction to psychotherapy. Through a survey of major psychotherapeutic approaches, principles, and research findings across a variety of fields within psychology, students will gain a better understanding the various ways in which problematic human thoughts and behaviour can be addressed. Typical topics include: cognitive behavioural therapy, cognitive analytic therapy, psychoanalytic therapy, person-centered therapy, and dialectical therapy

Learning Objectives:

By the end of the course, the student should be able to:

- Demonstrate a greater depth of understanding of psychotherapeutic approaches
- Evaluate psychotherapeutic approaches
- Formulate a treatment plan using a variety of different approaches to psychotherapy

Sample Student Evaluation:

Weekly thought paper: 20%

Presentation: 35%

Case study assignment: 45%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Wampold, B.E. (2010). *The basics of psychotherapy: An introduction to theory and practice*. American Psychological Association.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Readings in Classical Psychology		
Course number: PSYC5170G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course is designed to introduce graduate students to the key thinkers in the discipline. This course will examine how psychology as an academic field has been shaped by the early writings of principal theorists such as William James, Sigmund Freud, Carl Jung, Alfred Adler, Karen Horney, Carl Rogers, and Abraham Maslow. Emphasis will be placed on the critical reading of original texts. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

After the course is completed, students will be able to: (1) identify the principal theorists in the history of psychology (2) discuss major trends in the way key concepts in psychology have evolved over time (3) analyze and critique the assumptions that are presupposed in psychological theories of motivation and in notions of the self (4) situate current psychological research within the context of principal theorists in the discipline.

DELIVERY MODE

This course will be delivered as one 3-hour or two 1.5-hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions:

Assignments: 35%
Presentations: 20%
Projects: 45%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5170G: Readings in Classical Psychology

Instructor: TBD

Course WebCT Site: <http://www.uoit.ca/mycampus>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the WebCT site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course is designed to introduce graduate students to the key thinkers in the discipline. This course will examine how psychology as an academic field has been shaped by the early writings of principal theorists such as William James, Sigmund Freud, Carl Jung, Alfred Adler, Karen Horney, Carl Rogers, and Abraham Maslow. Emphasis will be placed on the critical reading of original texts.

Topics Include:

Genealogy of instincts and drives
Sources of Unconsciousness
Ego development
Personality formation
Personality types
Personality disorders
Vectors in psychological movement
Function of emotions
Theory of dreams
Dream interpretation
Agency: psychological change
Synthesis: a theory of motivation

Learning Objectives:

After the course is completed, students will be able to: (1) identify the principal theorists in the history of psychology (2) discuss major trends in the way key concepts in psychology have evolved over time (3) analyze and critique the assumptions that are presupposed in psychological theories of motivation and in notions of the self (4) situate current psychological research within the context of principal theorists in the discipline.

Sample Student Evaluation:

This is a seminar course that will feature presentations and group discussions:

Assignments: 35%
Presentations: 20%
Projects: 45%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

James. W. (1950). [1890]. *The principles of psychology, Vol. 1*. New York: Dover Publications.

Erikson, E., & Erikson, J. (1998). *The life cycle completed*. New York: W.W. Norton.

Freud, S. (1995). *The basic writing of Sigmund Freud*. (A.A. Brill Ed. & Trans.) NY: The Modern Library.

Horney, K. (1937). *The neurotic personality of our Ttime*. New York: W.W. Norton.

Jung, C.G. (1971). *The portable Jung*. (J. Campbell, Ed., R. Hull Trans.) New York: Penguin Books.

Maslow, A.H. (2011). *Toward a psychology of being*. Blacksburg, VA: Wilder publications.

Rogers, C. (1951). *Client-centered therapy*. London: Constable & Robinson Ltd.

Adler, A. (2003). *The collected clinical works of Alfred Adler, Vol. 3. Journal articles: 1910-1913; Elaborating on the basic principles of individual psychology*, edited by H.T. Stein. Bellingham, WA: Classical Adlerian Translation Project.

Adler, A. (2006). *The collected clinical works of Alfred Adler, Vol. 12. The general system of individual psychology: Overview and summary of classical Adlerian theory & current practice*, edited by H.T. Stein. Bellingham, WA: Classical Adlerian Translation Project.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Risk Assessment		
Course number: PSYC5590XG	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course introduces students to the assessment of risk in forensic settings. Students will gain an increased understanding of the principles and components of valid and reliable assessment of risk including consideration of approaches ranging from unstructured clinical judgment to actuarial approaches. Typical topics will include risk assessment in specific contexts such as child protection cases, and sentencing and release decision making, and of special populations such as sexual offenders and juveniles. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the end of the course, students should be able to:

- **Describe the components of a valid and reliable risk assessment**
- **Evaluate the different approaches to risk assessment**
- **Select risk assessment measures for use in varying contexts and with specific populations**

DELIVERY MODE

This course will be delivered as one 3-hour or two 1.5-hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions.

Participation: 20%

Presentation: 35%

Projects: 45%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	

**PSYC 5590G: Risk Assessment**

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course introduces students to the assessment of risk in forensic settings. Students will gain an increased understanding of the principles and components of valid and reliable assessment of risk including consideration of approaches ranging from unstructured clinical judgment to actuarial approaches. Typical topics will include risk assessment in specific contexts such as child protection cases, and sentencing and release decision making, and of special populations such as sexual offenders and juveniles.

Learning Objectives:

By the end of the course, students should be able to:

- Describe the components of a valid and reliable risk assessment
- Evaluate the different approaches to risk assessment
- Select risk assessment measures for use in varying contexts and with specific populations

Sample Student Evaluation:

Participation: 20%

Presentation: 35%

Projects: 45%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Conroy, M.A. & Currie, D.C. (2007). *Forensic assessment of violence risk: A guide for risk assessment and risk management*. Hoboken, NJ: Wiley.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Sexual Offending		
Course number: PSYC5600G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course provides an overview to the study of sexual offending and sexual offenders. Through a survey of major theories, and research findings, students will develop an understanding of why people commit offenses of a sexual nature. Typical topics include: etiology of sexual offending, prevalence of sexual offending, types of sexual offenders, theories of sexual offending, and assessment and treatment of sexual offenders. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the end of the course, students should be able to:

- **Demonstrate an increased depth of knowledge about how sexual offending arises and types of sexual offenders**
- **Differentiate theories of sexual offending**
- **Evaluate approaches to the assessment and treatment of sexual offenders**

DELIVERY MODE

This course will be delivered as one 3-hour or two 1.5-hour face-to-face weekly lecture.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions.

Participation: 20%

Presentations: 35%

Projects: 45%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5600G: Sexual Offending

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course introduces students to the study of sexual offending and sexual offenders. Through a survey of major theories, and research findings, students will develop an understanding of why people commit offenses of a sexual nature. Typical topics include: etiology of sexual offending, prevalence of sexual offending, types of sexual offenders, theories of sexual offending, and assessment and treatment of sexual offenders.

Learning Objectives:

By the end of the course, students should be able to:

- Demonstrate an increased depth of knowledge about how sexual offending arises and types of sexual offenders
- Differentiate theories of sexual offending
- Evaluate approaches to the assessment and treatment of sexual offenders

Sample Student Evaluation:

Participation: 20%

Presentations: 35%

Projects: 45%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

Laws, D.R., & O'Donohue, W.T. (Eds.). (2008). *Sexual Deviance: Theory, assessment and treatment* (2nd ed.). New York, NY: Guilford.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Social Influence		
Course number: PSYC5180G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

The content of this course focuses on classic social psychological theory and research on social influence. The course content includes both historical and contemporary social influence topics, such as persuasion, reciprocity, compliance, and commitment, consistency, conformity and obedience from diverse perspectives such as behavioral, social-cognitive, and social-neuropsychological. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

Students who complete the course should be able to (1) articulate the basic theories of social influence, (2) summarize the psychological research literature pertaining to social influence theories, (3) explain the relevance of social influence to various contemporary practices and policies (e.g., in law and health settings), and (4) demonstrate the ability to write research proposals concerning social influence processes.

DELIVERY MODE

This course will be delivered as two 1.5 hour or one 3.0 hour face-to-face weekly lectures.

TEACHING AND ASSESSMENT METHODS

Assessment will be based on a combination of quizzes (based on readings and lectures), individual or group projects, in-class presentations, and writing assignments. A sample marking scheme is 20% quizzes, 30% projects; 25% in-class presentations, and 25% writing assignments.

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	

**PSYC 5180G: Social Influence**

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

The content of this course focuses on classic social psychological theory and research on social influence. The course content includes both historical and contemporary social influence topics, such as persuasion, reciprocity, compliance, and commitment, consistency, conformity and obedience from diverse perspectives such as behavioral, social-cognitive, and social-neuropsychological.

Learning Objectives:

Students who complete the course should be able to (1) articulate the basic theories of social influence, (2) summarize the psychological research literature pertaining to social influence theories, (3) explain the relevance of social influence to various contemporary practices and policies (e.g., in law and health settings), and (4) demonstrate the ability to write research proposals concerning social influence processes.

Student Evaluation:

Assessment will be based on a combination of quizzes (based on readings and lectures), individual or group projects, in-class presentations, and writing assignments. A sample marking scheme is 20% quizzes, 30% projects; 25% in-class presentations, and 25% writing assignments.

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Reading Materials:

Kenrick, Goldstein, & Braver, (2012). *Six degrees of social influence: Science, application and the psychology of Robert Cialdini*. Oxford University Press.

Contemporary articles from *Journal of Personality and Social Psychology*, *Social Influence*, and related peer-review journals.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Stereotypes & Prejudice		
Course number: PSYC5190G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course will review and analyze psychological theory and empirical research on stereotypes and prejudice. A number of themes will be explored and may include the development of stereotypes and prejudice; intentional and unintentional consequences of stereotypes and prejudice; and possible ways to alter stereotypes or reduce prejudice. Through class discussions and assignments, students will be encouraged to join this discourse and propose new studies to help move the field forward. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the end of this course it is expected that students will:

- (a) have a solid foundation of knowledge in this area,
- (b) be able to critically evaluate and discuss current and key research findings in the field,
- (c) be able to apply this knowledge and suggest logical next studies that would be exciting to pursue.

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature student presentations, writing assignments, and group discussions.

An example of the assessment breakdown:

- **Presentation: 40%**
- **Research Proposal: 40%**
- **Thought Papers: 20%**

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5190G: Stereotypes & Prejudice

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course will review and analyze psychological theory and empirical research on stereotypes and prejudice. A number of themes will be explored and may include the development of stereotypes and prejudice; intentional and unintentional consequences of stereotypes and prejudice; and possible ways to alter stereotypes or reduce prejudice. Through class discussions and assignments, students will be encouraged to join this discourse and propose new studies to help move the field forward.

Learning Objectives:

By the end of this course it is expected that students will:

- (a) have a solid foundation of knowledge in this area,
- (b) be able to critically evaluate and discuss current and key research findings in the field,
- (c) be able to apply this knowledge and suggest logical next studies that would be exciting to pursue.

Student Evaluation:

An example of the assessment breakdown:

- Presentation: 40%
- Research Proposal: 40%
- Thought Papers: 20%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
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B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

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Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Reading materials:

Sample texts:

Allport, G.W. (1954). *The nature of prejudice*. NY: Doubleday Anchor Books.

Schneider, D.J. (2004). *The psychology of stereotyping*. NY: The Guildford Press.

Sample additional readings:

Altemeyer, B., & Hunsberger, B. (1992). Authoritarianism, religious fundamentalism, quest, and prejudice. *The International Journal for the Psychology of Religion*, 2, 113-133.

Bargh, J.A., Chen, M., Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology*, 71, 230-244.

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96, 608-630.

Danso, H.A., & Esses, V.M. (2001). Black experimenters and the intellectual test performance of White participants: The tables are turned. *Journal of Experimental Social Psychology*, 37, 158-165.

Donakowski, D.W., & Esses, V.M. (1996). Native Canadians, First Nations, or Aboriginals: The effect of labels on attitudes toward Native Peoples. *Canadian Journal of Behavioural Science*, 28, 86-91.

Dovidio, J.F., Gaertner, S.L., Kawakami, K., Hodson, G. (2002). Why can't we just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology*, 8, 88-102.

Eberhardt, J. L., Davies, P. G., Purdie-Vaughns, V. J., & Johnson, S. L. (2006). Looking deathworthy:

Perceived stereotypicality of Black defendants predicts capital-sentencing outcomes. *Psychological Science*, 17, 383-386.

- Esses, V.M., Jackson, L.M., & Armstrong, T.L. (1998). Intergroup competition and attitudes toward immigrants and immigration: An instrumental model of group conflict. *Journal of Social Issues*, 54, 699-723.
- Fiske, S.T., Xu, J., Cuddy, A., J.C., & Glick, P. (1999). (Dis)respecting versus (dis)liking: Status and interdependence predict ambivalent stereotypes of competence and warmth. *Journal of Social Issues*, 55, 473-489.
- Glick, P., & Fiske, S.T. (1996). The ambivalent sexism inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology*, 70, 491-512.
- Greenberg, J., Pyszczynski, T., Solomon, S., Rosenblatt, A., Veeder, M., Kirkland, S., et al. (1990). Evidence for terror management theory II: The effects of mortality salience on reactions to those who threaten or bolster the cultural worldview. *Journal of Personality and Social Psychology*, 58, 308-318.
- Hoffman, C., & Hurst, N. (1990). Gender stereotypes: Perception or rationalization? *Journal of Personality and Social Psychology*, 58, 197-208.
- Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system-justification and the production of false consciousness. *British Journal of Social Psychology*, 33, 1-27.
- Macrae, C.N., Bodenhausen, G.V., & Milne, A.B (1995). The dissection of selection in person perception: Inhibitory processes in social stereotyping. *Journal of Personality and Social Psychology*, 69, 397-407.
- Navarrete, C.D., Fessler, D.M.T., Fleischman, D.S., & Geyer, J. (2009). Race bias tracks conception risk across the menstrual cycle. *Psychological Science*, 20, 661-665.
- Sidanius, J., Pratto, F., & Bobo, L. (1994). Social dominance orientation and the political psychology of gender: A case of invariance? *Journal of Personality and Social Psychology*, 67, 998-1011.
- Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin*, 26, 1329-1342.
- Stangor, C., Lynch, L., Duan, C., & Glass, B. (1992). Categorization of individuals on the basis of multiple social features. *Journal of Personality and Social Psychology*, 62, 207 - 218.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69, 797-811.
- Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology*, 10, 109-120.
- Zebrowitz, L.A., Androletti, C., Collins, M.A., Lee, S.Y., & Blumenthal, J. (1998). Bright, bad, babyfaced boys: Appearance stereotypes do not always yield self-fulfilling prophecy effects. *Journal of Personality and Social Psychology*, 75, 1300-1320.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: The Child Witness		
Course number: PSYC5610G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

It is only relatively recently that young children have been permitted to testify as witnesses in court. In fact, for several decades, it was believed that children were inaccurate and unreliable. In this course, we will explore how children's socio-cognitive development affects their abilities to remember and report events. Using contemporary theory and research in the field, we will also examine the strengths and weaknesses of children's evidence. 3cr.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

By the conclusion of the course, students should have:

- **thorough knowledge of the psychological principles and constructs that impact the child witness**
- **understanding of how established methodologies and analyses are used to create and interpret knowledge in the field**
- **the ability to critically evaluate theory and research related to the child witness**
- **experience applying their knowledge to a new question, problem or issue in the field**

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature presentations and group discussions. Students will be asked to generate thought questions based on the reading and discuss them in class. They will also be required to write and present a research proposal.

Sample Evaluation:
Thought Questions: 25%
Participation: 25%
Presentation: 20%
Research Paper: 30%

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5610G: The Child Witness

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

It is only relatively recently that young children have been permitted to testify as witnesses in court. In fact, for several decades, it was believed that children were inaccurate and unreliable. In this course, we will explore how children's socio-cognitive development affects their abilities to remember and report events. Using contemporary theory and research in the field, we will also examine the strengths and weaknesses of children's evidence.

Learning Objectives:

By the conclusion of the course, students should have:

- thorough knowledge of the psychological principles and constructs that impact the child witness
- an understanding of how established methodologies and analyses are used to create and interpret knowledge in the field
- the ability to critically evaluate theory and research related to the child witness
- experience applying their knowledge to a new question, problem or issue in the field

Sample Student Evaluation:

Thought Questions: 25%

Participation: 25%

Presentation: 20%

Research Paper: 30%

Missing an Assessment

Make-up assessments will be provided for serious medical or compassionate situations (i.e., the death of a loved one) that have been approved by the Academic Advisor (e.g., Amy Anderson). You must have appropriate supporting documentation.

Grading Scheme:

In accordance with UOIT's grading policies, the following scheme will be used:

Grade	Percentage	Grade Point	Description
A+	90-100	4.3	Very Good to Excellent. Student demonstrated mastery of the course material.
A	85-89	4.0	
A-	80-84	3.7	
B+	77-79	3.3	Acceptable to Good. Student demonstrated adequate knowledge of course material.
B	73-76	3.0	
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For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Sample Reading Materials:

- Bottoms, B. L., Najdowski, C. J., Goodman, G. S. (2009). (Eds.). *Children as victims, witnesses, offenders: Psychological science and the Law*. New York: Guilford Publishing.
- Bruck, M., Melnyk, L., & Ceci, S. J. (2000). Draw it again Sam: The effect of drawing on children's suggestibility and source monitoring ability. *Journal of Experimental Child Psychology*, 77, 169-196.
- Ceci, S. J., Loftus, E. F., Leichtman, M. D., & Bruck, M. (1994). The possible role of source misattributions in the creation of false beliefs among preschoolers. *International Journal of Clinical and Experimental Hypnosis*, 4, 304-320.
- Evans, A., & Lyon, T. D. (in press). Assessing children's competency to take the oath in court: The influence of question type on children's accuracy. *Law and Human Behavior*.
- Leichtman, M. D., & Ceci, S. J. (1995). The effects of stereotypes and suggestions on preschoolers' reports. *Developmental Psychology*, 31, 568-578.
- Poole, D., Bruck, M., & Pipe, M.-E. (2011). Forensic interviewing aids: Do props help children answer questions about touching? *Current Directions in Psychological Science*, 20, 11-15.
- Talwar, V., & Lee, K. (2002). Development of lying to conceal a transgression: Children's control of expressive behavior during verbal deception. *International Journal of Behavioral Development*, 5, 436-444.
- Wandrey, L., Lyon, T. D., Quas, J. A., & Friedman, W. J. (in press). Maltreated children's ability to estimate temporal location and numerosity of placement changes and court visits. *Psychology, Public Policy, and Law*.

NEW COURSE TEMPLATE

For changes to existing courses see Course Change Template

Faculty: Social Science and Humanities		
Course title: Wrongful Conviction		
Course number: PSYC5620G	Cross-listings: None	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective
Credit weight: 3 credits	Contact hours: <u>3hrs</u> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Other	

CALENDAR DESCRIPTION

This course takes a more holistic view of wrongful conviction. Theory and research pertaining to wrongful conviction will be reviewed and discussed. The course will examine some of the factors that frequently lead to wrongful conviction, issues that face the innocent who are imprisoned, and challenges faced by exonerees post-incarceration.

Prerequisites	None
Co-requisites	None
Credit restrictions	None
Credit exemptions	None

LEARNING OUTCOMES

Students who successfully complete this course will demonstrate

- **Critical awareness of current issues and challenges faced by exonerees**
- **Effective communication of complex ideas and issues regarding wrongful conviction scholarship**
- **The ability to conceptualize and design original research that would advance scholarship in this field**

DELIVERY MODE

This course will be delivered as 3-hour or two 1.5- hour face-to-face weekly seminars.

TEACHING AND ASSESSMENT METHODS

This is a seminar course that will feature student presentations, writing assignments, and group discussions.

An example of the assessment breakdown:

- **Presentation: 40%**
- **Research Proposal: 40%**
- **Thought Papers: 20%**

CONSULTATION AND FINANCIAL IMPLICATIONS, WHERE APPROPRIATE

Standard classrooms and delivery technology at UOIT are required; thus, there are no additional financial implications.

APPROVAL DATES

Date of submission	
Curriculum Committee approval	
Faculty Council approval	



PSYC 5620G: Wrongful Conviction

Instructor: TBD

Course Blackboard Site: <http://uoit.blackboard.com>

The course website contains all course requirements, handouts, lecture notes, and other related materials. Students should consult the Blackboard site regularly for changes and late additions to the course.

Prerequisites: None

Co-requisites: None

Course Description:

This course takes a more holistic view of wrongful conviction. Theory and research pertaining to wrongful conviction will be reviewed and discussed. The course will examine some of the factors that frequently lead to wrongful conviction, issues that face the innocent who are imprisoned, and challenges faced by exonerees post-incarceration.

Learning Objectives:

Students who successfully complete this course will demonstrate

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- Effective communication of complex ideas and issues regarding wrongful conviction scholarship
- The ability to conceptualize and design original research that would advance scholarship in this field

Student Evaluation:

An example of the assessment breakdown:

- Presentation: 40%
- Research Proposal: 40%
- Thought Papers: 20%

Missing an Assessment

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Grading Scheme:

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B	73-76	3.0	
B-	70-72	2.7	
F	0-69	0	Inadequate. Student did not perform to academic expectations.

For additional information, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.5.15): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Academic Conduct:

For information about academic conduct, please consult UOIT's Graduate Academic Calendar and Course Catalogue (section 4.10): <http://shared.uoit.ca/shared/faculty/grad/documents/GradStudiesCalendar.pdf>

Reading Materials:

Sample texts:

Cutler, B.L. (2012). *Conviction of the innocent: Lessons from psychological research*. Washington: APA Books.

Scheck, B., Neufeld, P., & Dwyer, J. (2003). *Actual innocence: When justice goes wrong and how to make it right*. New York: New American Library.

Sample additional readings:

Clow, K.A., Blandisi, I.M., Ricciardelli, R., & Schuller, R.A. (2012). Public perception of wrongful conviction: Support for compensation and apologies. *The Albany Law Review*, 75(3), 1415-1438.

Denov, M.S., & Campbell, K.M. (2005). Understanding the causes, effects, and responses to wrongful conviction in Canada. *Journal of Contemporary Criminal Justice*, 21(3), 224-249. doi:10.1177/1043986205278627

Doob, A.N. (1996). An examination of the views of defence counsel of wrongful convictions. *Prepared for the Commission on the Proceedings Against Guy Paul Morin*.

Findley, K.A., & Scott, M.S. (2006). The multiple dimensions of tunnel vision in criminal cases. *Wisconsin Law Review*, 2, 291-397.

Grounds, A. (2004). Psychological consequences of wrongful conviction and imprisonment. *Canadian Journal of Criminology and Criminal Justice*, 46(2), 165-182.

Kassin, S. (2005). On the psychology of confessions: Does innocence put innocents at risk. *American Psychologist*, 60(3), 215-228. doi:10.1037/0003-066X.60.3.215

Ricciardelli, R., & Clow, K.A. (2012). The impact of an exonoree's guest lecture on students' attitudes toward wrongly convicted persons. *Journal of Criminal Justice Education*, 23(2), 127-147. doi: 10.1080/10511253.2011.590512

Thompson, A.M., Molina, O.R., & Levett, L.M. After exoneration: An investigation of stigma and wrongfully convicted persons. *The Albany Law Review*, 75(3), 1373-1413.

Westervelt, S.D., & Cook, K.J. (2009). Framing innocents: The wrongly convicted as victims of state harm. *Crime, Law, and Social Change*, 53(3), 259-275. doi: 10.1007/s10611-009-9231-z