

Teaching Dossier

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Synopsis

Teaching Philosophy

I strive to immerse students in the study of Psychology, by familiarizing them with the basic tools and language of research, and engaging them in the big questions, major concerns, and unresolved ambiguities of the field. Four principles guide my teaching. These include:

Clarity – providing explicit signposts to key points and how they relate to each other

Complexity – modeling critical thinking, and building sophisticated knowledge with a step-by-step approach

Accessibility – being flexible so students have easy access to learning material, which encourages them to take responsibility and ownership of their learning process

Integration – bringing the “real world” into lectures through demonstrations, and asking students to take Psychology into their lives through exercises and assignments

Together, these principles are put into practice by focusing each lecture on a few well-developed concepts. This recognizes how teaching is most effective when students are initiated into the subculture of the discipline, rather than only exposed to its content.

Teaching Experience

I have modified and developed material for five courses in two Psychology departments, and have been the instructor of twelve classes. My most extensive experience has been teaching first-year introductory courses. In addition, I have developed two third-year survey courses, one on my area of research, criminal behavior, and one on general clinical topics, behavior modification. Finally, I have instructed an honors essay seminar, mentoring fourth-year students to learn and apply research and writing skills, and a graduate-level seminar, leading students through the foundational texts of correctional psychology. I have developed materials for each of these courses that reflect my personal teaching style and approach to content, including all lecture slides, assignments, and written exam questions.

Evidence of Teaching Effectiveness

Within official course evaluations, students have consistently endorsed my courses as being of higher-than-average quality compared to other courses in the Psychology department. Across courses, the average score is 4.80 on a five-point scale.

Unsolicited feedback from students also demonstrates that students have connected well with the course material, and how it was presented. Selected quotes highlight how students have found my courses to be characterized by *clarity*, *complexity*, *accessibility*, and *integration*.

Teaching Philosophy

Teaching is an invitation to journey into a new way of understanding the world. It is a slow immersion into a subculture of scholars that has unique ways of thinking and speaking, progressively making what was once unfamiliar seem reasonable, and facilitating the adoption of a new way to approach old problems. One of my main teaching goals is to provide abundant signposts on this journey, in the hopes that students will not get lost along the way. Indeed, experimental research backs up the importance of good in-lecture structure, showing that students remembered more main points *and* details when the instructor explicitly organized the lecture by verbally linking content into a logical framework (see Titsworth & Kiewra, 2004). Four broad principles summarize the ways I set up signposts and structure my teaching: *clarity, complexity, accessibility, and integration*.

Clarity

Teaching rests on effectively transmitting a set of knowledge, a stance, or a vantage point to others. This begins by setting out the over-arching goals of the course, but also filters down into the details, making sure each learning moment connects explicitly with the other topics and the main course goal. Introducing students to a discipline or advancing them to the next stage is a process, requiring that each intermediate step be laid out clearly.

Above all, I strive to provide students with a well-organized, structured learning experience. Thus, each of my lectures begins by explicitly setting the objectives of the lecture. Each topic begins with an explicit description of how the lecture content compliments or enhances the textbook content. Each assignment comes with an explicit statement about how the activity will facilitate the students' skill development and learning. I also give direction regarding how and what to study for exams, with the hope that after stripping away any ambiguity regarding what to learn, students will get more immediately down to the business of learning. My goal is to remove any barriers between the student and direct exploration of the core material of the course, whether these barriers involve anxiety about what is required for success, or confusion over what should be considered core points versus elaborating details.

Complexity

Clear messages need not be limited to simple concepts. The skeleton of each of my lectures follows a progression from (a) *what do we know?* to (b) *how do we know this?*, then (c) *how can this knowledge be applied?*, and (d) *where can I learn more?* Teaching critical thinking skills requires modeling these thinking skills in the lecture hall, and it would be a disservice to leave students only with the status quo. Thus, I model the academic practice of refining concepts through criticism by expressing the current state of knowledge, but then giving voice to emerging counter-perspectives. As the second half of any lecture rolls around, critical appraisals are introduced, such as "What data contradict these statements?", "In what ways did this theory fail to hold up when put into practice?", or "What elements are missing here?"

I have high aims for my students, and wish for them to depart the course with real expertise in the subject, having embraced the unresolved ambiguities of the discipline rather than just gaining a passing familiarity with its main conclusions. However, a sophisticated level of discussion needs to warm up slowly within each topic, and over the course as a whole. Thus, I build in low-stakes evaluations early in the course to acclimatize them to critical thinking and my approach to evaluation. Depending on the course, this involves online quizzes, practice essay questions, or self-critiqued writing exercises. For final exams, my favorite written questions ask students to pull in two pieces of familiar information and integrate them in a new way. Ultimately, I aim to guide my students to high-level thinking by walking them carefully through each intermediate step.

Accessibility (which invites Ownership)

Because teaching is communication, it is a social enterprise, requiring some form of interpersonal contact. I strive to make all course elements highly accessible to students, so the learning environment will be available to them however they wish to interact with it. I record my lectures and provide movie files online as a safety net for students who have missed class, or for extra review. I keep lines of communication open by encouraging weekly feedback in an anonymous course survey, allowing students to have a place to express honest thoughts about their learning process. When problems or challenges arise, I aim for flexibility, to keep learning opportunities accessible in the face of problematic circumstances. When students know they will have multiple opportunities to learn, at their own pace, and at a time that suits them, the focus is shifted from simply meeting the course requirements, to pursuing learning for its own sake. This conveys a sense of ownership, responsibility, and freedom to choose their own learning process.

Integration

As a life-long student and participant in the study of Psychology, it's easy to see the important themes of the discipline everywhere. Starting a topic by making reference to its key themes in the news or popular culture not only engages students, but gets them used to actively applying a new way of understanding to the world around them. For example, there is a fantastic demonstration of *classical conditioning* in an episode of NBC's *The Office*. A short clip from *South Park* nicely introduces how defining *mental illness* can be complex and ambiguous. Side-by-side comparisons of contestants on CBC's *Dragon's Den* allow a discussion about what makes an effective versus ineffective research-based argument.

Creating an inclusive, widely applicable understanding of Psychology begins by evoking the “real world” in the lecture hall, and asking students to then take the content out into the world with them. I design assignments to specifically facilitate the application of knowledge to students' own lives or environments. The typical format of each written assignment in an undergraduate survey course requires the students to summarize course content in the first half of the paper, and apply it to something they know well in the second half. Also, I conclude most lectures with a recommendation of a non-academic book that relates to the lecture's content, to make it clear

that learning can and should continue beyond the few hours on campus. Sometimes these books are an example of how to apply the knowledge, other times the books offer a critical alternate perspective, and sometimes the books extend the knowledge in a new direction. Good mentorship has a long-term impact when students are propelled to continue their personal exploration, wanting to know more. Students may not remember all the details from my courses, but I aim to build in ways that the course content directly impacts how they understand their lives, or at least impacts what book they may read next summer. This keeps the course conversation going long after the lectures have ended.

Putting The Principles Together: Less is More

Since I want the learning experience to represent an initiation into the subculture of the discipline more than a simple unloading of all the cumulative conclusions within the field, I avoid getting trapped beneath too much content. Rather, my goal is to leisurely immerse students in the language and concerns of Psychology rather than race through as many concepts as possible. Guided by *clarity* and *complexity*, I aim to have one or two strong take-away messages that are more impactful, memorable, and developed compared to attempting to tackle six less-developed messages in a single lecture.

Although students have sometimes voiced concerns that not all textbook topics are covered adequately in class, this is a sacrifice in pursuit of a learning environment focused as much on the *processes* of the discipline as the *content*. Since these processes, not concepts, are the core learning goals of my courses, I aim for each lecture to take a different shape, depending on its message. I strive to develop a direct and clear path between what is done during course time and the main take-away messages, letting the subject of the lecture dictate its form, in choice of structure, activities, and detail.

Reference

Titsworth, B. S., & Kiewra, K. A. (2004). Spoken organizational cues and student notetaking as facilitators of student learning. *Contemporary Educational Psychology, 29*, 447-461. doi:10.1016/j.cedpsych.2003.12.001

Teaching Experience

Courses Taught

During my graduate studies, I modified and taught three courses, and as an Assistant Professor, I modified and taught two additional courses. These include both introductory and upper year (third- and fourth-year) undergraduate courses, and one graduate seminar.

Special Topics in Psychology & Law: The Psychology of Criminal Behavior (PSYC 6342)
(taught in Spring 2016)

Behavior Modification (PSYC 3347)
(taught in Fall 2014, Spring 2015, Fall 2015, Spring 2016)

Introduction to Psychology (PSYC 1001, PSYC 1002, PSYC 1301)
(taught in Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2015)

Honours Essay (PSYC 4905)
(taught in Summer 2011)

Criminal Behaviour (PSYC 3402)
(taught in Fall 2009)

For full descriptions of these courses, and my learning goals for students enrolled, see the Appendix, page 10.

Student Advising

In addition to traditional courses, I have also been active in guiding students through their major research papers. As a graduate student, I co-mentored eight undergraduate theses, and as a professor, I have mentored three undergraduate students in independent research, and two graduate students. Developing students is a process of developing future colleagues, and I strive to encourage well-rounded academic practices and research skills as I guide students through study design, data collection, data analysis, manuscript writing, and preparation to present at academic conferences. A list of mentored students is displayed in the Appendix, page 12.

Teaching Materials Developed

I have actively modified and developed material for courses taught, tailoring the syllabi, assignments, and evaluation to the themes and approaches that I believe are foundational to the course goals. I personally developed all lecture slides, written-answer exam questions, and assignment marking keys to be specific to my teaching style and chosen content.

See syllabi, assignments, and grading criteria in the Appendix, pages 14-43.

Evidence of Teaching Effectiveness

Official Student Evaluations

In the table below, I provide averages of evaluation questions for courses taught and, for comparison (when available), averages from across courses in the department of Psychology. Endorsements have been high across time and across a diverse set of courses, both in terms of level (1000 to 4000) and type (both large-class lecture and seminar style courses).

At Carleton University and University of Texas at El Paso, students rate 12 performance indicators in their official evaluations. These are listed in the Appendix, page 44. The final indicator is a general evaluation, asking the student to rate the professor's overall performance.

Bolded data represent 405 respondents, a subset of 863 students enrolled in ten courses. Criteria were ranked from *very poor* (1) to *excellent* (5), or *strongly disagree* (1) to *strongly agree* (5).

Table. *Student evaluation averages, by year and PSYC course code*

Year & Course Codes	Performance Indicators		Overall Evaluation	
	Lloyd	Department	Lloyd	Department
2009				
PSYC 3402	4.62	4.51	4.57	4.50
2011				
PSYC 4905	4.94	4.54	4.89	4.52
PSYC 1001	4.71	4.54	4.81	4.52
2012				
PSYC 1002	4.86	4.54	4.94	4.52
PSYC 1001	4.69	4.51	4.76	4.52
2013				
PSYC 1002	4.85	4.51	4.97	4.52
2014				
PSYC 3347	4.64	-	4.70	-

2015				
PSYC 3347	4.94	-	4.93	-
PSYC 3347	4.87	-	4.86	-
PSYC 1301	4.52	-	4.55	-

Unsolicited Feedback from Students

I have organized unsolicited feedback by the teaching philosophies stated above. These comments show direct evidence that students have connected with my teaching style, philosophies, and presentation approach.

Clarity

"He made it clear what he expected, so if you go to class and take notes, you'll do good! Exams and assignments were fair. Very helpful!"

Anonymous feedback on ratemyprofessors.com, Oct 2012

"I also enjoyed the assignment you gave us. I felt that what we were asked to do was directly related to the material we were learning. Overall I think you are a great prof, the best I have had so far at CU. Thanks for making intro to Psych. such an awesome class :)"

Anonymous course survey feedback, PSYC 1001, Fall 2012

"He was always very informative, he was knowledgeable about the subject, and extremely organized."

Anonymous course survey feedback, PSYC 1301, Fall 2015

Complexity

"I really liked the critical angle you took on many of the topics discussed in class."

Chloe, student in PSYC 1002, March 2012

"The lecture was very engaging and I enjoyed the example questions from the IQ test, the real life applications that you showed such as the Hunter school experiment, and the sample test questions at the end of class."

Anonymous survey feedback, PSYC 1002, Winter 2013

"I absolutely enjoyed Professor Lloyd's class, it challenged me academically and intellectually."

Anonymous course survey feedback, PSYC 1301, Fall 2015

"Tests are hard, asks students to do like 4-6 Essay Question and critical thinking is needed, since he asks you to compare and contrast similar topics."

Anonymous feedback on ratemyprofessors.com, May 2015

Accessibility

"You were extremely accommodating and understanding when you did not have to be. [...] Thank you again for understanding, it is much appreciated."

Stacy, student in PSYC 1002, Winter 2013

"He knew everyone by their name and encouraged discussions and made you feel confident and attentive."

Anonymous feedback on ratemyprofessors.com, Sept 2012

"I wouldn't be doing as well as I am in this course if it weren't for the podcasts. The ability to re-live the moments listening to the lecture really helps me remember the course content. If there was something I didn't quite understand the first time I can go back and re-listen."

Anonymous survey feedback, PSYC 1001, Fall 2012

"Awesome professor was always available to answer any questions."

Anonymous course survey feedback, PSYC 3347, Spring 2015

Integration

"Your lecture style was very helpful with all of the examples and case studies to put the readings into context, and the podcast was also a very helpful study tool. Overall it was a wonderful class and I am happy to have had you as a professor."

Colleen, student in PSYC 1001, Fall 2012

"[I] enjoy the 'forensic corner', movie clips and other cool demonstrative techniques you use. I think they break up the lecture and that helps me focus and retain more information."

Anonymous survey feedback, PSYC 1001, Fall 2012

General Feedback

"You made this class very interesting and exciting for me. [...] You seemed as though you really cared about your class and had a passion for teaching which makes class much more exciting for the students."

Megan, student in PSYC 1002, April 2012

"I just wanted to say thank you for the incredible feedback you gave me. It is, beyond a shadow a doubt, the best feedback I've ever gotten on a university project."

Justin, student in PSYC 4905, Summer 2012

Appendix 1: Full Descriptions of Courses Taught

Introduction to Psychology (PSYC 1001, 1002, & 1301) is an introductory survey course that presents a general overview of the discipline of Psychology. These courses provide me the opportunity to highlight all the hot-topic concepts in the field and give students a sense of the exciting directions their study of Psychology can go. My goal for this course is to engage students in considering how a research-based understanding of human behavior has value for how we think about people and the practical social challenges that concern us. I discuss classic findings, current controversies, and trending directions within topics that range from brain-behavior connections to memory, learning, emotion, personality, psychological disorders, and social influence.

In these courses, I also introduce forensic applications for most topics, to engage students and demonstrate how Psychology can be applied in practice. For example, “Does our understanding of memory affect our willingness to accept recovered memories of child sexual abuse?” “How can learning principles be applied to rehabilitation programs for incarcerated offenders?” “What do we know about the developmental origins of the typical offender?”

Criminal Behaviour (PSYC 3402) is a survey course that introduces students to a research-based, person-centered understanding of criminal behavior. Students typically arrive in this course with a hefty load of conceptual “baggage”, having been inundated with statements about crime in the news, political, and fictional medias. This course is an opportunity to engage students in critically examining the “common sense”, status quo beliefs about why individuals get involved in crime. This “baggage” ultimately provides a ripe opportunity to lead students through an understanding of the research enterprise by grounding all discussion in not just what we know about crime, but *how* we know it. Students who complete this course leave armed with more precise ways to think about crime, and know why some statements have more legitimate backing than others.

In this course, the questions we critically examine include, “Does incarceration stop offenders from committing future crime?” “Are sex offenders more dangerous than general offenders?” “Do psychopaths really exist?” “Can you ever trust an offender who says he’s given up crime?”

Behavior Modification (PSYC 3347) is a survey course that introduces students to the basic principles of classic behaviorism, and how these behavior principles have been applied across three generations of behavior therapy. More fundamentally, this course touches on cornerstone issues about how to scientifically study clinical practice (i.e., how do we know therapy “works”?), and focuses on which elements of the therapeutic experience are most important (i.e., where does therapeutic alliance fit in?). Students who complete this course receive an overview of both the original and the recently emerging behavior therapies practiced today, and taught to think

critically about how therapy works, why it might work, and the methods research psychologists use to figure that out.

Honours Essay (PSYC 4905) is a small-group seminar that guides honors students through researching, drafting, editing, and polishing a major empirically based essay. This course is an opportunity to facilitate a fully student-focused collaborative environment, creating brainstorming activities for sharing and developing ideas, small-group discussions to assist refining arguments, mini-presentations, and one-on-one consultations. Learning objectives are aimed at drawing out each student's independent contributions to the research process, in order to foster a sense of ownership and achievement regarding their personal contribution to the academic community.

Core goals center on getting students excited about building research-based conceptual arguments. This begins with helping them see the critical connection between the topics they care about (e.g., children with alcoholic parents, eating disorder treatment programs) and the conceptual issues that underlie these real-world problems (e.g., how good intervention rests on fully understanding parents' effect on children, or a complete understanding of the recovery process). Once these broad goals are in place, the course focuses on the importance of diligent care in communicating responsibly about research, through use of critical logical thinking, good citations and references, and a writing style that is conscious of readers and their expectations.

Graduate Seminar: The Psychology of Crime and the Correctional System (PSYC 6342) is a small-group seminar for graduate students designed to guide them through the foundational texts related to the psychology of criminal behavior. In addition to assigning a core work that summarizes a substantial amount of the field's existing knowledge (Andrews and Bonta's *Psychology of Criminal Conduct*), this course is an opportunity to lead students back to the early articles that influenced existing concepts and practices, and to assign contemporary articles that introduce ideas that are currently pushing the field forward.

In this course, students are also invited to bring their own knowledge and expertise to the topics by participating in group discussions, leading a class session, and writing a major research review paper. My goal for their individual projects is to engage them in refining and criticizing the status quo through respect for empirical evidence, by considering whether the existing theories and frameworks used in correctional psychology require revision, new variables, or further exploration.

Appendix 2: List of Supervised Students

Supervision of Graduate Students

Davies, S. (in progress). *Offender change and recidivism: An investigation into changes in dynamic risk and protective factors for high-risk parolees*. PhD Dissertation. Victoria University of Wellington, New Zealand.
(Role: Co-supervisor)

Higley, C. (in progress). *Untitled project*. Master's thesis. University of Texas at El Paso.
(Role: Supervisor)

Stone, A. (in progress). *Untitled project*. Master's thesis. University of Texas at EL Paso.
(Role: Supervisor)

Service on Graduate Student Committee

Kang, T. (in progress). *Do officers' perceptions of the utility of an intervention create barriers to successful implementation?* PhD Dissertation. University of Texas at El Paso.
(Role: Committee Member)

Supervision of Undergraduate Students

Wardrop, K. (2013). *Which treatment and measurement variables are associated with intra-individual cognition change? A review of the correctional treatment literature*. Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

Chadwick, N. (2012). *Associations between gambling, substance abuse, impulsivity, and recidivism among Canadian offenders: A multi-faceted exploration of poor impulse control*. Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

Latter, K. (2012). *Revisiting "what works": A systematic review of Correctional Service of Canada offender treatment programs across time*. Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

MacDonald, K. (2012). *A review of change measures in Correctional Programming: What programs cause what changes?* Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

McClintock, J. (2009). *Investigating the link between inhibitory control deficits, substance abuse, and recidivism among Canadian offenders*. Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

Gamwell, L. (2009). *Internal cognitions and offender desistance: Investigating the role of agency, change beliefs, associates and outcome expectancies in the desistance process*. Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

Veld, D. N. (2006). *The influence of cognitive style measures in parole release decision-making*. Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

Haack, K. (2006). *The influences of prior case knowledge and instructional set on release decision making*. Undergraduate thesis. Carleton University.
(Role: Co-supervisor)

Appendix 3: Course Syllabi

Introduction to Psychology-II

PSYC 1002 section P Winter 2013

Course Prerequisite

PSYC 1001

Instructor

Caleb Lloyd

Office: 6112 Human Computer Interaction (HCI) Building

Email: caleb_lloyd@carleton.ca

Office Hours: All appointments should be made through email to set up a meeting time that is convenient for you. Send me an email with advance notice of what time(s) work best for you.

Please note that university policy requires you to use **your Carleton email account** for all course communication. If you prefer another type of email service, please set up your preferred account so you can forward incoming and route outgoing messages through your connect account.

Teaching Assistants (TAs)

Emails: Raelyne Dopko: rldopko@connect.carleton.ca
Emily Pica: EmilyPica@cmail.carleton.ca

Office Hours: (by appointment only)

Class & Tutorial Times & Locations

Class: Wednesdays, 8:35 – 10:25, Location: University Centre 182

Tutorials	Day	Time	Location	Tutorial Instructor
PSYC 1002 P01	Wednesday	10:35 – 11:25	Southam 311	Raelyne Dopko
PSYC 1002 P02	Wednesday	10:35 – 11:25	Southam 517	Emily Pica
PSYC 1002 P03	Wednesday	11:35 – 12:25	Patterson 234	Emily Pica
PSYC 1002 P04	Wednesday	11:35 – 12:25	Patterson 129	Raelyne Dopko

For information on the important dates and deadlines of the academic year (i.e., withdrawal dates with fee adjustment, and academic withdrawal), consult the [Carleton 2012-2013 calendar](#).

Course Description & Objectives

What is this course about?

What methods do you use to understand yourself and others around you? To varying degree, we all try to make sense of the aspects of our world most meaningful to us – our relationships, our impulses, our pasts, our abilities, our difficulties, our subjective experiences of Life. Why use systematic scientific observation to pick apart, describe, and map out each element of these complex human experiences?

This course invites you to explore the value of adopting a strategy where we carefully explore human psychology through scientific research. Together, we will scratch the surface of answers to the many varied questions psychologists ask, and take an in-depth look at some of the aspects of being human that

we all have in common. I'm excited to discuss your perspective on these issues and more, while introducing you to psychology as a scientific discipline.

What is ArtsOne?

About two-thirds of the students in this course are participating in Carleton's Mind Matters cluster within the ArtsOne program. ArtsOne allows students to register in one shot for a group of courses that are organized around a theme (e.g., mind, crime), but informed by multiple disciplines (e.g., psychology, sociology, law). Since my personal area of research involves examining criminal behaviour, we will spend time in this course exploring how Psychology can enhance how we understand & manage criminal behaviours.

How can I best succeed in this course?

All the elements of this course are designed to complement each other and each plays a role in helping you build toward demonstrating that you have a good grasp of introductory psychological topics within the quizzes, exams, and assignment. For example, lecture & tutorial content will share some overlap with the textbook, but will independently contribute to the concepts laid out in the text. Similarly, activities in classes and tutorials will help prepare you for doing well on the exams. In addition, you will first encounter short online quizzes before going on to take the course midterm and the final exam. Early elements in the course are worth less toward your final grade compared to later elements in this course; this will allow you to acclimatize to my expectations for your learning, and help you get used to demonstrating what you have learned when the stakes are not yet very high.

Because of this, the more you can engage with all elements of the course, the more confident you can be that you will leave this course with a clear and developed understanding of introductory psychology. I encourage you to take full advantage of class & tutorial sessions by attending, taking notes, and asking questions (within the large group, or one-on-one with myself & your TAs). I encourage you to think deeply about the textbook readings by regularly checking your learning & organizing your new knowledge through personal notes. I encourage you to keep on track, making sure that you have plenty of time to complete quizzes & the assignment before their deadlines.

Textbook

The textbook listed below is used by all sections of PSYC 1001 and 1002 at Carleton. In PSYC 1002, we will cover the second half of the textbook.

Weiten, W., & McCann, D. (2013). *Psychology: Themes and variations* (Third Canadian edition). Toronto: Nelson Education. ISBN 0176432418

Evaluation

This is an overview of the course evaluation. Detailed descriptions of each task follows, and due dates/exam dates are listed on the schedule at the end of the syllabus. Greater detail regarding our expectations for each element will also be given in class and on cuLearn.

Weekly online quizzes	10%
Tutorial attendance & participation	15%
Brief written assignment	15%
Midterm exam	25%
Final exam	35%

Voluntary participation in research projects (typically 1-2 hours per session) can raise your final grade up to 4%. See more information below.

Weekly online quizzes

For each week of course content, a 10 question multiple choice quiz will be available on cuLearn. Question content will be taken directly from the textbook, not the lectures. The quizzes are designed to give you a chance to check & improve your learning of the textbook material, while giving you an opportunity to acclimatize to the type of multiple choice questions that will be on the midterm & final exams.

See the schedule at the end of this syllabus for the weeks a quiz will be given. Quizzes will always close at midnight on Tuesday. You can access these quizzes through cuLearn. Through the course, there will be 8 quizzes. Your total quiz grade will be an average of your 8 quiz marks. However, one additional optional quiz will be offered at the end of the term. You may elect to take this 9th quiz to replace your lowest mark, to raise your overall quiz average. Thus, your lowest quiz mark will be ignored when calculating your average out of 10 points. **Because of this option, make-up quizzes will not be offered.**

The goal of the quizzes is to engage you in reading your textbook & to help you prepare for the midterm & final exams. Your performance on these quizzes should reflect your own personal study, and it would reflect low academic integrity for you to copy a colleague's answers or distribute your answers to others.

Tutorial attendance & participation

Attendance and participation in tutorials is designed to provide you with consistent guidance and structure to help you meet the course learning objectives. Tutorials are a small-group environment where you can participate more in your learning, with plenty of opportunity to ask your TA specific questions and learn from your colleagues. The schedule at the end of the syllabus specifies which weeks tutorials will be held, for a total of 9 weeks. Your TAs will facilitate these sessions in a way that strengthens your textbook and lecture learning.

Grading: For each week, you may earn a total of 15 participation points. Your participation grade at the end of the course will consist of the average of your highest 8 participation marks. This means you can miss one tutorial without penalty, or your lowest participation mark will be ignored when calculating your average out of 15 points. **Thus, make-up opportunities for tutorial attendance/participation will not be offered.** Your TAs will make their expectations for participation clear at the beginning of the term.

Brief written assignment: Psychological Disorders in Popular Culture

The popular media often depicts individuals with psychological disorders. You can see people in movies, on television, on the news, and elsewhere experiencing unusual psychological experiences.

For this assignment, select a person or character suffering from a psychological disorder from the news, a movie, television series, song, book, video game, or any other popular media source. *The important point is that the character is NOT formally diagnosed in your source.*

Unacceptable examples: John Nash from *A Beautiful Mind* (paranoid schizophrenia)
Melvin Udall from *As Good as it Gets* (obsessive compulsive disorder)

Acceptable examples: Disney characters, i.e., Marlin from *Finding Nemo*
Family Guy characters, i.e., Stewie

Use the first few paragraphs of your report to introduce and describe the disorder you will discuss. You may use Chapter 14 of your textbook as a source, but you will also need to research information from more than just the textbook. **You should include:**

- a) A description of the primary population affected by this disorder (gender, age, etc).
- b) A description of the primary symptoms experienced by people who are diagnosed with this

- disorder. Use the DSM-IV (a copy is on reserve at the library).
- c) A description of factors contributing to this disorder (e.g., genetic predisposition, stressors, etc.)
 - d) A description of successful treatment of this disorder (therapy, medication, etc.).

Next, introduce the person or character you wish to discuss and illustrate clearly, **with behavioural examples**, why you feel this character suffers from the psychological disorder described. Your description should map very closely onto the description of the disorder at the start of your paper.

Assignment due date & late penalties: the assignment must be **submitted electronically through cuLearn by 23:59 on March 17th**. The late penalty will be 5% per day (or part day). In the case where an extension is required/granted, it must be requested prior to the deadline and be obtained in writing.

Grading keys & submission guidelines: for the written assignment, guidelines will be provided regarding expectations for the submission, and a grading scheme will be available prior to submission.

Academic integrity tutorial: prior to submitting your assignment, I require you to complete a brief tutorial and quiz about academic integrity. You will not be able to access the assignment submission portal on cuLearn until you accurately complete the tutorial/quiz. The tutorial is not designed to be difficult and should take no more than 15-20 minutes, or even less time if you are already highly familiar with expectations surrounding high integrity in written assignments.

Additional information will be provided in class and on cuLearn closer to the deadline.

Midterm & Final Exams

The goal of the exams is to give you an opportunity to integrate your learning and demonstrate that you have met the learning objectives of the course. The final exam is not cumulative, so content tested in the first half of the course will not be re-tested at the end of the course. The midterm exam will take place in the regularly scheduled classroom. The university will set the date and location of the final exam during the term. Please bring your student identification card to each exam. We will be using Scantron sheets for the multiple-choice questions, so please also bring a dark lead pencil (e.g., HB 2) and a soft eraser.

Both exams will consist of approximately **50% multiple choice questions** from the textbook, lectures, and tutorials, and **50% brief (4-12 sentences) paragraph questions**. Examples of both types of questions will be provided in class. See the schedule at the end of the syllabus for a breakdown of which textbook chapters & lectures will be covered on each exam.

If you miss the midterm exam: it is your responsibility to contact myself **prior to** the midterm exam to explain why you need to miss the exam. The university only allows make-up exams under situations of illness, bereavement, and religious obligation, as long as documentation can be provided (i.e., doctor's note). A make-up exam will be provided under these specific circumstances, but as stated above, you must contact me prior to the date of the exam and write the make-up within 14 days of the exam date.

If you miss the final exam: you must contact the Registrar's office **within 5 working days** and they will evaluate your situation and may assign you a deferred date to write the exam (usually during June).

Extra-course Support

Learning Support Services

The Learning Commons on the fourth floor of the MacOdrum Library provides one-stop shopping for academic support on campus. They offer group study rooms, free drop-in sessions with study specialists and writing tutors, free academic skills workshops, networked computers, a tutor referral service, and

supportive peer helpers trained to assist your academic needs. Contact: www.carleton.ca/sasc/lss_home/ or 613-520-2600 x1125.

Academic Writing Centre & Writing Tutorial Services

This free service is staffed by graduate students trained to help you with your writing assignments. This summer, this service is available for appointments from May 16th to August 16th, 9AM to 5PM, weekdays. Contact: www.carleton.ca/wts/ or 613-520-2600 x1125 or go to the fourth floor of MacOdrum Library.

International Student Services Office (English Language Writing Support)

This service provides writing support for international students. They can provide feedback on grammar and language, although they cannot critique the content of your paper. Contact: www2.carleton.ca/isso/ or 613-520-6600.

Note: Additional university-specific regulations were omitted to save space.

Class Schedule, Session Objectives, Quiz/Exam Schedule, & Assignment Deadline

Dates	Class Topics	Tutorials	Quizzes, Exams, Assignments & Readings
January	9 Introduction to Course Key Question: What can I expect from this course & what can I do to succeed?	None	
	16 Intelligence & Psychological Testing Key Question: How should we think of the concept of <i>intelligence</i> ?	Tutorial	Quiz closes midnight on January 22nd Concentrate on pages 393-408, 414-417, 427-429
	23 Motivation & Emotion Key Question: Do we choose what we do/feel, or does what we do/feel choose us?	Tutorial	Quiz closes midnight on January 29th Concentrate on pages 439-442, 452-464, 467-475
	30 Human Development Across the Life Span Key Question: In what ways do we change, and in what ways do we remain the same?	Tutorial	Quiz closes midnight on February 5th Concentrate on pages 496-524
February	6 Personality: Theory, Research, and Assessment Key Question: What are the core building blocks of our typical behaviour patterns?	Tutorial	Quiz closes midnight on February 12th Concentrate on pages 547-557, 573-575, 586-589
	13 Midterm Exam	None	Exam covers Chapters 9-12, Lectures
	20 Winter Break		
	27 Stress, Coping, and Health Key Question: What are the multiple, complex host of factors that affect health?	Tutorial	Quiz closes midnight on March 5th Concentrate on pages 595-598, 616-622
March	6 Psychological Disorders Key Question: How do psychologists classify the broad range of human difficulties?	Tutorial	Quiz closes midnight on March 12th Concentrate on pages 639-675, 682-685
	13 Psychological Disorders: A Critical Perspective Key Question: What are the implications of considering <i>mental illness</i> a metaphor?	Tutorial	Quiz closes midnight on March 19th Additional Readings: See cuLearn for links
	17		Written Assignment is due by midnight.
	20 Treatment of Psychological Disorders Key Question: What is the “talking cure”, does it “work”, and if so, how?	Tutorial	Quiz closes midnight on March 26th Concentrate on pages 695-721, 726
	27 Social Behaviour Key Question: How do our surroundings change who we are?	Tutorial	Optional grade-raising quiz ends April 2nd Concentrate on pages 748-752, 759-779
April	3 Review for Final Exam	None	Exam covers Chapters 13-16, Lectures Date of exam is scheduled by the university; will take place between April 13-27

Congratulations! Happy Summer Break!

Behavior Modification

PSYC 3347 Spring 2015

Course Prerequisite

PSYC 1301 & PSYC 3101

Instructor

Caleb Lloyd

Office: Room 109, Psychology Building

Email: cdllloyd@utep.edu

Office Hours: Tuesdays & Thursdays, 10:30-11:30AM, and by appointment

Please feel free to make an appointment with me through email for a meeting time that is more convenient for you.

Please use **your UTEP miners email account** for all course communication. Note that university policy requires that confidential information can only be provided to you via email if you also list your student ID number in your email.

Teaching Assistant (TA)

Adriana Perez aperez78@miners.utep.edu

Office Hours: (by appointment only)

Class Times & Locations

Class: Tuesdays & Thursdays, 9:00-10:20AM, Location: Psychology 308

Course Description & Objectives

What is this course about?

What strategies do you use when you want to change your behavior? Sometimes humans get in the habit of acting in ways that are unwanted, self-destructive, limiting, distressing, hurtful to others, or incompatible with personal goals. What made us start to behave that way in the first place? If we decide we want to change, what techniques can we use to achieve self-change? If we have been given permission to help change another person's behavior, how can we assist them toward positive change?

This course invites you to explore these questions, and consider different clinical strategies that psychologists have developed to influence behavior change in their clients. We will spend time thinking about specific strategies therapists might use, but this course is about more than listing techniques. I want us to also consider other aspects involved in the process of change, such as the role of the therapist, and the client's level of motivation. And, I believe we will end up with better answers to our questions if we pay attention to well-established theories of human behavior, and take a scientific approach to testing whether a therapy "works". In other words, let's take a critical look at current practices in behavior therapy, by questioning its assumptions, methods, and goals. I'm excited to discuss your perspective on these issues and more, while introducing you to the scientific study of behavior change.

How can you succeed in this course?

All the elements of this course are designed to complement each other. Each element plays a role in helping you build toward demonstrating that you have a good grasp of clinical psychology topics within the quizzes, exams, and assignment. For example, lecture content will share some overlap with the textbook, but will independently contribute to the concepts laid out in the text. In addition, you will first encounter short online quizzes before going on to take the course midterms and the final exam. Early elements in the course have less weight toward your final grade compared to later elements in this course; this will allow you to acclimatize to my expectations for your learning, and help you get used to demonstrating what you have learned when the stakes are not yet very high.

Because of this, the more you can engage with all elements of the course, the more confident you can be that you will leave this course with a clear and developed understanding of the psychology of behavior change. I encourage you to take full advantage of class sessions by attending, taking notes, and asking questions (within the large group, or one-on-one with myself). I encourage you to think deeply about the textbook readings by regularly checking your learning & organizing your new knowledge through personal notes. I encourage you to keep on track, making sure that you have plenty of time to complete quizzes & the assignment before their deadlines.

Textbook

Spiegler, M.D., & Guevremont, D.C. (2010). *Contemporary Behavior Therapy* (Fifth edition). Belmont, CA: Wadsworth Cengage Learning. ISBN 978-0-495-50906-6

Evaluation

This is an overview of the course evaluation. Detailed descriptions of each task follows, and due dates/exam dates are listed on the schedule at the end of the syllabus. Greater detail regarding my expectations for each element will also be given in class and on Blackboard.

Weekly online quizzes	10%
Brief written assignment	15%
First midterm exam	15%
Second midterm exam	20%
Final exam	40%

Weekly online quizzes

Across the semester, eleven quizzes (each with 10 multiple choice questions and 1 short paragraph question) will be available on Blackboard. The quizzes are designed to give you a chance to check & improve your learning of the textbook material, while giving you an opportunity to acclimatize to (get used to) the type of multiple choice questions that will be on the midterm & final exams.

See the schedule at the end of this syllabus for the weeks a quiz will be given. Quizzes will always be available for at least two weeks, and will close at midnight on Monday. You can access these quizzes through Blackboard. Through the course, there will be 11 quizzes. Your total quiz grade will be an average of 10 of your marks. This means you can miss one quiz without penalty, or if you take all 11 quizzes, your lowest quiz mark will be ignored when calculating your average out of 10 points. **Because of this option, make-up quizzes will not be offered.**

Multiple choice questions will be taken from the textbook only, not lectures. The short paragraph questions will come from practice questions provided in class. Completing short paragraph questions will earn 3 additional marks, on top of the 10 marks for the quiz. Thus, if you complete ten short paragraph questions throughout the course, you will earn a full 3% extra credit on your final course grade. **Note:** we will review your short paragraph responses to ensure that you have written appropriate, thoughtful

answers, but we will not provide specific feedback to each student. Specific feedback can be obtained by appointment only.

The goal of the quizzes is to engage you in reading your textbook & to help you prepare for the midterm & final exams. Your performance on these quizzes should reflect your own personal study, and it would reflect low academic integrity for you to copy a colleague's answers or distribute your answers to others.

Brief written assignment: Reading & Evaluating Scientific Reports on Behavior Therapies

The goal of the written assignment is to give you experience accessing an academic journal article from the library website, reading scientific literature that describes a behavior therapy, and processing this information through your own thinking and writing.

Task: Choose and read **one** academic journal article from a list of choices. Your task is to summarize the key aspects of the behavior therapy described in the journal article. Next, your task is to describe how you could apply knowledge of other behavior therapy strategies you have learned in the course (from the textbook and/or lectures) to the same type of clients described in the article. The assignment requires three basic steps. (Look on Blackboard for greater details and assistance for each of these steps.) First, locate and read an article from an academic journal. Second, write a short paper summarizing and discussing the article (4 page limit). Third, submit your paper by the deadline, making sure your paper fulfills all the requirements of the assignment.

Assignment due date & late penalties: the assignment must be **submitted electronically through Blackboard by midnight on April 19th**. The late penalty will be 5% per day (or part day). In the case where an extension is required/granted, it must be requested prior to the deadline and be obtained in writing.

Grading keys & submission guidelines: guidelines will be provided regarding expectations for the submission, and a grading scheme will be available on Blackboard prior to submission.

Academic integrity tutorial: prior to submitting your assignment, I require you to complete a brief tutorial and quiz about academic integrity. You will not be able to access the assignment submission portal on Blackboard until you accurately complete the tutorial/quiz. The tutorial is not designed to be difficult and should take no more than 15-20 minutes, or even less time if you are already highly familiar with expectations surrounding high integrity in written assignments, and APA citation style.

Additional information will be provided in class and on Blackboard closer to the deadline.

Midterm & Final Exams

The goal of the exams is to give you an opportunity to integrate your learning and demonstrate that you have met the learning objectives of the course. Each exam is not cumulative, so content tested in the first part of the course will not *specifically* be re-tested later in the course. **However**, note that some of the core concepts from the first lectures will be relevant for all topics throughout the entire course. The midterm exams will take place in the regularly scheduled classroom. We will be using Scantron sheets for the multiple-choice questions.

All exams will consist of **50% multiple choice questions** from the textbook and lectures, and **50% brief (4-12 sentences) paragraph questions**. Examples of both types of questions will be provided in class. See the schedule at the end of the syllabus for a breakdown of which textbook chapters & lectures will be covered on each exam.

If you need to miss an exam: it is your responsibility to contact me via email **prior to** the exam time to explain why you need to miss the exam. Make-up exams are only provided under situations of illness, death of a loved one, or religious obligation, as long as documentation can be provided (e.g., doctor's note). A make-up exam will be provided under these specific circumstances, but as stated above, you must contact me prior to the date of the exam and write the make-up either prior to the exam, or within 14 days of the exam date.

Your final grade in the course will be based on the standard percent distribution (90% and greater = A; 80% to 89% = B; 70% to 79% = C; 60% to 69% = D; less than 60% = F).

Extra-course Support

Academic Writing Center

This free service can help you with your writing assignments, at any stage of your writing process. You can drop in for help (Library, Room 227) or get online consultation from home.

Accommodations

You may need special arrangements to reach your academic potential during the term. For details, visit The Center for Accommodations and Support Services (CASS; sa.utep.edu/cass/).

If you have a documented disability and require specific accommodations, contact the CASS office within the first two weeks of classes. Please see me personally within the first week of classes to make me aware of any needs you might have.

Plagiarism

Plagiarism is "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting an assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

You are expected to know and follow UTEP policy regarding academic conduct and honesty.

Dishonesty includes, but is not limited to, cheating, plagiarism, and collusion. *Cheating* may involve copying from or providing information to another student, possessing unauthorized materials during a test or falsifying research data on laboratory reports. *Plagiarism* may involve intentionally or knowingly representing the words or ideas of another person as one's own. *Collusion* involves collaborating with another person to commit any academically dishonest act. **Any act of academic dishonesty is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.** UTEP's student code of conduct and discipline can be found here:

<http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>

Class Schedule, Session Objectives, Quiz/Exam Schedule, & Assignment Deadline

Dates	Class Topics, Readings, and Exams	Quizzes & Assignments
January	20 Introduction to Course Key Question: What can I expect from this course & what can I do to succeed?	
	22 Themes & History of Behavior Therapy (Chapters 1 & 2) Key Question: Where did behavior therapy come from, and what makes it unique?	
	27 The Behavioral Model (Chapter 3) & The Process of Behavior Therapy (Chapter 4) Key Question: What theories do behavior therapists use to understand human behavior?	
	29 Researching Therapies (Chapter 4 + supplemental lecture material) Key Question: How do we know when therapy “works”, and how do we determine this?	Quiz #1 closes midnight February 2nd . (Chapters 1-3)
February	3 Behavioral Assessment (Chapter 5) Key Question: How can we change it, if we don’t know what “it” is?	
	5 Acceleration Behavior Therapy (Chapter 6) Key Question: Which principles are important for increasing positive behaviors?	Quiz #2 closes midnight February 9th . (Chapters 4 & 5)
	10 Deceleration Behavior Therapy (Chapter 7) Key Question: Which principles are important for decreasing negative behaviors?	
	12 Review for Midterm Exam	Quiz #3 closes midnight February 16th . (Chapter 6)
	17 Midterm Exam #1 Exam covers Chapters 1-6, Lectures	
	19 Combining Reinforcement & Punishment (Chapter 8) Key Question: If you can fully control an environment’s consequences, will change occur?	
	24 Brief/Graduated Exposure Therapies (Chapter 9) Key Question: Can anxious behaviors be reduced by warming up to them slowly?	
	26 Prolonged/Intense Exposure Therapies (Chapter 10) Key Question: Can anxious behaviors be reduced by “jumping in the deep end”?	Quiz #4 closes midnight March 2nd . (Chapters 7 & 8)
March	3 Modeling Therapy (Chapter 11) Key Question: Can we change our behavior by watching others?	
	5 Cognitive-Behavioral Therapy: Cognitive Restructuring (Chapter 12) Key Question: What strategies do therapists use to change clients’ thoughts?	Quiz #5 closes midnight March 9th . (Chapter 9 & 10)
	9-13 NO CLASSES: SPRING BREAK	

Dates	Class Topics & Readings	Quizzes, Exams, & Assignments
March	17 Cognitive-Behavioral Therapy: Cognitive Restructuring (Chapter 12) Key Question: Can therapy adjust a person's attitudes, perceptions, and beliefs?	Quiz #6 closes midnight March 16th . (Chapter 11)
	19 NO CLASS	
	24 Cognitive-Behavioral Therapy: Coping Skills (Chapter 13) Key Question: How do therapists help clients take better control of their lives?	Quiz #7 closes midnight April 1st . (Chapter 12)
	26 Review for Midterm Exam	
	31 NO CLASS	
April	2 Midterm Exam #2 Exam covers Chapters 7-12, Lectures	
	7 Third-Generation Behavior Therapy (Chapter 14) Key Question: How can therapy examine a client's <i>relationship</i> with their thoughts?	Note: Last day to drop course: April 6
	9 Third-Generation Behavior Therapy (Chapter 14)	
	14 Applications of Behavior Therapy (Chapters 15-16) Key Question: How can medical conditions be improved by thinking about behavior and thoughts?	
	16 Overview of Strengths & Challenges of Behavior Therapy Perspective (Chapter 17) Key Question: Which aspects of behavior therapy would you recommend, or warn others about?	Quiz #8 closes midnight November 20th . (Chapter 13)
	19	Written Assignment is due by midnight.
	21 Therapist Skills & Working Alliance Key Question: What role does the therapist play in behavior change?	
	23 Group Therapy & Group Cohesion Key Question: Is group therapy as effective as individual therapy, and how might it work?	Quiz #9 closes midnight April 27th . (Chapters 14)
	28 Coerced & Mandated Therapy/Mixing Medication & Therapy Key Question: Does therapy work when it is forced on the client? What role do drugs play in therapy?	
	30 Psychological Disorders: A Critique of the Concept (Part 1) Key Question: What do people mean when they say mental illness is a <i>metaphor</i> ?	Quiz #10 closes midnight May 4th . (Additional readings on Blackboard)
May	5 Psychological Disorders: A Critique of the Concept (Part 2)	
	7 Review for Final Exam	
	12 Final Exam (10AM-12:45PM)	Exam covers Chapters 13-14, Lectures

Congratulations! Happy Summer Break!

The Psychology of Criminal Behavior

Special Topics in Psychology & Law

PSYC 6342 Spring 2016

Instructor

Caleb Lloyd

Office: Room 109, Psychology Building

Email: cdlloyd@utep.edu

Office Hours: Mondays & Wednesdays, 11AM-12PM, and by appointment

Please feel free to make an appointment with me through email for a meeting time that is more convenient for you.

Class Times & Locations

Class: Mondays & Wednesdays, 9-10:20AM, Location: Hudspeth Hall, Room 114

Course Description & Objectives

Can research and theories derived from the broad field of Psychology help us understand why individuals commit crime? Historically, what place has Psychology held in the criminal justice and correctional systems? Are criminal behaviors the result of *unique* or *universal* human processes? Currently, what are the major controversies, unanswered questions, and future directions in the study of criminal behavior?

This course invites you to explore these questions, and develop your own knowledge about the psychology of crime through extensive reading, thinking, and group discussion. Together, we will spend time talking about the theoretical and empirical foundation of the psychology of crime, and carefully criticize existing knowledge while relying on a deep respect for an empirical approach to gaining understanding. I would like us to consider what aspects of our knowledge should be improved, and where correctional psychologists should focus their future attention. I'm excited to discuss all of these issues with you (and more), and hear your perspective on the assigned readings and the psychology of crime and corrections.

Textbook & Required Readings

Andrews, D. A., & Bonta, J. (2010). *The psychology of criminal conduct* (Fifth edition). New Providence, NJ: Anderson.

A full list of readings (including peer-reviewed journal articles that can be downloaded from UTEP's online library) is provided at the end of this syllabus.

Evaluation

This is an overview of the course evaluation. Detailed descriptions of each task follows, and due dates are listed on the schedule at the end of the syllabus. Greater detail regarding my expectations for each element will also be given in class and/or on Blackboard.

Discussion question contributions	15%
Presentation	30%

First draft submission	15%
Final paper submission	40%

Discussion question contributions

Please complete all assigned readings prior to the week in which these readings will be discussed in class. Throughout the semester, I will ask you to submit at least two discussion questions based on the readings for that week by Sunday night at 12AM midnight. When providing your discussion questions, please also write a few background sentences that help explain what information you used to derive your question, your thought process behind the question, and/or why the question represents an important point that deserves discussion (due to its controversy, its lack of clarity, its importance for the future of the field, etc.).

The purpose of developing your own discussion questions each week is to (a) keep you on track with completing the readings, (b) help me gauge what ideas the readings are stimulating in you, and (c) provide a starting point for us to use for our in-class conversations. Questions will be submitted online through Blackboard.

If you need to miss a class session: Please contact me via email **prior to** the class time to let me know you will need to miss a class. Your presence and participation is a valued aspect of this course, for others' learning as much as your own, so we will miss you when you are absent and ask that absences be kept to a minimum. Please provide discussion questions for the class by the deadlines, even if you will not be able to attend class that week.

Potential topics for presentation & paper

The goal of the presentation and the written paper is to engage you in developing your own expertise on a sub-topic relevant to the course material that was not explicitly covered in the assigned readings. All chosen sub-topics should fit within the broad topic of understanding criminal behavior and/or how the correctional system functions to reduce criminal behavior. There are a number of important sub-topics you could choose that we will not be able to explicitly cover during the core weeks of the course, and I encourage you to engage in one that fits your interests (and personal research agenda) while still expanding your intellectual horizons (i.e., pick a topic you have not studied extensively before) and staying within the overarching goals of this course (i.e., pick a topic that has clear relevance).

Your approach should definitely involve you negotiating how your sub-topic fits into the core theories discussed in this course. For example, does empirical knowledge provide a compelling reason to add to, alter, or substantively question the conclusions of Andrews & Bonta's text? Is your topic an extension, clarification, or novel application of current theories of criminal behavior?

The sub-topic you choose should not substantially overlap with one chosen by another student. The following list provides some broad ideas about areas you could reasonably choose, but you are not limited to this list.

- Offender motivation and readiness to change
- Dynamic risk factors
- Protective factors
- Communicating risk information effectively
- Parole release decision-making
- Alternate approaches to rehabilitation
- The role of staff in rehabilitation
- Theories of desistance from crime

Presentation

The goal of the presentation is to introduce the class to your topic, demonstrate your knowledge & expertise, and engage the class in discussing these ideas. Your approach to your presentation can be either informal or formal, but should definitely include time set aside for class discussion in addition to you disseminating an overview of your topic in an organized and foundation-building way. As part of your presentation, I will ask you to assign one peer-reviewed paper for the class to read the week prior to your presentation, and you will be asked to engage the class in discussion of both your topic and the reading you assigned. Assigning dates for the presentation will be done on a first-come-first-served basis.

Paper

The goal of your paper is to provide a written overview of your topic that gives thoughtful consideration and discussion to its key features and outstanding issues, and frames its importance against the core body of current empirical knowledge about the psychology of crime. Your treatment of the topic should be thorough, whether approaching it as a literature review, theory argument, critique, or research proposal.

Your paper should be APA-formatted, consist of 10-15 pages of text (not including front and back matter), and submitted electronically through Blackboard. A first draft of your paper is due at **midnight on April 17th**, and final, revised papers are due at **midnight on May 6th**.

Late penalties: the paper will be submitted electronically through Blackboard by midnight on the due dates listed above (also listed on the course calendar below). The late penalty will be 5% per day (or part day). In the case where an extension is required/granted, it must be requested prior to the deadline and be obtained in writing.

Grading scheme: guidelines regarding expectations for the submission will be discussed further in class, and a grading scheme will be available on Blackboard prior to submission.

You final grade in the course will be based on the standard percent distribution (90% and greater = A; 80% to 89% = B; 70% to 79% = C; 60% to 69% = D; less than 60% = F).

Accommodations

You may need special arrangements to reach your academic potential during the term. For details, visit The Center for Accommodations and Support Services (CASS; sa.utep.edu/cass/).

If you have a documented disability and require specific accommodations, contact the CASS office within the first two weeks of classes. Please see me personally within the first week of classes to make me aware of any needs you might have.

Plagiarism

Plagiarism is "*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting an assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;

- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*"

You are expected to know and follow UTEP policy regarding academic conduct and honesty.

Dishonesty includes, but is not limited to, cheating, plagiarism, and collusion. *Cheating* may involve copying from or providing information to another student, possessing unauthorized materials during a test or falsifying research data on laboratory reports. *Plagiarism* may involve intentionally or knowingly representing the words or ideas of another person as one's own. *Collusion* involves collaborating with another person to commit any academically dishonest act. **Any act of academic dishonesty is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.** UTEP's student code of conduct and discipline can be found here:
<http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>

Class Schedule, Readings, & Assignment Deadlines

Dates		Class Topics	Readings	Due Dates
January	20	Introduction to Course		
	25 & 27	An Overview of the Psychology of Criminal Conduct	Andrews & Bonta textbook (Chapter 1) Cullen, F. T. (2011). Beyond adolescence-limited criminology: Choosing our future—The American Society of Criminology 2010 Sutherland Address. <i>Criminology</i> , 49(2), 287-330.	Discussion questions due January 24 th
February	1 & 3	The Empirical Base & Theoretical Origins of the Psychology of Crime	Andrews & Bonta textbook (Chapters 2-3) Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i> . 50(2), 179-211.	Discussion questions due January 31 st
	8 & 10	The Theoretical Model of Criminal Behavior	Andrews & Bonta textbook (Chapter 4) Simons, R. L., Burt, C. H., Barr, A. B., Lei, M. -K., & Stewart, E. (2014). Incorporating routine activities, activity spaces, and situational definitions into the social schematic theory of crime. <i>Criminology</i> , 52, 655-687. doi:10.1111/1745-9125.12053 Wikström, P. -O. H., Ceccato, V., Hardie, B., & Treiber, K. (2010). Activity fields and the dynamics of crime: Advancing knowledge about the role of the environment in crime causation. <i>Journal of Quantitative Criminology</i> , 26, 55-87. doi:10.1007/s10940-009-9083-9	Discussion questions due February 7 th
	15	Biology, Temperament, & Antisocial Personality Pattern	Andrews & Bonta textbook (Chapters 5 & 6) Blonigen, D. M. (2010). Explaining the relationship between age and crime: Contributions from the developmental literature on personality. <i>Clinical Psychology Review</i> , 30, 89-100. doi:10.1016/j.cpr.2009.10.001	Discussion questions due February 14 th
	17	UTEP closed – class cancelled		
	22 & 24	Antisocial Attitudes & Peers	Andrews & Bonta textbook (Chapter 7) Walters, G. D. (2006). Appraising, researching, and conceptualizing criminal thinking: A personal view. <i>Criminal Behaviour and Mental Health</i> , 16, 87-99. doi:10.1002/cbm.50 Maruna, S., & Mann, R. E. (2006). A fundamental attribution error? Rethinking cognitive distortions. <i>Legal and Criminological Psychology</i> , 11(2), 155-177.	Discussion questions due February 21 st

Helmond, P., Overbeek, G., Brugman, D., & Gibbs, J. C. (2014). A meta-analysis on cognitive distortions and externalizing problem behavior: Associations, moderators, and treatment effectiveness. *Criminal Justice and Behavior, 42*, 245-262. doi:10.1177/0093854814552842

Matthews, S. K., & Agnew, R. (2008). Extending deterrence theory: Do delinquent peers condition the relationship between perceptions of getting caught and offending? *The Journal of Research in Crime and Delinquency, 45*, 91-118. doi:10.1177/0022427807313702

29 & 3/2

Social Context & Substance Misuse

Andrews & Bonta textbook (Chapters 8 & 9)

Sampson, R. J. & Laub, J. H. (1992). Crime and deviance in the life course. *Annual Review of Sociology, 18*, 63-84.

Horney, J., Osgood, D. W., & Marshall, I. H. (1995). Criminal careers in the short-term: Intra-individual variability in crime and its relation to local life circumstances. *American Sociological Review, 60*, 655-673.

Bahr, S. J., Harris, L., Fisher, J. K., & Harker Armstrong, A. (2010). Successful reentry: What differentiates successful and unsuccessful parolees? *International Journal of Offender Therapy and Comparative Criminology, 54*, 667-692. doi:10.1177/0306624X09342435

McMurran, M., Jinks, M., Howells, K., & Howard, R. C. (2010). Alcohol-related violence defined by ultimate goals: A qualitative analysis of the features of three different types of violence by intoxicated young male offenders. *Aggressive Behavior, 36*, 67-79. doi:10.1002/ab.20331

Discussion questions due February 28th

March

SPRING BREAK: March 7-11

14 & 16

Risk Assessment

Andrews & Bonta textbook (Chapter 10)

Barbaree, H. E., Langton, C. M., Blanchard, R., & Cantor, J. M. (2009). Aging versus stable enduring traits as explanatory constructs in sex offender recidivism: Partitioning actuarial prediction into conceptually meaningful components. *Criminal Justice and Behavior, 36*, 443-465. doi:10.1177/0093854809332283

Helmus, L., Hanson, R. K., Thornton, D., Babchishin, K. M., & Harris, A. J. R. (2012). Absolute recidivism rates predicted by Static-99R and Static-2002R sex offender risk assessment tools vary across samples: A meta-analysis. *Criminal Justice and Behavior, 39*, 1148-1171. doi:10.1177/0093854812443648

Mann, R. E., Hanson, R. K., & Thornton, D. (2010). Assessing risk for sexual recidivism: Some proposals on the nature of psychologically meaningful risk factors. *Sexual Abuse: A Journal of Research and Treatment, 22*, 191-217. doi:10.1177/1079063210366039

Discussion questions due March 13th

21 & 23

Rehabilitation

Andrews & Bonta textbook (Chapter 11)

Discussion questions due March 20th

			<p>Polaschek, D. L. L. (2012). An appraisal of the risk-need-responsivity (RNR) model of offender rehabilitation and its application in correctional treatment. <i>Legal and Criminological Psychology, 17</i>, 1-17. doi:10.1111/j.2044-8333.2011.02038.x</p> <p>Cullen, F. T. (2012). Taking rehabilitation seriously: Creativity, science, and the challenge of offender change. <i>Punishment & Society, 14</i>, 94-114. doi:10.1177/1462474510385973</p> <p>Ward, T., Melsner, J., & Yates, P. M. (2007). Reconstructing the risk, need, responsivity model: A theoretical elaboration and evaluation. <i>Aggression and Violent Behavior, 12</i>, 208-228. doi:10.1016/j.avb.2006.07.001</p> <p>Ward, T., & Marshall, W. L. (2004). Good lives, aetiology and the rehabilitation of sex offenders: A bridging theory. <i>Journal of Sexual Aggression, 10</i>, 153-169. doi:10.1080/13552600412331290102</p>	
28 & 30		Risk Assessment & Rehabilitation Redux: Thinking Dynamically	<p>Rice, M. E., Harris, G. T., & Cormier, C. A. (1992). An evaluation of a maximum security therapeutic community for psychopaths and other mentally disordered offenders. <i>Law and Human Behavior, 16</i>, 399-412. doi:10.1007/BF02352266</p> <p>Seto, M. C., & Barbaree, H. E. (1999). Psychopathy, treatment behavior, and sex offender recidivism. <i>Journal of Interpersonal Violence, 14</i>, 1235-1248. doi:10.1177/088626099014012001</p> <p>Barbaree, H. E. (2005). Psychopathy, treatment behavior, and recidivism: An extended follow-up of Seto and Barbaree. <i>Journal of Interpersonal Violence, 20</i>, 1115-1131. doi:10.1177/0886260505278262</p> <p>Olver, M. E., & Wong, S. C. (2009). Therapeutic responses of psychopathic sexual offenders: Treatment attrition, therapeutic change, and long-term recidivism. <i>Journal of Consulting and Clinical Psychology, 77</i>, 328-336. doi:10.1037/a0015001</p> <p>Hanson, R. K., Helmus, L. M., & Harris, A. J. R. (2015). Assessing the risk and needs of supervised sexual offenders: A prospective study using STABLE-2007, Static-99R, and Static-2002R. <i>Criminal Justice and Behavior, 42</i>, 1205-1224. doi:10.1177/0093854815602094</p>	Discussion questions due March 27 th
April	4 & 6	Implementation Issues	<p>Andrews & Bonta textbook (Chapter 12)</p> <p>Flores, A. W., Lowenkamp, C. T., Holsinger, A. M., & Latessa, E. J. (2006). Predicting outcome with the Level of Service Inventory-Revised: The importance of implementation integrity. <i>Journal of Criminal Justice, 34</i>, 523-529. doi:10.1016/j.jcrimjus.2006.09.007</p> <p>Nonstad, K., & Webster, C. D. (2011). How to fail in the implementation of a risk assessment scheme or any other new procedure in your organization. <i>American Journal of Orthopsychiatry, 81</i>, 94-99. doi:10.1111/j.1939-0025.2010.01076.x</p> <p>Taxman, F. S., Cropsey, K. L., Melnick, G., & Perdoni, M. L. (2008). COD services in community correctional settings: An examination of organizational factors that affect service delivery. <i>Behavioral Sciences & the Law, 26</i>, 435-455. doi:10.1002/bsl.830</p>	Discussion questions due April 3 rd

11 & 13	Generalizing PCC to Unusual Offenders: Is it Possible?	Andrews & Bonta (Chapters 14) Skeem, J. L., Schubert, C., Odgers, C., Mulvey, E. P., Gardner, W., & Lidz, C. (2006). Psychiatric symptoms and community violence among high-risk patients: A test of the relationship at the weekly level. <i>Journal of Consulting and Clinical Psychology, 74</i> , 967-979. doi:10.1037/0022-006X.74.5.967 Bonta, J., Blais, J., & Wilson, H. A. (2014). A theoretically informed meta-analysis of the risk for general and violent recidivism for mentally disordered offenders. <i>Aggression & Violent Behavior, 19</i> , 278-287. doi:10.1016/j.avb.2014.04.014	Discussion questions due April 10 th
18	Contemplating Punishment Approaches	Andrews & Bonta (Chapters 13 & 15) Carmichael, S., & Piquero, A. R. (2004). Sanctions, perceived anger, and criminal offending. <i>Journal of Quantitative Criminology, 20</i> (4), 371-393.	Paper draft due April 17 th
20	Presentations #1 & 2		
25	Presentations #3 & 4		
27	Presentations #5 & 6		
May	2	Presentations #7 & 8	
	4	Presentation #9 & Course Debrief	Final paper due May 6th
Happy Summer Break!			

Appendix 4: Course Assignments & Evaluation Criteria

Course Assignment

Task: Choose and read **one** academic journal article. Your task is to summarize the journal article and write about why it is relevant to your life or the world.

STEP ONE: LOCATE A JOURNAL ARTICLE

Find a journal article you are interested in reading. You can go about this in three different ways. (If you are unfamiliar with Carleton's library website, I have uploaded screen-shot videos on webCT that will assist you. There is one video for each of the methods described below.) You may also find it helpful to refer to information at the end of Chapter 2 in your textbook. Your textbook describes how to find and read journal articles.

Note: the only journal article you may **not** use is the following:

Laulik, S., Allam, J., & Sheridan, L. (2007). An investigation into maladaptive personality functioning in internet sex offenders. *Psychology, Crime & Law, 13*, 523-535.
doi:10.1080/10683160701340577

This is the article summarized by the author of the sample assignment posted on webCT.

Method A: Choose a forensic article selected by me

Method B: Choose an article based on a broad area that interests you

Method C: Choose an article based on a specific topic that interests you

Method A) Choose one of the following recommended forensic articles.

Profiling serial killers:

Bateman, A. L. & Salfati, G. (2007). An examination of behavioral consistency using individual behaviors or groups of behaviors in serial homicide. *Behavioral Sciences and the Law, 25*, 527-544. doi:10.1002/bsl.742

When do sex offenders confess their crime(s) to police, and when do they not?

Beauregard, E., Deslauriers-Varin N., & St-Yves, M. (2010). Interactions between factors related to the decision of sex offenders to confess during police interrogation: A classification-tree approach. *Sexual Abuse: A Journal of Research and Treatment, 22*, 343-367.
doi:10.1177/1079063210370707

Do violent video games cause aggression?

Ferguson, C. J., Rueda, S. M., Cruz, A. M., Ferguson, D. E., Fritz, S., & Smith, S. M. (2008). Violent video games and aggression: Causal relationship or byproduct of family violence and intrinsic violence motivation? *Criminal Justice and Behavior, 35*, 311-332.
doi:10.1177/0093854807311719

What type of offender is more likely to claim they don't remember committing a homicide?

Häkkinen, H., Weizmann-Henelius, G., Putkonen, H., & Lauerma, H. (2008). The role of gender in claiming partial or complete homicide-related amnesia. *Personality and Individual Differences, 45*, 597-601. doi:10.1016/j.paid.2008.06.020

Does getting married help offenders give up crime?

Theobald, D., & Farrington, D. P. (2009). Effects of getting married on offending: Results from a prospective longitudinal survey of males. *European Journal of Criminology, 6*, 496-516. doi:10.1177/1477370809341226

Method B) You may know what broad area of psychology interests you, but you don't have a particular topic in mind. Here are the titles of some well-respected journals. Choose one title, and then browse through recent editions to find a particular journal article you like.

Criminal Justice & Behavior (criminal justice articles)

Psychology, Crime, & Law (criminal justice articles)

Developmental Psychology (child, adolescent, & life-time development)

Journal of Personality & Social Psychology (personality traits, and social influences)

Journal of Consulting & Clinical Psychology (clinical psychology, therapies)

Journal of Abnormal Psychology (research on psychological disorders)

Method C) You may know exactly what topic interests you and you want to find articles that explore this topic. Use the main psychology database (psycINFO) to find articles on your preferred topic. (Be aware, however, that not all of the articles listed in psycINFO are easily available through the Carleton library. If you have trouble accessing the article you want, let us know!)

NOTE: Whichever method you use, the article you read must be an **empirical** journal article. This means that the authors describe a new experiment they personally conducted. Some journal articles are **review or theory** articles where the authors discuss & synthesize the results from previously published experiments. You will know that the article you chose is an empirical article if you can find the following headings in the article: Method, Results, Discussion. If in doubt, ask us to be sure!

STEP TWO: ASSIGNMENT CRITERIA

Write a 4-page paper (double-spaced) describing, summarizing, and applying the article. The summary should take up about 2-3 pages. You do not have to summarize *every* aspect of the article, just the most important aspects. Next, relate the material in the article to your own life *or* to the world. The analysis part of your paper should take up about 1-2 pages.

The four-page limit is a guideline & not a strict rule. However, if your paper is under three pages, it's probably too short. If your paper is over five pages, it's too long. If your paper is too long or too short, we may take points off for not following instructions.

Here are some guiding questions to help focus your paper:

Introduction: Why are the authors conducting this study? What do they hope to find out? What is the main purpose of this study? Why is this an important issue to study?

Method: How did the researchers go about collecting the data? Who were the participants (men, women, children, adults, university students, police officers, offenders, etc.)? What type of data did they collect (e.g., questionnaires, interviews, etc.)? What type of design did they use (i.e., experimental or correlational)?

Results & Discussion: What was the main conclusion of the study? What new knowledge did the researchers gain from the study? Why was it important? Were there any major limitations to the research?

Your analysis: What did you think of the study? Why were you interested in this topic (i.e., how is it relevant to your life)? Or, if the paper is not directly relevant to your life, how is the new knowledge relevant to the world? In other words, how should the information in the study be used in real life? Imagine you are giving advice to a government agency (Health Canada, Correctional Service of Canada, RCMP, Citizenship & Immigration Canada, etc.). What should they do differently based on this study? Or, describe a brief case study and how the information in the study would help someone. For example, pretend you are a child psychologist and briefly describe a client (e.g., a three-year old who wets the bed every night). How would you try to help this client based on the information in the study?

Writing Style: Please write your paper in academic style when summarizing the article. Use proper grammar, spelling, and an objective voice. Avoid using contractions (i.e., “don’t”). For the analysis section of your paper, you may write in first-person and less formally, while still using correct grammar, spelling, and sentence structure.

STEP THREE: SUBMISSION GUIDELINES

Use your own words. You may be tempted to write the information in exactly the same way as the authors, thinking that there is no “better” way to say it. However, this is an example of poor academic integrity (e.g., plagiarism; see also the course syllabus for a definition of plagiarism). More important, you lose an opportunity to direct and frame the information in your own voice.

You can make sure you are using your own words by following a three-step process. 1) Read the article and pick out the main points you want to summarize. *Without looking at the article*, write notes to yourself about these main points.

2) As you write your paper, refer to your personal notes rather than the article itself.

3) Double-check by comparing your written work to the original article. *If two or three words are in the same order* in your paper as they are in the article, you need to revise your paper. If the words cannot be placed in a different order for some reason, put “quotation marks” around them, and provide the page number as a reference for your reader.

Leave yourself enough time to ask for help if you encounter difficulties. We are here to answer questions and send you in the right direction! If you need additional support with planning, drafting, and/or editing your work, consider making an appointment to visit a skilled

mentor at Writing Tutorial Services.
<http://www1.carleton.ca/sasc/writing-tutorial-service/>

Read through the sample assignment posted on webCT. I have uploaded an assignment from a previous year to give you an idea of how to format & style your paper & writing. This student received a high mark on her work and gave me permission to share her paper with future students. The assignment criteria were slightly different during her year, but her paper will still give you an idea of what we are looking for. (Note: you may **not** write about the same article described in this sample paper.)

Format: Your paper should be approximately 4 pages (not including cover page), double-spaced. Check out the sample assignment paper for how to design your cover page. Your cover page should include the reference of the article you are reviewing, written in APA style, as follows:

Author, A. A., Author, B. B., & Author, C. C. (2011). The title of the article: Only the

first word and a word following a colon are capitalized. *The Name of the Journal in Italics & Capitalized*, 00, 100-120. doi:10.20490281/140psy30

Note: the italicized number is the volume number & the non-italicized numbers are the page numbers. You can often find the doi number on the first page of the article.

NOTE: Prior to submitting the assignment, you will be required to take a brief tutorial quiz. You will not be able to submit your assignment unless you have completed this quiz.

Due date: November 18th, by midnight. Submit your paper using the Assignment tab on cuLearn. Late penalties will be 5% per day or part day.

Elements of the Assignment

Content

Purpose of study & hypotheses described, importance of topic discussed	2 out of 2
Study method & participants described	1 out of 1
Type of data & type of study is stated	2 out of 2
Main conclusion of study is clearly stated	2 out of 2
The importance of the findings & limitations are mentioned	2 out of 2

Writing

Spelling, punctuation, grammar are correct & professional	2 out of 2
Nothing off-topic; paper is organized, follows clear structure	1 out of 1

General

Instructions were followed (e.g., article is empirical, paper double-spaced, title page formatted correctly, submitted via webCT, etc.)	3 out of 3
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Late marks	0 days late	(-0.75 per day late)
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Total:	15 out of 15	
	100.0 %	

Course Assignment: Psychological Disorders in Popular Culture

Task: Select a person or character suffering from a psychological disorder from the news, a movie, television series, song, book, video game, or any other popular media source. Write a brief report describing the disorder. Then, use specific examples of behaviors in the life of your character that you would use to diagnose him or her with that psychological disorder.

Write a 4-page paper (double-spaced) describing the disorder and diagnosing your character. The description of the disorder should take up about 2 pages. The description of your character and application of the diagnosis to their behavior should take up about 2 pages.

The four-page limit is a guideline & not a strict rule. However, if your paper is under three pages, it's probably too short and you should consider providing more information. If your paper is over five pages, it's too long and you should consider making your descriptions more succinct.

STEP ONE: CHOOSE A CHARACTER

Make sure that the character is NOT formally diagnosed in your source. A film about an individual learning to cope with a diagnosis given by a mental health professional is not appropriate for the assignment. The point is to apply a new diagnosis to an undiagnosed character.

Unacceptable examples:

- John Nash from *A Beautiful Mind* (paranoid schizophrenia)
- Melvin Udall from *As Good as it Gets* (obsessive compulsive disorder)
- Susanna from *Girl, Interrupted* (borderline personality disorder)
- Lizzie from *Prozac Nation* (depression)

Acceptable examples:

- Disney characters, i.e., Marlin from *Finding Nemo*
- Family Guy* characters, i.e., Stewie

Feel free to be creative with your diagnosis! Also keep in mind the DSM-IV criteria for meeting a diagnosis, making sure you can effectively argue that your character meets these criteria.

STEP TWO: PROVIDE INFORMATION ABOUT THE PSYCHOLOGICAL DISORDER

You should include:

- a) A description of the primary population affected by this disorder (gender, age, etc).
- b) A description of the primary symptoms experienced by people who are diagnosed with this disorder. Use the DSM-IV (a copy is on reserve at the library).

- c) A description of factors contributing to this disorder (e.g., genetic predisposition, stressors, etc.)
- d) A description of successful treatment of this disorder (therapy, medication, etc.).

You may use Chapter 14 of your textbook as a source, but you will also need to research information from more than just the textbook. You may also find Chapter 15 helpful for point (d) above. Your other main source will be the Diagnostic and Statistical Manual (DSM-IV).

Note that point (b) above *requires* that you cite the DSM-IV at least once in your paper. I have reserved a copy for this course in the library, and the library also holds another copy available in the reference section. Neither copy may be checked out to take home, but you can look up the relevant information and make some notes for your paper in a short visit to the library.

Other good sources are empirical, peer-reviewed journal articles found through the Carleton University library website (i.e., search the PsycINFO database using your disorder as the keyword search, along with another keyword such as “treatment”).

Some online sources *may* also be acceptable. Note that the acceptability of an online source depends upon its quality. I am comfortable with you using government or academically oriented organization websites as sources (such as Health Canada or Autism Society of America). Usually a website is acceptable if it cites original academic research, but it is even better to look up the original research reports they are citing (again, through the Carleton library website). It is unacceptable to cite websites with little to no academic integrity (i.e., Wikipedia or some random guy's blog).

STEP THREE: APPLY THE DIAGNOSTIC CRITERIA TO YOUR CHARACTER

Next, introduce the person or character you wish to discuss and illustrate clearly, with behavioural examples, why you feel this character suffers from the psychological disorder described. Your description should map very closely onto the description of the disorder at the start of your paper.

Make sure your description is clear enough so that someone who does not know anything about the character will be convinced that the character neatly fits the diagnostic criteria you initially described.

STEP FOUR: SUBMISSION GUIDELINES

Writing Style: Please write your paper in academic style. Use proper grammar, spelling, and an objective voice. Avoid using contractions (e.g., “don’t”). Please also avoid using informal, colloquial phrases (e.g., “By and large”, or “In a nutshell”). Sentences that are short, to the point, and lacking unnecessary words characterize academic writing.

Use your own words. You may be tempted to write the information from the DSM or other sources in exactly the same way as the authors, thinking that there is no “better” way to say it. However, this is an example of poor academic integrity (e.g., plagiarism; see also the course syllabus for a definition of plagiarism). More important, you lose an opportunity to direct and frame the information in your own voice.

You can make sure you are using your own words by following a three-step process.

- 1) Read the source and pick out the main points you want to summarize. *Without looking at the article*, write notes to yourself about these main points.
- 2) As you write your paper, refer to your personal notes rather than the source itself.
- 3) Double-check by comparing your written work to the original source. If *two or three words are in the same order* in your paper as they are in the article, you need to revise your paper. If the words cannot be placed in a different order for some reason, put “quotation marks” around them, and provide the page number as a reference for your reader.

Note: For this assignment, there will be some technical words that you will need to repeat in your paper, such as the exact diagnostic criteria. In this case, it is better to write the phrases exactly as intended by the authors without re-saying them with synonyms. However, it is still your responsibility to make it abundantly clear that these phrases were taken from your source, through proper citation and cues in your writing. For example:

The first criterion for a diagnosis of post-traumatic stress disorder provided by the APA is the individual must have had “exposure to a traumatic event” (APA, 1994, p. 309).

Leave yourself enough time to ask for help if you encounter difficulties. We are here to answer questions and send you in the right direction! If you need additional support with planning, drafting, and/or editing your work, consider making an appointment to visit a skilled mentor at Writing Tutorial Services.

<http://www1.carleton.ca/sasc/writing-tutorial-service/>

Format: Your paper should be approximately 4 pages (not including cover page), double-spaced. Check out the sample assignment paper for how to design your cover page.

All citations should be provided in text and in your Reference page in APA style. For example:

One symptom of schizophrenia is hallucinations (American Psychological Association, 1994). As an example, Lois, a character from the television show, *Family Guy*, often hears voices that are not there (MacFarlane, 2007). However, in order to be diagnosed with schizophrenia, Lois would need to manifest multiple symptoms that characterize the disorder (APA, 1994).

At the end of your paper:

References

American Psychological Association. (1994). *Diagnostic and statistical manual of mental disorders: DSM-IV* (4th ed.). Washington, DC: Author.

MacFarlane, S. (Creator). (2007). *The family guy* [Television series]. USA: FOX.

Scorcese, M. (Director). (2006). *The departed* [Motion Picture]. United States: Paramount Pictures.

NOTE: Prior to submitting the assignment, you will be required to take a brief tutorial quiz. You will not be able to submit your assignment unless you have successfully completed this quiz.

Due date: March 17th, by 23:59. Submit your paper using the Assignment link on cuLearn. Late penalties will be 5% per day or part day. In the case where an extension is required/granted, it must be requested prior to the deadline and be obtained in writing.

Describing the Disorder

Description of the population affected by the disorder	1 out of 1
Description of the primary symptoms/diagnostic criteria	3 out of 3
Description of factors that contribute to the disorder	1.5 out of 1.5
Description of successful treatment for the disorder	1.5 out of 1.5

Case Study

Appropriate choice of character	0.5 out of 0.5
Application of disorder to character, with clear examples	4 out of 4

Writing

Spelling, punctuation, grammar are correct & professional	0.5 out of 0.5
Nothing off-topic; paper is organized, follows clear structure	0.5 out of 0.5
APA style used as described, for in-text citations and references	0.5 out of 0.5

General

Instructions were followed (e.g., double-spaced, page limits respected title page formatted correctly, submitted via webCT, use of DSM etc.)	2 out of 2
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Late marks 0 days late (-0.75 per day late)

Total: 15 out of 15
100.0 %

Appendix 5: List of Official Evaluation Questions

Carleton University Performance Indicators:

1. Making clear the objectives of the course.
2. Organizing the course so as to meet the objectives.
3. Imparting the course materials in his/her role as lecturer/instructor.
4. Answering questions and/or solving problems related to the course material.
5. Assigning readings, essays, seminar topics, etc., which are relevant to the course.
6. Assigning a workload related to the course objectives.
7. Marking and commenting on assignments and tests fairly.
8. Returning tests and assignments promptly.
9. Being available for out-of-class consultation.
10. Speaking audibly and clearly.
11. Beginning and ending classes promptly.
12. Meeting classes regularly as scheduled, and in missing or cancelling classes only for adequate reasons

University of Texas at El Paso Performance Indicators:

1. The instructor clearly defined and explained the course objectives and expectations.
2. The instructor was prepared for each instructional activity.
3. The instructor communicated information effectively.
4. The instructor encouraged me to take an active role in my own learning.
5. The instructor was available to students either electronically or in person.
6. Rate the effectiveness of the instructor in stimulating your interest in the subject.
7. Rate the organization of the instructor.
8. Rate the clarity of class assignments.
9. Rate the relevance of class assignments.
10. Rate the relevance of course materials to stated course objectives.
11. Rate the varied use of questions, discussions, lectures, and/or group work in the class.
12. Rate the instructor's availability during posted office hours.

Overall Evaluation

13. How do you evaluate the instructor/rate the instructor overall?