

**University of South Florida Sarasota-Manatee
Spring 2012**

PSY 4938: **Pro Seminar: Applying Psychology to the Legal System**

Meeting Time & Place: Mondays 6:00 pm to 8:50 pm Room _____

Prerequisites: Psychology Senior or CI

Instructor: Christine Ruva, Ph.D.
Office: C249 Phone: 359-4629
Mailbox: SMC Room C 263 e-mail: ruva@usf.edu
Web Site: <http://luna.cas.usf.edu/~ruva/index.htm>

Office Hours: Mondays 11:00 am – 11:50 a.m. or by appointment.

Required Textbook *Publication Manual of the American Psychological Association (6th ed.)* (2009).
Washington, DC: American Psychological Association.

Required Readings On BlackBoard you will find links to assigned readings.

Course Website http://luna.cas.usf.edu/~ruva/SeniorSeminar_Spring2012.html

Course Introduction. This course was designed to survey how major areas of psychology (i.e., Physiological, Cognitive, Social, Developmental, Clinical, and Affective/Motivation) have been applied to the study of the legal system and the problems it faces. This course was also designed to be the culmination of your undergraduate studies in which you demonstrate the psychological knowledge you have accumulated. You will do this by presenting research articles to the class, participating in class discussions, writing essays, and developing a research proposal in an area of legal psychology that demonstrates this accumulation of knowledge for multiple psychological areas, methodology, and statistics.

Course Goals and Objectives. One of the main goals of this course is to demonstrate that all areas of psychology have something significant to contribute to the legal system and that many problems or issues can benefit from research in multiple areas. A second goal is to show students that there is more than one way to go about exploring a question or a problem and that a study's methods should be driven by the study's question. Students upon completion of this course should demonstrate:

1. knowledge and integration of the major theoretical approaches used in psychology
2. the research skills necessary to address a question, and design a study/experiment accordingly
3. knowledge of ethics in conducting research and the ability to apply them appropriately
4. proficiency with APA writing standards (beyond just formatting)
5. recognition of the impact of human diversity (gender, race, ethnicity, socio-economic status, sexual orientation, culture, age, religion, handicaps, disabilities) on behavior and mental processes

Readings and Lectures. The tentative schedule lists the articles you are assigned to read and when to read them. Each week two students will be assigned to present the assigned research articles for that week; with each student presenting three articles over the semester. All students will be required to read all of the assigned research articles and come to each class meeting prepared to discuss these articles. Therefore, while class attendance is not mandatory, missing class will reduce our participation score/points. More information on article presentations appears below.

Article Presentations. Students will read, evaluate, discuss, and present research in each of the major areas of psychology that focuses on application of psychological theory or research to the legal system. Each student will be assigned **THREE** articles to present to the class each worth **25 points**. Presentations are to include a typed **1 to 2-page hand-out** summarizing the area/s of psychology used to explore the research question, theory that drove the research, methods and procedures used in the study, limitations of the study (discussed and not discussed in the article), future directions, and how the article is relevant to other topics discussed in class. There will be **NO MAKE-UP** article presentations. Therefore, be sure to be in class on the day you are assigned to present.

Participation/Discussion. All students will be required to read all of the assigned research articles and come to each class meeting prepared to discuss these articles. Part of your grade is also dependent on your contribution to the class discussion on days you do not present. Therefore, while class attendance is not mandatory, missing class will reduce your participation score. In addition, all students are required to complete a **Human Subjects Training Course (Foundation Course)** by **1-17-11 at 6 pm**. You will provide Dr. Ruva with an **electronic copy via BlackBoard by 1-17-11 at 6 pm** and a **Hard Copy** at the beginning of class on **1-23-11**. Online Course: http://www.research.usf.edu/cs/irb_courses_foundation.htm

Essays. There will be a total of **FOUR** essays each worth **50 points**. The main purpose of the essays is to provide the building blocks for your research proposal. Detailed instructions for each essay will be given the week before the essay is due (or earlier). I will go over these instructions in class as well as information needed to complete these essays.

Research Proposal Draft & Peer Review of Research Proposal. One week prior to the date that your research proposal is due you will be handing in a completed draft of this paper to Dr. Ruva and you will be providing a copy to two of your peers to review. That is, you are to bring **THREE copies** of the paper to this class meeting. Each student will be responsible for reviewing two other students' papers using the same grading criteria form that Dr. Ruva will use to grade your final research proposals. You will be required to provide detailed comments both on the grading criteria sheet and on the actual paper. This will be done in class and you will discuss your review with the student whose paper you reviewed. You will then give this student your review so that he/she can edit his/her final paper. The students whose papers you review will hand in your reviews (both the grading criteria sheets and the paper drafts) with their final research proposals. Note, in order to receive any points for this task you must bring in a **COMPLETED** Research Proposal Paper on the date specified on the Tentative Schedule below. Dr. Ruva alone will determine whether your paper is a "completed" draft of your research proposal. These task are worth a total of **25 points**.

Research Proposal. Students will write a research proposal in which they integrate and apply multiple areas of psychology to a real world problem facing the legal system: (1) jury decision making, (2) eyewitness testimony, (3) expert testimony, (4) judicial instructions, (5) law enforcement (police), (6) juvenile justice, (7) civil law, (8) criminal law, (9) corrections, (10) elder law, (11) forensic evaluations, and (12) treatment and prevention programs. In addition to integrating multiple areas of psychology into your proposal you will also integrate multiple methods (i.e., experimental, quasi-experiments, correlational, field-research, systematic observation, and surveys). A detailed explanation of this research proposal requirement will be given to you by the second class meeting. You will need to provide me with **TWO HARD COPIES** of this proposal and submit this proposal using **SAFE ASSIGN IN BLACKBOARD**. This paper is worth a maximum of **150 points**.

Research Proposal (Continued)

Academic Honesty. Academic honesty is an essential component of the academic process. Both students and faculty are expected to “live up to the highest ethical standards with respect to the origin of ideas, the accuracy of data, and like matters” (Bryant, 2002).

Academic Dishonesty: Per the USF Undergraduate Catalog (p. 47-49) Academic Dishonesty includes **PLAGIARISM**, which is defined as:

“literary theft and consists of the unattributed quotation of the **exact words** of a published text, or the unattributed borrowing of **original ideas by paraphrase** from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as **ideas and facts that are not generally known to the public at large**, or the **form, structure, or style of a secondary source** must be attributed to its author by means of the appropriate citation procedure.”

Plagiarism Detection: The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. Your research proposals will be submitted through Safe Assign and I reserve the right to submit all assignments to this detection system. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. **Any plagiarism in this course will result in an “FF” for the class and a recommendation for disciplinary action by USF SM.**

Excused Absences. These will be given for **illness** only with a **doctor’s excuse** (*this illness must be severe enough to prevent you from participating in class – Your instructor alone will determine if your illness meets this criterion*), for the death of an immediate family member, for school sanctioned functions, or for observance of religious holy days. Doctor’s excuse require that the student fill out a "Verification of Visit" form at the health center. Something similar should be done for students using private physician services and must state specifically what the illness was and the date/s of the illness. Death of an immediate family member requires a copy of the death certificate. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance or a school-sanctioned event **must provide notice of the date(s) to the instructor, in writing, by the second class meeting.** If no notice is given the student will get no credit for the assignment/paper.

Grading. Grading for this course will be on an accumulated point scale as follows:

COURSE WORK	POINTS	PERCENT OF TOTAL POINTS
Preparation/Discussion	50 (5 for Human Subj Training Cert)	10%
Article presentations	75 (25 pts. each)	15%
Essays 1- 4	200 (50 pts. each)	40%
Peer Review & Research Proposal Draft	25	5%
Research Proposal	150	30%
Total Possible Points	500	100%

A = 463+ A- = 448-462 B⁺ = 438-447 B = 413-437 B⁻ = 498-412 C⁺ = 388-397
C = 363-387 C⁻ = 348-362 D⁺ = 338-347 D = 313-337 D⁻ = 298-312 F= 297 or less

--- MARCH 24th IS THE LAST DAY TO WITHDRAW WITHOUT ACADEMIC PENALTY---

Extra Credit.

Sona Experiment Points: I will accept up to **10 extra-credit points** from the Psychology Department's sponsored research studies. You are responsible for signing up for experiments and monitoring your extra-credit points. Also note that most of these experiments will take place in Tampa. Sign up for these research studies can be found on the web at the following address: <http://usf.sona-systems.com/>. For more information on this opportunity and a description of your rights and obligations as a research participant you can visit the following web site: <http://psychology.usf.edu/links/participate/>

Other Policies and Procedures

Be sure to check your USF email regularly for class announcements.

How to login to your USF email:

1. Login to blackboard via <https://mysites.usf.edu/default.aspx>
2. Stay on the Welcome screen
3. Click the link to "google mail." This will take you to your USF mail.

If you require technical assistance, please contact the USF Help Desk:

[E-mail us at help-ac@usf.edu](mailto:help-ac@usf.edu)

Or call 813-974-1222 or 1-866-974-1222.

Blackboard use. Blackboard will be used to post assigned readings, instructions for essays and research proposals, and for submitting your research proposal. In addition, Blackboard will be used to post student grades, for emailing students, and for broadcasting announcements by Dr. Ruva. Students are expected to check their email frequently (every other day at a minimum) and to respond to emails from Dr. Ruva in a timely fashion. Students are also responsible for checking Blackboard on a bi-weekly basis for class announcements.

- New student should use the Blackboard tutorials:
 - http://www.sarasota.usf.edu/Academics/DE/current_students.php
- Students needing technical assistance with Blackboard should use the following resources:
 - Live online help: <http://usfsupport.custhelp.com/cgi-bin/usfsupport.cfg/php/enduser/chat.php>
 - Toll-free Helpline: 866-974-1222

Disabilities Accommodation. Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, www.sarasota.usf.edu/Students/Disability/

Academic Disruption. The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: www.ugs.usf.edu/catalogs/0607/adadap.htm. Occurrences of academic disruption should be addressed by the professor (depending on the situation, the student may be asked to leave or security may be called). Following the incident, the professor should establish with the student terms for continued course participation, and the professor should also submit a report to the dean. The consequences to the student can range from an administrative reprimand to suspension from USF.

Cell Phones & Personal Electronic Devices. Any personal electronic devices (e.g., cell phones, smart phones, or tablets) other than notebook or laptop computers are to be **TURNED OFF AND PUT AWAY**

before the beginning of class. Failure to comply could result in the student being asked to leave the classroom and thus loss of credit for any assignments due that day.

Note Taking & Recording. You are encouraged to take notes on the lectures and are permitted to tape-record class sessions for your own use. However, you are not permitted to take notes or tape-record for purposes of sale or distribution. Failure to comply with this rule will result in referral to the Student Affairs Disciplinary Office.

Emergency Preparedness

- It is strongly recommended that you become familiar with the USF Sarasota-Manatee Emergency Action Plan on the Safety Preparedness site <http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>
- **Fire Alarm Instructions:** At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated.
- **Contingency Plans:** In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information. <http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php>

PRO SEMINAR TENTATIVE OUTLINE FOR TOPICS, READINGS, & ASSIGNMENTS

Week & Date	Topics	Assignments Due	Readings
Week1: 1/09	Introduction & APA Standards	Sign Permission to Post	APA Pub Manual
Week 2: 1/16	Ethics & Human Subjects Online Lecture in BlackBoard	Human Subjects Training *No student presenters	Belmont Report
Week 3: 1/ 23	Theories, Methods, & Statistics	Essay 1 Due	1. Studebaker et al. (2002) 2. Wells (2008)
Week 4: 1/30	Intergrating Perspectives & Diversity	Essay 1 Feedback *No student presenters	1. Ambady & Bharucha (2009) 2. Lyubomirsky et al. (2005) 3. Arnett (2008)
Week 5: 2/06	Developmental 1. <i>Child Eyewitness</i> 2. <i>Older Eyewitness</i> 3. <i>Mentally Retarded</i>		1. Goodman (2006) 2. Memon, Bartlett, Rose, & Gray (2003) 3. Brodsky & Bennett (2005)
Week 6: 2/13	Developmental 1. <i>Adolescent Brain Develop</i> 2. <i>Juvenile Competency to Stand Trial</i>	Essay 2 Due	1. Jennings (2010) 2. Roper v. Simmons (2004). Amicus Brief 3. Grisso et al. (2003)
Week 7: 2/20	Cognitive 1. <i>Eyewitness Memory</i> 2. <i>False Memory & Repression</i> 3. <i>False Confessions</i>	Essay 2 Feedback	1. Wells, Memon, & Penrod (2006) 2. Loftus & Davis (2006) 3. Kassin et al. (2010)
Week 8: 2/27	Cognitive (AP-LS) 1. <i>Jury Decision Making</i> 2. <i>Comprehension of Jury Instructions</i>		1. Salerno & Diamond (2010) 2. Pennington & Hastie (1988) 3. Finkel (2000)
Week 9: 3/05	Physiological 1. <i>Deception Detection</i> 2. <i>Physiological Correlates of Criminal Behavior</i>		1. Bles & Haynes (2008) 2. Kalbe et al. (2008) 3. Markowitsch (2008)
3/12	SPRING BREAK – ENJOY!		
Week 10: 3/19	Clinical/Forensic 1. <i>Competency to Stand Trial</i> 2. <i>Insanity Defense</i> 3. <i>Psychopathy</i>	Essay 3 Due	1. Brigham (1999) 2. Schlesinger (2003) 3. Borum & Fulero (1999) 4. Skeem et al. (2011)
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Week 11: 3/26	Clinical/Forensic 1. <i>Criminal Profiling (1&2)</i> 2. <i>Police Psychology (3 & 4)</i>	Essay 3 Feedback	1. Snook et al. (2007) & (2010) 2. Kocsis et al. (2008) & (2010) 3. Correll et al. (2007) 4. Snook et al. (2009)
Week 12: 4/02	Social 1. <i>Racial Bias</i> 2. <i>Jury Decision Making</i>	Essay 4 Due	1. Meissner & Brigham (2001) 2. Mitchell, Haw, Pfeifer, & Meissner (2005) 3. Devine et al. (2001)
Week 13: 4/09	Social 1. <i>Death Penalty</i> Affective/Motivation 1. <i>Emotion & Decision Making</i>	Essay 4 Feedback	1. O'Neil et al. (2004) 2. Osofsky et al. (2005) 3. Feigenson & Park (2006)
Week 14: 4/16	Peer Review Affective/Motivation 1. <i>Emotion & Memory</i>	1. Research Proposal First Draft (2 copies) 2. Peer Review: In Class	1. Deffenbacher et al. (2004) 2. Laney & Loftus (2008)
Week 15: 4/23	Summing up and student feedback	Research Proposal: Final Draft (hard & electronic)	