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**THE UNIVERSITY OF BRITISH COLUMBIA**

**Sexual Offending and Deviant Sexual Behaviour  
PSYO 380D, Summer Term 2, 2020**

**INSTRUCTOR:** Crystal Mundy, M.A. [University of British Columbia]  
Ph.D. Student, Clinical Psychology

**OFFICE:** ASC 201

**CONTACT:** [crystal.mundy@ubc.ca](mailto:crystal.mundy@ubc.ca)

Please allow 24 hours during the week before expecting a reply; on weekends, it may be longer.

**OFFICE HOURS:** Available upon request.

**READINGS:** No textbook is assigned for this course. Articles will be assigned and are outlined at the end of the syllabus. All articles will be made available on Canvas.

**LEARNING OBJECTIVE**

The learning objective of this course is to provide a comprehensive and academic overview of sexual offending and deviant sexual behaviour.

**LEARNING OUTCOMES**

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

- discuss the history of sexuality and identify how sexuality has changed across time with respect to attitudes, values, and behaviors;
- discuss the definition of deviance, and how the definition has changed across time;
- compare/contrast paraphilias and paraphilic interests, and discuss how paraphilic interests may be positively viewed and integrated;
- compare/contrast the differing proposed etiologies for sexual offending;
- discuss relevant sexual offending laws in Canada and the United States, and challenges that arise with such laws;
- differentiate the various types and sub-types of sexual offending [e.g., sexual harassment, preferential child offender];
- discuss factors that have been found to be related to sexual offending;
- compare/contrast non-offending pedophiles and sexual offenders;
- discuss the factors that may impact the acceptance of non-offending pedophiles in society;

- discuss how the internet has impacted sexual offending, and compare/contrast non-contact internet offenders differ from contact offenders;
- discuss psychological and pharmacological treatment options for sexual offenders;
- discuss factors that may impede treatment for sexual offenders, in both prison and in the community;
- identify and discuss common myths about sexual offenders;
- assess public attitudes towards sexual offenders, and the role that the media plays;
- answer multiple choice questions targeted at the knowledge, comprehension, application, and analysis levels of cognitive skills;
- identify and critically assess the key concepts in academic articles based on the principles of science;
- integrate material from a variety of sources [e.g., text, lectures, & readings] into coherent answers to questions on the topics covered in this course.

## FORMAT

This course will be taught primarily using the lecture method in combination with discussions and videos. I will use a variety of teaching techniques to encourage you to actively participate in the learning process including co-operative learning and clickers. This means that you are expected to bring your clicker to each class since they will be used for quizzes, which count toward your final grade. Since lectures will often include discussing the assigned reading material and most class discussions will be based on the readings, it is important that the readings be done **before** class according to the schedule.

Attendance at the lectures is also expected under UBC policy. If you have to miss a class, you can access the material through Canvas; each lecture will have a podcast available along with the PowerPoint for that class. I am available to answer any questions you might have during my office hours. If my posted office hours are not convenient, we can arrange for suitable alternative times.

Students should be prepared to spend ***a minimum*** of 6 hours per week on learning the course content outside of in-class time (e.g., reading weekly course materials, including PowerPoints, text chapters, and articles, as well as preparing for the midterm exam). Preparing for the cumulative Final Exam will require more time.

## CANVAS REGISTRATION OF i>clicker

You are required to purchase an i>clicker remote for in-class participation. The i>clicker is a response system that allows you to provide answers to questions during class. You will be graded on the feedback. To receive this credit, you need to register your i>clicker remote online **before** the second class (i.e., 12:00 pm on July 3rd).

Please register your clicker through the Canvas course website for PSYO 380D [<http://canvas.ubc.ca>]: On the home page, you will find an i>Clicker Remote Registration link. Click on this link to access the registration form. Type in your Remote ID; the Remote ID is the series of numbers and sometimes letters found on the bottom back of your i>clicker remote right below the bar code. If you cannot read the ID number, there is a

workstation in the Library that will retrieve illegible clicker IDs. I expect to use the i>clicker in every class, so please bring them with you—you are responsible for having it when you need it.

If you have not used Canvas before, you can find the student help site that has FAQs, help desk contact, and online video resources at <https://community.canvaslms.com/welcome>.

### **Where to find help with Canvas**

- Online at **<https://community.canvaslms.com/welcome>**
- Over the phone at **250-807-9611**
- See the **Learning and Technology Assistants** in the Library

## **COMMUNICATIONS**

I will be relying heavily on Canvas and email to communicate with you, so you will need access to the internet [the Library has computers for general student use]. Material that I want you to have will be available on Canvas, as will your grades.

**Please send me emails at [crystal.mundy@ubc.ca](mailto:crystal.mundy@ubc.ca)** so that I can use the *Reply* function from your email.

## **EVALUATION**

### ***Attendance***

To encourage you to attend class, marks will be given for responding to in-class questions. Attendance is worth 10% of the final grade. These will be used to get anonymous feedback on issues discussed in class, as well as to gauge how well the topics have been understood. It is recognized that you may forget your clicker or be absent from a class due to personal issues. Consequently, your final mark on this component will be based on 90% of the questions asked; this will likely mean that not taking several of the in-class quizzes will not necessarily reduce your grade. If 40 questions are asked in total, then full 5 marks will be given if 36 questions have been answered.

### ***Reflections***

You will select two topics [from a limited list] during the first lecture. You will complete two 1-2-page reflective journals/response papers after attending the lectures on these topics. Each paper is worth 10%. The papers are to be written using APA format. Content for reflection/response is open as it relates to each student's unique "response/reflection" to that group of readings and the lecture, as long as it is related to the topic. This portion of class is meant to help you engage in the material and see what you think about it personally [expressed respectfully], not what you know or can repeat from the material. The rubric for the reflection papers is available on Canvas. The papers are to be submitted via Canvas the Sunday after the topic lecture no later than 6:00 p.m.

### ***Midterm Exam***

The midterm exam will consist of a combination of multiple choice, fill in the blanks, and short answer questions. The midterm exam is worth 30% of the total grade.

### ***Final Exam***

The final exam is cumulative and will consist of a combination of multiple choice, fill in the blanks, and short answer questions. The final exam is worth 40% of the total grade.

### ***Summary***

|                         |             |
|-------------------------|-------------|
| Attendance              | 10%         |
| Reflections [2]         | 20%         |
| Midterm Exam            | 30%         |
| Final Exam [cumulative] | 40%         |
| <b>TOTAL</b>            | <b>100%</b> |

### **PREREQUISITES**

One of PSYO 111, PSYC 101 and one of PSYO 121, PSYC 101 or PSYC 100. Six credits of 200-level psychology and a minimum of third-year standing also required.

### **MISSED ASSIGNMENTS/EXAMS**

It should be noted that if the date specified for handing in assignments is missed, the mark for that assignment will be reduced by 10% for each calendar day (or part thereof) it is late unless prior approval has been given. In-class examinations **MUST** be written during the designated times; no alternative exam will be available. Students who miss the midterm for legitimate reasons governed by UBC's Academic Concession Policy [See <http://www.calendar.ubc.ca/Okanagan/index.cfm?tree=3,48,0,0> ] may have the grade from the midterm shifted to the final exam.

### **FINAL EXAMINATIONS**

The examination period for Term 2 is August 13<sup>th</sup> to 16<sup>th</sup>. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Students who miss, or plan to miss the final exam, must consult the office of the Associate Dean, Curriculum and Student Affairs and follow the University's policies on out-of-time exams. See [http://www.ubc.ca/okanagan/ikbarberschool/\\_shared/assets/outoftimefinalexamrequest6255.pdf](http://www.ubc.ca/okanagan/ikbarberschool/_shared/assets/outoftimefinalexamrequest6255.pdf)

Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

**ACADEMIC INTEGRITY:**

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating usually result in a failing grade or mark of zero on the assignment or in the course. Careful records are kept in order to monitor and prevent recidivism.

A more detailed description of academic integrity, including the policies and procedures, may be found at <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,54,111,959#11230> and <http://library.ok.ubc.ca/wrs/aim/>

As indicated above, I take these issues very seriously since I see them as a violation of our personal trust relationship. **If you have any questions about how academic integrity applies to this course, please talk to me.**

It should be obvious that we are operating based on mutual, personal trust. I am expecting you to act ethically just as you are expecting me to do the same.

## DISABILITY RESOURCES

If you require disability related accommodations to meet the course objectives please contact the Coordinator of Disability Resources located in the Student Development and Advising area of the Student Services building. For more information about Disability Resources or about academic accommodations please visit the following website:

<http://students.ok.ubc.ca/drc/welcome.html>

## EQUITY, HUMAN RIGHTS, DISCRIMINATION AND HARASSMENT

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from human rights-based discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination, or harassment, please contact the Equity and Inclusion Office – Okanagan and/or your department head.

**Equity and Inclusion Office - Okanagan. Phone: 250-807-9291; Toll-free: 1-866-596-0767 ext. 2-6353. Email: [equity.ubco@ubc.ca](mailto:equity.ubco@ubc.ca) Web: [www.ubc.ca/okanagan/equity](http://www.ubc.ca/okanagan/equity)**

## OFFICE OF THE OMBUDSPERSON FOR STUDENTS

The mandate of the Ombuds Office is to ensure that students are treated fairly in every aspect of their university life. The office is a safe and confidential place where students can get assistance and guidance on existing resources and processes, and help in resolving conflicts related to fairness issues. If you require assistance, please contact the Office of the Ombudsperson: [ombuds.office@ubc.ca](mailto:ombuds.office@ubc.ca) | 604-822-6149

[www.ombudsoffice.ubc.ca](http://www.ombudsoffice.ubc.ca)

## SAFEWALK

*Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see: <http://security.ok.ubc.ca/welcome.html>*

**USEFUL CONTACTS****THESE ARE ALL UBC NUMBERS, SO THEY START WITH 250-80****Very Important Numbers**

|                          |       |
|--------------------------|-------|
| First Aid / Emergency    | 78111 |
| Security (non-emergency) | 79236 |
| IT Services Helpdesk     | 79000 |

**Contacts for Students**

|   |       |         |
|---|-------|---------|
| Marla MacDonald, Psychology Secretary     | 79258 | ART 321 |
| Trudy Kavanagh, Associate Dean [Students] | 78754 | ASC 449 |

**Places to Refer Students****Psychology Program Advisors**

|                             |       |         |
|-----------------------------|-------|---------|
| Jan Cioe                    | 78732 | ASC 285 |
| Barb Rutherford             | 78734 | ART 318 |
| Academic Advising           | 79100 | UNC 207 |
| Disability Resource Centre  | 79263 | UNC 227 |
| Psychology Course Union     |       | ART 281 |
| Math and Science Centre     |       | UNC 201 |
| Writing and Research Centre | 79185 | LIB 237 |
| Health and Wellness         | 79270 | UNC 337 |
| Equity Office               | 79291 | FIP 302 |
| Safewalk                    | 78076 |         |

**Useful People to Talk To**

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| Cindy Bourne, Co-ordinator-Learning Centre | 78065 | UNC 325H |
| Janine Hirtz, e-Learning Support           | 79133 | SCI 200  |
| Liz Hilliard, Manager, Campus Life         | 79012 | UNC 329B |
| Terina Mailer, Senior Academic Advisor     | 78726 | UNC 207D |

| LEC # | DATE       | TOPIC & READINGS   |
|-------|------------|--|
| 1     | July 7     | <b>Syllabus Review; History of Sexuality</b>   |
| 2     | July 8/10  | <p><b>Deviant Sexuality; Paraphilic Interests</b></p> <p>R1. Sorrentino, R., Friedman, S. H., Wagoner, R., &amp; Booth, B. D. (2018). Sex on the silver screen: Using film to teach about paraphilias. <i>Academic Psychiatry: The Journal of the American Association of Directors of Psychiatric Residency Training and the Association for Academic Psychiatry</i>, 42, 237-243. doi:10.1007/s40596-017-0743-z</p> <p>R2. Mundy, C., &amp; Cioe, J. (accepted). Exploring the relationship between paraphilic interests, sex, and sexual and life satisfaction in non-clinical samples. <i>Canadian Journal of Human Sexuality</i>. Advance online publication. doi: 10.3138/cjhs.2018-0041</p> |
| 3     | July 14    | <p><b>Sexual Offending and the Law</b></p> <p>R3. Criminal Code, R.S.C. 1985, c. C - 46. (pp. 179-211).</p>  |
| 4     | July 15    | <p><b>Proposed Etiologies of Sexual Offending</b></p> <p>R4. Vandiver, D., Braithwaite, J., &amp; Stafford, M. (2017). Chapter 2: Theories about sex crimes and sex offenders. <i>Sex Crimes and Sex Offenders</i> (pp. 23-50). New York, NY: Routledge.</p>   |
| 5     | July 17    | <p><b>Sexual Harassment</b></p> <p>R5. van der Linden, S., &amp; Panagopoulos, C. (2019). The O'Reilly factor: An ideological bias in judgments about sexual harassment. <i>Personality and Individual Differences</i>, 139, 198–201. <a href="https://doi.org/10.1016/j.paid.2018.11.022">https://doi.org/10.1016/j.paid.2018.11.022</a></p>  |
| 6     | July 21/22 | <p><b>Sexual Assault</b></p> <p>R6. Hipp, T. N., Bellis, A. L., Goodnight, B. L., Brennan, C. L., Swartout, K. M., &amp; Cook, S. L. (2017). Justifying sexual assault: Anonymous perpetrators speak out online. <i>Psychology of Violence</i>, 7, 82-90. doi:10.1037/a0039998</p>   |
| -     | July 24    | <b>Midterm</b>   |



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| <b>6</b> | <b>July 28/29</b> | <b>Midterm Review; Sexual Homicide</b><br>No assigned readings.   |
| <b>7</b> | <b>July 31</b>    | <b>Online Sexual Offenders</b><br>R7. Griffin-Shelley, E. (2014). Sex and love addicts, who sexually offend: Two cases of online use of child pornography (child sexual abuse images). <i>Sexual Addiction &amp; Compulsivity</i> , 21, 322-341. doi:10.1080/10720162.2014.966936<br><br>R8. Seto, M. C., Reeves, L., & Jung, S. (2010). Explanations given by child pornography offenders for their crimes. <i>Journal of Sexual Aggression</i> , 16, 169-180. doi:10.1080/13552600903572396 |
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| <b>8</b> | <b>Aug 4/5</b> | <b>Child Sexual Abuse</b><br>No assigned readings.  |
| <b>9</b> | <b>Aug 7</b>   | <b>Minor-Attracted Persons</b><br>R9. Seto, M. C. (2012). Is pedophilia a sexual orientation? <i>Archives of Sexual Behavior</i> , 41, 231-236. doi:10.1007/s10508-011-9882-6 |
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| <b>10</b> | <b>Aug 11</b> | <b>Psychological and Pharmacological Treatment</b><br>No assigned readings.  |
| <b>11</b> | <b>Aug 12</b> | <b>Societal Response to Sexual Offenders</b><br>R10. Grady, M. D., Levenson, J. S., Mesias, G., Kavanagh, S., & Charles, J. (2018). 'I can't talk about that': Stigma and fear as barriers to preventive services for minor-attracted persons. <i>Stigma and Health</i> . Advance online publication. doi:10.1037/sah0000154 |

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**August 17-21**

**FINAL EXAM PERIOD**

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