

ARGOSY UNIVERSITY - San Francisco Bay Area

Consultation, Triage and Testimony FP6535 BLB - BLENDED Spring Session II

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Office Hours: contact for an appointment

Important Note: Students are required to read the syllabus before beginning the course. It is assumed that students that stay enrolled in this course agree to the terms of the syllabus. Print a copy for your reference and make sure you mark the due dates in your calendar!

COURSE DESCRIPTION

This course examines the practical implications of the professional interface between forensic psychology and organizations such as law enforcement agencies, correctional facilities and court systems. Specific topics will include consultation to attorneys and criminal justice personnel, triage with correctional and mental health agencies, and issues in providing testimony for criminal and civil cases. (Prerequisite: Psychology and the Legal System).

COURSE OBJECTIVES

The purpose of this course is to provide class members the knowledge and techniques necessary to describe and analyze the functions of a forensic psychologist as a consultant in criminal, civil and family law settings.

The students will:

- Demonstrate knowledge of the roles a psychologist plays in correctional settings, identifying the challenges to service delivery that are particular to these settings.
- Be able to integrate knowledge of mental health diagnoses and assessment instruments with the kind of decisions a psychologist has to make in determining the needed level of services (triage) for individuals involved with the criminal justice system.

- Demonstrate an understanding of the similarities and differences in the basic roles that psychologists may play in civil, criminal, family law, and juvenile cases, and how roles differ.
- Through integration and synthesis of knowledge of psychology and the legal system, demonstrate an understanding of how psychologists can convey scientific and clinical/practical knowledge to the courts, correctional settings and the community.
- Demonstrate an understanding of the role of psychologists as expert witnesses, along with the requirements for providing testimony in court.
- Utilize Psycholegal knowledge and skills foundations in the practice of forensic psychology.
- Use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed in a professional setting.

REQUIRED TEXTBOOKS

These are the required textbooks. Please note that there are no exceptions, and that the specified editions for these books are the ones that will be used for this course.

Author: Gary B. Melton, John Petrila, Norman G. Poythress, Christopher Slobogin
 Title: Psychological Evaluations for the Courts — A Handbook for Mental Health Professionals and Lawyers, 2nd Edition
 Publisher: Guilford Press
 Copyright: 1997
 ISBN: 1-57230-236-4

Author: Allan E. Barsky and Jonathan W. Gould
 Title: Clinicians in Court — A Guide to Subpoenas, Depositions, Testifying and Everything Else You Need to Know
 Publisher: Guilford Press
 Copyright: 2002
 ISBN: 1-57230-788-9

Author: Jose B. Ashford, Bruce D. Sales & William A. Reid (Eds.)
Title: Treating Adult and Juvenile Offenders with Special Needs
Publisher: American Psychological Association
Copyright: 2001
ISBN: 1-55798-667-3

Author: Neil G. Ribner (Ed.)
Title: The California School of Professional Psychology Handbook of Juvenile Forensic Psychology
Publisher: Jossey Bass (a division of John Wiley and Sons)
Copyright: 2002
ISBN: 0-7879-5948-0

Author: Henry J. Steadman, Dennis W. McCarty and Joseph P. Morrissey
Title: The Mentally Ill in Jail — Planning for Essential Services
Publisher: Guilford Press
Copyright: 1989
ISBN: 0-89862-279-4

COURSE REQUIREMENTS:

COURSE REQUIREMENTS – Department

Citation of Sources: Argosy University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.

If you are unsure what constitutes plagiarism, visit the following web site: http://www.turnitin.com/research_site/e_home.html. Argosy University routinely submits student papers to Turnitin.com for Originality Reports. Papers submitted to Turnitin are checked against published works, content on the Internet, and every other paper submitted to Turnitin.

Accommodations: It is the policy of Argosy University/DC to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect the student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

COURSE REQUIREMENTS – ASSIGNMENTS

1. **Paper:** Choose one of the following settings and then investigate what are the assigned and non-assigned (but assumed) roles of a psychologist working in that place:

- Federal Bureau of Prisons
- Forensic Psychologist working for a district court
- Psychologist working as a consultant for the Department of Social Services
- Psychologist working for a city/county jail
- Psychologist working in a prison
- Community Services Board Psychologist
- Psychologist in private practice hired by defense attorneys
- Any other type of psychologist that is associated with criminal justice system

Your investigation should include written references (publications), as well as interviews with professionals who work of have worked in one or more of these settings. Identify who is/are the client(s) of this psychologist. The topic must be approved by the instructor by the first Friday of class.

Your paper MUST include a minimum of eight (8) PRIMARY references (not including your text books), and may include (in addition to the eight references) interviews with professionals who work of have worked in one or more of these settings. If you would like to write about another area that is of interest to you, please contact me for approval. PAPER TOPIC MUST BE PRE-APPROVED BY THE INSTRUCTOR.

Each student is required to submit their choice to the professor (via email) by the end of week one. The paper should follow the APA 5th ed. guidelines, and should be a minimum of ten (10) pages, and no longer than fifteen (15) pages (NOT including title page and references). This assignment must follow APA 5th ed. guidelines. Specifically, each paper should include: a page header, page numbers, running head, title, proper citations, a reference page, etc. An example of APA 5th ed. format is presented in Figure 5.1 of the APA manual. An abstract is not necessary. **The paper is due the Monday of week 6.**

The only format that will be accepted is the APA Publication style. Papers that do not follow this will not be given a passing grade. You must use the 5th edition of the Publication Manual. There is software you can acquire from APA to help you with the formatting. [APA-Style Helper 3.0; ISBN 1-55978-830-7]. You may obtain this at www.apa.org/books. The components of your paper are listed on p. 287 of the APA Publication Manual. Your paper should have a least a title page, abstract page (the abstract should not be more than half a page for this type of paper), text pages and references. You must also include a conclusion or summary section at the end of the text pages. The paper should be no less than 10 pages and no more than 15 pages in length.

2. Postings: Students are required to “post” responses under the “discussion” portion of the website for the corresponding week (i.e.; week 1, 2...). Please make sure that you provide your name for each posting or you will NOT RECEIVE CREDIT. Students will be expected to provide “a minimum” of two postings per week, which begins on Monday 6 PM CST and ends on Sunday at midnight (PST). Postings will require some thinking/analytical skills to successfully answer the questions, and students are required to provide answers that represent graduate level work. Additionally, students are encouraged to respond/comment on the postings of others, as well as the instructors.

Helpful Hints: Students should respond to the topic for discussion presented by the instructor for each chapter. Based on the time you post in relation to other students, you should also respond to other student’s comments. Your postings should reflect well thought out and intelligent points of discussion. The instructor reserves the right to decide if the student’s effort and insight will receive full credit. Please feel free to take a personal stand and express your convictions on the topics presented (within professional reason and academically appropriate boundaries). IMPORTANTLY, make sure that your ideas relate to the subject at hand, as well as the information provided by the notes, lectures and text.

3. Final Examination: The final exam will be given the second weekend class on Sunday.

Late Assignments: While this is an online course, students are expected to complete assignments in a timely fashion. Late postings will receive a 1- point reduction per 24-hour period for each assigned question. Late written assignments will receive a 10-point reduction per 12-hour period. Late exams will receive a reduction of 10 points per ½ hour period. If there are specific difficulties, students are encouraged to contact the instructor at the beginning of the course to make accommodations. There are no Make-ups for missed/late papers, postings, examinations. Students are expected to alter their schedules to meet the requirements of this course.

Important Note: Since this is an online course, students can not physically “hand in” assignments/exams. Instead, students are required to email their work to the professor. Since there may be times in which emailed assignments are sent to the professor, but for some reason are not received, it is important that students save a copy of the original email with the attached assignment, in order to prove that their work was sent in a timely manner. Thus, if I contact you and report that I have not received your work, in order to be exempt from any penalties, students will be required to re-send their work with a copy of the “original” email, noting the time/date the original assignment was sent. I have found that the best way to do this is to: **Send yourself a copy of the emails that you send to me (which include the attachment of your assignment).**

GRADING

Grades in this course will be based on the following point structure:

Weekly Postings.....	2 postings/week @ 5 pts each for 6 weeks =	60 pts
In-class Weekend Participation.....		= 20 pts
Paper.....		= 50 pts
Final Exam.....		= <u>70 pts</u>
Total.....		200 pts

Grading Scale

A= 180-200

B= 160-179

C= 140-159

PAPER-GRADING CRITERIA

A paper: An paper in the A range is based on an original, logical, and coherently organized set of ideas; it makes a clear and persuasive argument (even if the reader disagrees with the argument); it brings in specific, relevant evidence to back up its assertions; its points, at each turn, are clearly articulated; the words carry precise meaning, they don't obscure the point being made; its sentences use only the word their ideas require, not any more; its paragraphs have distinct though related roles in the essay's cohesion as a whole, each holding one thoroughly asserted idea (not two competing ideas, not one idea half-asserted); accurate and thoughtful use of sources; and its sentences are without the grammatical, spelling, and typographical mistakes that exacting proof-reading would catch.

All of this takes a lot of work. If it is all very nearly accomplished, the essay usually earns an A-

B paper: A paper in the B range is significantly more than competent. Besides being almost free of mechanical errors, the "B" paper delivers substantial information—that is, substantial in both quantity and in interest value. Its points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader; the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are, for the most part smooth, the sentence structure varied.

What sometimes prevents an "A" is the lack of originality, thorough thinking or careful proofreading. If two of these virtues are absent and the other areas of the paper are strong, the essay will usually earn a B-.

C paper: A paper in the C range is generally competent but lacks both imagination and intellectual rigor; it meets the assignment, has few mechanical errors, and it reasonably well organized. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalities—generalities that prompt the confused reader to ask questions about specifics. Stylistically, the "C" paper has other shortcomings: a weak opening paragraph, a perfunctory conclusion, strained transitions, choppy and monotonous sentence patterns, and diction marred by repetition, redundancy, and imprecision.

Criteria for Class Participation

Grade	
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A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

This syllabus is subject to change

