



SAN FRANCISCO BAY AREA CAMPUS

999-A Canal Boulevard • Point Richmond, California 94804-3547 • phone 510-215-0277 • fax 510-215-0299

COURSE SYLLABUS

Course Title: Forensic Psychology Seminar – Summer Semester 2006

Course Number: FP – 6540 BLD

Instructor: Martha Wilson, Ph.D. email: Wilsonargosy@sbcglobal.net

Required Texts:

- 1.) Publication Manual of the American Psychological Association, Fifth Edition American Psychological Association (APA); 5th edition (July, 2001) ISBN # 1557987912 (Required for Project Students)
- 2.) Pedagogy of the Oppressed, by Paulo Freire Continuum International Publishing Group; 30th Anniversary edition (September, 2000) – ISBN # 0826412769
- 3.) Behind Bars: Surviving Prison, by Jeffrey Ian Ross. Alpha Books; 1st edition (May 7, 2002). ISBN # 0028643518

Course Description: The Forensic Psychology Seminar is a culminating experience for students in their final semester of candidacy. Students may elect either a final research project or an approved field practicum experience. 6540 is a combined on-line in class seminar program requiring active student participation and self-directed independent study. Students are required to participate in weekly on line discussions on assigned reading and to post weekly updates on their field experience or research.

Prerequisite Knowledge or Courses: Students must have completed 20 units of the Forensic MA Program and be in good standing to register for the Forensic Psych Seminar.

Course Objectives: The Forensic Psychology Seminar is the culminating course of the FPMA program. The primary objectives are a direct en vivo exposure to an appropriate forensic setting, promoting theoretical application and directly benefiting student learning and the volunteer agency. Alternately, students may elect to do a culminating research project.

Methods of Instruction: Varies based upon student's route. Lecture, direct instruction, TBA.



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Content Areas: This course is the single Graduate Seminar for Advancing FPMA students.

In-Class and Field/Independent Research Practicum Schedule

<u>Seminar Schedule</u>		<u>Scheduled Course Content</u> <u>5/8/06 – 8/19/06</u>
Week # 1	05-08-06 – 05-14-06	Mandatory Course Meeting – 05-13-06
Week # 2	05-15-06 – 05-21-06	Independent Research or Field Practicum
Week # 3	05-22-06 – 05-28-06	Independent Research or Field Practicum
Week # 4	05-29-06 – 06-04-06	Independent Research or Field Practicum
Week # 5	06-05-06 – 06-11-06	Mandatory Course Meeting – 06-10-06
Week # 6	06-12-06 – 06-18-06	Independent Research or Field Practicum
Week # 7	06-19-06 – 06-25-06	Independent Research or Field Practicum
Week # 8	06-26-06 – 03-05-06	Independent Research or Field Practicum
Week # 9	03-06-06 – 07-02-06	Independent Research or Field Practicum
Week # 10	07-03-06 – 07-09-06	Mandatory Course Meeting – 07-08-06
Week # 11	07-10-06 – 07-16-06	Independent Research or Field Practicum
Week # 12	07-17-06 – 07-23-06	Independent Research or Field Practicum
Week # 13	07-24-06 – 07-30-06	Independent Research or Field Practicum
Week # 14	07-31-06 – 08-06-06	Independent Research or Field Practicum
Week # 15	08-07-06 – 08-13-06	Mandatory Course Meeting – 08-19-06



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On – Line Components

	Monday	Reading for Discussion Topic	Friday
Week # 1	Class Discussion	Freire – Chapter 1	Journal
Week # 2	Class Discussion	Freire – Chapter 2	Journal
Week # 3	Class Discussion	Freire – Chapter 3	Journal
Week # 4	Class Discussion	Freire – Chapter 4	Journal
Week # 5	Class Discussion	Ross – Chapter 1 & 2	Journal
Week # 6	Class Discussion	Ross – Chapter 3 & 4	Journal
Week # 7	Class Discussion	Ross – Chapter 5 & 6	Journal
Week # 8	Class Discussion	Ross – Chapter 7 & 8	Journal
Week # 9	Class Discussion	Ross – Chapter 9 & 10	Journal
Week # 10	Class Discussion	Ross – Chapter 11 & 12	Journal
Week # 11	Class Discussion	Ross – Chapter 13 & 14	Journal
Week # 12	Class Discussion	TBA	Journal
Week # 13	Class Discussion	TBA	Journal
Week # 14	Class Discussion	TBA	Journal
Week # 15	Class Discussion	TBA	Journal

Student Performance Evaluation Criteria and Procedures:

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in > 80% of class sections; nearly all comments were thought provoking and incorporated material from the assigned readings.
B = 80 – 89	Student actively participated in class discussion 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 discussion in > 70% of class sessions; comments/questions demonstrated a surface level of 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 the class discussion.



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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 student did not complete presentation.

Criteria for Papers

Grade	
A = 90+	Paper is in an appropriate APA format, well thought out and provided 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.

Grading

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
69 – Below	F



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Research Project Guidelines

1. Research Project Proposal – The proposal should encompass the planned scope of the research project. The final project guidelines should assist students to present the proposal as a “planning document.” Student’s research proposals will be evaluated based upon the thoroughness of the presentation, the feasibility and uniqueness of the proposed project and the demonstrated readiness for undertaking the proposed project.
2. Students are required to submit an Annotated Literature review in accordance with APA formatting. Annotated Literature Reviews Should Include:
 - a. The introductory material for the student’s research project.
 - b. Complete and accurate source citations.
 - c. What content the student expects the annotated source to provide.
3. The initial submission of the rough draft must present the complete research objective, completed narrative literature review and an introductory narrative for each proposed topic heading. The rough draft is due 30 days prior to the final project and submission is mandatory. The purpose of the rough draft is not to redirect or enhance the student’s final writing, but simply to provide one final structure opportunity for analytical feedback. The “rough” draft is expected to be structurally complete.
4. The final project must be submitted both electronically and in written hardbound copies (two).

Field Practicum Guidelines

The focus of the placement might involve research, policy development, program planning and evaluation, administration, observation and participant observation, training, and other non-clinical activities. Seminar faculty is available to review the placement process and make recommendations and provide information:

- Application of criminal or civil laws and proceedings
- Integration of psychological theory, knowledge and principles
- Application of ethical principles
- Consultation and communication with other legal and mental health professionals
- Program Development
- Application of relevant research
- Interventions with offenders and victims
- Use of assessment techniques.



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Field placements are primarily non-clinical placements in forensic, community based, public safety, government or non-profit agencies:

- Federal, State, Local, Public, Private
- Prisons, jails, defense counsel, prosecutorial, law enforcement, judicial, treatment, public policy, legislative.
- Offenders, victims, juvenile justice
- Direct services, drug and alcohol treatment, outreach etc.

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University request that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the Publication Manual of the American Psychological Association, 5th Edition (2001). Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the Publication Manual of The American Psychological Association, 5th Edition for thesis and paper format. Students are encouraged to purchase this manual (required for some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University 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 instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an electronic copy of any work submitted, because you may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.



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ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services who serves as the Disability Services Coordinator.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.