

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA
COURSE SYLLABUS: FP6540
Forensic Psychology Seminar -- Fall 2006

Course Title: Forensic Psychology Seminar

Course Number: FP6540

Instructor: Neil Ross (510) 848-5306
ForSem6540@comcast.net

Required texts:

Raine, Adrian. (1993) *The Psychopathology of Crime*. San Diego: Academic Press.
ISBN: 0125761554

Roberts, A.R. (2003) *Critical Issues in Crime and Justice*. Thousand Oaks: Sage
Publications. ISBN: 0761926860

Recommended texts for reference:

Baird, B. (1999). *The internship, practicum, and field placement handbook: A guide for the
helping professions*. (2nd Ed.). New Jersey: Prentice Hall.

Publication Manual of the American Psychological Association (5th Ed.). (2001). Washington
D.C.: American Psychological Association.

Please note that there may be other additional readings for this course. Hard copy required
readings may be given to you in class. Links to electronic copy required readings will be
provided in the appropriate seminar module.

[Neil Ross will be in touch with all students by mid-August with reading and other assignments,
as well as a survey on class meeting days/dates and on choice of research paper topic and field
placement interest.]

Prerequisites for Course: Successful completion of twenty-one (21) units in the MAFP
program at AUSFBA.

Course Description:

The Forensic Psychology Seminar (a blended Course) is the capstone or culminating experience
for students in the final semester of their candidacy for the Master of Arts in Forensic
Psychology at AUSFBA.

The Forensic Psychology Seminar provides students the opportunity to integrate their
coursework experience and knowledge of the field of forensic psychology in self-directed
independent study through: (1) a major research paper; or (b) forensic fieldwork placement.

The Forensic Psychology Seminar will facilitate student knowledge-sharing of forensic professional development issues; experience and expertise conducting professional presentations; improvement student skills in areas of providing and receiving of constructive professional feedback; integrating knowledge and application of ethical issues as they pertain to forensic research and/or practice (via the field placement); increasing students' ability to synthesize forensic research with a professional work setting experience and/or within an independent research endeavor; and to explore and discuss several "frontier" areas of forensic psychology.

Course Objectives:

At the successful completion of the Forensic Psychology Seminar students will have developed the requisite skills to:

1. Analyze, synthesize and evaluate a major research topic in forensic psychology;
or
2. Apply and evaluate major forensic psychological theory, concepts of forensic practice methodology ethics, and program evaluation models to the experience of a field placement in a forensic agency or organization.
3. Write and orally present competently a major research paper or field placement report to the student's peers, faculty and colleagues.
4. Analyze, synthesize, evaluate and apply current and important topics and issues in forensic psychology and practice through active participation in seminar activities, independent research and observation, online discussion boards, and peer interaction and debate.

Methods of Instruction – This course will be delivered in a **blended format**, including four on-campus, monthly, weekend one-day seminars combined with weekly online instruction. In addition to the four required weekend days on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. The online component will include lectures, reading assignment, and class discussion on the online Discussion Board. ***This course begins online the week of September 4, 2006, meets one day on the weekends of September 30-October 1, October 28-29, November 11-12, and December 9-10, and the semester concludes on December 16, 2006.***

[Neil Ross will be in contact with all of you to determine which of the Saturdays or Sundays during the semester are the best days for all or most of the students.]

Research Paper: In and about an area of forensic psychology theory, practice and/or research of major and central importance in the field and addressing a "cutting edge" issue or phenomenon in the field.

- Development of a Topic of Research
- Submission and Approval of Research Proposal
- History and Relevance of the Topic in Law and Forensic Psychology
- Current Status of Research and Findings
- Areas of Controversy
- Critique and Analysis of Existing Research
- Development of Original Ideas and/or Interpretations
- Suggestions for Further Research or Practice
- Extensive Relevant Bibliography
- Submission of Paper and Presentation in Forensic Psychology Seminar.

[Neil Ross is available at any time for consultation regarding the choice and completion of the research paper.]

Field Placement: The focus the Forensic Psychology Seminar involves research, policy development, program planning and evaluation, administration, observation and participant observation, training, and other non-clinical activities in a forensic agency, organization, institution or program serving or offenders or victims. The field placement will involve:

- A natural history of the placement setting
- The application of criminal or civil laws and procedures
- An integration of forensic psychological knowledge and principles
- The application of ethical principles where appropriate
- Recognition and analysis of issues of consultation and communication with forensic and other professionals
- Addressing program development, implementation and evaluations issues
- The application and synthesis of relevant research to the placement setting and activities.
- Analyzing approaches, methods and interventions for service, assessment and/or treatment with offenders and/or victims
- Submission of Report and Its Presentation in Forensic Psychology Seminar.

[Neil Ross is available at any time for consultation regarding the choice and implementation of the field placement.]

Content Areas:

1. Research Paper topics and Field Placement Sites to be chosen by students and approved by the seminar instructor.
2. Students will submit a weekly journal or report of their activities and progress with the expectations and assignments of the seminar. Office hours, telephone and email consultation will be available for students and the instructor at their mutual convenience.
3. Students and the instructor will confer about course content other than that relating to the Research Paper and Field Placement to be included in the Forensic Psychology Seminar. Such topics might include detailed exploration of a forensic psychology issue or topic, guest lectures, media presentations, in-depth group discussions and debates.
4. Students will be required to post weekly on the Forensic Psychology Seminar website and Discussion Board, and the postings will involve journal and progress reports as well as discussions of topics and issues presented by the instructor and through suggestions from seminar participants.

Schedule:

[To be emailed to students and posted by the instructor by mid-August.]

Student Performance Evaluation Criteria and Procedures

Class Participation: Active, thoughtful, productive, relevant, and thought-provoking Participation in the Forensic Psychology Seminar. (40%)

Research Papers: A comprehensive research paper and literature review (outline, above) of the student's research topic written in APA Format is required; OR

Field Placement Report: A comprehensive report (outline, above) and literature review, if appropriate, of the student's field placement experience and analysis written in APA Format is required. (40%)

Presentations: The Forensic Psychology Seminar involves the oral presentation of the student's Research Paper or Field Placement Paper. Students will be required to post their written Research papers or Field Placement Reports online the week before the presentation date. The oral presentation, then, will be a time to present and explore the papers in more detail and with greater nuance and should not be read *verbatim*. For the oral presentations, students are recommended to use either an LCD projector with Power Point or an overhead projector if they would enhance the presentation important Ways. (30%)

Criteria for Class Participation

Grade	
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 Presentations:

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 Papers:

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

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

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires 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 in 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.

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 at 510-215-0277.

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.