

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA COURSE SYLLABUS

Course Title: Consultation, Triage, and Testimony

Course Number: FP6535

Instructor:

Name: Lesleigh Franklin, PhD
Office:
Office Hours: By appointment

Phone Number: 415-515-4281
Email Address: lhfranklin@argosy.edu

Spring I: 5/15-16/10 and 6/12-13/10 9:00am-6:15pm

Spring II: 7/10-11/10 and 8/7-8/10 9:00am-6:15pm

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Summer Session I (7.5 week courses): June 13, 2010

Summer Session II (7.5 week courses): August 4, 2010

Required Texts:

Title: Psychological Evaluations for the Courts—A Handbook for Mental Health Professionals and Lawyers
Author: Melton G. B., Petrila, J., Poythress, N. G., & Slobogin, C.
Edition: 2008
Publisher: Wiley
ISBN: 1-57230-966-0

Required Texts:

Title: The Portable Guide to Testifying in Court for Mental Health Professionals: An A-Z Guide to Being an Effective Witness
Author: Barton Bernstein, JD, LMSW, Thomas L., Hartsell
Edition: July 2005
Publisher: Wiley, John & Sons, Incorporated
ISBN: 9780471465522

Technology:

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PC: As a general guideline, students should have computer specifications of a Pentium III CPU or greater, Windows 2000 or XP, and 1 GB RAM.

MAC: As a general guideline, students should not have computer specifications less than a MAC G4 processor, MAC OS X 10.4, and 1 GB of RAM.

Microsoft Office Professional (including Word, Excel, PowerPoint, Access, and Outlook), Norton Antivirus, Adobe Acrobat Professional

Courses offered online are best viewed using Microsoft Internet Explorer v5.5/6.0 (PC), Safari 1.0 (MAC), or Firefox.

Attention Mac Users: While you can use Safari 2.0 to view classes, some animation pieces may not be available with Safari 2.0 and we highly recommend using Firefox or Internet Explorer to view your class material using a Mac computer.

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.

Pre-requisite Knowledge or Courses:

None

Program Outcomes: Master of Arts in Forensic Psychology

Program Outcome One:

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

Program Outcome Two:

A. Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

B. Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

Program Outcome Three:

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

Program Outcome Four:

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Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of forensic psychologists and practitioners within society

Course Competencies:

1. Apply knowledge of the roles a psychologist plays in correctional settings, identifying the challenges to service delivery that are particular to these settings.
2. 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.
3. Examine and analyze the similarities and differences in the basic roles that psychologists may play in civil, criminal, family law, and juvenile cases, and how roles differ.
4. Through integration and synthesis of knowledge of psychology and the legal system assess how psychologists can convey scientific and clinical/practical knowledge to the courts, correctional settings, and the community.
5. Evaluate the role of psychologists as expert witnesses, along with the requirements for providing testimony in court.
6. Apply psycho-legal knowledge and skills foundations in the practice of forensic psychology.

Method of Instruction I:

This course will be delivered in a **blended format**, including in class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online at **eCollege** <http://www.myeclassonline.com/> on a weekly basis determined by the instructor during the entire semester of the course. This course begins online the week of 5/10/10 meets on the weekends of 5/15-16/10 and 6/12-13/10, and concludes on .

Schedule and Curriculum Content:

Module 1

- The practice of forensic psychology

Module 2

- The psychologist and the court system

Module 3

- Expert witness and testimony

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Module 4

- Court in civil and criminal matters

Module 5

- Legal proceedings and documentation

Module 6

- Criminal processes and competencies

Module 7

- Evaluation of children and families

Module 8

- Interpretation of reports written for the courts

Student Performance Evaluation Criteria and Procedures:

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 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 Papers

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material

[Type text]

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.

Argosy Communication:

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If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

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.

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