

Argosy University
COURSE SYLLABUS

MA Forensic Psychology

FP6535

CONSULTATION, TRIAGE AND TESTIMONY

Fall 2009

Faculty Information

Faculty Name:	Lee A. Underwood, Psy.D.
Campus:	Main
Contact Information:	757-630-4442; leeunde@regent.edu
Office Hours:	By Appointment

Short Faculty Biographical Sketch: Dr. Underwood is a Licensed Clinical Psychologist and Certified Sex Offender Treatment Provider (CSOTP) and serves as the Clinical Director of Behavioral Healthcare with the Arizona Department of Juvenile Corrections. Additionally, Dr. Underwood serves as a Senior Consultant with the National Center for Mental Health and Juvenile Justice, and the National Center for Evidence-Based Practices in Delmar, New York, both affiliates of Policy Research Associates (PRA). Dr. Underwood provides Restorative to Justice Competency evaluations for the courts and jail detainees in Maricopa County. Dr. Underwood is the Executive Director of USA Consulting Group, a business consultation firm. He has served as an Executive Clinical Officer for several large residential treatment, juvenile justice and criminal justice programs for adolescents with mental, substance use, disruptive behavioral and sexual disorders. Previously, he was the Director of Clinical Services for the Ohio Department of Youth Services (ODYS), juvenile corrections and was the Corporate Director of Clinical Operations for Education Health Centers of America, a 20,000 bed capacity private adult correctional service provider. Dr. Underwood has held a number of policy oriented research, academic, clinical and consulting positions over his career with federal, state and private agencies for research, program design, development, implementation and evaluation of services. He has written exclusively on mental health, substance use, sex offending, forensic and cultural needs of persons involved in the juvenile and criminal justice and mental health systems.

Dr. Underwood is affiliated with Regent University, School of Psychology and Counseling, Louisiana State University Health Sciences Center, Eastern Virginia Medical School and Rutgers University Graduate School of Criminal Justice. Much of Dr. Underwood's research concerns the assessment and treatment of serious mental health and antisocial behaviors in juvenile offenders; violent and chronic juvenile offenders; sexually aggressive youth; youths presenting psychiatric emergencies; co-occurring mental health and substance abuse disorders of adolescents; maltreating families; screening and assessment of co-occurring disorders, suicide and crisis response education, and model program design for youth involved in the juvenile justice system. He has developed theoretical rationale and intervention procedures for juvenile offenders with mental health and sexual disorders in community and correctional-based residential facilities. Dr. Underwood has authored a number of professional publications and reports.

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.

Class meetings: The class will meet face-to-face for two three day weekends, beginning on Friday night, and concluding on Sunday afternoon. We will also have regular online meetings through E-College beginning at the start of the semester prior to our first face-to-face contact. You are responsible for the material covered in class, as well as the textbook.

First Weekend

Friday, November 6: 6pm-10 pm
Saturday, November 7: 9 am-5 pm
Sunday, November 8: 9 am – 5 pm

Second Weekend

Friday, December 4: 6pm-10 pm
Saturday, December 5: 9 am- 5 pm
Sunday, December 6: 9 am – 5 pm

Online Course Requirements

Beginning the first week of the mini-semester, you will be required to login online at <http://www.myeclassonline.com>. If you do not login by the required attendance date you will automatically be withdrawn from the course and no course refund may be given. For this course class begins on March 6, 2009 you must login and complete your first assignment as prescribed in the course schedule.

You will have a variety of times when you are asked to either share with your classmates or complete specific assignments during the entire duration of the course. You will also be required to log in each week to see the announcements and/or requirements that will be in place each week. Only the assignment for that particular week will be open and available for you to view. Because we are using the online course as part of your course instruction, you will be required to complete online assignments in addition to the on-ground course requirements.

Course Pre-requisites: None

Required Textbooks:

Melton G.B., Petrila, J., Poythress, N.G., & Slobogin, C. (2008). *Psychological Evaluations for the Courts — A Handbook for Mental Health Professionals and Lawyers*, (3rd Ed.). New York: Wiley. ISBN: 1-57230-966-0

Barsky, A.E., & Gould, J.W. (2002). *Clinicians in Court — A Guide to Subpoenas, Depositions, Testifying and Everything Else You Need to Know*. Guilford Press. ISBN: 1-57230-788-9

Grisso, T. & Underwood, L. A., (2005). *Screening and assessing co-occurring disorders in the juvenile justice system*. The Federal Office of Juvenile Justice Delinquency

Prevention (OJJDP) and The National GAINS Center for People with Co-Occurring Disorders in the Justice System: Washington, D.C. (Obtain from the Internet free of Charge)

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

Outcome # 1: Psychological Theory and Practice

Apply theoretical concepts and methodological approaches of psychology to the practice of forensic psychology.

Outcome #2: Legal Theory and Application

Apply theories related to the interaction between the criminal and civil legal systems and psychology.

Outcome # 3: Research and Evaluation

Critically evaluate the existing literature and body of knowledge in assessment, evaluation, and research methods in forensic psychology.

Outcome # 4: Leadership, Consultation, and Ethics

Use leadership, consultative, and ethical knowledge, skills and attitudes to succeed in the practice of forensic psychology.

Outcome # 5: Interpersonal Effectiveness

Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Course Objectives:

The purpose of this course is to provide 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:

- Apply knowledge of the roles a psychologist plays in correctional settings, identifying the challenges to service delivery that are particular to these settings (**Program Outcome #4**).
- 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 (**Program Outcome #2**).
- 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 (**Program Outcome #2**).

- 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 (**Program Outcomes #2, #4, and #5**).
- Evaluate the role of psychologists as expert witnesses, along with the requirements for providing testimony in court (**Program Outcome #4**).
- Apply psycho-legal knowledge and skills foundations in the practice of forensic psychology (**Program Outcome #2**).
- Examine and analyze leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed in a professional setting (**Program Outcomes #4 and #5**).

Method of Evaluation

1. Attendance/Participation

The purpose of attendance and participation is for the student to test his or her knowledge and understanding of readings and other assigned materials or topics. Responses to the professor's verbal or posted questions will also offer an opportunity for students to demonstrate some mastery of the concepts, as well as apply learned knowledge immediately. The focus of the participation will address the student's critical thinking skills as evidenced by substantive commentary. This means that student's participation should be thoughtful and cogently responsive to the questions that are raised.

2. Article Critiques

Students will research two scholarly readings as to critique. Each critique should highlight strengths, weakness, and students suggestions and recommendations inquiries, and integration of course material as it relates to chosen articles. Each article critique shall be reviewed during class time (See attached "Format for Critique of Research Article").

3. Case Reviews

Students will complete two Case Reviews (provided by the professor). This requirement will measure the student's ability to appropriately case conceptualize a client's presenting problems and psychosocial history.

The Case Reviews consist of responding to the case vignettes. The length of each Summary should be five pages, APA format per case vignettes (the vignette does not count in this page length).

For each case vignette/scenario, students will need to:

1. Identify the cardinal diagnostic features of the scenario.
2. Provide a rationale as to what makes the cardinal features essential for this client, including issues.

3. Discuss differential diagnoses. That is, what other diagnoses might the client have been given. What makes your diagnoses right on target. Please discuss the time issues, duration of disorder and essential characteristics of the client that moved you to diagnoses as you did.
4. Provide a summary of the case including treatment objectives and recommendations.

4. Final Examination

The final examination will comprise of information from all readings, including textbook, information in the course material and information from the discussion board. Test items may be a combination of multiple choice, essay or in class project described by the professor.

Assignment Table

Week	Topics	Readings	Formative Assignment/Assessment
Fri 11/6	Overview of syllabus and class expectations; Introduction to forensic psychology; Role of psychologists in forensic settings, Training needs of psychologists	Melton: Chapters 1-3 Barsky: Chapters 1-2	Sample job descriptions Sample ADJC Documents
Sat 11/7	The psychologist and the court system; Screening & assessment, Diversion programs, expert witness and testimony	Melton: Chapter 14 Barsky: Chapters 3-5 Melton: Chapter 18 Barsky: Chapters 5-7	Screening & Assessment Monograph; Post Arrest Diversion (PAD) Program Research Article; Miami-Dade Juvenile Assessment Program
Sun 11/8	Court in civil and criminal matters; Legal proceedings & documentation; Sexually violent predators; domestic violence; psychopaths	Melton: Chapters 9-11 Barsky: Chapters 8-10	Article on Sexually Violent Predators; Article Critique #1 Due In Class Case Study #1 Due November 13
Fri 12/4	Criminal Processes and Competencies; Cultural competency; Disproportionate minority confinement; Restorative to competency issues	Melton: Chapters 6-8	Cultural Competency Training Curriculum; DMC Report; Sample Parent Competency Report Case Study #2 Due November 27
Sat 12/5	Evaluation of children and families; Custody evaluations; competency evaluations, Syndrome-specific evaluations (sex offender, learning disability, trauma-based, etc)	Melton: Chapters 15-16	Sample Evaluations, Sex Offender Monograph Article Critique #2 Due In Class
Sun 12/6	Interpretation of reports written for the courts; Case Examples	Melton: Chapter 19	Final Examination

Grading Criteria

Grading Scale/Percentages *Grading Requirements*

A	100 – 93
A-	92 – 90
B+	89 – 88
B	87 – 83
B-	82 – 80
C+	79 – 78
C	77 - 73
C-	72 – 70
D+	69 – 68
D	67 – 63
D-	62 – 60
F	59 and below

<i>Participation Mandatory</i>	
<i>Mid-term Exam</i>	40%
<i>Final Exam</i>	40%
<i>Paper/Oral Presentation</i>	20%
<i>Attendance Mandatory</i>	
<i>Total</i>	100%

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level

research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

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.

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 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.

Americans with Disabilities Act Policy

It is the policy of Argosy University 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 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.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Format for Critique of Research Article

- I. **Title:** Indicating if the title reflects the content of the article
- II. **Author(s) and source:** Including the professional requisites of the authors
- III. **Type of Reading:** Please indicate the specific type of research/reading class.
- IV. **Brief Statement of Problem:** Please succinctly describe the problem
- V. **Hypothesis(es)/Purpose:** State the hypothesis or the purpose. How were the hypothesis(es)/purpose tested?
- VI. **Sample:** Please discuss how selected, age, sex, how many, special characteristics, etc.
- VII. **Methodology**
 - a. Please identify the key variable(s) and/or issue(s).
 - b. What is the measuring instrument if applicable? Are reliability and validity of the instrument discussed? If so, which specific types?
 - c. Are the procedures described in sufficient detail so that the study could be repeated? Explain.
 - d. Are operational definitions provided? If so, what are they?
- VIII. **Results**
 - a. State major results and conclusions.
 - b. What are the statistical procedures and significance levels of the results?
 - c. Do the conclusions relate to the hypothesis/purpose? Explain.
 - d. Are the generalizations confined to the population being researched? Explain.
 - e. Are the conclusions drawn from the study justified? Explain.
 - f. Are limitations discussed? What are they? Can you think of any that were omitted?
 - g. What are the implications of the study for use as a technique in attacking practical problems?
 - h. What do the authors suggest for future studies to resolve ambiguities in the present study or to answer questions raised by the present study?
 - i. What studies other than those specified by the authors would you suggest to improve or extend the findings? This should be of your own creativity, not what the study suggests.

If you cannot find an item in your article, for example, no hypothesis is apparent, write “No hypothesis was provided”, etc. **DO NOT LEAVE AN ITEM BLANK!**