

PRACTICUM III: LIFESTYLE DEVELOPMENT

Spring Quarter 2021, CPSY 4220

Monday, 11:00-1:50*

Instructor: Karen Grabowski, Ph.D.

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Office Hours: By appointment

COURSE DESCRIPTION

This quarter you will be wrapping up your first year as a masters student in the forensic psychology program. This practicum course will focus on building case consultation skills, developing a professional identity, and encouraging active reflection on your professional and academic progress throughout the first half of the program.

Additionally, we will focus on the competencies necessary for successful completion of the masters program (that you have been working on developing during this first year). As such, one assignment introduced in this course will reflect these competencies, and will help serve as a benchmark for your successful transition into the latter half of your masters-level education.

Required: Students must be engaged in practicum/field placement work during this quarter (with consideration for any COVID-19 restrictions that are already in place or may emerge during the quarter). Students are expected to be at their sites for a minimum of 10 hours per week during the entirety of this quarter (again, with consideration for any COVID-19 restrictions).

COURSE OBJECTIVES

This course will address several major learning goals identified by the American Psychological Association (APA) through the attainment of multiple student learning outcomes. Through your work in this class, you will meet the following objectives:

1. Students will gain new insight and perspectives into their own clinical cases.
2. Students will gain understanding about the consultation process in order to help inform their clinical practice.

3. Students will learn about various assessment practices and assessment tools used in forensic settings.
4. Students will be able to articulate specific therapeutic techniques for treatment of real-world cases.
5. Students will gain knowledge about other practicum sites.
6. Students will apply APA ethical standards to clinical cases and the discussions surrounding them.
7. Students will better understand their own strengths and areas for improvement through presentation of their cases.
8. Students will improve their consultation skills through their presentation of practicum related issues.

REQUIRED READINGS

There is no required textbook for this course. Reading materials will be made available through Canvas.

Optional Text:

Karson, M. & Nadkarni, L. (2013). *Principles of Forensic Report Writing*. Washington, DC: American Psychological Association.

COURSE STRUCTURE & REQUIREMENTS

*This course will be a hybrid of live zoom meetings during the scheduled course time (Tuesdays starting at 11:00am) and asynchronous lectures posted on canvas (barring any charges that may occur during the quarter with DU/MAFP regulations). I will post weekly video lectures and slides when there is a didactic topic at least a week prior to that class. You are expected to view those lectures prior to our zoom meeting.

Class Participation: Class discussion is an essential feature of graduate courses and will enhance the understanding of the course material. Class participation will be graded on professionalism and your engagement during class: asking and answering questions, participating in group discussions, respectfully listening to others' opinions, providing constructive feedback, and staying focused in class. When grading student participation, I consider both the frequency and the content. I consider if students are listening to the discussion or are involved in other activities. **Please limit all use of technology to course activities, and other use of technology can result in point deductions from your grade.** Students who routinely arrive late to class, use electronics for non-class related activities, or leave class frequently or early will be penalized.

Generally, live zoom meeting will informally be divided into two parts: 1) field placement issues, client issues, consultation and 2) didactic information and class topics. The course is structured this way to allow space for students to bring up client issues and receive additional consultation outside of their field placement. Therefore, please

be thinking about potential discussions that you can bring—often students think issues are trivial or have been resolved, but there is always a chance to get more feedback, have a clinically interesting discussion, or consider alternative viewpoints.

Class Attendance: It is important that you attend class. Two absences are permitted during the quarter. It is the student's responsibility to contact me if they are going to miss a class or had to miss a class. If I do not hear from you before class or within 24 hours after the class period, unless there are extenuating circumstances, the absence will not be excused, and therefore, any assignments cannot be made up. **If you miss more than two class periods (as determined on a case-by-case basis by the instructor), you will not be able to pass this course.**

Case Presentation/Consultation: Students should prepare **a two-page summary** describing a case (leaving out any identifying information). The summary should include the site, the type of work you are doing there, the initial referral question, the major therapeutic issues of your case, your conceptualization of the case, the strategies you have employed to date, any ethical considerations, your plans for the case, and **areas for which you are seeking consultation**. In alignment with your first-year comprehensive examination, I would also like for you to discuss your personal reactions to the client. You will then present this to the class and may utilize a brief powerpoint presentation if you would like (a powerpoint is not required).

If you do not have a client for this assignment due to the structure of your field placement or due to COVID-19 restrictions, please contact me, and we can discuss alternative presentation topics you can receive consultation on. If you have a client, you should plan to use them for this presentation—even if it may not be a “perfect” case due to missing information, time, etc. Again, if you have concerns, feel free to contact me.

Regardless of your presentation day, all case presentation materials (case summary and powerpoint, if you are using one) must be submitted on May 18 by 11:00am on canvas.

Final Writing Assignment: This assignment requires self-awareness and self-reflection, both aspects critical to the foundational competencies emphasized in this program. In **3 double-spaced pages**, please reflect on your field placement experience, and discuss that experience in terms of personal and clinical growth. Consider the changes you see in yourself, both personally and professionally, since the beginning of your placement. What have you learned about yourself (e.g., beliefs, values, biases, abilities, etc)? What do you consider to be new found strengths? What areas do you think you still need to work on during your next field placement in Year 2? How are you starting to conceptualize your professional identity? **Due June 8 by 11:00am on canvas.**

Vignette Response Addressing the Core Competencies: This assignment will be a response to a vignette, where you will be asked to address each of the ten competencies. **This assignment will be completed on canvas on May 18.** Additional detail about this assignment will be given through the quarter, and practice vignettes will be completed and discussed in class throughout the quarter to help prepare for this assignment.

COURSE GRADING

Your grades will depend on the extent to which your fulfillment of the course requirements demonstrates mastery of the relevant competencies, which include all the competencies listed here (which are evaluated relative to your developmental level): Reflective Practice/Self-Assessment, Relational Skills, Assessment Skills, Intervention Skills, Research and Evaluation Skills, Diversity Skills, and Ethical/Legal/Professional Skills. The meaning of these skills is part of the curriculum and will be explained in each class, so you are also required to understand what is expected.

A traditional point system will not be used for this course. Grades depend on your demonstration of mastery of the competencies this course covers and your fulfillment of the assignments, including productive class participation. In fact, as a guide, 20% of your grade will depend on your demonstration of the competencies in your class participation. Put differently, you cannot get a better grade than B- if your class participation indicates a serious deficiency in one of the competencies. Your grades depend on your demonstration of mastery of the competencies each course covers and your fulfillment of all assignments, including productive class participation. Late assignments **will not** be accepted for full credit and may impact your overall grade in the course.

COURSE POLICIES

Profession-wide Competencies to Prepare for Practice in Health Service Psychology:

In this class, students are being prepared to demonstrate practice in Health Service Psychology as outlined in these areas:

Research
Ethical and legal standards
Individual and cultural diversity
Professional values, attitudes, and behaviors
Communication and interpersonal skills
Assessment
Intervention
Supervision
Consultation and interprofessional/interdisciplinary skills

Students with Disabilities, Medical or Mental Health Conditions:

Students who have disabilities, medical or mental health conditions wanting to request accommodations should contact the Disability Services Program (DSP). Information is also available online at the [DSP website](#) or see the [DSP Handbook](#). Students wishing to request COVID-19 related adjustments can find information about the request process by visiting the [COVID-19 Requests](#) page on the DSP website or by contact DSP at; 303.871.3241; 1999 E. Evans Ave.; Suite 440 Ruffatto Hall.

Information about Academic Integrity:

Please examine the University of Denver's Honor Code, Code of Student Conduct, and Student Rights and Responsibilities documents, which are posted on the website of DU's Office of Citizenship and Community Standards (<http://www.du.edu/studentlife/studentconduct/index.html>). All members of the University community, including students, faculty, staff, administrators and trustees, are entrusted with the responsibility of observing these ethical goals and values as they relate to academic integrity and must not commit any intentional misrepresentation or deception in academic or professional matters.

GSPP Resources:

If you have questions or concerns at any time during your training here at the GSPP, you may speak with any professor; your advisor; another faculty member, staff member, or administrator you trust; or Dorothy Hansen, Psy.D., the GSPP Student Advocate (at 303.756.3002 or dorothyhansen6@gmail.com).

Statement about Professional Writing:

GSPP students are encouraged to take advantage of the Writing Center's services; discussing writing practices and texts benefits writers at all levels of education and confidence. The Center offers individual consultations and small-group workshops that address everything from generating ideas and navigating new genres to crafting strong sentences and documenting sources. In fall 2020, all consultations and workshops will be offered online via Zoom. For more information, including instructions on how to make appointments, prepare for consultations, and access writing and citation resources, visit <https://portfolio.du.edu/writingcenter>.

Research Center Services:

At this time, the University Libraries Research Center (<http://libraryhelp.du.edu>) will be maintaining services virtually through chat and email during our regular hours. Please contact us through chat or email for the quickest response time. All research consultations will be offered virtually through Zoom. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography. The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate. Please check the [Libraries' COVID-19 page](#) for up-to-date information on our libraries' services such as [access to our physical collections](#), [due date extensions](#), and [restrictions on ILL and Prospector](#). Computer support is available from the [University Technology Support \(UTS\) Help Center](#). GSPP works closely with AAC Social Sciences Librarian, Jenny Bowers. Her email is jennifer.bowers@du.edu.

Religious Accommodations Policy:

University policy grants students excused absences from class or other organized activities or observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

Inclusive Learning Environments:

(developed by the Faculty Senate)

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

Mental Health & Wellness:

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC). If you seek services at the DU HCC, please be aware that you will be ineligible to accept a field placement or internship at

that site due to the potential for problematic dual relationships. A list of psychotherapists is available under the Pioneer Web GSPP tab, in the Student Resources folder. Another helpful resource is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about one of your peers you can submit a report through our Pioneers Care System. More information about HCC, SOS, and Pioneers CARE can be found at:

Health & Counseling Services (<http://www.du.edu/health-and-counseling-center/>)

Student Outreach & Support and Pioneers Care reporting

(<http://www.du.edu/studentlife/studentsupport/>)

Title IX:

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge.

For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call. For more information, please visit the Office of Equal Opportunity & Title IX website at <https://www.du.edu/equalopportunity/titleix/>.

Use of Technology in the Classroom (optional to include in syllabus):

Access to the Internet can be a valuable aid to the classroom learning environment. You may be encouraged to use a laptop, smart phone, or other device to explore concepts related to course discussions and in-class activity. Keep in mind, however, that these technologies can be distracting – not only for you, but to others in the class. Please avoid the temptation of Facebook, texting, or other off-topic diversions.

Restriction of Audio or Visual Recording, Reproduction, and Distribution of Content in Online Courses:

At the University of Denver, we protect the intellectual property of all our faculty, and safeguard the privacy of all our students in online learning environments. To this end, students may not record, reproduce, screenshot, photograph, or distribute any video, audio, or visual content from their online courses. This restriction includes but is not limited to:

- Pre-recorded and live lectures
- Live discussions
- Discussion boards
- Simulations
- Posted course materials
- Faculty feedback forms
- Visual materials that accompany lectures/discussions, such as slides
- Virtual whiteboard notes/equations, etc.

As we engage in online learning as an academic community, it is imperative to be respectful of all. Keep in mind that if any student is identifiable in an online class recording, this may constitute a violation of the educational record protections provided under FERPA.

Students with disabilities who need to record classroom lectures or discussions must contact the Disability Services Program to register, request, and be approved for an accommodation. All students are advised that students may tape classroom activities for this purpose. Such recordings are to be used solely for individual or group study with other students enrolled in the class that quarter/semester. They may not be reproduced, shared in any way (including electronically or posting in any web environment) with those not in the class in that quarter. Students who violate this policy will be reported to The Office of Student Rights & Responsibilities and may be subject to both legal sanctions for violations of copyright law and disciplinary action under Student Rights & Responsibilities Policies.

Please note that, due to the evolving nature of the class, this syllabus is subject to changes as determined by the instructor. **Please keep a copy of this syllabus as you may need it to comply with education equivalency standards for state licensing.**

CLASS SCHEDULE

Class Date	Topic
Class 1 4/6/21	Course Introduction and Check In Core Competencies & Professional Identity Field Placement Consultation
Class 2 4/13/21	Field Placement Consultation and Practice Vignette Introduction to Consultation & Case Conceptualization
Class 3 4/20/21	<i>NO CLASS—Advising/Community Meeting I am available for case consultation as needed this week</i>
Class 4 4/27/21	Field Placement Consultation and Practice Vignette Forensic Assessment
Class 5 5/4/21	Field Placement Consultation and Practice Vignette Malingering
Class 6 5/11/21	Field Placement Consultation and Practice Vignette Forensic Assessment Issues** Preparation for Case Vignette
Class 7 5/18/21	Case Vignette Assignment (Completed on Canvas) All Case Presentations due by 11:00AM Case Presentations
Class 8 5/25/21	Case Presentations
Class 9 6/1/21	Case Presentations
Class 10 6/8/21	Final Journal Due by 11:00AM Case Presentations

** If there are any specific didactic topics related to forensic assessment that you would like covered, please let me know and I will do my best to try to incorporate them.