Standard 1: Course Overview & Introduction

Getting Started
As a reminder, this course will be conducted entirely online. If you are new to the Canvas learning environment, please review the Canvas Student Orientation first. You will also need a reliable connection to the internet.

The first step for succeeding in this course is to review the course syllabus. There, you will find more detailed information about the structure of the course, assignments, expectations, and other important information. To access the syllabus you may use the navigation menu on the left or click here.

Welcome to the course!

Omar Gudino, PhD, ABPP
Assistant Professor of Child Clinical Psychology
University of Denver
Omar.Gudino@du.edu
303.871.2502

Course Navigation
How Do You Navigate a Canvas Course?
Review the link above and browse through each link on the course menu to the left. The information below describes how each section will be used in this course.

Home - This is the homepage for this course and includes direct access to course content.

Announcements - Announcements are used to communicate with students regarding important items related to the course. Once announcements are created, Canvas will notify participants according to their preferred notification preferences. By completing the course, you will be notified through Facebook, Twitter, SMS (text messages), or email.

Syllabus - This link contains the syllabus for the course as well as links to course assignments and activities, in chronological order based on due date.

Modules - Modules are used to organize learning material. Each module contains content pages, discussions, other activities, and assignments.

Discussions - This is a link to the discussion board. Discussions will be used regularly throughout the course for introductions, course related questions, and discussion of concepts and ideas related to course content. Additionally, participants may use the discussion board to post General Questions about the course. Posts created on the discussion board are available for all course members to see.
Child Psychopathology

Summer, 2014

Omar Gudino, PhD, ABPP

Welcome! (Start Here)
Development & Psychopathology (Week 1)
Externalizing Problems (Week 2)
Internalizing Problems (Week 3)
Other Childhood Problems (Week 4)
Standard 5: Course Activities & Learner Interaction

Who is that???

Profile Pictures

A profile picture is a static image that represents you within Canvas. Please upload your picture or an image that represents your personality or interests. After uploading your profile picture, it will be present throughout all of your courses in Canvas and will accompany your discussion posts.

For instructions, please see the Canvas Guide on Adding a Profile Picture.

Video Messages and Discussion Posts

Canvas allows students to record video and submit videos when responding to discussions or interacting with other participants in the course. You will need a webcam to use this feature. Although you are not required to submit video discussion posts, I would encourage all of you to try it at least sometimes. It will be a nice way for your peers and for me to get to know you a little bit better. For information about how to do this within Canvas, please click here.
Standard 2: Learning Objectives

Theoretical Models, Principles, and Practices of Child Psychopathology

In this module, you will begin by reviewing the major models used to explain child psychopathology. Keep in mind that no single theory can adequately explain all child and adolescent emotions and behavior. Thus, it is important that we use an integrative approach—one that considers multiple models and theories—to understand child psychopathology.

The study of child psychopathology is unique in that it requires that we consider typical development and atypical development at the same time. In this module, we will consider child development, the key concepts of pathways, and notions of child competence and incompetence. We will also consider concepts of risk and resilience, which are central to child psychopathology.

Lastly, we begin our exploration of child and adolescent mental health by considering early childhood characteristics, such as temperament and newborn characteristics, may be related to children’s mental health.

Learning Objectives:
After completing this module you should be able to do the following:
1. Understand continuous and discontinuous views of psychopathology.
2. Describe each major model of psychopathology.
3. Define developmental psychopathology and how it is related to unsuccessful adaption.
Standard 4: Instructional Materials

**Physiological Models**

Physiological models propose that there is a physiological basis for all psychological processes and events. According to the **Diathesis-Stress Model**, there are inborn or acquired vulnerabilities which may lead to psychological distress and dysfunction if combined with additional stress.

**Neural Plasticity** involves the development and modification of neural circuits, which provides the lifelong potential for new, improved, and recovered function.

**Psychodynamic Models**

Historically, psychodynamic models focused on the impact of unconscious processes on normal and abnormal personality development, conflicts among processes and structures of the mind, stages of development with different ages associated with distinctive challenges, and the lasting impact of resolutions of these stage-related challenges on later outcome.
Standard 5: Course Activities & Learner Engagement

This is a graded discussion: 8 points possible
due Jul 27, 2014

Developmental Pathways
Jul 15, 2014 at 4:31pm

Understanding different developmental pathways can be confusing. To help you (and your peers) understand these concepts, please come up with your own example of equifinality and multifinality and compare and contrast these pathways. For example, you can think of a scenario that would illustrate equifinality and contrast that with a scenario illustrating the concept of multifinality.
Graduate School of Professional Psychology: Career Counseling

Jessica Dale
Winter 2015
Welcome!

Welcome to the CPSY 4430, the first online course in the Graduate School of Professional Psychology (GSPP)! My name Jess and I will be the instructor for the course. I graduated from GSPP with an MA in Sport and Performance Psychology (MASPP) in 2008 and a Doctorate in Clinical Psychology (PsyD) in 2012. I have worked in career counseling with college students through the counseling centers at the University of Denver, Colorado State University, The Ohio State University, and the University of North Carolina - Chapel Hill. I taught this Career Counseling course in 2014 "face-to-face," but I moved to a new position with the counseling center at the University of North Carolina - Chapel Hill after the quarter ended. The Dean approached me about the possibility of continuing to teach the course online so the format of this course was developed. I'm looking forward to experiencing the first online course together!
Standard 1.7: Learners are asked to introduce themselves

Introducing Yourself

To get started, please introduce yourself on the discussion board. Include your name, your program, why you have enrolled in the course, and your experience with career counseling. Also, please share your favorite TV series or movie with us! You can link to the Discussion Board here or you can click “Discussions” on the left and select the “Introduction” discussion thread. This assignment will be 10 points. Please post your initial introduction post by Wednesday at noon and two additional posts by Saturday at midnight (e.g. connect with your classmates about the reason s/he enrolled in the course, favorite TV series or movies, etc.). You must respond to someone who has not been responded to for one of the two additional posts.
Standard 1: Course Overview & Introduction

Getting to Know the Syllabus

After posting your introduction to the rest of the class, please review the syllabus. Dissimilar to a face-to-face class, we won’t be reviewing the syllabus in the first class... Therefore, please explore what the expectations for you and me will be this week! You can access the syllabus by clicking "Syllabus" on the left side of the screen. You can also open a PDF of the syllabus here or on the "Syllabus" page. Please feel free to post questions related to the syllabus on the General Questions Discussion Board; others might have similar questions... Otherwise, please contact me directly!
## Standard 5. Course Activities & Learner Interaction

<table>
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<th>Discussion</th>
<th>Date</th>
<th>Due Date</th>
<th>Participants</th>
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<tr>
<td>General Questions</td>
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<tr>
<td>Social Justice and Multiculturalism continued...</td>
<td>Last post Mar 1, 2015</td>
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<td>Last post Feb 23, 2015</td>
<td>Due Feb 22 at 12:01am</td>
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<tr>
<td>Feeling More Comfortable?</td>
<td>Last post Feb 16, 2015</td>
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<td>Introduction</td>
<td>Last post Jan 13, 2015</td>
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</table>
Welcome to Career Counseling Theory!

Welcome to Career Counseling Theory!!!

Now that we have eased into this course, we will be delving into the most tedious content of career counseling (in my humble opinion) - theory! :)

Don't get too oVeRwHeLmEd by the theories... Some theories will make more sense than others, some will resonate more with your career path or the population that you work with, but I just wanted everyone to be exposed to all of the career counseling theories! On a related note, I will also highlight the theories that you will need to know for the licensing exams (LPC or EPPP). Please watch the short clip before you begin...

And let's begin...
In this 5-7 page paper, students will discuss the factors that contributed to their own career and academic decisions. As the factors are discussed, students must refer to at least 2 career development theories and include data from at least 2 of the in-class exercises (e.g. genogram, career lifeline, visualization, card sort, etc.) in addition to the Strong Interest Inventory (SII) and Keirsey Temperament Sorter (KTS-II) or the Myers-Briggs Temperament Inventory (MBTI). The goal of this paper is to reflect on and understand the myriad of factors that led to career decisions while integrating theory assessment data.

**Learning Objectives for this ASSIGNMENT:**
- Demonstrate understanding of models of career development and/or career counseling by applying

**Points**
- 20

**Submitting**
- a file upload

<table>
<thead>
<tr>
<th>Due</th>
<th>For</th>
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<tr>
<td>Feb 18</td>
<td>Everyone</td>
<td>Jan 11 at 12pm</td>
<td>Mar 8 at 12pm</td>
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**Career Development Paper**

You've already rated students with this rubric. Any major changes could affect their assessment results.

<table>
<thead>
<tr>
<th>Criteria</th>
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<th>One Theory</th>
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<tr>
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<td>4 pts</td>
<td>2 pts</td>
<td>0 pts</td>
<td>4</td>
</tr>
<tr>
<td>Data from SII or KST-II or MBTI</td>
<td>4 pts</td>
<td>2 pts</td>
<td>0 pts</td>
<td>4</td>
</tr>
</tbody>
</table>
Students will present in groups for approximately 5-7 minutes on the application of career counseling within a different population. Options include: forensic populations, sports/performance populations, international populations, an application at your field placement, or applications within a specific diverse population (e.g. see Budge et al. article re: transgender populations or journal issues devoted to multicultural career counseling listed on page 65 in your textbook).

For this assignment, you will sign-up for groups consisting of 2-3 students total and topics must be approved by the end of the second week. Sign-up is located under "People" and you can add yourself to one of the pre-established groups or create your own group with your peers. If you prefer to work alone, please contact me by the end of the second week.

<table>
<thead>
<tr>
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<th>25</th>
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<tbody>
<tr>
<td>Submitting</td>
<td>a media recording or a file upload</td>
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<th>Due</th>
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<th>Available from</th>
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<tbody>
<tr>
<td>Feb 28</td>
<td>Everyone</td>
<td>Jan 11 at 12pm</td>
<td>Mar 14 at 11:59pm</td>
</tr>
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**Social Justice/Multicultural Presentation**

You've already rated students with this rubric. Any major changes could affect their assessment results.

<table>
<thead>
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<tr>
<td>Career Counseling Theory or Assessment/Tools</td>
<td>3 pts</td>
</tr>
<tr>
<td>No Career Counseling Theory or Assessment/Tools</td>
<td>0 pts</td>
</tr>
</tbody>
</table>

5 pts
1. Welcome from the Instructor!

Hi all!

As you probably know already, my name is Jared Del Rosso and I'm the instructor for SOCI 2260 Criminology. I'm an assistant professor in the Department of Sociology & Criminology at the University of Denver.

I joined the department at DU in the Fall of 2012. Before that, I was a lecturer at the University of New Hampshire and a graduate student in sociology at Boston College. At BC, I researched and taught topics related to the study of criminology, including deviance, social control, violence, and torture. Most of my research and teaching at DU, in fact, focuses on the study of violence. I've taught an FSEM on torture and also teach the subject in a course called State Violence in a Socio-Legal Context.

Before moving to Denver, I spent 13 years in New England—Massachusetts and New Hampshire—while I earned my BA, MA, and Ph.D. I'm originally from, however, a small town in New York state.

But I won't be teaching this course from any of these places. Instead, I'll be up in St. Paul, Minnesota. These days, I spend about half the year here because my wife has a job with the Center for Victims of Torture in St. Paul. So most of my teaching will happen from my apartment in Minnesota, where I'll spend my afternoons with my dog and two cats.

But this course, I'll be spending my time this summer working on my research and writing. I'm currently finishing up a book on the American debate about torture and am looking to start up a study of how the media covered the detainee hunger strikes at Guantánamo. I'll spend my spare time walking the dog and exploring the trails near my apartment. I live not far from where the Minnesota River meets the Mississippi River, and there's a set of trails and lakes a short walk from there.
3. Tips for Communicating Online

The following tips for online communication apply to e-mail, discussions and other communication tools:

**Write meaningful subject lines**
Your subject line should draw the recipient into the rest of the message. It should provide enough information that the recipient can guess at the content in the body of the message. On the other hand, the subject shouldn’t be too long, or it won’t all display. In a pinch, start the first sentence of the message on the subject line, then continue the sentence in the body of the message.

**Establish a context**
When body language, tone of voice, and situation are lost, communication can fall apart. To compensate for that, you might want to tell the recipient the mood you’re in, the events that led to the message.

**Be careful about humor**
Many messages containing ironic or sarcastic humor are horribly misinterpreted at the other end. Don’t assume that people know when you are making a joke (hah). It’s not as impossible :) as you might (giggle, chortle) think.

**Be careful about expressing frustration, anger, or complaints**
Minor complaints can sound like major anger without a context, especially if the recipient is in a defensive, complaining, mode. Make sure your recipient knows how you would like them to respond. Include something nice, like a patient, kind, understanding tone.

**Make it personal**
Putting the recipient’s name at the top of your message in a salutation is a tiny step that makes any message more personal. Recalling a personal detail or shared experience also helps. E-mail is a sterile form of communication, so personal touches are welcome.

**Use selective emphasis**
**DON’T PUT A MESSAGE IN ALL CAPITAL LETTERS. ONLINE, THIS IS SHOUTING!!!** On the other hand, capital letters are a way to emphasize

2. Opening Discussion

This week, we’ll learn about the ways that people create social norms and maintain those norms when someone has violated them. To get us started thinking about these issues, I’ve selected a video that shows a well-organized and fairly elaborate breaching experiment. In the video, members of the improv group Improv Everywhere all wear blue polo shirts and khaki pants to a Best Buy. This is, of course, the “uniform” of Best Buy employees. Although the prank is meant to be humorous, it’s interesting, from a sociological perspective, for what it reveals about how people respond to a situation that has disturbed their sense of what normally happens.

Watch the video, paying attention to the response of Best Buy employees and the police (yes, the police!). Then, **share your initial thoughts on your Week 1 group discussion board**. Consider writing about what you think was going through the Best Buy employees’ minds and why the presence of other people wearing the same basic “uniform” as the employees is so troubling.
Bobo Doll experiment (Bandura)

For this discussion, consider the way that behaviors -- planking, Tebowing, Polar Plunges -- emerge on social media. (The Washington Post article on Polar Plunges provides an especially detailed discussion.) What aspects of the various forms of learning theory do you think these observations, and the video clip of Dr. Bandura, illustrate?
11. Group Discussion: Celebrity Meltdowns

Associated Discussion

Week 2 - Celebrity Meltdowns

Overview

Though not necessarily criminal in nature, celebrity "meltdowns" are often viewed as "deviant" in nature. Choose a celebrity whose deviant or criminal behavior has drawn considerable public attention over the past five years or so. Charlie Sheen, Lindsay Lohan, Amanda Baynes, and Tiger Woods are a few that come to mind. Read a bit about them and, then, in your discussion group for this topic, explain how you think Durkheim, using his anomie theory, and Merton, using his strain theory, would account for the celebrity's behavior. If possible, link evidence to the theory by explaining how and why certain behaviors exhibited by your celebrity support your application of these theories.
1. Week 2 Overview

This week, we examine how criminologists measure crime, as well as the strengths and weaknesses of three measures. We will also get a historical background to crime and criminology, focusing on the transition in Europe to modern forms of criminal justice. We will also begin to study contemporary criminological theories of crime.

Week 2 Outcomes

By the end of this week, you should be able to:

- describe how criminologists measure crime.
- describe how European society transitioned from the use of bloody punishments to a more modern, humane criminal justice system.
- describe the deterrence, rational choice, routine grounds, and strain theories of crime.

Week 2 Readings

<table>
<thead>
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<tbody>
<tr>
<td>Criteria</td>
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<td>------------------------------</td>
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<td>Use of course terms and materials.</td>
<td>30%</td>
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Online Education

Summer 2014 Online Student Survey Report

Office of Teaching & Learning

Top 4 Reasons Students Took an Online Course

- Convenience due to work/extracurricular activities
- Living or traveling outside of the Denver area
- Wanted to take an online course
- Online was the only option

Undergraduate Online Courses by Division

Student Experience with Online Courses

I was working 40 hours at an internship out of state, and it would have been impossible to attend this class if it were in a classroom setting.
Undergraduate Online Courses by Division

Student Experience with Online Courses
Benefits of Taking an Online Course

"I was able to take it around my full time work schedule, I wish DU offered more online classes during the year!"

"It was nice to be able to not only work on my assignments but interact with other students in discussions from the comfort of my own home."

"It was nice that I was able to go over the material/lectures as many times as needed to understand the concepts."

"I was able to prepare my own schedule for reading and writing and in that manner was also able to really think through ideas and craft response."

Selected comments from over 100 responses to open-ended question about benefits of online courses
Challenges of Taking and Online Course

“The biggest challenge was to get through all of the reading material. I think that it was a little reading heavy.

“The content being condensed into just four weeks.”

“The instructor provided no rubrics or clear instruction regarding how the papers or discussion posts would be graded so I felt like I was wandering around in the dark.”

“The professor did not grade or respond to emails in a timely manner.”

Selected comments from over 100 responses to open-ended question about challenges of online courses
Online Courses Rated High on Quality Standards

The Vast Majority of Students Agreed or Strongly Agreed

Requirements for my interaction with the instructor, content, and other students was clearly explained (83%).

The course learning objectives describe outcomes that I was able to achieve (87%).

The course and learning activities provided multiple opportunities to interact with fellow students (78%).

It was clear how the assignments and activities were connected to the learning objectives of the course (84%).
DU undergraduate students who took an online course in the 2014 Summer term were invited to participate in a brief survey about their experiences. Approximately 289 students participated in the survey and 252 students completed the entire survey.

Online Course Definition: A course in which all or nearly all of the organized instruction is conducted online or by distance learning methodologies.