Governor’s Award for Excellence in Teaching
September 21, 2012

Nomination for: Ann Steffen, Ph.D.
Associate Professor
Psychology Department
Stadler 236

Nominee: Brian Vandenberg, Ph.D.
(on behalf of Psychology Department Colleagues)
Professor
Psychology Department
Stadler 213

List of Included Materials

✓ Nomination Letter (pg. 2-4)
✓ Curriculum Vitae with list of courses taught (pg. 6-17)
✓ Nominee’s Philosophy of Teaching (pg. 19-21)
✓ Representative Syllabi (2) and Evidence Supporting Nomination Criteria (pg. 22-51)
✓ Summary of Course Evaluations -Qualitative and Quantitative (pg. 53-61)
✓ Support Letters (pg. 63-80)
September 14, 2012

Dear Selection Committee,

This is a letter by many who, in a single voice of “Hurrah!”, nominate Dr. Ann Steffen for the Governor’s Award for Excellence in Teaching. Throughout her tenure as a University of Missouri-St. Louis faculty member, Dr. Steffen has been an exceptional teacher, almost always at or near the top of the psychology department’s teacher ratings. She has been a leader in using new technologies to enhance her teaching, and the letters from both formal observers (Keel; Henry) and a student (Bauer) regarding her online teaching testify to the high standards and creativity that Dr. Steffen brings to her courses. She has mentored, and changed the lives of a long list of both undergraduate and graduate students, several of whom have provided letters of support (Bauer; English; Murphy; Kaysen; Krakauer; Osborne; Palmer). Dr. Steffen’s influence extends beyond the classroom, as attested by the Psychology Department Alumni Board’s 2003 selection of her as Faculty Member of the Year for her contributions to our chapter of the Psi Chi National Honor Society. These accomplishments are sufficient to warrant her nomination for this Award, but what makes her stand apart, and why this is a letter from us, her colleagues, is that Dr. Steffen has also made unique and enduring contributions to the teaching mission of the entire psychology department.

Dr. Steffen has, singlehandedly, transformed our departmental policies, individual practices, and collective ethos regarding our teaching mission. Over the past eight years, Dr. Steffen has initiated a series of departmental discussions and improved structural facets of the department’s attention to teaching. Her efforts have led the psychology department to achieve a number of “firsts” within the College of Arts and Sciences and within the UM-St. Louis campus. To our knowledge, we are the first department on campus to have a formal written policy on standards for use of MyGateway in all undergraduate courses taught within the department. We believe that we are the first department to require graduate students serving as teaching assistants and instructors to attend the annual Graduate Student Development Conference, a requirement that is now far more common across other units on campus. The Certificate in Undergraduate Teaching (CUT) program is prominently displayed on our department website in the information for prospective graduate students, and has served as an important recruitment tool for our three doctoral programs. We have a MyGateway site just for department faculty where teaching related resources and departmental course procedures are archived. Perhaps the most direct influence Dr. Steffen has had on our collective teaching practices has resulted from her request for a new role within departmental faculty service assignments --- Departmental Faculty Liaison to the Center for Teaching and Learning. We believe this to be unique across the UM-St. Louis
campus. In this role, Dr. Steffen has functioned as a conduit between CTL and the department, bringing many of the topics and trainings offered by CTL and the Faculty Resource Center into departmental faculty meetings and to our graduate student instructors.

Across the years that she has served in this role, Dr. Steffen has developed and facilitated a Psychology Department Teaching & Learning Series open to all faculty members and graduate students within the department. These sessions are held twice a semester and are “open” (not mandatory) meetings. Most faculty attend, which is the best measure of how much they are valued. The tenor of these sessions is always conversational and provides a climate supporting faculty sharing ideas, insights, problems and concerns. Even when involving a demonstration or presentation, there is ample time for faculty discussion and debate regarding how specific instructional approaches may or may not apply for given courses and student populations. As a result of these Teaching & Learning sessions, the department has developed and implemented graduate student teaching awards, and mechanisms for supporting graduate student instructors, to name just a few outcomes. The topics offered in this series include:

- Second Life Writing Center Demonstration
- Promoting Academic Honesty in Our Students
- Review of Departmental Teaching Policies & Resources
- Using Respondus to Create Tests in MyGateway
- Graduate Teaching Awards; Supporting Graduate Students in Development of Teaching Skills
- Wrapping Up this Semester; MyGateway Gradebook Functions
- Looking Ahead to the Next Semester: Syllabus Design Issues
- Online Quizzes & Tests in MyGateway
- Responding to Student Problems In & Out of the Classroom
- Campus Safety Procedures
- Common Grading Issues and Dilemmas; Grade Inflation
- Crafting Assignments that Promote Development of Writing Skills
- Thinking Ahead to the Fall: Utilizing and Supporting GTAs
- Teaching Strategies for Active Learning and Critical Thinking in the Classroom
- Use of Technology to Promote Active Learning and Critical Thinking (showcase of technologies)
- Departmental Processes for Mentoring Junior Faculty in Teaching Related Roles
- Discussion of CPA Teaching Report: What are We Doing Well in Our Classes, vrs Opportunities for Continued Growth?
- Mentoring and Supervision for the Responsible Conduct of Research
- Beyond PsychArticles: Strategies for Locating and Accessing Online Journals
- Development of a Departmental Policy on MyGateway Use by Psychology Faculty
What is not included in this list are the many ways that all of us have become better teachers because of Dr. Steffen’s passionate commitment to the education of the students we serve. We offer this collective letter, not only in support of Dr. Steffen for the Governor’s Award for Excellence in Teaching, but in gratitude for her contributions. She is a teacher’s teacher.

Sincerely,

[Signatures]

Steve Bruce, Ph.D.
Associate Professor
Director, Center for Trauma Recovery

Dyan Harper, Ph.D.
Teaching Professor

Therese Macan, Ph.D.
Associate Professor
Director, Industrial/Organizational Psychology Graduate Program

Robert Paul, Ph.D.
Professor, Behavioral Neuroscience Graduate Program Director

Deana Smith, Ph.D.
Assistant Clinical Professor, Assistant Director, Community Psychological Service

Mark Tubbs, Ph.D.
Assistant Professor

Tara Galovski, Ph.D.
Assistant Professor

Robert Harris, Ph.D.
Clinical Professor
Director, Community Psychological Service

John Meriac, Ph.D.
Assistant Professor

Zoe Peterson, Ph.D.
Assistant Professor

George Taylor, Ph.D.
Professor, Chair

Brian Vandenberg, Ph.D.
Professor

Michael Griffin, Ph.D.
Associate Professor
Associate Chair

Brenda Kirchhoff, Ph.D.
Assistant Professor

Miles Patterson, Ph.D.
Founder’s Professor

Jennifer Siciliani, Ph.D.
Teaching Professor

Matthew Taylor, Ph.D.
Assistant Professor

Kamila White, Ph.D.
Associate Professor
## Dr. Steffen’s Formal Classroom Teaching by Course Number

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<th>Course Number and Name</th>
<th>Semester/Year</th>
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<td><strong>Psych 2245 Abnormal Psychology</strong></td>
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<td>Psych 7434 Clinical Interventions</td>
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**Dr. Steffen’s Clinical Supervision and Practicum Management**

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<th>Course Number</th>
<th>Description</th>
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<td>Psych 3390</td>
<td>Research supervision of undergraduate students</td>
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<td>Psych 7483, Psych 7484, Psych 7492</td>
<td>Research supervision of doctoral students in clinical psychology (including chairing and committee work for thesis projects, comprehensive exams, and dissertations)</td>
<td>1994-present</td>
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<tr>
<td>Psych 7431, 7439</td>
<td>Clinical Psychotherapy Supervision of PhD students (12 months/year)</td>
<td>1994-96; 1998-2005; 2008-12</td>
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<td>Note: Supervision of a team of clinical trainees with caseload totaling 12-20 clients at a time</td>
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<td>Psych 7450, 7451</td>
<td>Oversight of required full-year internship in clinical psychology</td>
<td>2006-present</td>
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<td>(annual review of clinical hours for all 35 students in the program, review of application materials and verification of eligibility)</td>
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<td>Geron 6495, 6496</td>
<td>Supervision of Practica in Gerontology</td>
<td>2003-2006</td>
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**Current Directed Research 2012-13:**

P7483 Thesis Committee Chair: Megan MacDougall, Sara Gonzalez-Rivas, Allison Warren.

P7483 Thesis Committee: Margaret Durham, Katie Judd

P7484 Specialty Qualifying Exam Committee Chair: Nika George

P7484 Specialty Qualifying Exam Committee: Maurice Endsley, Emily Strang

P7492 Dissertation Committee: Rachel Hibberd, Ellen Koucky, Brianna Mann, Shannon McNeill, Tiffany Mueller, Rachel Wamser
Dr. Steffen’s Philosophy of Teaching and Learning
Philosophy of Teaching and Learning

Ann M. Steffen, Ph.D., Department of Psychology

Teaching is an integral part of my identity as a psychologist and a valued aspect of who I am. I cannot claim credit for the foundations of my work with students, however, because all psychologists are spoiled by the centrality of learning within our discipline. For those reading this from the perspective of another field, please bear with this part of the essay. From my experiences as a reviewer on this campus and for the UM System’s Comprehensive Program Assessments (CPA) process, I know that other disciplines are as committed and as knowledgeable about instructional methods. It is simply that I am grateful for the contributions of psychology to our understanding of education, and remain happy in my choice of discipline and my life in academia.

It is difficult to find many phenomena more firmly entrenched within the field of psychology than learning and motivation. The early experimental methodologies within psychology were aimed at helping us understand the processes of, and influences on, learning. Some of the major battles fought between learning theorists have been focused on the relative importance of external versus internal factors in shaping what and how we learn. This dialectic of external and internal motivations and processes also frames how I teach. In this essay, I attempt to describe the ways in which learning theory, and especially Bandura’s social cognitive theory, guides my work.

The teaching strategies that I employ reflect principles of operant conditioning and use reinforcement to shape both learning and the development of study skills. The extensive research literature in operant conditioning also helps organize my teaching efforts differently for different students. Learning is intrinsically rewarding for our most talented students, so high achieving students need fewer objective external rewards. These students are quite focused on grades for major exams and papers as they work towards that all-important course grade and eventual degree, but these same students are irritated by what they perceive to be “busy work” and do not need many incentives to participate. They generally have a well-developed system of self-reinforcement and know how to encourage themselves (via both external rewards and self-talk) to engage in the daily activities that are part of the learning process. For these academically gifted students, an over-emphasis on external reinforcers decreases the level of internal pleasure experienced in the process of learning (a well-documented phenomenon in the research literature). Thus, in my research advising of undergraduates, my graduate level courses, and mentoring of other faculty, I have to consider when to offer external incentives and when to simply provide interesting material and verbal encouragement - and then stay out of the way. I also have to challenge the academically gifted students in my Psych 2280 Psychology of Death & Dying course through the provision of optional “stretch yourself” experiences and acknowledgment of their hard work and productivity.
Much of my focus with undergraduates, on the other hand, involves attention to those students who have not yet developed effective study skills. College-level work is an effort for these individuals, and is oftentimes experienced as at odds with the many demands of employment and family responsibilities. For these students, learning theory helps me understand that distal reinforcers such as course grades are not sufficiently motivating to influence their daily or even weekly efforts in reading the textbook or preparing an assignment. Many students need stronger proximal reinforcers to increase their time on task. Examples of these in my Psych 2280 course include participation credit for non-graded quizzes, points earned for worksheets as well as final assignments, and personally addressed feedback along with multiple short writing assignments. Academically struggling students have not yet developed internalized skills in pacing their exposure to course material, so my online Psych2280 course is carefully designed to organize material in weekly units. Twice a week, students are emailed reminders of where I expect them to be in their reading of the textbook and online learning activities. I have just revised this as an eight week mid-semester course to help with student retention efforts (e.g., students who drop a course in the second week of the semester may still need another course to retain student loans and stay enrolled). In this version, exams have been replaced with weekly quizzes that cover 2 chapters each and with the opportunity to miss one. The course continues to demand significant time and effort from students, but hopefully also helps them stay on track.

Psychological research demonstrates that more than knowledge and skills are needed for students to be effective in academic and work settings; students must also have the confidence to apply their skills in specific situations. Instructional methods, however, are not equal in their impact on how students view and use their own academic abilities. Thus, my teaching efforts are grounded in Bandura’s self-efficacy theory and the ever expanding literature on the pivotal role of self-efficacy in education. A major contribution of this theory is the reminder that skill acquisition is not sufficient to ensure that students will apply their knowledge and abilities when called for either in the classroom or in daily life. Two students with the identical aptitude for learning may persevere in varying amounts when they encounter challenging assignments. Two students with the same understanding of course material may perform quite differently on exams because of differences in confidence. I intentionally select teaching strategies to maximize both acquisition of knowledge and confidence to use that knowledge. Guided experiences of personal mastery have been empirically demonstrated to be the most effective ways of increasing self-efficacy. That means that most students need a series of learning experiences that move from lower to higher levels of challenge with enough instructional support to succeed. In my online Psych 2280 course, students must complete several very simple tasks to become familiar with discussion groups and the technology we use throughout the course. This prepares them for graded assignments later on that require use
of these skills. In this course, students first learn about advanced directives and durable power of attorney for healthcare. They are assigned to help a family member complete a specific advanced directive form and then have to write about this experience in their discussion group of 8 students. These are meaningful opportunities for rehearsal of course content but also place each student in the role of “expert” within their family and their student group. Both parts of the assignment are intended to increase student confidence in their ability to apply course knowledge in a practically important way. For the same reasons, students in my doctoral level courses and clinical supervision groups rotate in the role of discussion leader. By the end of the semester, I aim for each of them to develop skills in facilitating discussions of the assigned readings and clinical cases, and to also view themselves as a future faculty member or clinical supervisor. These dual goals shift the focus away from my own facilitation and towards guiding development of these skills.

After guided experiences of personal mastery, Bandura’s research demonstrates that observational learning of similar others is next in line for shaping self-efficacy perceptions. Students benefit from opportunities to see other students struggling with class assignments and clinical material and then succeeding. In my online undergraduate course, students read the short essays of their peers and are then responsible for completing a written peer review. They seem to benefit from this more than the feedback that they receive from me. In the doctoral clinical psychology courses, students are most engaged when the discussion is facilitated by a peer. This is also true of how faculty members learn from each other in our departmental discussions of teaching.

It is not due to coincidence (or laziness) that I have stopped giving formal lectures in any of my courses. Traditional lectures have an honored place in the history of academia and remain valuable in some areas. When lectures are based on original material that would make an excellent new textbook or course supplement (if only that faculty member had the time to write!), then we all should applaud. In my topic areas, however, quality textbooks are available without a need for me to re-create or re-organize this content. Rather than present myself as an expert, I prefer students to be more focused on their direct interactions with the course material and with each other. We typically become aware of stair steps only when they are broken or blocked and we stumble. In the same way, it is quite likely that students are most aware of my role when I’ve done something that impedes their learning. That is why feedback from students, however painful at times, is so important in signaling that it is time for the next course revision. I do what I can to benefit from the many campus instructional resources (including the Center for Teaching and Learning, the Faculty Resource Center, and colleagues within my department and from across campus). I am grateful for these many avenues of support as I continue to develop instructional skills and gain the confidence needed to move forward when I stumble. And, I try to share what I’ve learned with my colleagues in psychology, who are an ongoing source of new learning for me.
Course Syllabi
And
Evidence Supporting Nomination Criteria

Please note:

Samples of course assignments are provided following each of the 2 syllabi, to illustrate how Dr. Steffen’s teaching philosophy influences learning assignments and methods of evaluation
Psychology of Death and Dying Psychology/Gerontology 2280  
Mid-Semester Course Fall 2012 (10/15/12-12/14/12)

Faculty: Dr. Ann Steffen, Associate Professor; Director of Doctoral Program in Clinical Psychology
Office: 236 Stadler Hall     Phone: 314.516.5382 (email is better way to reach me)
Email: ann_steffen@umsl.edu     Office Hours: by appointment

Please Note: I prefer to be addressed as “Dr. Steffen” and expect your emails to be professionally written with appropriate grammar and punctuation. Do not email me or the course GTA from a mobile device (smartphone, tablet, iPad) unless you can capitalize and punctuate as well as you would in an email to a potential employer.

This course requires the use of a laptop or desktop PC. Students will not be able to complete the required assignments using only a tablet (iPad, etc) or smart phone.

Required Books:


3. Additional required reading and viewing materials will be posted on the course MyGateway site.

Course Description:
*Psychology of Death & Dying* integrates the experiential, scholarly, social, individual, emotional, and intellectual dimensions of death and dying. The course is intended to provide a solid grounding in theory and research, as well as practical application to students' lives. This is a fully 100% online course, using web-based learning tools on MyGateway in conjunction with the required readings. Students are responsible for accessing and using the variety of online resources available, routinely checking their student email, and reading the assigned material in preparation for the course exams and assignments.

Important Note: This is an intensive 8-week course. If it was offered on campus for 8 weeks, you’d be in class 5 hours/week, along with the travel time involved. The online version is no different in terms of expectations. This is an active online course that requires 4 hours of your time on the course MyGateway site each week IN ADDITION TO the time it takes you to read the “Last Dance” textbook and study for the weekly quizzes. That means that you need to plan to spend a minimum of 8 hours every week. If you do not have that amount of time, you should consider taking the course another semester.

Course Objectives:
By the end of this course, you will be able to:
- Describe how historical and cultural factors shape personal attitudes towards death & dying.
- Understand how your own loss experiences influence your preferences for end of life care.
- Identify health care practices and policies in the US that influence end of life experiences.
- Explain the features of advanced health care directives, and how to create one for yourself.
- Describe common experiences in living with a life threatening illness, and hospice benefits.
- Reflect on factors that influence the diversity of grieving processes across the lifespan.
- Explore your developing views of an appropriate death, and life, for yourself.
Weekly Learning Units

(Instructions for all course related activities, assignments, and quizzes are posted on MyGateway in the Weekly Units section. These are subject to modification as needed; any changes will be posted on MyGateway and students will also be emailed. The information below highlights deadlines for the sources of evaluation of your performance while in the course.)

Getting Started: Overview of course and strategies for success (Oct 17th is Last day to add)
(see page 4 of this Syllabus-complete by Friday Oct 19th 5pm CST or you will be dropped.)

Week 1: How We Learn About Death
1) Assignment: Complete Lossography Worksheet Exercise, plus
2) Post Commentary #1 (Deadline Saturday Oct 20th 5pm CST)
3) Quiz 1 (Chapter 2 plus additional online readings). Oct 17-20th, 5pm CST.

Week 2: Cultural and Societal Issues
1) Assignment: Peer Review of Commentary #1 (Deadline Saturday, Oct 27th, 5pm CST)
2) Quiz 2 (Chapters 3-4 plus additional online readings) Oct 25-28th, 5pm CST

(Sunday, October 28th is the Last day to withdraw from course without receiving a grade, or move to Satisfactory/Unsatisfactory grading status)

Week 3: Societal and Personal Health Care Issues
1) Assignment: Five Wishes Family Interview
   a. Read “Conversations” booklet and review instructions
   b. Interview Family Member (complete by Saturday, Nov 3rd)
   c. Written Commentary #2 (deadline, Saturday, Nov 3rd, 5pm CST)
2) Quiz 3 (Chapters 5 & 6 plus additional online readings). Nov. 1-4th, 5pm CST

Week 4: Living with a Life Threatening Illness
1) Assignment: Peer review of Family Interview Commentaries (deadline: Sat, Nov 10th)
2) Quiz 4 (Chapter 7 plus additional online readings) Nov. 8-11th, 5pm CST.

Week 5: Experiences of Bereavement & Grief
1) Assignment: Your Own Five Wishes
   a. Prepare draft of your wishes (complete by Saturday, Nov. 17th)
   b. Share with your health care proxy (complete by Saturday, Nov. 17th)
   c. Written Commentary #3 (deadline Saturday, Nov. 17th 5pm CST)
2) Quiz 5 (Chapters 8 & 9 plus additional online readings). Nov. 15-17th, 5pm CST.

(Thanksgiving break Nov. 17th 5pm to Sunday, Nov. 25th)
(Monday, November 26th is the Last Day a Student May Drop or Withdraw from Class)

Week 6: Lifespan Issues
1) Assignment: Peer review of 5 Wishes commentaries (deadline, Saturday, Dec 1st 5pm)
2) Quiz 6 (Chapters 10 & 11 plus additional online readings). Nov. 29-Dec. 2, 5pm CST.
Week 7: Suicide & Personal Values and Choices
1) Assignment: Values Questionnaire and Worksheet (deadline Saturday, Dec. 8th 5pm)
2) Quiz 7 (Chapters 12 & 14 plus additional online readings). Dec. 6-9th, 5pm CST.

Final Exams Week
1) Assignment: Values Written Commentary (Deadline, Fri. Dec. 14th 5pm CST)
2) Complete course evaluation

Description of Sources of Student Evaluation
Total Points = 250
I. Getting Started = 10 points AND required to remain in the course (4% of course grade)
II. Written Commentaries & Peer Reviews = 120 points (48% of course grade)
III. 6 Quizzes = 120 points (48% of course grade)

I. Getting Started: Introductory Assignments (10 points, AND required to remain in class)
*Deadline:* Must complete by Friday, Oct 19th, 5pm CST or you will be dropped from the class.

Description:
Go to “Start Here” in course MyGateway site. First watch the course introduction and then read the syllabus. After watching the course introduction and reading the syllabus, you will see a variety of course resources to read about. At the end of this process, you need to (1) take the required syllabus quiz (instructions provided in “Start Here” section of MyGateway site) and (2) introduce yourself to the class (instructions provided in “Start Here” section). You may take the quiz as many times as you need to, but must get 100% correct and complete your introduction. **Complete these steps no later than Friday, Oct. 19th 5pm CST or you will be administratively dropped from the course.**

II. Written Commentaries, Peer Reviews, and Worksheets (120 points)
*Deadlines:*
Written Commentaries:
- #1 Saturday, Oct 20th 5pm CST (20 points)
- #2 Saturday, Nov. 3rd 5pm CST (20 points)
- #3 Saturday, Nov. 17th 5pm CST (20 points)
- #4 Friday, Dec. 14th 5pm CST (20 points)

Peer Reviews:
- #1 Saturday, Oct 27th 5pm CST (10 points)
- #2 Saturday, Nov. 10th 5pm CST (10 points)
- #3 Saturday, Dec. 1st 5pm CST (10 points)

Worksheet
- #1 Saturday, Dec. 8th 5pm CST (10 points)

Description:
Specific instructions for these writing assignments, including deadlines and expectations for grading, will be provided in the relevant Weekly Learning Units in the course MyGateway site. There will be a 10% drop in your grade for every 24 hours that an assignment is overdue. Thus, no commentaries or peer
reviews that are submitted more than 1 week late will be graded. This policy is needed for us to be able to grade the assignments and provide feedback in a timely manner, and in fairness to the rest of the class.

III. Weekly Quizzes (20 points each = 120 points total)

You will be graded on your performance in 6 of the 7 possible multiple choice timed quizzes that are taken at home with open book/access to your notes. The quizzes are available in the relevant Weekly Learning Unit section of the course MyGateway site, and are designed to evaluate your comprehension of the material presented in the course, including assigned readings and other online content. Only 30 minutes is allowed for each quiz of 20 questions; the quiz automatically stops after the 30 minutes.

- Each quiz is open for a 3 or 4-day window during which you must take the quiz.
- You will have the opportunity to re-take each quiz just once during the quiz window, with the second of these two attempts counted for your course grade. **However, you cannot retake the quiz on the same day as your first attempt.** Thus, if you want the option to retake the quiz once to improve your score, you cannot wait until the last possible day to take it for the first time. Because each quiz administration draws from a much larger pool of questions, you will receive a different random selection of questions for your second attempt.
- Because your final grade is based on 6 of these quizzes, you have the option of not taking one of the quizzes, or taking all 7 quizzes with the best 6 scores counted.
- Waiting until the last minute to take a quiz limits your options. Plan ahead. **Don't take your quiz for the first time at the end of the day on the last day.** You lose the option to retake the quiz, and also put your course grade in jeopardy if something comes up (e.g., you know – the stuff of life, work, family, illnesses, etc.). Leave room for emergencies and have a back up plan.

The schedule for your quizzes is shown on pages 2 & 3 of your syllabus.

If you have a documented disability that requires testing accommodations, including extended testing time, then you will need to contact Dr. Steffen at the beginning of the semester to (1) confirm that we have received documentation from the Disability Access Services office and (2) are aware of the specific accomodations that have been approved for you. If you need any testing accomodations other than extended test time, you will need to schedule specific dates to take your exams at Disability Access Services office. Extended testing time can be accomodated at your home as long as we have that documentation from Disability Services in advance of the quiz date.

Groups for Written Commentaries
Because some of your commentaries involve responding to submissions by classmates, you will be assigned to a specific group of 6-8 students for all of your Written Commentary assignments. Each time that a Written Commentary is due, a link for this will appear in the relevant Learning Unit. Dr. Steffen will post specific instructions to help you prepare your Written Commentary, and students must submit their Commentary during the specified time frame; you cannot wait to the end of the semester and “catch up.”

Posting a Commentary requires careful preparation and proofreading, with the expectation that you are first crafting your commentary in a word editing package and then cutting/pasting into your group forum. Commentaries must show that you are following the specific instructions posted by Dr. Steffen for each, and should use information from the Last Dance textbook. Each of your commentaries are evaluated and graded for conceptual soundness, relevance to class issues, attention to details, sensitivity to issues of diversity, and appropriate spelling and grammar. Because educated individuals communicate effectively and precisely, style, grammar, and spelling count. You will most likely need to communicate in
electronic (e.g., email) format for a paid job, and how well you present yourself will impact your future career. So, take your time with these assignments, proofread your work, and pay attention to details. These aren’t text messages to your best friend….keep your commentaries formal, polite and without abbreviations. Remember that Dr. Steffen is reading and grading these, just as your emails to a coworker could always end up in your supervisor’s email inbox without you knowing (or planning) this in advance.

**Final grades for the course will be posted by the end of the day on Wed, Dec. 19th, 2012.**

All course-related grades will be posted in the online Grade book in the class MyGateway site. Students can access their individual grades via the “Check Grade” link located in the “Tools” area of the class MyGateway site.

You can determine the percentage grade you receive for each assignment by taking the number of points you receive, and dividing this by the number of points possible (e.g., If you receive 15 points for the Family Interview Commentary, with 20 points possible, 15/20=75% C).

Final grades are determined at the end of the semester, and will be posted in MyGateway. Final grades will be based on the University of Missouri-St. Louis incremental grading system:

A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 59% and Below  (no plusses or minuses)  
(e.g, with a total of 250 points possible in the course, A begins at 225 points (.90 x 250), etc.)

ANY STUDENT WHO HAS A DOCUMENTED DISABILITY THAT WOULD MAKE IT DIFFICULT TO COMPLETE COURSE ASSIGNMENTS OR TESTS AS OUTLINED IN THIS SYLLABUS: PLEASE MAKE AN APPOINTMENT WITH ME IMMEDIATELY SO THAT I CAN EITHER ARRANGE FOR APPROPRIATE ASSISTANCE OR DESIGN AN ALTERNATIVE PROCEDURE TO EVALUATE YOUR WORK. FOR YOUR INFORMATION, THE OFFICE OF DISABILITY ACCESS SERVICES IS LOCATED IN 144 MSC, 516-6554.

Delayed Grade Policy: Students are expected to complete all of the work for this course during this semester, and during the dates allotted for specific exams and discussions. **No delayed grades will be given for this course.** If a student experiences a personal or medical event that interrupts her or his ability to participate in the class, a drop can be requested within the timeframe allowed by the university.

What I expect from you:

- Regular use of the class MyGateway site, and regular checking of your campus email.
- Completion of assigned reading (follow the schedule for the reading assignments).
- Adherence to mandated deadlines for your work.
- Competence in written and oral communication in English.
- A desire or at least a willingness to perform within the parameters of this course.
- A degree of maturity, civility, and propriety in your communications with your classmates and with me.

**MyGateway and E-Mail:**

Students need to use the campus MyGateway system and student e-mail for this class. The MyGateway system contains all course information, lectures, exams, and a variety of other study aids. Campus email (via the studentmail server) is used for a variety of communication purposes—I send out email to the entire class, and to individual students. You must check your campus email on a regular basis.
How to contact Dr. Steffen:

General questions about the course (e.g., syllabus, assignments, exams) should be posted in the "Questions?" section of the class MyGateway site. This allows students in the course to benefit from all questions and responses. There may also be times when you have a very specific or personal question that is best addressed individually. I am happy to arrange a time to talk with you. Because I typically have a number of research and administrative meetings that take me away from my office, the best strategy for contacting me is to either email me, Dr. Steffen, at ann_steffen@umsl.edu.

Class Conduct:

Students are expected to follow the campus student conduct code. Any successful learning experience requires the mutual respect of both the student and the instructor. In this course, you will receive a 0 for any assignment in which there is academic dishonesty, and this will also be reported to the campus Office of Academic Affairs.

CONDUCT FOR WHICH STUDENTS ARE SUBJECT TO SANCTIONS FALLS INTO THE FOLLOWING CATEGORIES:

1. Academic dishonesty, such as cheating, plagiarism, or sabotage. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards. In all cases of academic dishonesty, the instructor shall make an academic judgment about the student's grade on that work and in that course. The instructor shall report the alleged academic dishonesty to the Primary Administrative Officer.

   a. The term cheating includes but is not limited to: (i) use of any unauthorized assistance in taking quizzes, tests, or examinations; (ii) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (iii) acquisition or possession without permission of tests or other academic material belonging to a member of the University faculty or staff; (iv) knowingly providing any unauthorized assistance to other student on quizzes, tests, or examinations.

   b. The term plagiarism includes, but is not limited to: (i) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations or bibliographical reference; (ii) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (iii) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators.

   c. The term sabotage includes, but is not limited to, the unauthorized interference with, modification of, or destruction of the work or intellectual property of another member of the University community.

2. Forgery, alteration, or misuse of University documents, records or identification, or knowingly furnishing false information to the University. (Thus, intentionally providing false information on a course discussion forum or in your written papers is academic misconduct.)
3. Obstruction or disruption of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.

4. Physical abuse or other conduct which threatens or endangers the health or safety of any person.
General Instructions for Commentaries: (150-350 words).
For each formal written commentary that you prepare in this course, you should carefully read the specific directions provided. Each time, you’ll be expected to write about both your personal experiences and how those directly relate to specific concepts and material from your Last Dance textbook. Your commentaries are evaluated for conceptual soundness, relevance to class issues, attention to details, sensitivity to issues of diversity, and appropriate spelling and grammar. Because educated individuals communicate effectively and precisely, style, grammar, and spelling count. You will most likely need to communicate in electronic (e.g., email) format for a paid job, and how well you present yourself will impact your future career. So, take your time with these assignments, proofread your work, and pay attention to details. These aren’t text messages to your best friend….keep your commentaries formal, polite and without abbreviations.

There will be a 10% drop in your grade for every 24 hours that an assignment is overdue (clock begins at 11:56pm on evening that assignment is due). No commentaries that are submitted more than 1 week late will be graded.

“A” quality commentaries (18-20 points)
• You made at least two thoughtful and detailed/specific connection to the Last Dance textbook readings.
• You directly explained the connection between the readings, keywords, and your specific points.
• Your post was clear and concise, and free of spelling/grammatical errors.

“B” quality commentaries (16-17.5 points)
• You connected your experiences to at least two terms/concepts from the Last Dance textbook.
• You explained the connection between these concepts and your experiences/points.
• Your post was not entirely clear and concise, and/or had a few spelling/grammatical errors.

“C” quality commentaries (14-15.5)
• You made weak references to the Last Dance textbook and keyterms, without clear explanations.
• You discussed your assignment from your perspective.
• Your post was not entirely clear and concise, and had three or more spelling/grammatical errors.

“D” quality commentaries (12-13.5 points)
• You did not follow the instructions posted by Dr. Steffen.
• You didn’t demonstrate that you had the textbook.
• Your post was not clear and concise, and had three or more spelling/grammatical errors.

If you scored below 12 points (“F”)
• Your posting was of very poor quality, and did not meet any of the above expectations.
• You did not make a posting at all or submitted 1 week or more after due date.

Tips on how you can improve your score …
• Type your commentary in a word processor first, and correct any errors detected via spell-check.
• Use the word count function on your word processor. Ensure that your post is around 150-350 words. If it is longer than 350, focus on main points and shorten your response. If it is under 150 words, expand.
• If you are unsure about the spelling of a word, use http://dictionary.com to look it up. Read the definition of the word. Is this the word you meant to choose?
• Integrate the readings thoughtfully; do not just quote Last Dance’s content (i.e., don’t type material directly from the textbook.) You need to explain the link between terms from Last Dance and your point.
• Read your post out loud to yourself. Does a phrase or sentence sound informal or awkward? If so, you may be able to fix it by rewording the sentence, creating a new sentence, employing commas, and/or correcting the spelling. If you hear pauses as you speak, this is a sign you need a comma, semi-colon, new sentence.

To improve your writing skills: http://www.umsl.edu/~umslenglish/writing_lab/writinglab.html
Anytime before the final deadline for the posting, you can still go back and edit it!
**Written Commentary 1: Deadline is October 29th 5pm CST.**

1. Complete the Lossography worksheet first.

2. Write a description of your initial reactions to the Lossography exercise. What did you learn in the process of doing this worksheet? How do your loss experiences relate to the material in Chapter 2 of the Last Dance textbook? Select 2 key terms from the Chapter 2 list and connect those terms to your lossography by discussing how they are related. Provide specific page numbers from your Last Dance textbook in parentheses after discussing a specific key term, to demonstrate that you are referring to the textbook, but DO NOT USE DIRECT QUOTES from the textbook. Explain the connection using your own words, as if you were explaining this to a friend or family member.

3. Open and read the attached pdf file on Guidelines for Written Commentaries. Follow the directions provided.

4. Be sure to read the comments by your classmates that were posted before you post your own. It will be important that your commentary adds something new to the group, so you can't just repeat the same ideas/textbook references as those used by other students. You will not get points for repeating the same points made by your classmates before you. So, the earlier you complete these commentaries, the easier they will be.

Please note!!!! You should not send your completed Lossography worksheet to Dr. Steffen or attach it to the discussion board. Just use it as a basis for your written commentary.

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**Written Commentary #3: Deadline: Saturday Nov. 3rd 5pm CST.**

After reading Last Dance Chapter 8 and completing your discussion with your own health care proxy about your 5 Wishes, write a commentary about this conversation and how it relates to funeral planning issues described in Chapter 8. What did you learn in the process of thinking about your funeral-related wishes on page 9 (Wish 5), and how did you share your developing knowledge of these issues with your health care proxy? Describe and explain how this relates to at least two specific key terms or concepts from Chapter 8 of the Last Dance textbook regarding funeral planning. How specifically did the Handbook for Mortals reading on funerals help or not help? Were your developing ideas about your funeral preferences influenced by the required video "The Undertaking?" Why or why not? Be sure that your comments add something new to your group's discussion; don't just repeat the same comments made by other students. Explain why/how the material in the textbook, in Handbook for Mortals, and in the video are related to your preferences.

Please note!!!! You do not need to send your completed 5 wishes form to Dr. Steffen or attach it to the discussion board. Just use it as a basis for your commentary.

Be sure to follow the directions provided for all written commentaries for the course.
Overview

One of the goals of this course is to help you apply the information and concepts presented in class to your own death-related attitudes, beliefs, values, and behavior. A Lossography details the death and loss events in your life, along with your present understanding of how each experience has influenced your attitudes and beliefs.

A variety of challenges may arise when you begin to examine your attitudes and experiences. For instance, you may have only incomplete memories of previous loss experiences. We suggest that you contact those adults who might be willing and able to fill in the gaps in your knowledge.

Uncomfortable and sometimes painful feelings may result from reading, writing, and talking about certain experiences, perhaps for the first time. Students have reported that being in an environment where they are “not the only ones” exploring past experiences is helpful. It is also important for you to know that you retain control and freedom over what you disclose during this course. Decisions about what you choose to share about your life during the course and in the following activities are yours; your grade is not dependent upon the level of detail you provide about painful experiences that you’d rather keep private. On the other hand, some honest self-reflection, and some attempts to connect your life experiences to those of your classmates can be helpful. We suggest that you both prepare yourself to take some risks and protect yourself when you are feeling vulnerable.

Many students discover that exploring their attitudes and subsequently writing a “Lossography” is a valuable experience. This set of assignments will lead you to reflect on past experiences of loss.

The activities that follow provide you with basic information about yourself. The following pages of this worksheet will help you begin with examining your childhood losses.

Time and again, students have been thankful for the opportunity to look closely at their attitudes and experiences and find, on paper, the various influences on their behavior. Insights about current beliefs and information about possible changes for the future are greatly valued.
Complete the following pages – BEFORE preparing your first written commentary which is due Oct 20th 2012, 5PM CST.

**Lossography Worksheet Reflection Exercise #1- Childhood Loss Memories**

Use the first activity in this section, Childhood Loss Memories, to focus on some of your earliest memories of loss and death. You will then use this exercise in your required discussion forum posting. (Write down enough details to be helpful and meaningful to you.)

Directions –

In the space below, write down your earliest memories of loss and death (including both people and pets, etc). Describe who in your life has influenced your attitudes toward death. Tell the “story” of your experience, and be sure to note how old you were at the time.

What were your reactions?

What were the reactions of those around you?

In what ways do you feel that you were supported or not supported at that time?

In what ways did this loss experience influence your reaction to subsequent losses in your life?
Lossography Worksheet Reflection Exercise #2: Loss Inventory

Directions: Use this page to record the losses in your life. Place your age at the time of each loss in the space to the left and then briefly describe the event, including your beliefs about the impact that specific loss had on your reactions and attitudes towards death, grief, funerals, etc. These losses can include pets, family members, friends, or others who have been important (e.g., teachers, neighbors, a favorite singer or actor/actress, etc).

___ 1. _____________________________________________________________________________
_____________________________________________________________________________________

___ 2. _____________________________________________________________________________
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___ 3. _____________________________________________________________________________
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___ 10. ____________________________________________________________________________
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___ 11. _____________________________________________________________________________
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Overview:
Advanced health care directives, also known as living wills or advance directives, are instructions given by individuals specifying what actions should be taken for their health in the event that they are no longer able to make decisions due to illness or incapacity. There are several components to this assignment using the 5 Wishes form, including (1) interviewing a family member – biological or chosen - about her/his 5 wishes, (2) completion of a 5 Wishes form for yourself and sharing this information with the person you've identified as your health care proxy, and (3) posting the required Written Commentaries.

Defining “Family”:
Sometimes students in this class have their closest relationship with a person who is not a relative. Examples of these relationships include long-time extremely close friends, godparents, fiancés, or romantic partners who have attained “family” status by the central importance of this relationship. These individuals have become part of our “chosen family.” Such individuals are typically a part of holiday celebrations. You would likely be involved in helping them during an illness and would be consulted regarding funeral/memorial plans at the time of their death. This assignment uses the term “family” to reflect both biological and chosen family members, to reflect this fact. So, it is up to you to decide who you interview for this assignment. Just don’t select a casual friend just because that seems easier than interviewing a biological family member or your life partner.

Step by Step Instructions

1. Please print 3 copies of the 5 Wishes PDF. One will be for your family member to look at and write on, and the other for yourself to make notes on during your interview. The 3rd copy you will leave blank, and will complete for your own wishes (as part of next learning unit).

2. Read through the instructions within the document - there are portions that request you cross out items you disagree with or that you are not interested in. Your family member should be doing this during your interview with them.

3. For the upcoming due date on Nov 3rd, you must complete the interview with your family member and end up with a copy of their 5 Wishes on which you've written down your family member's responses. You will not be turning that in, but you need this to use for preparation of your written commentaries. Do NOT just hand this form to them and have them complete on their own. Instead, you need to walk through each item with them in a face to face session and treat this as an interview. If an in-person interview isn’t possible, SKYPE (but not telephone) is an acceptable alternative. Please be considerate of the fact that asking someone to complete the 5 wishes is very sensitive. You should be taking time to read over the conversations booklet before sitting down with a family member to do this. Additionally, think about how you would want someone to initiate the conversation with you. Remember the complexity and sensitivity of the questions that you are asking. Be prepared for it to raise some tough issues. Do not simply hand them the document and then just be present... remember you are the expert at this point compared to many others and you can be a good resource and guide to those responding to the items. If you have concerns about how to initiate these conversations you should feel free to email me to schedule a phone call for us to discuss.

- A good way to start: “Hi (Mom, Dad, Sis, Brother, etc), I’m taking a psychology course this semester that requires me to interview a family member about their health care preferences; are you willing to help me out with this? We are learning about the importance of planning for future health care decisions, and have a specific interview form to use for the class. The interview will take between 30-60 minutes, and there is an
advanced care planning sheet that we would talk through when we meet. I have to complete this interview by Saturday November 3rd. What do you think; are you willing to help me?”

-If the family member says: “Oh, I’ve already done that kind of thing, so I don’t need a new form.” You can respond something like: “Well, for this class assignment, there is a very specific format that I have to use for the interview with a family member. However, if you’d prefer that I just ask someone else, that’s okay too.”

During your interview with a family member, follow up on their statements with questions so that you understand why they are making certain decisions. You should also be considering if this is an easy or complicated process... and why. Inquire if they are uncomfortable with questions, if they have given thought to these things in the past and so on. Also think about how you feel asking questions about their preferences.

4. Be sure to inform family members that this is NOT a legal document and if they wish to have it become one that it must be notarized in the state of Missouri. (Our UM-St. Louis campus bookstore offers free notary services!) You should also inform them that this is an assignment and that you will be writing about this experience and sharing your reflections with your professor and a group of your classmates. However, you can assure them that no personal identifying information (names, etc) or private details need be disclosed during your written commentary. Anything they wish to remain private can remain private.

5. For the 2nd part of this assignment, complete the 2nd printed copy with your own responses (Nov 17) and discuss this with the person you’ve selected as your health care proxy (Nov 17th). Think about each decision carefully and explore what it means to you. This should also be completed as a face to face meeting between you and your health care proxy. Again, this document is not legally recognized in the state of Missouri until you have it notarized.

6. There are other documents posted on Mygateway that are intended to help in this process. They provide information regarding some of the choices we all have to make regarding end-of-life issues that you can use to explain some things to your family member. They also provide information regarding how to initiate a conversation on these matters with family.

Please let me know if you have any questions regarding any portions of this assignment.
5 Wishes Worksheet
(to help with your written commentaries)

Notes from interview with family member

How did the “Conversations” booklet help with that interview? How was it not helpful?

What it was like to interview someone about their preferences regarding end-of-life matters?

How did you begin the conversation? What concerns/reservations did you have? Anything that you now wish you said or done differently?

Consider specific things they may have said to you - thoughts or feelings they may have shared. Also consider how you were feeling in this process. What were you thinking about? What might be some future conversations that you’d like to have on this topic?

Notes from reactions to completing your own 5 Wishes and discussing with your health care proxy

Was it hard or strange or scary to think about your own death and how it might occur?

What was helpful about this process?

Were there questions or items that surprised you? Were there items that you were uncertain of how to respond?

How did you go about making decisions? Were there ways in which others influenced your response?

What were some questions and reactions of your health care proxy?
Notes from *Last Dance* textbook and *Handbook for Mortals*

Which keyterms and concepts presented in **Chapter 6 (End of Life Issues)** were particularly interesting to you, and related to your experiences with these 5 Wishes interviews? *(Write down section titles, page numbers, specific points to help with your written commentaries. Be sure that when you actually write the commentaries, you are using your own words and not taking phrases directly out of the book – which is plagiarism).*

Was there a specific section of *Handbook for Mortals* that really helped you think about these issues for yourself? In what ways? How was this material helpful? Be specific….show me that you really read this material and understand it.
Psych2280 Fall 2012
Peer Review of 5 Wishes Family Interview Written Commentary (10 pts)

Deadline: Saturday, November 10th 5pm CST. Students will lose 1 point for every 24 hours that this assignment is submitted late.

This peer review assignment is designed to help you build your skills in evaluating written work. Oftentimes, looking at the writing assignments completed by other students can help you improve your own coursework. It is important to note that your commentary is submitted only to Dr. Steffen and will not be shared with any other students in the class. That means that the student whose work you review will not see your ratings or comments.

Your Name: ____________________________

Step 1: Go to your group, and open forum for Written Commentary #2: 5 Wishes Family Interview. Read the commentaries submitted by your classmates, and select one specific commentary to review (not your own).

Name of the student you have selected: ____________________________

Step 2: Read the following specific instructions that were provided for this Written Commentary #2:

Instructions: After reading Last Dance Chapter 6 and completing your interview with a family member using the 5 Wishes form and worksheet, write a description of your experience interviewing your family member. What did you learn in the process of doing this 5 Wishes interview and how did you share your developing knowledge of end-of-life decision making? How does this directly relate to at least two specific key terms or concepts from Chapter 6 of the Last Dance textbook regarding advanced directives? How specifically did the Handbook for Mortals readings help or not help? Be sure that your comments add something new to your group's discussion; don't just repeat the same comments made by other students. Explain why/how the material in the textbook that you write about is related to your experiences. Please note!!!! You do not need to send your completed 5 wishes form worksheet to Dr. Steffen or attach it to the discussion board. Just use it as a basis for your commentary.

Step 3: Open the file “Guidelines for Written Commentaries” and read those instructions.

Step 4: Cut and paste this student's actual written commentary #3 below:
**Step 5:** Rate this student’s commentary on the following dimensions. Place an X in the box that fits best and explain the reason for your ratings when instructed to do so.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Was this student’s commentary submitted before the deadline?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Was this commentary within the word limits provided in the Guidelines?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Did student describe Last Dance concepts in own words? (no quotes)</td>
<td></td>
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<tr>
<td>4.</td>
<td>Could you identify which 2 keyterms/concepts from Chapter 6 the student included?</td>
<td></td>
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<tr>
<td>5.</td>
<td>List these 2 terms/concepts here:</td>
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<td>6.</td>
<td>(a) How well did the student explain these 2 terms/concepts from <em>Last Dance</em>? (Could you tell that the student actually read the textbook and understood the related material?)</td>
<td>Not at all (F)</td>
</tr>
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<td></td>
<td>(b) Explain the reason for your rating here/Provide example:</td>
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<td>7.</td>
<td>(a) How well did the student describe the connection between the family interview and these 2 terms? (Did you understand the explanation of how these terms were related to their specific family interview experience?)</td>
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<td></td>
<td>(b) Explain the reason for your rating here/Provide example:</td>
<td></td>
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<tr>
<td>8.</td>
<td>(a) How well did the student connect their family interview experience with material from <em>Handbook for Mortals</em>?</td>
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<td></td>
<td>(b) Explain the reason for your rating here/Provide example:</td>
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<tr>
<td>9.</td>
<td>(a) Quality of Writing: Did the student proofread to correct spelling errors and word choices?</td>
<td></td>
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<td></td>
<td>(b) Explain the reason for your rating here/Provide example:</td>
<td></td>
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<tr>
<td>10.</td>
<td>(a) Quality of Writing: How well did the student proofread for grammatical errors, including complete sentences, appropriate use of commas &amp; semi-colons, and other issues?</td>
<td></td>
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<tr>
<td></td>
<td>(b) Explain the reason for your rating here/Provide example:</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Overall, how well did the student follow the instructions for this assignment</td>
<td></td>
</tr>
</tbody>
</table>
Faculty: Ann Steffen, Ph.D.
Offices: 236 Stadler Hall
Phone: 516-5382
Email: ann_steffen@umsl.edu
Office Hours: Thursdays Noon-1pm or by appointment

**Required Readings:**


Additional Readings Posted on MyGateway

**Course Description:**

This reading-intensive survey course is intended to provide you with an introduction to some of the theoretical, methodological and empirical foundations of psychological interventions and their implications for your professional development. The primary focus of the course is not on the content of specific forms of psychotherapy; thus, this is not targeted to meet your immediate needs for skill development in the administration of specific clinical interventions. Rather, we’ll be surveying a few of the many developing psychological frameworks that guide research, practice, and professional training—spanning disciplinary goals as diverse as treatment and the prevention of mental health problems.

**Course Requirements (Total Points = 400)**

Attendance is required, although excused absences are permitted with the approval from the instructor. Your course grade will be based on the following:

1. **Class Participation and Facilitation (100 points).** Because this is a seminar, students are expected to actively participate in class discussions each week. Completion of class readings and preparation for in-class participation is an essential part of your success in this course. Students will share responsibility for guiding the class discussion of the readings. At the beginning of the semester, you will select the readings for which you will facilitate class discussion (see end of syllabus for more information).

2. **Weekly integrative commentaries (100 points).** In preparing for this seminar, you can’t leave all of the reading for the night before class. There is too much reading, and feelings of time pressure reduce our ability to concentrate adequately on the material. On the other hand, the readings are long enough that if you do all of the reading far in advance of each class, you will need to focus on core concepts in order to be prepared for class discussions. To assist with this process, students will submit a 1-2 page (Times New Roman 12pt, 1 inch margins, double-spaced) integrative commentary on the weekly readings, submitted on the Assignments section of the course MyGateway site, no later than 5pm the day before class. Points will not be given for written reactions submitted after the deadline.

I'd like your weekly written commentaries to focus on two things:

a). Devote 1 long paragraph to a summary of some of the ways that the readings related to each other, using comparison and contrast. (This is not expected to be an exhaustive summary of all of the
readings and a point by point comparison and contrast. Just focus on several key themes from the readings.

b). Have your 2nd paragraph be focused on what aspects of the readings were new and/or particularly interesting to you, and if there were points that were unclear or controversial. What is the particular relevance of some of these readings for your development as a clinical psychologist? So, in this second paragraph you will be using "I" language throughout.

(3) **Midterm and Final Essay Exams (100 points each = 200 points)** Midterm: Oct 6-13th; Final: Dec 12-15th. Your course grade will be partially based on your performance on 2 essay exams. The tests are designed to evaluate your comprehension of the material presented in the course: based on assigned readings and in-class discussions. The Midterm will be a take-home exam with no consultation permitted between students in the class, or assistance from other individuals. The final exam will be a closed book, no notes exam taken at the Online Testing Center on campus. Two weeks prior to the final exam, on the course MyGateway site, under Exams, in the folder titled “Prospective Exam Questions”, you will see a list of the possible essay questions to use as preparation. For your actual exam, you will respond to three randomly selected questions. More instructions regarding this procedure will be included in the list of prospective exam questions.

**Class Discussions (Subject to Modification as Needed; Changes will be posted on MyGateway):**

**Section I: Why are we here? Clinical science and training as an ongoing process**

**Aug 25 Taking Perspective (no critique due before this class)**


**Sept 1 Levels and Models of Psychological Interventions and Training**


**Section II: Methodological and Conceptual Issues in clinical intervention research**

**Sept 8 Research Methodology in Clinical Interventions and Training**


**Sept 15th Emotional Processes and implications for Psychological Interventions and Training**


**Sept 22 Cognitive and Social Processes in Psychological Interventions and Training**


Sept 29  Meeting the needs of diverse clients

Norcross et al. (2011).  Chapter 8: Multicultural Approaches to Psychotherapy

Norcross et al. (2011).  Chapter 13: Client Diversity in Psychotherapy (pp. 475-483)


Norcross et al. (2011).  Chapter 14: Integration of Spirituality and Religion into Psychotherapy (pp. 533-543)


Oct 6  Intervening Across the Lifespan


Oct 13 Midterm Week – No Class
Section III: Systems of Psychological Treatments and Applications to Specific Client Populations

Oct 20 Introduction to Psychodynamic and Interpersonal Psychotherapies

Norcross et al. (2011). Chapter 3: Psychoanalytic Theories of Psychotherapy


Oct 27 Introduction to Humanistic and Experiential approaches

Norcross et al. (2011). Chapter 5: Humanistic and Experiential Theories of Psychotherapy


Nov 3 Waves of Behavioral Therapies: From Watson to DBT & ACT

Norcross et al. (2011). Chapter 4: Behavioral Theories of Psychotherapy


Nov 10 Treatment Modalities (Note – class held via online discussion forum)

Norcross et al. (2011). Chapter 14: Treatment Modalities –
- Couple Therapy (pp. 485-496)
- Family Therapy (pp. 487-504)
- Group Therapy (pp. 505-515)


**Nov. 17  Introduction to Cognitive Theories of Psychotherapy and CBT**

Norcross et al. (2011). Chapter 7: Cognitive Theories of Psychotherapy


**Nov 25  No class, Thanksgiving Break**

**Dec 1  Topics in Behavioral Medicine**

Norcross et al. (2011). Chapter 15: Psychotherapy for Specific Disorders
- Substance Abuse (pp. 574-587)

Norcross et al. (2011). Chapter 13: Psychotherapy Patients
- Health and Medical Conditions (pp. 467-474)


Norcross et al. (2011). Chapter 14: Treatment Modalities
- Pharmacotherapy (pp. 516-532)

**Dec 8  Positive Psychology**


**Final essay exam: Dec 12-15th (Covers readings from Oct 20-Dec. 8th)**

**Tips for Facilitating Discussions**

Facilitating a seminar discussion seems easy, until you have to do it yourself. All of you are likely to be in future positions where a variety of facilitation skills will be called upon. So, view this as an ever-developing set of competencies that will be useful throughout your career. As a class facilitator…..

1. Limit your initial comments to just a few brief remarks to warm up the group. If you begin your time as facilitator by talking for a longer period, this tends to dampen the comments by others, sometimes because you've already said many of the most important/key points. For an afternoon class, sometimes simply talking for a longer period of time lowers the energy in the room. Because your goal is to keep our group-level discussion going (rather than demonstrating your own extensive understanding of the reading), hold back some of your remarks for later. You can add these in if the conversation stalls or you want to stimulate discussion of a specific aspect of the readings.

2. Start with general, not specific, questions for your classmates. All of you have the ability to come up with some really interesting and provocative questions for the group. Those are great, but more appropriate for the tail-end of the conversation about a specific reading. One of the first principles of facilitating discussion is to make it easy for individuals to participate and feel comfortable saying something. This means that those very easy "What seemed most important in these readings? What was new? What was most interesting? How does this relate to some of the past reading we've already done for the course?" are really the best way to get things started. Then, you can always add in those highly specific questions later on, after these "bigger picture" issues have been addressed.

3. This course is reading heavy, and sometimes we are each going to misread / misremember / misunderstand a point from a specific reading. The ability to question/clarify a comment made by another student in the class is important for this class, and generalizes to other settings such as clinical team and your research labs. In the future, you'll have to do this in the classroom, in group supervision, and on interdisciplinary clinical teams. The goal is to create an environment where these points of confusion can be talked through and clarified, in a helpful and respectful way. If you are facilitating the discussion, and another student does not request clarification for a confusing statement from a peer, it is your responsibilities to ask the speaker to clarify their statement or explore with the class if there are alternative interpretations of the reading.

**Additional Information about Exams**

Given the flexibility of online test taking, there are no “make-up” exams. Each test must be scheduled via the Online Testing Center's "appointment page" (see below). Waiting until the last minute to schedule and
take an exam means that you limit your options. Plan ahead. Don’t schedule your exam for the last possible day; this puts you in jeopardy if you need to cancel the exam on that day.

Testing will be handled through the Online Testing Center located in room 200 South Campus Computer Building (SCB). You will be required to show your student ID card at the time of the exam. Point your browser to: https://tomsawyer.umsl.edu/webapps/weboffice/OTC/user/login.cfm to schedule a test taking appointment. The Assessment Center has limited seating and a tight schedule, so be sure and plan ahead and get your appointments made in advance. You will have a maximum of 120 minutes to complete the exams, unless you have made arrangements with the Disability Access Services office to allow extra time as part of your testing accommodations. If you have a documented disability that requires testing accommodations, please see me to confirm that I have received documentation from the Disability Access Services office.

**Delayed Grade Policy:**
Students are expected to complete all of the work for this course during this semester. If a student experiences a personal or medical event that interrupts her or his ability to participate in the class, contact the instructor as soon as possible.

**Class Conduct:**
Any successful learning experience requires the mutual respect of both the student and the instructor. No one should be subjected to behavior that is in any way disruptive or rude. Students are expected to attend class regularly, come to class on time, and stay until the class is over.

**University Academic Dishonesty policy**
Students will receive 0% for any assignment in which there is evidence of engaging in academic dishonesty. In addition, any student who has violated the student code for academic dishonesty will be reported to Graduate Dean Judith Walker de Felix, and Dr. George Taylor, Chair of the Psychology Department.
This exam is worth 100 points total. Note that I am providing limits for the length of your responses so that you can focus on clarity rather than quantity. Prepare your responses with each answer beginning on a new page. Use Times New Roman, 12pt font, 1 inch margins, single space. Please place your name on a front cover page of your exam, but then do not have your name appear on any of the pages of your actual answers. This facilitates my ability to use a blind procedure for grading.

Expectations for Academic Honesty:

You are allowed to access all of the readings for the course, but are expected to work independently. Independence is defined as not consulting with anyone (i.e., program students, faculty, friends, colleagues, family members, any other living person who doesn’t fit the preceding criteria) during the process of preparing for, writing, and revising your responses. This includes using other students’ written preparations for previous exams in this course. I do not expect you to need to consult with published works (e.g., journal articles, books, internet sites) other than the assigned course readings, and there is no clear advantage to doing so. This is, however, not prohibited given the nature of the take home exam. Should you wish to do so, you are also allowed to consult with in-person and online feedback tools of the Writing Center (http://www.umsl.edu/~umslenglish/writing_lab/writinglab.html).

Be sure to cite your sources, and be mindful of the statement regarding plagiarism in the APA Ethical Principles of Psychologists and Code of Conduct “Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.” The definition of plagiarism provided by the UM-St. Louis Office of Academic Affairs encompasses 3 parts: (a) Use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with footnotes, citations, or bibliographical reference; (b) Unacknowledged use of material prepared by another person or agency engaged in the selling of term papers or other academic materials, (c) Unacknowledged use of original work/material that has been produced through collaboration with others without the release in writing from collaborators.

Recommendations for effective means of paraphrasing are available at a number of sites, including: http://www.umsl.edu/divisions/artscience/communication/resources/plagiarism.pdf and http://owl.english.purdue.edu/owl/resource/619/01.

Note that the very most effective means of avoiding improper paraphrasing is to put the reading material away, out of sight, prior to writing down anything, including preparatory notes. As soon as you begin taking notes with the original material in front of you, you increase the likelihood of plagiarism.
Question 1: The work by the Division 12 Task Force, as well as by other groups, to define and disseminate Empirically Supported Therapies has not been without controversy. Use readings from the class to discuss the scientific and professional tensions between a focus on empirically supported therapeutic strategies and a focus on empirically supported therapeutic relationships. What do you see as some of the future steps in psychotherapy research and professional training needed to address these issues?

Question 2: First read this definition: "Clinical psychology is defined as a psychological science directed at the promotion of adaptive functioning; at the assessment, theoretical understanding, amelioration, and prevention of human problems in behavior, affect, cognition or health; at the accumulation of empirically based knowledge concerning these areas of human functioning; and at the application of this knowledge in ways consistent with the best scientific evidence."(McFall, 1991).

As you consider the readings from the first half of this semester, why do you think that preventive interventions have received considerably less attention than psychotherapy within the field of clinical psychology? What have been some of the arguments posed in our readings for an increased focus on preventive interventions? Are the rationales and strategies for preventive mental health truly separate from other clinical interventions, or are these best viewed on a continuum? What are some of the most challenging aspects of designing, testing, and successfully implementing interventions aimed at preventing mental health problems? Provide some examples using readings from class.

Question 3: In our readings so far, we have spent a little time exploring the conceptual and empirical inter-relationships between emotions and cognitions. Independent of specific theoretical orientations/"schools" of psychotherapy, what are some of the contributions of translational efforts to our understanding of these interrelationships? What are some the implications for the prevention and treatment of mental health problems?

Question 4: When you apply for your predoctoral internship, you will likely have to prepare a response to the following essay question: “Please describe your experience and training in work with diverse populations. Your discussion should display explicitly the manner in which multicultural/diversity issues influence your clinical practice and case conceptualization.” Use content from our Sept 29th class to reflect upon how you hope to respond to that question by the time you apply for internship.

Question 5: Clinical psychologists are required to develop and demonstrate a host of interrelated functional and professional competencies. Together, how do the APA Code of Ethics (2003) and CCTC Workgroup guidelines (Fouad et al., 2009) frame recommendations for preventing and responding to professional impairment in psychologists?
Three of the following 6 questions will comprise your final exam; these will be randomly selected for you when you take your exam at the Online Testing Center. Schedule your time for the exam now.

You will have up to 2 hours to complete the exam. Each response should range from 500-700 words. Students in the class are welcome to work collaboratively with each other to prepare for the exam, but are, of course, ultimately responsible for their own answers. At the time of this closed-book/no notes exam, you will be permitted to prepare your answers in Word prior to cutting/pasting them into MyGateway.

You will be given 1 of the following 2 questions:

1. Chapter 4 of your textbook (Fishman, Rego & Muller, 2011) provide an overview of the history and basic tenets of the various sub-movements within behavior therapy. Describe the most important common “core” assumptions the authors believe are held by the majority of contemporary behavior therapists.

2. Compare and contrast the following two approaches to assessment, conceptualization and treatment: (a) diagnostic assessment leading to group-based protocols and nomothetic measures of outcome vs (b) individualized assessment and case formulation leading to idiographic treatment approaches and measures of outcome. What are the strengths and weaknesses of each?

You will be given 1 of the following 2 questions:

3. In their discussion of competency benchmarks, Fouad et al (2009) discuss intervention skills as a functional competency. Describe the components of this competency and the benchmarks provided for internship readiness (pp. S18-19). As you continue with your clinical training in preparation for internship, what are a few ways that you can proactively facilitate your professional development in these areas?

4. Throughout the course, we have explored some readings about clinical supervision. As you consider these readings in light of Chapter 17 of your textbook (Hess, 2011) and Fouad et al (2011; pp. S21-23), describe what you view to be the key goals and processes of clinical supervision. How do these readings advance your use of supervision as a supervisee? How do they help prepare you for your future role as a clinical supervisor?

You will be given 1 of the following 2 questions:

5. Discuss the themes evident in the history of psychotherapy integration as described in Chpt 9 of your textbook (Goldfried, Glass & Arnkoff, 2011). Of the four types of psychotherapy integration described on pp. 286-287, are there some that better lend themselves to scientific inquiry and empirical support than others? Why?

6. Please describe your theoretical orientation and how this influences your approach to case conceptualization and intervention. You may use de-identified case material to illustrate your points if you choose. (hint, this is one of the 4 standard essays for APPI, and there are a host of resources available on the web to support this process, including: http://www.pdi-online.com/Tackling_APPIC_Essay_2.htm.)