

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA
COURSE SYLLABUS

FP6035 -- Weekend Program

Fall 2010: 9/7/10 to 12/18/10

BLA

9/18-19 and 10/23-24

9:15AM – 6:00PM

BLB

11/13-14 and 12/11-12

9:15AM – 6:00PM

Course Title: Evaluation and Treatment of Offenders

Course Number: FP6035

Instructor: Neil Ross

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Office: Second Floor, AUSFBA

Office Hours: M, Tu, W 11-2
or by appointment, email, phone

Required Texts:

Hanser, R.D., Mire, S.D., and Braddock, A. (2011) *Correctional Psychology*. New York, Prentice Hall. eBook. [VitalSource Bookshelf]

[eBook access and links are available at the course eCollege website. Students should familiarize themselves with the eBook use resources and the VitalSource Bookshelf website and tutorials to develop competence in using the eBook format.]

**** Initial reading assignments: Hanser, et al: Chapters 1 and 2

Recommended Texts:

Goodman, A.M. and Weiner, I.B, Eds. (2008) *Handbook of Psychology: Forensic Psychology (Volume 11)*. Paperback. Wiley: ISBN: 13-978-0471619208

Melton, G. B. (1997) *Psychological Evaluation for the Courts: A Handbook for Mental Health Professionals and Lawyers*. Guilford Press. ISBN: 1572302364. [A book you will find useful in many courses in this program]

Course Description This is an introductory survey course exploring the theories and principles of forensic psychological assessment and approaches to the treatment of offender populations.

The assessment component will cover psychological testing and measurement and will investigate a spectrum of standardized tests: intelligence, personality, and achievement, and interest/career, neuropsychological and projective. There will be an emphasis on the competent, appropriate, and fair use of these instruments, the ethics of their use, and the integration of test results with the overall assessment and treatment planning for offenders and other forensic mental health populations.

The treatment component of the course will review and critique major therapeutic and counseling interventions (individual, group, family, residential) with adult and juvenile offenders within criminal justice, correctional, and community settings. Treatment of special offender populations will be covered

Pre-requisite Knowledge or Courses: Basic computer and word processing skills. Word 2003 or later mandatory.

Program Outcomes:

- **Outcome # 1: Psychological Theory and Practice**
 - Apply theoretical concepts and methodological approaches of psychology to the practice of forensic psychology
- **Outcome #2: Legal Theory and Application**
 - Apply theories related to the interaction between the criminal and civil legal systems and psychology.
- **Outcome # 3: Research and Evaluation**
 - Critically evaluate the existing literature and body of knowledge in assessment, evaluation, and research methods in forensic psychology
- **Outcome # 4: Leadership, Consultation, and Ethics**
 - Use leadership, consultative, and ethical knowledge, skills and attitudes to succeed in the practice of forensic psychology
- **Outcome # 5: Interpersonal Effectiveness**
 - Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Course Objectives: Upon satisfactory completion of Evaluation and Treatment of the Offender (FP6035) students will have accomplished the following:

1. An ability to critically evaluate existing literature and research in assessment and treatment of forensic populations.
2. A sophisticated understanding the range and types of psychological assessment instruments utilized in forensic settings
3. A sound working knowledge of the psychometric properties of the instruments used in forensic settings
4. A thorough understanding how factors such as age, sex, ethnicity, language, culture, and disabilities affect the use of psychological instruments and the interpretation of their results.
5. Knowledge the types of psychopathology found in forensic settings, differential assessment and treatment.
6. A working understanding of effective treatment interventions for clients within forensic institutional and community settings.

Methods of Instruction: This course will be delivered in a blended format, online and on-campus. This course/terms begin on **(BLA-Fall I) September 7, 2010** and ends **October 28, 2010** or **(BLB-Fall II) begins November 1, 2010** and ends **December 18, 2010**. Online assignments, lectures, and discussion will begin with a check in on September 7, 2010 then weekly beginning and ending on Sundays for the duration of the course/semester.

Weekend classes will be held on Saturdays and Sundays on the weekends of (BLA-Fall I) September 18-19, 2010 and October 23-24, 2010 -- and – (BLB-Fall II) November 13-14,2010 and December 11-12, 2010

Final Date to Drop the Class:

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

Session (15 week courses):

Deadline for withdrawal “W”: November 14th, 2010

Content Areas:

Evaluation of the Offender

1. Court Evaluations: Sanity, Competence, Risk, Custody

Assessment of the Offender

1. Class Organization and Assignments
2. Role of the Clinician and/or Examiner – Forensic Emphasis
3. History of Forensic Assessment
4. Ethical Considerations of Assessment and Professional Boundaries
5. Third Party Information
6. Major Classifications of Forensic Assessment and Testing
 - a. Interviewing
 - b. Mental Status Examination
 - c. Intelligence Testing
 - d. Personality Testing
 - e. Projective Testing
 - f. Psychoneurological Testing\
 - g. Vocational/Interest Testing
7. Specialized Forensic Assessment Methods

Treatment of the Offender

1. History and Theory of Treatment of the Offender
2. Role of the Clinician – Forensic Emphasis
3. Ethical Considerations in the Treatment of Offenders.
4. Treatment Modalities in Forensic Mental Health
5. Mentally Disordered Offender – Major Mental Illness
6. The Violent Offender and the Personality Disorders.
7. The Sex Offender
8. Summary, Conclusions, and the Future
9. Class Presentations

Schedule:

The instructor will provide the final schedule of course content at the course online site on by September 7, 2010 and send copies of this post to students via email and at the first class meeting.

Student Performance Evaluation Criteria and Procedures:

Course Requirements:

- A. **Class participation and attendance:** Students are expected to be punctual, attend all weekend class sessions, participate actively, punctually and thoughtfully in the online component of the course, participate appropriately and usefully in class discussions and activities, and demonstrate preparation for discussion of assigned topics. (20% of grade)
- B. **Examinations:** There will be two “take home” examinations one after Weekeand #1 and one during Week #6. You will have 7-10 days to complete these exams and return them to the instructor via email. The examinations will be short essay questions of which you will be able to choose 8 of 10 questions for completion.
- C. ****Paper:** One 10-15 page paper to be submitted at course end and presented in class on the final Sunday of second weekend of the course and chosen and developed from a list of topics and provided by the instructor on the course online site by September 1, 2009. Electronic copies of these papers will be due to the instructor 7-10 days after the end of the semester. (35% of grade)

Students may wish to work on their papers (and presentations, below) in teams of two. If so, the papers will be required to be 15-20 pages in length. Students should express their interest in working in a team in the online Student Lounge ASAP when the course commences.

- D. ****Presentations:** The research papers (C, above) will be shared with the class during the final class meeting on October 11, 2009 or TBA in a class presentation. We may revise the course requirements regarding papers and presentations by September 11th. The format and process of the presentations will be discussed during our first weekend together. (15% of grade)

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the

	topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Papers

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading

93-100	A
90-92	A-
91-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 & below	F

Academic Dishonesty/Plagiarism

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You are responsible for maintaining an

electronic copy of any work submitted, because you may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction