

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

COURSE SYLLABUS

Course Title: Special Topics in Forensic Psychology: Substance Abuse Counseling

Course Number: FP6800

Instructor:

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Required Texts:

Inaba, D. & Cohen, W. E. , Holstein, M.E., (1996) Uppers, Downers, All Rounders: Physical and Mental Effects of Drugs of Abuse. 3rd Ed. Ashland, OR: Cinemed.
ISBN: 0926544276 (5th edition)

Stevens, P. and Smith, R. L. (2004) Substance Abuse Counseling: Theory and Practice. (3rd Edition), New Jersey: Pearson-Merrill Prentice Hall
ISBN: 0131133233

Technology:

PC: As a general guideline, students should have computer specifications of a Pentium III CPU or greater, Windows 2000 or XP, and 1 GB RAM.

MAC: As a general guideline, students should not have computer specifications less than a MAC G4 processor, MAC OS X 10.4, and 1 GB of RAM.

Microsoft Office Professional (including Word, Excel, PowerPoint, Access, and Outlook), Norton Antivirus, Adobe Acrobat Professional

Courses offered online are best viewed using Microsoft Internet Explorer v5.5/6.0 (PC), Safari 1.0 (MAC), or Firefox.

Attention Mac Users: While you can use Safari 2.0 to view classes, some animation pieces may not be available with Safari 2.0 and we highly recommend using Firefox or Internet Explorer to view your class material using a Mac computer.

Course Description:

The purpose of this course will be to introduce students at a graduate level to the field of chemical dependency and substance abuse, their assessment and treatment, with an emphasis on forensic settings and practice. Rarely do we see a mental health or forensic client who is not directly or indirectly affected by substance use and/or abuse. It is particularly the case in forensic work, family and non-stranger violence, abuse, and neglect, the array of “self-medicating” behaviors of forensic clients suffering from symptoms of anxiety, depression and or so-called “major mental illness”. It is

often a criminal justice intervention that is the catalyst that motivates the individual offender or victim to explore personal and others' substance abuse and addiction.

Understanding substance abuse and forensic psychology requires knowledge assessment, various theoretical models of addiction, and a wide spectrum of treatment options. This course will provide an overview of these approaches to counseling, as well as briefly touch on the neurobiology and psychopharmacology of drug and alcohol use.

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:

At the successful completion of this course students will have developed the skills to:

1. Integrate a variety of biological, pharmacological, psychological and sociocultural theories of the etiology of substance abuse and addiction.
2. Articulate and explain current theories and research about the genetic and neurophysiological antecedents and correlates of substance abuse.
3. Analyze the pharmacological and psychopharmacological properties of drugs common abused in the United States.
4. Apply appropriate identification and assessment techniques and instruments to forensic substance abuse treatment planning in institutions and the community.
5. Recommend and plan appropriate strategies, continuity of care, and relapse prevention for forensic substance abusing clients in the forensic arena.
6. Integrate concepts of cognitive-behavioral motivational interviewing, harm reduction, 12-Step programs, and other non-traditional approaches to substance abuse.
7. Analyze and integrate theories and approaches to understanding the relationships between substance abuse, children and youth, the elderly, diverse populations and harmful or illegal conduct.

Method of Instruction:

This course will be delivered in a **blended format**, including in class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online at eCollege <http://www.myeclassonline.com/> on a *three times per week* basis determined by the instructor during the entire semester of the course. This course begins online the week of

July 1, 2010 Summer II

and meets on the weekends of

July 10-11 and August 7-8 Summer II

and concludes on

August 21, 2010 Summer II.

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.

Summer Session II (7.5 week courses): August 4, 2010

Content Areas

1. History, Culture and Theories of Substance Abuse and the Law.
2. Substances That Are Abused
3. The Pharmacology of Substance Abuse
4. Models and Theories of Addictions and Their Etiology
5. Substance Abuse Assessment and Diagnosis in the Forensic Context
6. Treatment Planning and Continuity of Care in Forensic Settings
7. The Range of Treatment Interventions
8. Denial, Codependence, Dual Diagnosis
9. Crime, Criminals, Institutions, Victims
10. Special Populations of Offenders
11. Recovery, Prevention, Public Policy, and Research

Schedule and Curriculum Content:

Module 1:

- History of Use, Abuse of and Addiction to Psychoactive Substances

- Significant Issues in Addiction
- Crime and Abuse

Module 2:

- Cultural Dimensions
- Societal Dimensions
- Biological Dimensions
- Psychological Dimensions

Module 3:

- Theories of Addiction
- The Disease Model
- Developmental Issues

Module 4:

- The Brain and Addiction
- Substances of Abuse and Neurophysiology

Module 5:

- Assessment and Diagnosis Methodologies
- Testing
- Treatment Planning
- Diversity Issues

Module 6:

- Treatment Approaches\
- Monitoring and Medications
- Motivational Interviewing-Harm Reduction
- Stages of Change

Module 7:

- Individual, Group, Family Treatment
- Twelve Step Programs
- Residential Treatment

Module 8:

- Prevention and Relapse
- Special Populations
- Codependency
- The Therapists Role

Student Performance Evaluation Criteria:

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 Paper

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-
87-89	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.

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

MACP APA Style Requirements

Minimum required elements of APA style for written assignments in first year courses include the following:

- Cover page that meets APA style requirements of elements and formatting (i.e., title of paper, name, course number/course name, Argosy University, semester or term and year, running head in left header, and page number in right header)
- Body of paper with critical voice (e.g., synthesis of opinions/ comments) supported by paraphrasing of credible sources using the two styles of APA citing (out-of-text and in-text) with correct punctuation; avoid use of 1st person singular “I” (except personal reflection papers) and 2nd person singular “you;” use of third person plural “we” acceptable to reflect universal human experience
- Quoted passages to include author, year, and page number; emphasis on paraphrasing with minimal use of quotations to support critical voice
- Reference page that meets APA style requirements to include appropriate sources (e.g., no Wikipedia), references that match citations (e.g., no references listed that are not also cited), and correct formatting/punctuation
- APA style formatting to include 1” margins, running head in left header, page number in right header, Times New Roman 12 point font, left justification of all passages, indentation of 5 spaces for new paragraphs, 1 ½ line spacing and double sided pages (modified APA in spirit of promoting “green” for MACP program)
- Grammatical and punctuation errors edited to address incomplete sentences, run-on sentences, awkward sentences, inconsistent verb tense, inconsistent pronoun use, redundancy of ideas/words, use of extremes or superlatives (e.g., “always,” “never,” “very,”) and conversational or idiomatic language