



SAN FRANCISCO BAY AREA CAMPUS

999-A Canal Boulevard • Point Richmond, California 94804-3547 • phone 510-215-0277 • fax 510-215-0299

FP6020 - COURSE SYLLABUS

Instructor: Miles D. Kramer, LCSW, CCHP
510-815-5527
mkjailguy@yahoo.com

Course Title: Individual Assessment

Course Number: Forensic Psychology (FP6020)

Required Texts:

- (1.) Ackerman, Marc J. (1999). Essentials of Forensic Psychological Assessment. Publisher: John Wiley & Sons. ISBN: 0471331864
- (2.) Hare, R.D. (1999). Without Conscience. Guilford Press. ISBN: 1572304510
- (3.) Peck, Scott M. (1998) People of The Lie, Touchstone ISBN: 0684848597

Recommended Texts:

- (1.) Meloy, J.R. (1992). The Psychopathic Mind: Origins, Dynamics & Treatment. Rowman & Littlefield. ISBN: 0876683111
- (2.) Maxmen, J. & Ward, N. (1995). Essential Psychopathology and Its Treatment W.W. Norton & Company. ISBN: 039370173

Course Description:

Introductory graduate course focusing on individual assessment in forensic settings and contexts. Issues in Forensic Psychology will be reviewed including risk and psychopathy assessment tools, clinical assessment for offenders. Trial competency and legal assessment standards for NGI (Not Guilty by Reason of Insanity) will be reviewed along with current assessment issues regarding Sexually Violent Predators, Mentally Disordered Offenders, Mentally Disordered Sex Offenders and other penal code classes that may be institutionalized or served in conditional release or community diversion programs.



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Prerequisite Knowledge or Courses:

Graduate standing with Argosy University.

Course Objectives:

- Students will gain an understanding of the theoretical foundation and clinical method of assessing individuals.
- Students will learn what types of specific assessments might occur in forensic settings and how forensic assessments vary from clinical assessments.
- Students will be exposed to instruments that are generally utilized only in forensic settings to determine an individual's risk of recidivism, or to determine sociopathic characteristics.
- Students will gain additional competence in structuring a clinical interview, mental status examination and supplemental screening process to evaluate individuals in forensic settings.
- Students will gain specific exposure into malingering and deception identification.

Methods 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 on a weekly basis during the entire term of the course.

This course begins online the week of January 8, 2007 & meets on the weekends of January 13th & 14th, & February 10th & 11th.

- 1. Paper # 1 – Assessment Techniques – DUE Midnight 1-20-07**
- 2. Paper # 2 – Malingering & Deception – DUE Midnight 2-03-07**
- 3. Paper # 3 – The Forensic Dichotomy – DUE Midnight 2-16-07**

Content Areas:

More and more frequently, forensic practitioners are required to serve as experts in legal proceedings. Our clinical opinions often form the basis of a jury's decision and a sentencing outcome. Quite literally, our voice can sway the criminal outcome toward the most severe for individuals we deem, "bad," to the most lenient for those we deem, "mad." Forensic



practitioners are routinely consulted to determine a client’s suitability for incarceration or freedom and the decisions we make, must be grounded in sound clinical judgment and statistically valid methods. The integrity and clinical competency required in Forensic settings far outweighs that of traditional clinical treatment settings and clinicians who choose a Forensic practice must constantly weigh the safety of the public against the individuals’ rights. The basis of forensic assessment is the development of a competency that allows clinicians to balance the fact that the behavioral manifestations of good and evil, violence and contrition are present in all of us. However it is often those of us in a Forensic setting that must face the court and our inner doubts when we choose to advocate for one side or the other despite an intimate knowledge of both.

Course Outline & Schedule		
1-08-07	1-14-07	<ul style="list-style-type: none"> • Development of a “Forensic Perspective” • Transference and Counter Transference in Forensic Assessment
1-15-07	1-21-07	<p style="text-align: center;">Paper # 1 – Assessment Techniques DUE: 1-20-07</p> <ul style="list-style-type: none"> • Applications of Assessment in Clinical Practice • Diagnostics – DSM-IV Typologies • Differential Diagnostic Indicators • Mental Status Examinations
1-22-07	1-28-07	<ul style="list-style-type: none"> • Construction of the Clinical Interview • Malingering & Deception
1-29-07	2-4-07	<p style="text-align: center;">Paper # 2 – Malingering & Deception – DUE: 2-03-07</p> <ul style="list-style-type: none"> • Special Considerations For Special Populations • Assessment of Recidivism • Development of a Forensic World View
2-5-07	2-11-07	<ul style="list-style-type: none"> • Defining The Forensic Dichotomy in Assessment • Assessment Issues in Forensic Settings • Criminal Profiling
2-12-07	2-18-07	<p style="text-align: center;">Paper # 3 – The Forensic Dichotomy – DUE: 2-16-07</p> <ul style="list-style-type: none"> • Assessing Individuals in Forensic Settings • Assessment of Personality Disorders



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Student Performance Evaluation Criteria and Procedures:

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in > 80% of class sections; nearly all comments were thought provoking and incorporated material from the assigned readings.
B = 80 – 89	Student actively participated in class discussion 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 discussion in > 70% of class sessions; comments/questions demonstrated a surface level of 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 the class discussion.

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 student did not complete presentation.



Criteria for Papers

Papers **MUST** be submitted electronically in Microsoft Word, PDF or RTF Format, by midnight on the due date to: mkjailguy@yahoo.com

Grade	
A = 90+	Paper is in an appropriate APA format, well thought out and provided 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 request 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 for some courses) and become familiar with its



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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 who serves as the Disability Services Coordinator.

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.