



SAN FRANCISCO BAY AREA CAMPUS

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

COURSE SYLLABUS

Course Title: Evaluation and Treatment of Offenders

Course Number: FP6035 BLB

Required Texts:

- Psychological Evaluation for The Courts: A Handbook for Mental Health Professionals and Lawyers.
Melton, G.B. (1997)
Guliford Press
ISBN: 1572302364
- Assertive Community Treatment of Persons With Severe Mental Illness
Leonard I. Stein, Alberto B. Santos
Publisher: W. W. Norton & Company; 1st ed edition (March 1, 1998)
ISBN: 0393702588
- Care of the Mentally Disordered Offender in the Community (Oxford Medical Publications)
by Alec Buchanan
Oxford University Press; 1st edition (January 15, 2002)
ISBN: 019263058X
- Games Criminals Play And How You Can Profit By Knowing Them.
Allen, B. & Bosta, D. (1981)
Rae John Publishers
ISBN: 0-9605226-0-3

Course Description: An introductory graduate survey course combining a review of clinical and standardized assessment with offender evaluation and treatment planning. A variety of court ordered offender evaluation categories will be reviewed. Treatment planning techniques and various treatment settings will be presented and considered.



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Prerequisite Knowledge or Courses:

Course Objectives: Developing treatment plans that work for consumers requires a careful and comprehensive evaluation, based upon a thorough clinical and collateral assessment. Evaluation of offenders with severe psychiatric disorders should lead to the development of creative and effective treatment interventions. Treatment of mentally ill offenders occurs in a variety of settings from correctional institutions to community clinics. The effective treatment of offenders is complicated by their institutional history, incarceration, continued court supervision, vocational obstacles and social stigma that offenders must manage in addition to their psychiatric symptoms, social deficits and substance abuse history. Effective treatment must be creative, assertive, continuous, integrated and highly personalized.

Methods of Instruction: 6035 is a blended on-line/In-Class course utilizing lecture, on line education, individual research and examination as well as research writing and group collaboration.

Content Areas:

Fundamentals of Offender Evaluation & Treatment Planning

- Treatment Planning Domains
 - Diagnosis
 - Clinical Symptoms
 - Impairment Levels
 - Community Functioning Evaluation
 - Vocational Rehabilitation
 - General Medical Health Status
 - Substance Abuse History

Treatment Planning & Clinical Formulations

- Treatment Planning Models
- Utilization of Standardized Testing in Evaluation & Treatment Planning
 - Essential Elements of Treatment Planning
 - Theoretical Models
 - Fiscal Models
 - Rehabilitation Models
 - Community Functioning Models
 - Substance Abuse Treatment Models
 - Abstinence – 12 Step
 - Dual Diagnosis



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- Harm Reduction
- Offender Specific Models
- Clinical Formulations
 - Diagnostic Specific Treatment Planning
 - Fundamentals of Treatment Planning By Diagnostic Category
 - Treatment Planning Domains
 - Symptom Specific Treatment Planning
 - General Treatment Planning Concepts for Symptom Management
 - Behavioral Interventions & Clinical Derivation
 - Developing Treatment Plans For Forensic Clients
- The Clinical Process of Treatment Planning**
- Engaging Resistant Clients in Treatment Planning Dialogs
- Specified Clinical Interventions for Treatment Planning
 - Motivational Interviewing
- Contextual Variables in Treatment Planning
 - Treatment Planning Intervals
 - Crisis Intervention
 - Short Term – Acute
 - Medium Term – Sub-Acute
 - Long Term – Case Management
- Treatment of Offenders In Institutions – Contextual Goals & Treatment Limitations
 - California State Prisons
 - California State Hospitals
 - California County Jails
 - California Juvenile Hall
 - California Youth Authority Programs
 - Outpatient Parole & Pre-Release Programs

Treatment Planning Based Upon Legal Parameters

In-Class Exam Preparation

- Trial Competency
- Mental State at Time of Offense
- Indeterminate Sentencing Evaluations & Programs
- Sanity/Insanity



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- Civil Commitments
 - *Lanterman Petris Short (Involuntary Admission for Evaluation)*
 - Temporary Conservatorship
 - LPS Conservatorship
 - Murphy Conservatorship
 - Probate Conservatorship
 - Commitments for The Developmentally Disabled

Predictors of Recidivism & Obstacles to Community Reentry

- Clinical Management of Criminogenic Factors
 - Associates
 - Substance Abuse
 - Community Functioning Profile
 - Education & Empowerment
 - Physical Health Needs/Disabilities
 - Mental Health Needs/Disabilities
 - Children
 - Families
 - Re-Entry Planning
 - Community Supervision & Programs

Existing Offender Management Programs

- California Conditional Release Programs
- Sexually Violent Predators
- Mentally Ill Offender Crime Reduction Grants to California Counties
 - 24 County Concepts & Local Plans to Accomplish the Same Goal
- Mental Health & Behavioral Health Courts
- Proposition – 36
- Drug Courts
- Innovations in Offender Diversion & Management Programs
 - San Francisco's Pre-booking Case Management Program

Assertive Community Treatment Models

- The History & Developmental Necessity of Assertive Treatment Models
- Outcome Studies
- Strengths & Limitations of Assertive Community Treatment Models

Consumer Driven Treatment Models

- The History & Developmental Necessity of Consumer Driven Treatment Models
- Outcome Studies



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- Strengths & Limitations of Consumer Driven Treatment Models

Blended Case Management/Supervision Programs

- The History & Developmental Necessity of Blended Programs
- Outcome Studies
- Strengths & Limitations of Blended Programs

The Political & Social Context of Offender Treatment and Management

- *Costs of Incarceration vs. Costs of Community Integration*
- Considering Incarceration – Rehabilitation vs. Punishment
- Outcome Studies
- Public Policy & National Trends
- Regional Politics and Programs

Managing Offenders in Community Settings

- Community Supervision
 - Court Probation
 - Formal Probation
 - State Prison Waivers
- Social & Community Stigma & The NIMBY Syndrome.
- De-Institutionalization of Long-Term Offenders
- Beating The Built-In Recidivism Pitfalls
 - Substance Abuse & Supervision
 - Dual Diagnoses & Treatment Complexities

Schedule:

ON-LINE SCHEDULE:

Monday's Postings Available On – Line

Friday's Postings DUE:

Students are required to log in each week and complete on-line assignments presented on Monday's by the Friday immediately following.

ALL STUDENTS MUST LOG IN BY 11-01-06 BY CLOSE OF BUSINESS!!

MANDATORY CLASS MEETINGS:

Saturday 11-04-06 & 11-05-06

Saturday 12-02-06 & 12-03-06



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

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.



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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 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



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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.

Once the determination of reasonable accommodations has been made, an approved Letter of Accommodation is given to the student. The student is then responsible for presenting and discussing a copy of the Letter of Accommodation with faculty, when requesting needed services. Accommodations are effective once the instructor has received the approved Letter of Accommodation. Accommodations are not retroactive. Students should promptly notify the Disability Services Coordinator of any problems encountered in receiving the agreed-upon accommodations.

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.