

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

COURSE SYLLABUS

Day Program – Master of Arts in Forensic Psychology
Spring 2007 – Wednesdays 9:30AM – 12:30PM
January 10, 2007 – April 21, 2007

Course Title **Evaluation and Treatment of Offenders**

Course Number **FP6035**

Required Texts **Melton, G. B. Psychological Evaluation for The Courts: A Handbook for Mental Health Professionals and Lawyers.** Guilford Press. 1997. ISBN: 1572302364

Buchanan, A. Care of the Mentally Disordered Offender in the Community. Oxford University Press. 2002. ISBN: 019263058X

Reading Assignments: Before our first class session on January 10th please read:

1. Melton, et. al.: Chapters 1-2
2. Buchanan: Chapter 1
3. Reading assignments in texts and ancillary reading will be assigned each class meeting.

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.

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 weekly on-campus. This course begins on Thursday, **January 10, 2007** at 9:30AM and ends **April 21, 2007 at 12:30PM.**

Content Areas:

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
 - a. Third Party Information
5. Major Classifications of Forensic Assessment and Testing
 - a. Interviewing
 - b. Mental Status Examination
 - a. Intelligence Testing
 - b. Personality Testing
 - c. Projective Testing
 - d. Psychoneurological Testing
 - e. Vocational/Interest Testing
6. 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 Sunday afternoon)

Schedule:

Week 1:

- Introductions and course content and expectations
- Assessment and Evaluation
- History of psychological and forensic assessment

Week 2:

- Preparation for assessments
- Meeting the client
- The assessment format

Week 3:

- Mental Status Examination
- Third Party Information
- Ethics

Week 4:

- Assessment protocols
- Assessment instruments
- Psychological testing

Week 5:

- Mental abilities assessment
- Mental abilities testing

Week 6:

- Personality testing
- Forensic personality testing

Week 7:

- Neuropsychological testing
- Special populations
- Assessment in civil proceedings

Week 8:

- History of forensic treatment
- Treatment planning

Week 9:

- Individual treatment models
- Countertransference and bias
- Resistance in forensic treatment

Week 10:

- Group treatment
- Institutional treatment

Week 11:

- Family treatment
- Victim services
- Special populations

Week 12:

- Mentally disordered offender treatment

Week 13:

- Violent offender treatment

Week 14:

- Sex offender treatment

Week 15:

- Research issues
- Future trends

Student Performance Evaluation Criteria and Procedures:

1. **Participation:** Active, appropriate, creative, and respectful class discussion is required.
2. **Examinations:** There will be three equally weighted examination distributed Weeks 4, 9, and 14 and due Weeks 5, 10 and 15. The examinations will be take-home and short essay format.
3. **Research Paper:** A research paper will be due the last week of class on a topic in forensic clinical assessment or treatment assigned by the instructor.
4. **Presentation:** A class presentation will be made by each student during Weeks 11-15 of the course. The presentation will involve either the assessment or the treatment emphasis of the topic of the Research Paper, i.e., if the paper deals with the assessment issues on the topic, then the presentation will be on the treatment issues; and *vice versa*.

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-
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.