ARGOSY UNIVERSITY SAN FRANCSICO BAY AREA
COURSE SYLLABUS

Master of Arts in Forensic Psychology
Weekend Program

September 8-9 and October 6-7, 2007
9:00AM – 6:00PM

Course Title **Evaluation and Treatment of Offenders**

Course Number **FP6035**

Required Texts **Hollin, Clyde R.** (2001) ***Handbook of Offender Assessment and Treatment.*** New York. Wiley. ISBN: 0471988588

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. **Hollin: Preface and Chapters 1, 2, and 3.**
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.

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 (indicated by bold type). Students may not withdraw from this course after the date 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.

Fall Full Term (15 week courses): November 12, 2007
Fall First Session (7 ½ week courses): October 8, 2007
Fall Second Session (7 ½ week courses): November 29, 2007

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.

Program Outcomes: Master of Arts in Forensic Psychology

Program Outcome One:
Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

Program Outcome Two:
A. Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.
B. Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

Program Outcome Three:
Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

Program Outcome Four:
Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

Methods of Instruction: This course will be delivered in a blended format, online and on-campus. This course/semester begins on **September 7, 2007** at 9:30AM and ends **October 24, 2007.** Online assignments, lectures, and discussion will begin with a check in on September 7, 2007 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 September 8-9, 2007 and October 6-7, 2007.

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

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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:

The instructor will provide the schedule of course content at the course online site on by September 1, 2007 and send copies of this post to students via email.

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 examinations one on Sunday afternoon of each weekend class. The examinations will be short essay questions of which the student will be able to choose 8 of 10 questions for completion.**

C. **<u>Paper</u>: 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 7, 2007. Electronic copies of these papers will be due to the instructor by October 27, 2007. (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.

D. **<u>Presentations</u>: The research papers (C, above) will be shared with the class during the final Sunday class meeting on October 7, 2007 in a class presentation. 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-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at http://library.argosy.edu. Detailed descriptions of online resources are located at http://library.argosy.edu/misc/onlinedblist.html.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at http://library.argosy.edu/infolit/

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.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

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.

Evaluation and Treatment of Offenders
FP6035

Research Paper-Presentation Topics:

Prioritize these items, 1 - . Email me our list and you will be assigned your priority topic in the order of time received by me through your email.

1. Current assessment theory, practice, and research in MRI determination of lying and malingering.

2. Rationale, theory and research for treatment of domestic violence perpetrators without family therapy and with family therapy.

3. Assessment and treatment of survivors of incest.

4. Treatment of juvenile sex offenders

5. Empirically-based successful prison treatment counseling and psychotherapy.

6. Forensic assessment of the developmentally disabled client.

7. Assessment, treatment, and reunification of incest perpetrating fathers.

8. Assessment and treatment of the non- violent, non-pedophile sex offender.

9. Theory and research regarding homogeneous vs. heterogeneous populations in offender residential treatment facilities.

10. "The Boot Camp" – Research Pros and Cons.

11. Treatment of female prisoners sentenced for homicide against perpetrators of abuse against them.

12. What has empirically and significantly worked in any treatment approach to the antisocial personality?

13. Assessment and community placement of "lifers" and other inmates with very long sentences who are over 65 and would die in prison if not released.