

Special Topics in Forensic Psychology—Emergent Issues in the Field:

Substance Abuse—Day Program

Course number: FP 6800

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Office hours: By appointment,
email and/or telephone

Dates of Class: May 10-August 16th, Thursdays; 2pm-5pm.

Required Texts:

Berg, I. K. & Miller, S.D. (1992). Working with the Problem Drinker: A Solution-Focused Approach. W.W. Norton. ISBN: 978-0393701340.

Connors, G.J.; Donovan, D.M.; & DiClemente, C.C. (2004) Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions (Guildford Substance Abuse Series) Guilford ISBN 978-1593850975.

Julien, R. M., (2004) A Primer of Drug Action: A Concise, Nontechnical Guide to the Actions, Uses, & Side Effects of Psychoactive Drugs. 10th Ed. Worth Pub. ISBN: 978-0716706151.

Selected required articles and other readings will be passed out in class.

Informative texts, BUT NOT REQUIRED:

Beck, A., Wright, F.D., Newman, C. F., Liese, B.S. (2001). Cognitive Therapy of Substance Abuse. NY: Guilford Press.

Big Book (1950) NY: Alcoholics Anonymous World Service.

Brown, S. (1985). Treating the Alcoholic: A Developmental Model of Recovery. NY: John Wiley & Sons.

DiClemente, C. (2006) Addiction and Change: How Addictions Develop and Addicted People Recover (Guildford Substance Abuse Series.) Guilford.

Gorski, T. (1988). The Staying Sober Workgroup: A Serious Solution for the Problem of Relapse. Independence, MO.: Independence Press.

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.

Kinney, J. (1999) Loosening the Grip: A Handbook of Alcohol Information. McGraw Hill.

Miller, W.R., & Rollnick, S. (1991) Motivational Interviewing: Preparing People to Change Addictive Behavior. New York: Guilford Press.

Springer, D., McNeece, C.A., Arnold, E.M. (2003). Substance Abuse Treatment for Criminal Offenders: An Evidence-Based Guide for Practitioners (Forensic Practice Guidebooks Series). American Psychological Association.

Twelve Steps and Twelve Traditions. (1952) NY: Alcoholics Anonymous World Service.

Valasquez, M.; Maurer, G.G.; Crouch, C. & DiClemente, C.C.(2001) Group Treatment for Substance Abuse: A Stages-of Change Therapy Manual. Guilford Press.

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 assessment and treatment with emphasis on the forensic setting. Often a criminal justice intervention is the catalyst that is motivating an individual to examine their substance abuse (for example driving or committing a crime while under the influence, possession or sell of drugs, or public intoxication) and treatment may be a condition required upon release. Understanding substance abuse requires knowledge of drug action and effects, assessment of abuse versus addiction (as well as differentiating co-occurring mental disorders), acuity triage, referral options, and counseling treatment.

COURSE OBJECTIVES

- To examine assessment and diagnostic strategies
- To gain a general understanding of the neurobiology of psychoactive drug and alcohol use
- To become familiar with the acute overdose and withdrawal potentials that can arise with both substance use and addiction
- To explore the various models and theories of addiction
- To develop a thorough understanding of the wide variety of treatment options and appropriate treatment planning.
- To explore the issue of relapse prevention and to learn specific strategies to aid in the prevention of relapse
- To begin to develop skills in working with denial in the initial interview process

REQUIREMENTS/ASSIGNMENTS

- Students will be expected to attend class regularly and be ready to discuss required readings.
- Participation in class discussion and group work (e.g. in-class vignettes and/or role play exercises) is required.
- There will be a paper due on August 2nd. The topic would be on an issue of controversy or interest within the field of chemical dependency. Topic selection should be discussed with instructor for initial approval. Suggestions and parameters for paper are described below and will be explained further in the first class.)
- Class presentation: Each student will present a group treatment lecture to the class. Potential formats to be used will be provided by the instructor. The presentation should be developed to cover a 30 to 45 minute period.
- There will be a final exam (true/false, short answer, multiple choice).
- There will be four mini assignments due throughout the course (described below and explained further in first class.) Attending a 12 step meeting will be required.

COURSE OUTLINE

The following outline is somewhat tentative, although student assignments and due dates are relatively firm. Instructor lecture topics will all be covered, but may shift in sequence, depending on subject development. Student assignments are in BOLD.

May 10: Overview of course and discussion of class expectations. Begin psychopharmacology discussion. **Begin reading Julien for next two sessions.**

May 17: Psychopharmacology.

May 24: Psychopharmacology.

May 31: 1st mini assignment due. Begin reading Connors. Models and theories of addiction.

June 7: Connors as assigned. Models and theories of addiction.

June 14: 2nd Mini assignment due. Connors as assigned. Assessment and triage.

June 21: Treatment modalities. Types of Programs and issues.

June 28: Treatment modalities. Types of programs.

July 5: Treatment modalities. Intervention theories (this will include cognitive behavioral, 12 step, self psychology psychodynamic, bio psycho social, motivational interviewing, brief therapies, and family treatment.)

July 12: 3rd Mini assignment due. Intervention theories.

July 19: Student presentations begin (two students per class period until all have participated). Intervention theories.

July 26: Student presentations. Read Berg prior to class. Intervention theories.

August 2: Topic paper due. Student presentations. Relapse prevention.

August 9th: 4th Mini assignment due. Student presentations.

August 16th: Final exam due. Student presentations.

FINAL EXAM DUE LAST DAY OF CLASS (August 18th.)

Mini assignments:

Due by:

May 31: Interview either someone in recovery from their addiction and/or a family member of someone in recovery. Ask them about their personal theories of change. What was the catalyst for them to stop using? What had to change in their life to continue not using? Write a one page summary.

June 14: Attend a 12 step meeting and write a brief (one page) reaction about your experience. For example, this could include any ambivalent feelings that arose about even going to a meeting and/or anything that occurred which taught you something new about the process.

July 12: Talk with a chemical dependency treatment professional about their experience in the field. For example their theory of why people change, what motivates people to break through their addiction, how to prevent relapse, how to work with denial, success stories, frustrations. Write a one page summary.

August 9 (week before final class) Two page reflection paper on course. What is your theory of why people change and what are the key motivating factors?

Please talk with instructor (before assignment is due) if having difficulty finding interview subjects.

PAPER PARAMETERS

Topic possibilities: Anything touched on in the outline would probably be an appropriate topic. Ideally research an area in chemical dependency or substance use that you are interested in and want to know more about. Some ideas would be to focus on a particular drug type (cocaine, alcohol, narcotics, designer drugs); or to explore a theory of addiction, or to explore a style of addiction counseling intervention, or theories on craving, working with denial, court ordered treatment, efficacy of drug court models, etc. Make sure there is research or theory available on your topic, because it is expected that your paper will be well organized and supported by at least 6 citations from books and/or journals.

The paper should be 6-8 pages, APA format.

Topic choice requires initial approval of instructor. (Please try to pick a topic area and run it by me by July 12 so that you have time to get it done by August 2nd.)

Class Presentation: The point of this assignment is to get practice in delivering a treatment lecture to a group. The instructor will provide you with some lecture modules that could be utilized. You are also welcome to use materials you find. A list of potential topics will be generated in class and students will be able to choose the topic they present. The lecture should be contained to approximately 30 minutes. These presentations will most likely be scheduled to begin mid-July, depending on where we are in the syllabus at that point.

GRADING:

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|------------------|-----------------------------|----------|---------|
| Paper | 100 points | A | 450-500 |
| Final exam | 100 points | B | 400-449 |
| Mini assignments | 100 points (25 points each) | C | 350-399 |
| Participation | 100 points | | |
| Presentation | 100 points | F | <350 |

Total Class Points: 500

Grading Criteria for Term Paper:

A=90+ Paper is in appropriate APA format, well organized, thought out, provides excellent coverage of the material, and supported by research & theory in the field.

B=80-89 Paper is well organized and thought out, but is missing one component of APA format OR coverage of material is only adequate and/or accepted research & theory is somewhat limited.

C=70-79 Paper is disorganized, number of references is insufficient, and coverage of topic is limited.

F=<70 Evidence of plagiarism or paper not submitted.

Grading Criteria for Participation:

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 >70% of class sessions; most of the comments were thought provoking and incorporated material from assigned readings.

C=70-89 Student participated in discussions in >60% of class sessions, comments/questions demonstrate only a surface level understanding of topics

F=<70 Poor understanding of course topics and demonstration that course materials have not been read.

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.argosyu.edu>. Detailed descriptions of online resources are located at <http://library.argosyu.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.argosyu.edu/infolit/>

Academic Policies

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.

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 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.

