

**Masters in Forensic Psychology Weekend Program**

**Summer I 2007**

*Syllabus is subject to change*

**ATTENDANCE IS MANDATORY**

**Course Title**            **Special Topics: Substance Abuse**

**Course Number**        **FP6800**

**Section & Times:**      **Session dates: May 7 – June 27**  
**Onsite Weekends: 5/12-5/13 & 6/9-6/10**

**Instructor & Contact Information**

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Feel free to contact me by email or phone at any time.

**Required Textbooks**

1. Uppers, Downers, and All Arounders, 5th ed.  
Darryl S. Inaba and William E. Cohen, CNS Publications: 2004.  
ISBN#: 0926544276
2. Staying Sober, A Guide for Relapse Prevention  
Terence T. Gorski, Herald Publishing House: 1994.  
ISBN# 083090459X
3. Substance Abuse Treatment and the Stages of Change: Selecting and Planning Interventions  
Connors, Gerald, Donovan, Dennis, DiClemente, Carlso, 2001  
ISBN#: 1593850972
4. Essential Papers on Addiction, Edited by Daniel L. Yalisove (1997). New York University Press. ISBN#081479677X

**Course Objectives**

The purpose of this course will be to explore in depth issues surrounding addiction etiology, diagnosis, and treatment. The focus will be on the theories of addiction, physiology and psychology of addiction, treatment approaches, as

well as, special topics in the field of addiction studies. The format of the course is intended to be that of a graduate seminar. Students are thus encouraged to bring case material and/or research issues to the class discussion.

### **Course Requirements**

1. Read the required texts each week
2. Weekly On-line discussion on the weeks' topic. The discussion should reflect each student's critical analysis of the issues presented in the readings and/or issues, questions raised by the readings. Students may use other sources (journal articles, popular articles, films, case histories, etc.) relevant to the weekly topic for their presentation. Each student is required to log on a minimum of three times. One of those times, the student is required to provide a reference to texts during her/his discussion.
3. Active Participation in Class discussions
4. Attendance Mandatory in all classes for a Grade of A.
5. In-class case presentation
6. Clinical Paper
7. Final: In class final exam on the 2nd Sunday.

### **Methods of Instruction**

This course will be delivered in a blended format, including in class lecture and discussion, videos, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. **This course begins online the week of 05/07/07- 06/27/07, meets on the weekends of 05/12/-05/13 and 06/09-10/07. The course concludes on 06/27/07.**

### **Reading Instructions**

Read the required texts weekly and base your weekly on-line presentation on the major topics of these readings. Time in class will be spent discussing the questions/issues in both small groups and with the class. The format is mostly didactic rather than lecture format. Your class participation must strongly reflect your knowledge of the texts and other voluntary reading and research on your part.

### **Course Outline And 7 Week Calendar**

Week 1: 5/07/07

Overview of Course and Review of History of Substance Abuse

Student On-line discussion: Introduction and Significant Issues and Questions re: addiction

Week 2: 05/14/07

Physiological vs psychological?

Student On-line discussions

- First Weekend 05/12 and 05/13

*Saturday: Introductions, Explanation of syllabus*

**Reading:** Uppers, Downers and All Arounders Chs: 1, 2, 3, 4,

Staying Sober, A Guide for Relapse Prevention Chs: 2,

*Sunday: Theories of Addiction*

*Addiction Profiles*

*Developmental Issues including impact on childhood and adolescence, addiction amongst the elderly, ethnic breakdowns and implications*

*Motivational Interviewing Approach*

Week 3: 05/21/07

Dual Diagnosis

Student On-line Discussion

*Reading:* Uppers, Downers and All Arounders Chs: 5

Week 4: 05/28/07

Prevention: Concept and Reality

Student On-line Discussions

*Reading:* Uppers, Downers and All Arounders Chs: 6

Week 5: 06/04/07

Treatment, Recovery and Relapse

On-line Student Discussions

Staying Sober, A Guide for Relapse Prevention Chs:1,3,4,5

Substance Abuse Treatment and the Stages of Change: 1st half

Week 6: 06/11/07

Recovery and Relapse

On-line Student Discussions

*Reading:* Uppers, Downers and All Arounders, Chp: 7

Substance Abuse Treatment and the Stages of Change: 2nd half

• Second Weekend 06/09 and 06/10

*Saturday*

**Reading:** Staying Sober, A Guide for Relapse Prevention Chs: 6,7,8,9,10

Relapse Prevention/ Clinical case Presentations **(to be discussed during the first weekend of class)**

*Sunday*

**Reading:** Downers and All Arounders, Chp: 8,9,10

Treatment of Addiction: Treatment Planning

Treatment issues for children, adolescents, adults and the elderly

Treatment and Diversity; Key Issues

Final Exam

Week: 06/18/07

Addiction Counseling

On-line Student Paper presentation: **(to be discussed during the first weekend class)**

Week: 06/25/07 Wrap-up

### **COURSE REQUIREMENTS**

Attendance and Participation are Mandatory

Because this is a high-intensity class occurring over two long weekends, attendance is critical. You are expected to attend all classes. If you are absent even once, your ability to synthesize the material will be undermined. Unless special arrangements are made ahead of time with the instructor, your final grade will be negatively impacted by any absences. Missing class is not acceptable. It is assumed when you enrolled in the course that you have allocated the time for class. No student can achieve an A in the class if there is any absence.

In-class participation requires active listening, commenting on topics, engaging in dialogue and discussion on all four class days without having to be called upon. Any student remaining silent during class will lose participation points, which are a fifth of the grade. Professionals in the field are able to converse appropriately in public settings. An A cannot be achieved without thorough verbal participation.

### **Weekly Postings**

Do NOT start a new thread UNLESS you are the first person starting the postings for that week!

1. You must log in the first week of class and every week thereafter a minimum of twice per week. The first log in is to provide your own response to the topic of the week. The second is to respond to another student's comments.
2. All students should stay on the same thread even if you change topics or respond to another student.
3. If at any time, the platform does not contain the weekly topic, you are required to post anyway as you have all the weekly topics on the syllabus, which will be emailed to you.
4. The Syllabus supersedes the platform topics at all times. If the syllabus posting is different than the platform respond ONLY to the syllabus topic!

In class examination consisting largely of definitions, and short answer questions relevant to the reading material, videos, lecture and class discussion.

Final Exam; Sunday April 15, 2007

In class exam consisting of definitions and essay questions covering the course in its entirety. Special emphasis on the Inaba Textbook and video.

Student Performance Evaluation Criteria and Procedures

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 Paper

#### 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.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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](http://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.