

**Special Topics in Forensic Psychology—Emergent Issues in the Field:
Substance Abuse
SPRING II 2006**

**Course number: FP 6800 BLA
SYLLABUS SUBJECT TO CHANGE**

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Appts: contact via email for appts.

Dates of Class: On-campus weekends: March 18-19 and April 22-23, 2006
Online weekly instruction: March 2 – April 23, 2006

Required Text:

1. 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.
2. Stevens, P. and Smith, R. L. (2004) Substance Abuse Counseling: Theory and Practice. (3rd Edition), New Jersey: Pearson-Merrill Prentice Hall

Selected required articles and other readings will be passed out at the first class meeting.

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.

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

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

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

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

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.

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), referral options, and counseling treatment.

COURSE OBJECTIVES

- To gain a general understanding of the neurobiology and psychosocial aspects of drug and alcohol use, abuse and addiction
- To become familiar with the overdose and withdrawal potentials that can arise with both substance use and addiction
- To explore the various models and theories of addiction
- To explore 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 increase understanding of the administrative, social and political aspects of substance abuse and addiction

REQUIREMENTS/ASSIGNMENTS

- Students will be expected to attend class regularly and be ready to discuss required readings.
- Participation in class discussion and group work is required.
- There will be a paper due the last weekend of class, 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.)
- There will be a final exam (true/false, short answer, multiple choice).

- There will be four email assignments due throughout the course (described below and explained further in first class.) Attending a 12 step meeting will be required.

COURSE OUTLINE

FIRST WEEKEND: (Read ALL Chapters of Inaba & Cohen text prior to class)

Saturday

- Overview of course objectives, organization, requirements, grading
- Pharmacological and systemic effects of substance use and addiction
- Assessing and triaging for acuity using case vignettes

Sunday

- Models and theories of addiction
 - Theories of change
- Substance abuse versus addiction--assessment and diagnosis
 - Assessment tools (Addiction Severity Index, MAST)
 - Motivational interviewing
- Considering co-occurring disorders (dual diagnosis issues)
- Working with denial---Interventions

SECOND WEEKEND: (Read ALL Chapters of Stevens & Smith text prior to class)

Saturday

- Treatment modalities and continuum of care
- Determining appropriate treatment
 - Contrasting zero tolerance and harm reduction
 - Contrasting outpatient and inpatient treatment
 - Contrasting individual therapy and group treatment
 - Self help groups
 - Contrasting court ordered and voluntary treatment

Sunday

- Addiction counseling styles and sample interventions
 - Cognitive behavioral treatment
 - Solution focused
 - Twelve step strategies
 - Self psychology (psychodynamic theory)
 - Systemic family therapy
- Relapse prevention

FINAL EXAM AND PAPER DUE LAST DAY OF CLASS

EMAIL assignments:

Due by:

Mar 13: 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.

Mar 27: 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.

Apr 3: 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.

Apr 17: (week after 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.

WEEKLY ONLINE INSTRUCTION TOPICS

Week 1: Introduction – familiarity with the field

Week 2: Physiological vs Psychological

Week 3: Dual Diagnosis

Week 4: Denial vs Cognitive Deficit

Week 5: Prevention

Week 6: Relapse

Week 7: Remission vs Recovery

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 3 citations from books and/or journals.

The paper should be 3-5 pages, APA format.

Topic choice requires initial approval of instructor. (Please try to pick a topic area and run it by me by March 19th so that you have time to get it done by April 23rd)

GRADING:

Paper	100 points	A	360-400
Final exam	100 points	B	320-359
Email assignments	100 points (25 points each)	C	280-319
Participation	100 points	F	<280

Total Class Points: 400

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.

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.