

**Special Topics in Forensic Psychology—Emergent Issues in the  
Field: Substance Abuse  
SUMMER II 2006  
Course number: FP 6800 BLC  
*SYLLABUS SUBJECT TO CHANGE***

**Instructor:** Martha P. Wilson, Ph.D.  
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**Appts:** contact via email for appts.

**Dates of Class:** Term June 29, 2006 – August 19, 2006  
On-campus weekends: July 15-16 and August 12-13  
Online weekly instruction: June 29 – August 19

**Required Text:**

1. Inaba, D. & Cohen, W. E. , Holstein, M.E., (1996) Uppers, Downers, All Rounders: Physical and Mental Effects of Drugs of Abuse. 3<sup>rd</sup> Ed.  
Ashland, OR: Cinemed.
2. Stevens, P. and Smith, R. L. (2004) Substance Abuse Counseling: Theory and Practice. (3<sup>rd</sup> 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) 10<sup>th</sup> 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: July 15-16, 2006**

**(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
- Physiological effects of substance abuse

#### ***Sunday***

- Models and theories of addiction
- Substance abuse versus addiction--assessment and diagnosis
- Considering co-occurring disorders (dual diagnosis issues)
- Denial: theory, application and reality

### **SECOND WEEKEND: August 12-13, 2006**

**(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 AA vs Rational Recovery & SOS
  - 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

## **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
- Week 8: Personal/Professional View Post Class

Log-in a minimum of 3 times per week to participate in the discussion. One-line Comments are not acceptable. Log-ins will reflect critical, analytical thinking, professional opinion based on literature in the field, and overall will reflect graduate seminar level of discussion. Writing ability will also be scrutinized relative your ability to reflect the reading, ability to concisely identify issues and to provide well written, thoughtful responses to the online instruction and discussion.

### **GRADING:**

Online discussion	100 points	<b>A</b>	360-400
Final exam	100 points	<b>B</b>	320-359
ClassParticipation	200 points	<b>C</b>	280-319
		<b>F</b>	<280

**Total Class Points: 400**

### **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, 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.

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](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.

### **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.**