



Cedar Crest College  
100 College Drive  
Allentown, Pennsylvania 18104

<b>COURSE TITLE:</b>	Addictions, Psychopathology, and Crime
<b>COURSE NUMBER:</b>	CRJ 201
<b>INSTRUCTOR NAME:</b>	Michael Pittaro, MPA Assistant Program Director (Lehigh and Northampton Counties) Justice Works Youth Care 850 North 5 <sup>th</sup> Street, Suite 8 Allentown, PA 18102  Criminal Justice Adjunct Professor Department of Social Sciences Email: <a href="mailto:MPittaro@Cedarcrest.edu">MPittaro@Cedarcrest.edu</a> Office Hours – By Appointment
<b>DATE:</b>	October 9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup> - October 23 <sup>rd</sup> , 24 <sup>th</sup> , & 25 <sup>th</sup> 2009
<b>CREDIT HOURS:</b>	3.0 Credits
<b>COURSE LENGTH:</b>	14 weeks ( <b>Condensed into a two-weekend course – 6 days</b> )
<b>COURSE SCHEDULE:</b>	Friday (6 pm – 9 pm), Saturday (9 am – 5 pm), & Sunday (9 am – 5 pm)

<b>COURSE DESCRIPTION:</b>	The primary objective of this course is to focus on the effect drug use, abuse, and addiction has on human behavior. Understanding the relationship between drug use and crime is dependent on understanding how drugs influence behavior. Specific content areas will highlight current trends in substance abuse; the influence substance use/abuse has had on behavior, societal reactions to substance abuse; law enforcement initiatives and policies; and the types of rehabilitative approaches.
----------------------------	---

### **PERFORMANCE OBJECTIVES:**

Through this course, the intent is to assist the student to develop and use critical thinking skills to:

1. Gain a more in-depth understanding of how substance abuse / dependence affects behavior.
2. Understand the key elements of addiction itself and what factors are critical in the accurate measurement of use/abuse.
3. Develop an understanding of how the body itself deals with substance use and how it contributes to the cycle of addiction.
4. Develop an understanding of the different categories of drugs, how drug use affects the human body, influences behavior, and affects crime.
5. Better understand the most commonly recognized criminological theories that seek to explain substance abuse and crime.
6. Identify the current trends in substance use/abuse nationally and locally.
7. Evaluate whether the war on drugs has had a positive or negative impact on society and if there is any correlation between enforcement and crime rates.

### **OUTCOMES & ASSESSMENTS**

Students will demonstrate an understanding of the elements of substance abuse and how those elements contribute to individual behavior.

**Assessment:** Students will read selected material, watch related media presentations, participate in class discussions, and excel in a written examination.

Students will be able to identify the specific factors researchers attempt to measure when trying to explain substance abuse.

**Assessment:** Students will read selected material, watch related media presentations, participate in class discussions, and excel in a written examination.

Students will be able to identify the 5 main categories of drugs of abuse; identify what the affects are on the body; what the effects are on behavior; and what the impact of the individual drug has had on the law enforcement community.

**Assessment:** Students will read selected material, watch related media presentations, participate in class discussions, and excel in a written examination.

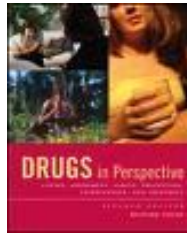
The student will be able to identify the major theories of substance abuse and of the relationship substance abuse and crime may or may not share.

**Assessment:** Students will read selected material, watch related media presentations, participate in class discussions, and excel in a written examination.

Students will be able to identify and critically analyze the current social, political, and law enforcement challenges and controversies associated with today's drug trends.

**Assessment:** Students will read selected material, watch related media presentations, participate in class discussions, and prepare a class presentation on an assigned topic.

### **Required Text and Supplemental Readings**



#### **Required**

Fields, R. (2007). *Drugs in perspective: Causes, assessment, family, prevention, intervention, and treatment*. (7<sup>th</sup> ed.). Boston: McGraw-Hill.

**NOTE:** Additional (supplemental) Readings will be introduced on an “*as needed basis*”

#### **So, Why do we need an Addictions Course???**

The goal of this particular course is to stimulate the students' interest and awareness in the dynamic and constantly changing field of drug and alcohol addiction as it relates directly to crime. This course will emphasize the importance of critical thinking & problem solving skills, and is intended to foster a considerable amount of dialogue between and among students and the instructor. The instructor will teach this course by relying on non-traditional pedagogical means in which learning is “*student centered*” as opposed to the traditional “*instructor centered*” approach to learning.

My goal is to create a learning environment that encourages students to embrace the concept of life-long learning, especially since I am also a student (pursuing my doctorate degree in Criminal Justice). Therefore, I know first-hand what it is like to juggle work, school, family, and friends, and all other obligations and responsibilities. It is definitely challenging, but doable.

Before one can fully understand and appreciate the profound influences of “Drug and Alcohol Addiction” as a sub-discipline within criminal justice, one must learn to identify and recognize the complexities of addiction and its proven association to deviance, criminality, and other problematic social, personal, legal, and medical issues. Addiction does not only affect the individual addict, but also the family of the addicted individual, the community in which the addict resides, works, or offends, and society in general; therefore, it requires a multidisciplinary approach that combines intervention and prevention strategies. To put it quite simply, Addiction knows no boundaries. What does that mean? In other words, it does not matter whether you are wealthy or poor; Caucasian, African American or Latino; College-educated or a high school dropout; addiction is widespread, highly destructive, and indifferent to most traditional forms of intervention, prevention, enforcement, and punishment.

Understanding the biological, psychological, and sociological explanations and responses as well as appreciating the legal and medical ramifications of substance use/ abuse/dependency on society requires critical thought, sensitivity, and open-mindedness to the continuum of controversial, often clashing views that pertain to the mission and philosophy associated with D & A intervention, prevention, enforcement, & punishment. Students must pay particular attention to the powerful influence of substance use/abuse/dependency and trafficking on crime, both domestic and foreign, in which millions upon millions of dollars have been spent over the past few decades to enforce the alcohol and drug laws and punish those who violate them. Enforcement and punishment have shown to be largely ineffective. Therefore, we will operate on the principle that the truth can best be discerned by the study of similar as well as opposing perspectives within the addictions field. As such, this course is designed to:

- Provide students with well-developed, carefully considered, and sharply opposed points of view on substance use /abuse / dependency, and trafficking in regards to the efficacy of treatment and punishment on stopping the cycle and intergenerational cycle of addiction.
- Help students to understand the significance of the principles, concepts, and theories relevant to the addictions field in particular and crime in general.
- Encourage students to apply critical thinking and problem solving strategies to the opinions and perspectives presented and discussed in this course.
- Promote the personal resolution of important social issues by challenging common assumptions (and misassumptions), perceptions (and misperceptions) and unconscious as well as conscious biases toward those who abuse and/or are dependent on alcohol and/or drugs.
- Encourage students to synthesize their own positions by clarifying and understanding those values, norms, beliefs, and ethical principles concerning delinquency, deviance, criminality, crime, punishment, and the influence of public policy on criminal justice practices geared toward “correcting” those who violate the

law.

- Develop students' understanding and appreciation for the nature and value of empirical (scientific) evidence in forming an opinion that can best be supported through measurable, testable (empirical) research studies and experimentation, not opinions or misleading media presentations. In other words, opinions are just that – opinions. As budding scholar-practitioners, we will dissect the facts, not opinions. Studies have shown that students retain information better when they are actively engaged in the dialectical process (the art of investigating the truth through discussion and research). Since this is an entry-level course, and for some, the first exposure to addiction, crime, or both, we will focus predominantly on the psychological and sociological explanations (and hopeful solutions)

### GRADING

Participation.....	20 pts. per day with the exception of day 1 .....	100 points
Written Assignment #1.....	.....	50 points
Written Assignment # 2.....	.....	50 points
Written Assignment #3.....	.....	50 points
Written Assignment #4.....	.....	50 points
<b>Total.....</b>	<b>.....</b>	<b>300 points</b>

Your grade is calculated by dividing the # of accrued points by possible points.

### Cedar Crest's Grading Scale

<b>A</b> = 94 – 100 %	<b>C</b> = 74 – 76 %
<b>A -</b> = 90 – 93 %	<b>C -</b> = 70 – 73 %
<b>B +</b> = 87 – 89 %	<b>D +</b> = 67 – 69 %
<b>B</b> = 84 – 86 %	<b>D</b> = 60 – 66 %
<b>B -</b> = 80 – 83 %	
<b>C +</b> = 77 – 79 %	<b>F</b> = 59 % & Below

<http://www.studygs.net/index.htm> (Study Guides and Strategies)

### IMPORTANT:

Please Do Not Work Ahead of the Class or the Instructor. The Instructor reserves the right to modify or alter the schedule with little to no advanced notice to meet the needs of the class and/or the instructor.

## ATTENDANCE

Students are REQUIRED to have prompt and regular classroom attendance, especially since this entire course has been condensed into two weekends (total of 6 days). Participation / Professionalism points may only be accrued if you are present and actively participating in class in a professional manner. To reiterate, Participation is required for this course!

*“A Journey of a thousand miles begins with a single step.”*

- Chinese Proverb

## STUDENT EXPECTATIONS

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Collegiate learning requires both individual and group interaction. Therefore, the behavior and participation of each person in class in some way or another affects the learning outcomes of others. Listed below are some rules that will make the classroom experience a much more enjoyable one for everyone involved.

1. Class begins promptly at the beginning of the class period. Participation points will be deducted for those students who arrive late or leave early without prior approval from your instructor.
2. **Cell phones** – Please turn your cell phone off or, at the very minimum, set it to vibrate before the class starts out of respect for the Instructor and your fellow classmates. In turn, I will do the same. If you need to take an “*occasional*” important call, please inform me ahead of time, sit closest to the door, and leave the room when you receive the call.
3. **Food / Drink** - I do not mind if you bring a drink or snack to class as long as it is not distracting and you clean up your area when class has ended. Other classes will need to use this room throughout the day and evening. NOTE: If you decide to bring in a large pepperoni pizza, you will be required to share some with the course instructor.
4. **Breaks** – We will take several “mini-breaks” throughout the day at the discretion of the course instructor (typically on the hour) and we will break for lunch.
5. **Distractions** - Please avoid conversations with people sitting adjacent to you that are not related to the class discussion. It is a small room – even if you whisper, you must realize that other people can see and hear you, including me. Participation points will

be deducted from those who fail to adhere to this policy. It's also important to note that while I do appreciate and encourage personal stories, please keep them brief, on-topic, and most importantly, respect the boundaries of "too much information." In other words, let's keep it professional and respectful of others, but more importantly on the topic of discussion.

6. **Class Dismissal** - Do NOT start packing up your bag, putting away your notebooks, laptops, and books before the end of the class. If one person does it, it seems to trigger others to do the same. You are scheduled to be here until the class officially ends, so please plan your schedule accordingly. We have a lot of information to cover in a relatively short period of time.
7. **Tardiness** - If you know that you'll either be late to class or you'll need to leave early, please notify me in advance (preferably by email) and sit as close to the door as possible so as not to disrupt others when you enter or exit the room, especially if and when there is a guest speaker.
8. **Inattention** - I'll do my best to make the class as interesting as possible using my unique, (and hopefully appreciated) sense of humor, but remember that my primary goal is to teach you by providing you with important information. Sleeping or the appearance of sleeping is strictly prohibited. Any student who is observed sleeping will receive a zero for the class participation portion of the class. Any student who is observed sleeping during a guest lecture will immediately be asked to leave the room. No exceptions!
9. **Deadlines** - Turn in all assignments by the deadline. No excuses! No exceptions! Do not procrastinate and wait until the morning the assignment is due to start working on it because it will undoubtedly be reflected in your work. More importantly, it is not fair to the other students who worked hard to get the assignment in by the deadline; therefore, I will not accept late assignments. "*A conscientious student will avoid procrastination and complete their assignments well before the due date and time.*" I will give you plenty of time (typically a week or more) to get your assignments completed.
10. **Grades** - The rules of this syllabus, content of the assignments, content of the lectures, and calculation of the grade you EARNED cannot be negotiated on individual terms. While I am always willing to work with students on an individual basis, I must treat everyone with the same impartiality as you. In other words, No favoritism.
11. **Expect the Unexpected** – I personally live by this motto. It sounds pessimistic at first, but I consider it to be positive, realistic, and appropriate in today's fast-paced life. Be prepared for the worst-case scenario and expect the unexpected. You never know nor could you ever truly predict or anticipate when your computer is going to "crash," your car will break down, it will snow, you will have to work late, or you or your child will come down with an illness or injury during the period that we meet for this class. With

that being said, completing your assignments and readings ahead of the due date is critical to your success in this class (and in the workforce), so that when (not if) something unexpected comes up, you will be prepared.

12. **Participation** - Your questions are always welcome and I strongly encourage you to challenge me on some of the issues being discussed in class (in a constructive manner, not in an argumentative manner). Chances are, if you have a question or a point to make, someone else is thinking the same thing. Please ask questions !!! You will learn more, it makes the class more interesting, stirs up intellectual, thought-provoking conversations, and it helps others to learn as well. As you can see from the grading criteria, participation is required and a significant portion of your final grade.
13. **Classroom Courtesy** - Remember, when you have a question or comment, please raise your hand first. Blurting out a question or comment when someone else has already raised his or her hand is disrespectful – it is like jumping ahead of someone in line at the store. The same social norm applies here as well. Also, please remember to keep your answer brief so that others will have time to express themselves. Most importantly, be respectful and mindful of your classmates. Chances are many of you have been directly or indirectly affected by substance abuse.
14. **Absences** - If an emergency arises that requires you to be absent from a class session, be sure to get the notes and all other information that was covered in class from a classmate that you trust, not necessarily the course instructor. While I typically respond to students within 24 hours of their call or email, I cannot guarantee that I will be available outside of classroom and appointment hours. Attendance at guest lectures and group trips is mandatory unless previously discussed with the instructor.
15. **Grades** - The time to be concerned about your grade is throughout the entire course, NOT the last day of class! Your final grade is non-negotiable. Grades are stored in Gradekeeper (a highly regarded software program); therefore, you are entitled to know your grade at any time throughout the semester. If you are having trouble maintaining a “B” average or better in this course, I will reach out to you and request that we meet or speak by phone to discuss your “plan” of corrective action. Although “C’s” are acceptable at the undergraduate level, I would hope that you would strive for a “B” or better in this as well as all of your other classes. I’ve designed this course so that every student will do well if they adhere to the specific guidelines in this syllabus.
16. **HELP is Available:** Anytime a student feels they are falling behind in the course (i.e., missed assignment deadlines, or inability to meet future deadlines), they should contact me immediately to discuss the situation. I am available by phone or email; however, the best and quickest way to contact me is through email as I am constantly checking and responding to emails throughout the day and evening hours and over weekends and holidays. I typically respond to students within a few hours of receiving your email. If you don’t hear from me, assume that your message has been “spammed” or lost in cyberspace, and contact me by phone.



**17. Cheating** – As a college student, you must set high ethical and moral standards with unimpeachable honesty and integrity for yourself. Discipline associated with a cheating incident may result in you failing the course. At the very minimum, you will receive a zero for that particular assignment, project, and/or exam. This also goes for the person who lets another student cheat from them. You will also be sanctioned in a similar manner. I simply do not tolerate cheating! And yes, I will be comparing your written assignments to others in class as well as randomly checking sections of your assignment against a plagiarism detector.

**18. Plagiarism** is the presentation of someone else's ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious and often punishable offense in academia. Academic honesty is highly valued. A student must always submit work that represents his or her original words and ideas by paraphrasing and citing your sources. Whenever using an outside source as a reference, the student must cite the source and make clear the extent of the source use.

- *Accidental plagiarism* is forgetting to place quotation marks around another writer's words, omitting a source citation for another's idea because you are unaware of the need to acknowledge the idea, or carelessly copying a source when you mean to paraphrase.
- *Deliberate plagiarism* is copying a phrase, a sentence, or a longer passage from a source and passing it off as your own by omitting quotation marks and a source citation, summarizing, or paraphrasing someone else's ideas without acknowledging. Plagiarism and falsification of documents is considered a serious matter in academia. Deliberate plagiarism can result in course failure, a final grade of 'F.' At the very minimum, you will receive a zero for that particular assignment.

19. This syllabus is a binding contract between the student and professor, and assumes that the student has read and fully understands the syllabus and course requirements. Based upon conditions within or beyond the control of the professor (including but not limited to weather, equipment problems, emergencies, and the needs of an individual class and/or instructor), the professor has the right to revise this syllabus, assignments, and due dates, as required and with little to no prior notification.

20. **Extra Credit** – Sorry, but I have never given out an extra credit assignment. I do not think that it is fair and just for those who managed to complete their coursework by the original deadline. Extensions may be granted (albeit rarely) for mitigating circumstances (i.e- medical emergencies).

21. **Email** –ONLY use your Cedar Crest email address when contacting me. I will typically not respond to anything other than Cedar Crest email accounts. When

emailing me, be sure to type your name in the subject line. If it is important, please specify that in the subject line alongside your name.

In closing, you must answer one important question; *Do you want to be an "A" student?* "A" students encounter the same life challenges as others (inclement weather, crashed computers, family problems, work crisis, illnesses, vehicle problems, etc). "A" students overcome these obstacles and still submit their work on time. That is because they start and complete their assignments, chapter readings, and projects shortly after the instructor assigns them. "A" students have exceptional time management skills and have built in enough "time" in their schedule so that when (not if) unanticipated life events occur; they still submit their work on time.

*"You cannot predict every possible challenge; however, if you prepare for those challenges that you can predict, you will be better equipped to handle all problems, even the unexpected ones."*

- Rudolph Giuliani (former Mayor of New York)

*"A man or woman who wants to do something will find a way; A man or woman who doesn't will find an excuse."*

-Stephen Dooley, Jr. (Woodman, Dooley, & Heald, 1987)

My Favorite:

*"A pessimist makes difficulties of his/her opportunities whereas an optimist makes opportunities of his/her difficulties."*

When I grade your individual assignments, I will be looking for several obvious things including timeliness, neatness, and clarity. Take pride in your work. If you turned this assignment into your current or future boss, what would he/she think? Keep that in the back of your mind because I am also preparing you for the demands of the workforce. All assignments **MUST** be spell-checked and double-checked for grammatical errors before submission. As a journal editor, I take this role very seriously. Further, any written assignment in this class should be well organized, easy to follow and should address all aspects of the question or requested information. Mostly, however, I look for substantive responses.

***Substantive responses*** are those that provoke thought, challenge students' critical thinking / problem-solving abilities, present alternative ideas, and ask further questions for readers to consider. I will constantly challenge you to - **THINK OUTSIDE THE BOX**

## A Note From Your Instructor

This syllabus is your map for navigating through this course. It is only a guide used to define the goals and objectives of the course, specify the textbook and supporting materials to be used, and explain course requirements, including the method or formula for determining your grades. The syllabus also includes a “proposed” course schedule indicating when particular topics will be covered, what material will need to be read for each class, and when assignments will be given and their respective due dates. Other useful information include the Instructor’s name, Phone Number and Email Address. It is strongly suggested that students download the syllabus to their computer AND retain a “hard-copy” for easy reference.

Do not forget to write down important due dates on your calendar or day planner. Time Management is the key to success in balancing school, work, and life. More Importantly, Exceptional Time Management skills are crucial to balancing those responsibilities simultaneously and effectively.

### **COURSE OUTLINE**

(Information on the outline is subject to change with little to no prior notice)

**NOTE: The entire course has been condensed into 6 days.**

<b>Week</b>	<b>Description</b>	<b>Readings /Assignments</b>
<b>Friday October 9, 2009  Welcome To CRJ 201 Addictions, Psychopathology, &amp; Crime  Day 1</b>	<u>Introduction:</u>  Instructor Introduction – Related Experience / Education in Addictions / Criminal Justice  Student Introductions  Overview of class syllabus, course policies, grading and assignments  * Johnny Cash Video (Trust me, it’s good)  <u>Lecture/Discussion</u>  <b>Chapter 1: Putting Drugs in Perspective</b>	Reading_Assignment: Be Prepared to Discuss and Answer Questions Pertaining to the Reading  <i>Read chapter one</i>  <u>Assignment # 1:</u>  The Sixth Perspective (Your Perspective and Worksheet - Pages 21-22)  <u>Due by midnight on Saturday, October 17<sup>th</sup></u> via email to <a href="mailto:MPittaro@cedarcrest.edu">MPittaro@cedarcrest.edu</a>

<p style="text-align: center;"><b>Saturday</b></p> <p><b>October 10, 2009</b></p> <p style="text-align: center;"><b>Day 2</b></p>	<p style="text-align: center;"><u>Lecture / Discussion</u></p> <p><b>Chapter 2:</b> Why Do People Use Drugs?</p> <p><b>Movie:</b> The Hijacked Brain</p> <p><b>Chapter 4:</b> Definitions of Substance Abuse, Dependence, and Addiction</p> <p><b>Movie:</b> History of Opium</p> <p><b>Slide presentation:</b> Faces of Meth</p> <p><b>Class Activity:</b> Fatal Vision goggles</p>	<p style="text-align: center;"><u>Assignment # 2:</u></p> <p><i>Read Chapters 2 and 4</i></p> <p>Exploring Your Own Perspective (Page 61)</p> <p>Recreate the chart and rate the models and theories, but also provide one paragraph for each of the responses.</p> <p><u>Due by midnight on Sunday, October 18th via email</u></p>
<p style="text-align: center;"><b>Sunday</b></p> <p><b>October 11, 2009</b></p> <p style="text-align: center;"><b>Day 3</b></p>	<p style="text-align: center;"><u>Lecture/Discussion</u></p> <p><b>Chapter 3:</b> Drug specific information</p> <p><b>Film:</b> The Next Generation</p> <p><b>Chapter 8:</b> Prevention of Substance Abuse Problems</p> <p>Distribution of <i>Prevention Principles for Children and Adolescents</i> (National Institute of Drug Abuse – 2<sup>nd</sup> Edition) &amp; additional literature.</p> <p><b>TV Commercials:</b> effective prevention?</p> <p><b>Guest Lecture:</b> Sgt. William Kissner, Bethlehem Police – Narcotics Division</p>	<p style="text-align: center;"><u>Assignment # 3:</u></p> <p><i>Read Chapters 3 &amp; 8</i></p> <p>Distribution of Assignment # 3 - TBA</p> <p><u>Due: By midnight on Saturday, October 24<sup>th</sup> via email</u></p>

<p><b>Friday</b></p> <p><b>October 23, 2009</b></p> <p><b>Day 4</b></p>	<p><u>Lecture / Discussion</u></p> <p><b>Chapter 9:</b> Change, Motivation, and Intervention of Substance Abuse Problems</p> <p>Review of Pittaro’s “<i>The Challenges of Prisoner Reintegration and Crime Desistance</i>” – approached from an Interactionist’s perspective</p> <p><b>Video:</b> Intervention</p> <p><b>Guest lecture:</b> TBA</p> <ul style="list-style-type: none"> <li>• Prevalence of co-occurring disorders</li> <li>• Evaluation of clients</li> <li>• Treatment options</li> <li>• Process of relapse management</li> </ul>	<p><u>Homework:</u></p> <p>Read chapter 9</p> <p><i>Make sure you dress professionally for tomorrow’s prison tour.</i></p> <p><u>Assignment # 4:</u></p> <p>TBA – Due by midnight on <u>Tuesday, October 27<sup>th</sup></u></p>
<p><b>Saturday</b></p> <p><b>October 24, 2009</b></p> <p><b>Day 5</b></p>	<p><u>Lecture/Discussion</u></p> <p><b>Chapter 10:</b> Disorders Co-occurring with Substance Abuse</p> <ul style="list-style-type: none"> <li>• Addiction and the CJ client (to be provided)</li> </ul> <p><b>Class Trip:</b> I will be arranging a class trip to either Lehigh or Northampton County Prison to tour the prison (emphasis on the treatment unit for offenders with substance abuse issues).</p>	<p><u>Homework</u></p> <p>Read Chapter 10</p>
<p><b>Sunday</b></p> <p><b>October 25, 2009</b></p> <p><b>Day 6</b></p> <p><b>(Last Day!)</b></p>	<p><u>Lecture/Discussion</u></p> <p><b>Chapter 11:</b> Alcohol/Drug Recovery Treatment and Relapse</p> <p><b>Lecture</b> on Supply /Demand side policies</p> <p><b>Guest Lecturer</b> - TBA</p> <p><b>Film:</b> Afghanistan</p> <p><b>Lecture</b> on the Criminal Justice Client</p>	

Revised: October 2009