OFFENDER REHABILITATION

Course Syllabus
BH 206

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Office Hours:
Tuesday: 8:30 – 9:30 a.m.
Thursday: 8:30 – 9:30 a.m., 12:30 – 2:00 p.m.
Monday: 10:30 a.m. – 12:00 noon
And by appointment

COURSE DESCRIPTION
The primary focus of this course is to teach techniques of offender rehabilitation and crisis intervention that have proved to be effective in dealing with individuals under correctional supervision and changing their behavior. To that end, students will survey theories of rehabilitation, treatment, and correction of criminal offenders, in particular those therapeutic models and methods designed for managing reluctant, resistant clients. Many of these techniques are valuable in dealing with individuals at other stages of the criminal justice process and with victims, witnesses, and suspects.

We will also touch on the historical development of the rehabilitative ideal and contemporary controversies surrounding it.

STUDENT LEARNING OUTCOMES
Upon completion of this course students will be able to:

- Describe and evaluate the goals and purposes of correctional counseling and the skills and techniques needed for being an effective correctional professional.
- Describe and demonstrate the key treatment models and practices for the management of offenders in the community and in institutional settings.
- Describe and analyze the treatment models and techniques employed in working with special populations of offenders: sexual offenders, juvenile offenders, violent offenders, substance abusing offenders, mentally ill offenders, and female offenders.
- Describe and evaluate the complex relationship between correctional theory, public policy and correctional practice.

REQUIRED READING
Anthony Walsh, Correctional Assessment, Casework & Counseling, 4th Edition
Handouts provided by instructor and guest speakers

EVALUATION
Student performance will be evaluated on the basis of three examinations, an event response analysis, class participation and attendance.

CLASS SCHEDULE

DATE       TOPIC

August 30  Introductions & Overview
            Correctional Theory and Public Policy:
How Politics Affects the Nature of Your Work

DATE

September 5
Happy Labor Day!

September 6
Goals and Purposes of Correctional Counseling Film: *Cancelled Lives*
Working as a Criminal Justice Professional

September 13
Understanding Yourself: The Key to Being an Effective Professional
Reading: CACC, Chapter 4

September 20
Explaining Criminal Behavior
Reading: CACC, Chapters 1 & 2
Fundamentals of Non-directive Counseling
Reading: CACC, Chapter 9

September 27
Interviewing & Interrogating
The Motivational Interview
Reading: CACC, Chapter 5

October 4
Pre-sentence Investigation Reports
Reading: CACC, Chapter 6

October 11
Examination One

October 18
Directive Counseling: Reality Therapy
Reading: CACC, Chapter 10
Film: *Project Strive*
Directive Counseling: Transactional Analysis
Reading: CACC, Chapter 10

October 25
The Probation Department
Strategies for Case Supervision
Reading: CACC, Chapter 7

November 1
Directive Counseling: Cognitive-Behavioral Approaches
Reading: CACC, Chapter 11
Your Client: The Female Offender
Reading: CACC, Chapter 20

November 8
Examination Two
Homework assignment due at class time

November 15
The Role of Parole Supervision
Intensive Supervision of Offenders in the Community
Legal Aspects of Casework & Counseling
Using Community Agencies & Volunteers in Case Management
Reading: CACC, Chapters 13 & 14

November 22
Group Counseling
Reading: CACC, Chapter 12
Supervising the Juvenile Client
### Schedule Subject to Change

**IMPORTANT DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 11</td>
<td>Examination One</td>
<td></td>
</tr>
<tr>
<td>November 8</td>
<td>Homework assignment</td>
<td>is due by 4:20 p.m. Please do not miss class to complete assignment. Such absences count double.</td>
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<tr>
<td>November 8</td>
<td>Examination Two</td>
<td></td>
</tr>
<tr>
<td>December 8</td>
<td>Event Response Analysis</td>
<td>is due by 7 p.m.</td>
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<tr>
<td>December 13</td>
<td>Final Examination</td>
<td>at 4:20 p.m.</td>
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Final course grades will be assigned based on the following total percentages.

- Over 90% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60 = F

**COURSE REQUIREMENTS**

1. **EXAMINATIONS**
   - Three examinations, including final. Examinations include multiple choice, true/false, short answer questions. Make-up examinations are reserved for exceptional circumstances. If you will miss an exam for any reason, please contact the instructor immediately. If you miss an exam for medical reasons, please provide a doctor’s excuse or note from the campus health service.

2. **EVENT RESPONSE ANALYSIS**
   - Students will be asked to prepare a report on the content of films, guest speaker presentations, field trips. This report calls for:
     1) A detailed, accurate description of the event, and
     2) An in-depth analysis of the impressions, thoughts, and feelings engendered by viewing or participating in it.
This exercise will help students develop the important professional skills of:

1) Preparing clear, factual descriptions of events and individuals, and

2) Distinguishing personal feelings, thoughts, prejudices, and concerns from accurate presentation of facts.

The paper should be at least four pages in length, doubled-spaced, word processed, grammatical and spell-checked.

In fairness to fellow classmates, late papers will not receive full credit – 5 points off for each day late.

3. HOMEWORK ASSIGNMENT
   Students will be asked to prepare a two to four page double-spaced essay following the lectures on Transactional Analysis and Rational Emotive Therapy. The paper is to be word-processed, grammatical and spell-checked.

   Students will be asked to apply the three intervention theories to understanding concrete life situations of their own choosing. Thus, the assignment measures their understanding of the theories, as well as their ability to apply them in practice.

   Papers are due by on Tuesday, November 10 at the beginning of class. In fairness to other students, to receive full credit, paper must be submitted on time.

4. ATTENDANCE
   Attendance is required. The final grade will be lowered 2 points with each absence after the third.

   The final course grade will be determined as follows:
   1. Examinations (3) 20% each
   2. Event Response Analysis 20%
   3. Homework Assignment 10%

POLICIES

CLASSROOM ETIQUETTE
Students are reminded that once they enter the classroom, they are expected to behave courteously and respectfully to everyone. They are expected to turn off cell phones, refrain from talking to neighbors and eating, and they should not leave the classroom unless absolutely necessary to use the bathroom or in case of emergency. They are to use computers only to facilitate note-taking not for Internet browsing. The teacher reserves the right to decide if computers should be used and to ask students to turn off computers.

ACADEMIC HONESTY
Students are reminded of the university's strict prohibition against cheating and plagiarism. Punishment for same may include expulsion from the university and a grade of F.

ACADEMIC ADVISING
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located
in Driftwood 203E, and can be reached at 825-3466.

NOTICE TO STUDENTS WITH DISABILITIES
Texas A&M University-Corpus Christi complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Services for Students with Disabilities Office, located in Driftwood 101, at 825-5816. If you need disability accommodations in this class, please see me as soon as possible.

GRADE APPEAL PROCESS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.

1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
STUDY GUIDE FOR EXAMINATION ONE

Students should be able to do the following:

Explain the relationship between correctional practice and public policy.

Explain why prison and community supervision populations continue to rise even though the rate of serious crime in the US has been declining.

Describe the goals and purposes of correctional counseling and the skills and techniques needed for being an effective correctional professional.

Understand the importance of careful self-analysis of behavior and motives.

Master the principles and skills of anger management. See the importance of anger management for professionals and their clients.

Explain the significance of the Johari Window.

Understand the major theories that explain criminal behavior.

STUDY GUIDE FOR EXAMINATION TWO

Students should be able to do the following:

Complete a pre-sentence investigation report.

Use the fundamental techniques of non-directive counseling.

Use the fundamental techniques of directive counseling.

STUDY GUIDE FOR FINAL EXAMINATION

Students should be able to do the following:

Explain the role and functions of the Probation Department in supervising offenders.

Explain the role and functions of the Parole Department in supervising offenders.

Understand the basic principles of conditions of probation and parole.

Discuss the distinctive challenges and problems of correctional intervention with sex offenders.

Discuss the distinctive challenges and problems of correctional intervention with substance abusers.

Discuss the distinctive challenges and problems of female offenders and the most effective correctional interventions.

Discuss the distinctive challenges and problems of juvenile offenders and the most effective correctional interventions.

Describe the importance and nature of AIDS/HIV counseling with criminal offenders.

Explain the importance of professionalism in correctional intervention.

Answer review questions covering basic material from first and second examinations.