OFFENDER REHABILITATION
CI 102
Course Syllabus

Dr. Dorothy S. McClellan
Office Hours:
Bay Hall 340
Monday: 2:45 p.m. – 4:15 p.m.
Phone: (361) 825-2697
Tuesday: 8:30 a.m. – 9:30 a.m.
e-mail: dorothy.mcclellan@tamucc.edu
Thursday: 8:30 a.m. – 9:30 a.m. 12:30 – 2:00 p.m.
website: http://cj.tamucc.edu
And by appointment

COURSE DESCRIPTION
The primary focus of this course is to teach techniques of offender rehabilitation and crisis intervention effective in managing clients under correctional supervision. 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. The course will train students in interview techniques that are useful in dealing with convicted offenders as well as 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 intervention 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: involuntary and resistant clients, 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
Handouts provided by instructor and guest speakers

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 9</td>
<td>Introductions &amp; Overview</td>
</tr>
<tr>
<td></td>
<td>Correctional Theory and Public Policy:</td>
</tr>
<tr>
<td></td>
<td>How Politics Affects the Nature of Your Work</td>
</tr>
<tr>
<td>September 16</td>
<td>Goals and Purposes of Correctional Counseling</td>
</tr>
<tr>
<td></td>
<td>Film: <em>Cancelled Lives</em></td>
</tr>
<tr>
<td></td>
<td>Working as a Correctional Intervention Professional</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 1</td>
</tr>
<tr>
<td>September 23</td>
<td>Interviewing and Interrogating</td>
</tr>
<tr>
<td></td>
<td>The Motivational Interview</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 1</td>
</tr>
<tr>
<td>September 30</td>
<td>Understanding Yourself: The Key to Being an Effective Professional</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Explaining Criminal Behavior</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 2</td>
</tr>
<tr>
<td>October 7</td>
<td>Fundamentals of Non-directive Counseling</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 9</td>
</tr>
<tr>
<td>October 14</td>
<td>Examination One</td>
</tr>
<tr>
<td>October 21</td>
<td>Pre-sentence Investigation Reports</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Directive Counseling: Reality Therapy</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Film: <em>Project Strive</em></td>
</tr>
<tr>
<td>October 28</td>
<td>Directive Counseling: Transactional Analysis</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Directive Counseling: Cognitive-Behavioral Approaches</td>
</tr>
<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 11</td>
</tr>
<tr>
<td>DATE</td>
<td>TOPIC</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>November 4</td>
<td>The Role of Parole Supervision \nIntensive Supervision of Offenders in the Community \nLegal Aspects of Casework &amp; Counseling \nUsing Community Agencies &amp; Volunteers in Case Management \nReading: <em>CACC</em>, Chapters 13 &amp; 14</td>
</tr>
<tr>
<td>November 11</td>
<td>Community Corrections - The Probation Department \nStrategies for Case Supervision \nReading: <em>CACC</em>, Chapter 7 \nYour Client: The Female Offender \nReading: <em>CACC</em>, Chapter 21</td>
</tr>
<tr>
<td>November 18</td>
<td>Examination Two</td>
</tr>
<tr>
<td>November 25</td>
<td>Supervising the Juvenile Client \nReading: <em>CACC</em>, Chapter 20 \nGroup Counseling \nReading: <em>CACC</em>, Chapter 12 \nTherapeutic Communities \nReading: <em>CACC</em>, Chapter 17</td>
</tr>
<tr>
<td>November 28</td>
<td>Happy Thanksgiving!</td>
</tr>
<tr>
<td>December 2</td>
<td>Your Client: The Sex Offender \nReading: <em>CACC</em>, Chapter 18</td>
</tr>
<tr>
<td>December 9</td>
<td>Your Client &amp; Substance Abuse: \nAlcohol, Illegal Drugs &amp; the Criminal Offender \nReading: <em>CACC</em>, Chapters 15 &amp; 16</td>
</tr>
</tbody>
</table>

Conclusions
Review for final

_Schedule Subject to Change_

**IMPORTANT DATES TO REMEMBER**

<table>
<thead>
<tr>
<th>DATE</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 14</td>
<td>Examination One</td>
</tr>
<tr>
<td>November 18</td>
<td>Examination Two</td>
</tr>
<tr>
<td>December 12</td>
<td>Event Response Analysis</td>
</tr>
<tr>
<td>December 16</td>
<td>Final Examination at 4:20 p.m. sharp</td>
</tr>
</tbody>
</table>
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 or 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 five 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. **ATTENDANCE**
   Attendance is required. The final grade will be lowered 2 points with each absence after the second.

The final course grade will be determined as follows:

1. Examinations (3) 25% each
2. Event Response Analysis 25%
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 and place them out of sight, 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. Laptops are to be used only by students with special needs after receiving permission from the professor.

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
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

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.

EXPECTATIONS
Classes will begin at the scheduled time and run the full session. Please be certain to arrive on time and be prepared to stay until class is dismissed. If you have work obligations that interfere with your ability to do this, please change your work schedule or consider dropping the course. Students are expected to avoid private conversations with their classmates during class. As if you were on an airplane, please turn off your electronic devices upon entering the classroom. Attendance will be taken each class. Please arrange with a fellow student to get handouts, notes and assignments if you miss class. Make-up examinations will be given only with a doctor’s excuse or under exceptional circumstances that should be discussed with the professor before the examination. If a true emergency arises and you miss an examination, please notify the professor within 24 hours so that we can arrange an alternate time for you to take an exam.

STUDY GUIDES FOR EXAMINATIONS

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 U.S. has been declining.

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

Explain and use the fundamental techniques of interviewing and non-directive counseling.

**STUDY GUIDE FOR EXAMINATION TWO**

**Students should be able to do the following:**

Complete a pre-sentence investigation report.

Explain and use the fundamental techniques of directive counseling.

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

Understand the basic conditions of probation supervision.

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

Understand the basic conditions of parole supervision.

**STUDY GUIDE FOR FINAL EXAMINATION**

**Students should be able to do the following:**

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

Discuss the distinctive challenges and problems of correctional intervention with substance abusers and the most effective correctional interventions with this population.

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.

Discuss and describe the benefits of therapeutic communities.

Discuss and describe the challenges and techniques of group counseling.

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.