OFFENDER REHABILITATION
Course Syllabus

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.

LEARNING OUTCOMES
Upon completion of this course, the student 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.

MAJOR COURSE REQUIREMENTS
Student performance will be evaluated on the basis of three examinations, an event response analysis, homework assignments, class participation and attendance.

3 Examinations 20% each
1 Event Response Analysis 20%
1 Homework Assignment 20%

REQUIRED READING
Anthony Walsh, Correctional Assessment, Casework & Counseling, 5th Edition
Handouts provided by instructor and guest speakers
COURSE POLICIES

Attendance/Tardiness
Attendance is required. Students who miss more than 1/3 of the classes will not receive a passing grade in the course. Classes will begin at the scheduled time and run the full session (until 12:15 p.m.) 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. The final grade will be lowered 2 points with each absence after the third. Students are required to arrive on time and depart at the end of the class, not before. Late arrivals and early departures without permission of the instructor will not count as full attendance. Attendance will be taken each class. Please arrange with a fellow student to get handouts, notes and assignments if you miss class.

Late Work and Make-up Exams
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. 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. In fairness to fellow classmates, late assignments/papers will not receive full credit – 5 points off for each day late.

Cell Phone/Electronic Device Usage
Students are reminded that once they enter the classroom, they are expected to turn off cell phones and computer devices 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. The use of personal computers will be reserved for students with special needs and require a letter from Student Special Services. The teacher reserves the right to ask students to turn off all electronic devices and to remove them from their desks and laps.

Academic Integrity/Plagiarism
Students are reminded of the university's strict prohibition against cheating and plagiarism. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of 0.

Plagiarism is the presentation of the work of another as one’s own work. Students should be aware that all quoted material must be put in quotation marks and the reference cited.
Paraphrasing requires completely rewriting the material, putting it into your own words. Passing off others’ work as your own is a violation of university academic policy, as is submitting the same paper to another class.

No academic dishonesty will be tolerated. If academic dishonesty is suspected, the disciplinary guidelines in the TAMUCC student code of conduct will be followed.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 7 is the last day to drop a class with an automatic grade of “W” this term.

**Classroom/Professional Behavior**
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Students are expected to behave courteously and respectfully to everyone. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility**
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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. 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 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.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
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 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.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**CLASS SCHEDULE**

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<tr>
<th>DATE</th>
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<tr>
<td>August 28</td>
<td>Introductions &amp; Overview</td>
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<td>September 2</td>
<td>Correctional Theory and Public Policy: How Politics Affects the Nature of Your Work</td>
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<td>September 9 &amp; 11</td>
<td>Goals and Purposes of Correctional Counseling Reading: <em>CACC</em>, Chapter 1</td>
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<td>September 16</td>
<td>Understanding Yourself: The Key to Being an Effective Professional Reading: <em>CACC</em>, Chapter 4</td>
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<td>September 23 &amp; 25</td>
<td>Explaining Criminal Behavior Reading: <em>CACC</em>, Chapter 2</td>
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September 30  Principles of Interviewing  
Readings: *CACC*, Chapter 10

October 2 & 7  Fundamentals of Non-directive Counseling  
Reading: *CACC*, Chapter 9

October 9 & 14  Pre-sentence Investigation Reports  
Reading: *CACC*, Chapter

October 16  Examination One

October 21  Interviewing & Interrogating  
Reading: *CACC*, Chapter 5  
Brian Townsend, Special Agent  
Drug Enforcement Agency (DEA)

October 23  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

October 28  Directive Counseling: Reality Therapy  
Reading: *CACC*, Chapter 10  
Film: *Project Strive*

October 30 & November 4  Directive Counseling: Transactional Analysis  
Reading: *CACC*, Chapter 10  
Directive Counseling: Cognitive-Behavioral Approaches  
Reading: *CACC*, Chapter 11

November 6*  Community Corrections – The Role of the Probation Department  
Strategies for Case Supervision  
Reading: *CACC*, Chapter 7  
*Homework assignment due by 7 p.m.

November 11  Examination Two

November 13  Your Client: The Sex Offender  
Reading: *CACC*, Chapter 18

November 18  Group Counseling  
Reading: *CACC*, Chapter 12  
Therapeutic Communities  
Reading: *CACC*, Chapter 17
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<th>DATE</th>
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<tr>
<td>November 20</td>
<td>Your Client &amp; Substance Abuse:</td>
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<td>Alcohol, Illegal Drugs &amp; the Criminal Offender</td>
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<td>Reading: <em>CACC</em>, Chapters 15 &amp; 16</td>
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<td>HIV/AIDS Counseling with Criminal Offenders</td>
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<td>November 25</td>
<td>Supervising the Juvenile Client</td>
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<td>Reading: <em>CACC</em>, Chapter 20</td>
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<td>Guest Speakers: Residents of Shoreline, Inc.</td>
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<td>November 27</td>
<td>Happy Thanksgiving!</td>
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<td>December 2</td>
<td>Your Client: The Female Offender</td>
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<td>Reading: <em>CACC</em>, Chapter 21</td>
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<td>Review for final</td>
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<td>Conclusions</td>
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Schedule Subject to Change

**IMPORTANT DATES TO REMEMBER**

- **October 15**       Examination One
- **November 6**       Homework Assignment due by 7 p.m.
- **November 11**      Examination Two
- **December 4**       Event Response Analysis is due by 7 p.m.
- **December 9**       Final Examination Tuesday at 8:30 a.m.

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.

2. EVENT RESPONSE ANALYSIS
Students will be asked to prepare a report on the content of films or guest speaker presentations. This report calls for:

1) A detailed, accurate description of the event (a minimum of 3 pages in length)

2) An in-depth analysis of the impressions, thoughts, and feelings engendered by viewing or participating in it (a minimum of 1 page in length)

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 two intervention theories to 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 7 p.m. on Thursday, November. In fairness to other students, to receive full credit, paper must be submitted on time. Five points will be deducted for each day late.

4. ATTENDANCE
Attendance is required. The final grade will be lowered 2 points with each absence after the third absence. Students who miss more than 1/3 of the classes will not receive a passing grade in the course.
The final course grade will be determined as follows:
3 Examinations 20% each
1 Event Response Analysis 20%
1 Homework Assignment 20%

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

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. Recognize 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 distinction between interviewing and interrogating. Explain the techniques of interviewing.

Explain the role and function of the Parole Department in supervising offenders. Understand the basic conditions of parole supervision.

Explain and use the fundamental techniques of 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. Describe the best strategies for case supervision.

Understand the basic conditions of probation 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 substance abuse counseling with criminal offenders.

Explain the importance of professionalism in correctional intervention.

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