OFFENDER REHABILITATION
Course Syllabus
Fall 2017

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 and practice 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 to be 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 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 25% each
1 Event Response Analysis 25%
REQUIRED READING
Handouts provided by instructor and guest speakers

COURSE POLICIES

GRADE APPEALS PROCESS
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 (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

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. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

DISABILITY SERVICES
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.
ATTENDANCE/TARDINESS
Attendance is required. Students who miss more than 1/3 of the classes will automatically have 40 points deducted from their grade and thus cannot expect to receive a passing grade in the course. Students are required to arrive on time and depart at the end of the class, not before. Attendance will be taken in each class. Signing in for someone else is an act of academic dishonesty and will be handled accordingly. If you have work obligations that interfere with your ability to attend regularly, please change your work schedule or consider dropping the course. The final grade will be lowered 4 points with each absence after the second. Late arrivals and early departures without permission of the instructor will not count as full attendance. If you miss class, please arrange with a fellow student to get handouts, notes and assignments.

LATE WORK AND MAKE-UP EXAMS
Make-up examinations are reserved for exceptional circumstances. If you find that you must miss an exam for any reason, please contact the instructor immediately, before the exam is given. 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 the exam before the graded exams are returned. In fairness to fellow classmates, late assignments/papers will not receive full credit – 10 points will be deducted from the grade for each day late. The University is now charging students for the proctoring of make-up examinations.

CELL PHONE/ELECTRONIC DEVICE USAGE AND CLASS COMPORMENT
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, and forging of documents. 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. If you copy more than 3 words from a source, those words MUST be in quotation marks. Source must be cited in parenthesis. No academic dishonesty will be tolerated. If academic dishonesty is suspected, the disciplinary guidelines in the TAMUCC student code of conduct will be followed.

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 be 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 traditional classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

CLASS SCHEDULE

<table>
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<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Introductions &amp; Overview</td>
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<td>Correctional Theory and Public Policy:</td>
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<td>How Politics Affects the Nature of Your Work</td>
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<td>September 11</td>
<td>Goals and Purposes of Correctional Counseling</td>
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<td>Reading: <em>CACC</em>, Chapter 1</td>
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<td>Understanding Yourself: The Key to Being an Effective</td>
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<td>Professional</td>
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<td>Reading: <em>CACC</em>, Chapter 4</td>
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<td>September 18</td>
<td>Explaining Criminal Behavior</td>
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<td>Reading: <em>CACC</em>, Chapter 2</td>
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<td>September 25</td>
<td>Principles of Interviewing</td>
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<td>Fundamentals of Non-Directive Counseling</td>
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<td>Reading: <em>CACC</em>, Chapter 9</td>
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<tr>
<td>October 2</td>
<td>Interviewing &amp; Interrogating</td>
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<td>Reading: <em>CACC</em>, Chapter 5</td>
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<td>Guest speakers: Vic Rowley, ICE-HSI and Al Lujan,</td>
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<td>Federal Marshal Service</td>
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<td>Pre-sentence Investigation Reports</td>
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<td>Reading: <em>CACC</em>, Chapter 6</td>
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October 9  Examination One

October 16  Directive Counseling: Reality Therapy
            Reading: *CACC*, Chapter 10
            Film: *Project Strive*
            Directive Counseling: Transactional Analysis
            Reading: *CACC*, Chapter 10

October 23  Directive Counseling: Cognitive-Behavioral Approaches
            Reading: *CACC*, Chapter 11
            Decision Making Techniques & Assertiveness Training
            Distribute Examination 2 - Take-home

October 30  Take-home Examination 2 - Due at 4:20 p.m. sharp
            Supervising the Juvenile Client
            Reading: *CACC*, Chapter 20

November 6  The Role of Parole & Probation Supervision
            Intensive Supervision of Offenders in the Community
            Guest speakers: Texas Parole Supervision
            Community Supervision & Corrections Department
            (Probation)
            Legal Aspects of Casework & Counseling
            Reading: *CACC*, Chapters 14 (pages 303-321)
            Risk & Needs Assessment
            Reading: *CACC*, Chapter 7
            Your Client: The Sex Offender
            Reading: *CACC*, Chapter 18

November 13  Your Client: The Female Offender
            Reading: *CACC*, Chapter 21
            Guest Speakers

November 20  Paper preparation and review period

November 23  Happy Thanksgiving!

**DATE**       **TOPIC**

November 27  Your Client & Substance Abuse:
              Alcohol, Illegal Drugs & the Criminal Offender
              Reading: *CACC*, Chapters 15 & 16
              Guest speaker
December 4  The Female Offender continued
Group Counseling & Therapeutic Communities
Reading:  CACC, Chapters 12 & 17
Event Response Analysis due 9:30 p.m.
Conclusions & Review for Final
Schedule Subject to Change

IMPORTANT DATES TO REMEMBER
October 9  Examination One
October 30  Examination Two due at 4:20 p.m. sharp
December 4  Event Response Analysis is due by 9:30 p.m.
December 11  Final Examination Monday at 4:30 p.m. SHARP

COURSE REQUIREMENTS

1. EXAMINATIONS
Three examinations, one of which is the 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 5-page report calls for:

1) A detailed, accurate description of the event (a minimum of 2.5 pages in length)

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

3) A summary of research of literature into the area you are covering, e.g., sex offenders, drug offenders, juvenile offenders, interrogation, women offenders, violent offenders, citing research sources using proper bibliographical format (a minimum of 2 pages in length, citing a minimum of two sources).

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.
3) Doing research of scholarly literature for information on relevant topics.
The paper should be at least five pages in length, doubled-spaced, word processed, grammatical, spell-checked and use proper bibliographical citations.

In fairness to fellow classmates, late papers will not receive full credit – 10 points off for each day late.

3. ATTENDANCE
Attendance is required. The final grade will be lowered 4 points with each
absence after the second absence. Students who miss 1/3 or more of the classes cannot receive a passing grade in the course since the course depends on student participation and learning from class events. If students reach the 1/3 mark (5 classes) for absences, 40 points will be deducted from their grade.

The final course grade will be determined as follows:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examination One</td>
<td>25%</td>
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<tr>
<td>Examination Two</td>
<td>25%</td>
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<tr>
<td>Final Examination</td>
<td>25%</td>
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<tr>
<td>1 Event Response Analysis</td>
<td>25%</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

**STUDY GUIDES FOR EXAMINATIONS**

**STUDY GUIDE FOR EXAMINATION ONE - Chapters 1, 2, 4, 5, 6, 9**

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.
- Understand how counseling techniques can be useful and applied in law enforcement.
- Explain the techniques of interviewing.
Explain and use the fundamental techniques of non-directive counseling.

Explain how to administer and complete the Pre-Sentence Investigation Report.

**STUDY GUIDE FOR EXAMINATION TWO - Chapters 7, 10, 11, 14, 18**

Students should be able to do the following:

Explain and use the fundamental techniques of directive counseling.

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

Understand the basic conditions of parole supervision.

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

Describe the best strategies for case supervision.

Understand the basic conditions of probation supervision.

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

**STUDY GUIDE FOR FINAL EXAMINATION - Chapters 12, 15, 16, 17, 20, 21**

Students should be able to do the following:

Discuss and describe the challenges and techniques of group counseling and therapeutic communities.

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.

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.