OFFENDER REHABILITATION
Course Syllabus
Fall 2019

WELCOME BACK!

COURSE DESCRIPTION
The primary focus of this course is to teach techniques of offender rehabilitation and crisis intervention that are 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 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 25% each
1 Event Response Analysis 25%
REQUIRED READING

COURSE 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, computers and ear pods, 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 as determined by the campus office responsible for this and after receiving permission from the professor.

GRADE APPEALS PROCESS
As stated in University Procedure 13.02.99.C2.03, *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. 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

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 not receive a passing grade in the course. Students are required to arrive on time and depart at the end of the class, not before. 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 4 points with each absence after the third. Late arrivals and early departures without permission of the instructor will not count as full attendance. Attendance will be taken each class. 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 must miss an exam, please contact the instructor immediately, preferably before the exam is given. If you miss an exam for medical reasons, you must provide a doctor’s excuse or note from the campus health service. Make-up examinations are 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, you must notify the professor within 24 hours. The university now charges up to $50 for a proctor if make-up exam is agreed to. 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.

**CELL PHONE/ELECTRONIC DEVICE USAGE AND CLASS COMPORTMENT**

Students are reminded that once they enter the classroom, they are expected to turn off cell phones, computer devices, remove ear pods and Bluetooth 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. With regard to take-home examinations,
students are on their honor to do their own work and not to consult with others. Violation of this rule constitutes academic misconduct. 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.

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. November 8 is the last day to drop a class with an automatic grade of “W” this term.

**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.

**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.
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<tr>
<th>DATE</th>
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<td>August 27</td>
<td>Introductions &amp; Overview</td>
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<td>August 29 &amp;</td>
<td>Goals and Purposes of Correctional Counseling</td>
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<tr>
<td>September 3</td>
<td>Reading: CACC, Chapter 1</td>
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<td>September 5</td>
<td>Understanding Yourself: The Key to Being an Effective Professional</td>
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<td>Reading: CACC, Chapter 4</td>
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<td>September 10 &amp; 12</td>
<td>Principles of Interviewing</td>
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<td>Reading: CACC, Chapter 5</td>
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<td>September 17 &amp; 19</td>
<td>Pre-sentence Investigation Reports</td>
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<td>Reading: CACC, Chapter 6</td>
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<td>September 24 &amp; 26</td>
<td>Fundamentals of Non-Directive Counseling</td>
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<td>Reading: CACC, Chapter 9</td>
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<td>October 1</td>
<td>Examination One</td>
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<td>October 3</td>
<td>Explaining Criminal Behavior continued</td>
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<td>October 8</td>
<td>Interviewing/Interrogating in Law Enforcement</td>
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<td>Vic Rowley, ICE - HIS</td>
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<td>Al Lujan, Federal Marshal</td>
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<td>October 10</td>
<td>Directive Counseling: Reality Therapy</td>
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<td>Reading: CACC, Chapter 10</td>
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<td>Film: Project Strive</td>
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<td>October 15</td>
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<td>Reading: CACC, Chapter 10</td>
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<td>October 17</td>
<td>Directive Counseling: Cognitive-Behavioral Approaches</td>
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<td>Decision Making Techniques, Assertiveness Training</td>
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<td>Reading: Handouts</td>
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<td>Reading: CACC, Chapter 11</td>
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<td>October 22</td>
<td>The Role of Probation Supervision</td>
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<td>Intensive Supervision of Offenders in the Community</td>
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<td>Reading: CACC, Chapter 7</td>
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DATE       TOPIC

October 24       The Role of Parole Supervision
                  Legal Issues
                  Guest: Vanessa Lujan, Unit Supervisor, Texas Parole Supervision
                  Chapter 14 (pp. 302-310 and 317-320)

October 29 & 31  Your Client: The Sex Offender
                  Reading: CACC, Chapter 18
                  Guest Speaker: Phil Cunningham, Stacun Investigations

November 5       Examination Two

November 7 & 12  Supervising the Juvenile Client
                  Reading: CACC, Chapter 20

November 14 & 19 Your Client & Substance Abuse:
                   Alcohol, Illegal Drugs & the Criminal Offender
                   Reading: CACC, Chapters 15 & 16

November 21      Your Client: The Female Offender
                  Reading: CACC, Chapter 21

November 26      Group Counseling & Therapeutic Communities
                  Reading: Chapter 12 & 17
                  Paper consultation day!
                  Event Response Analysis Due

November 28      Happy Thanksgiving!

December 3       Conclusions & Review
                  Event Response Analysis Due

December 6       Reading Day!

Schedule Subject to Change

IMPORTANT DATES TO REMEMBER

October 1        Examination One
November 5       Examination Two
November 26      Event Response Analysis Due by 3 p.m.
December 10      Final Examination Tuesday at 8:30 a.m.
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 guest speaker presentations. The report will be a minimum of 5 pages in length. This report calls for:

   1) A detailed, accurate description of the event (a minimum of 2.5 pages in length) If there were multiple guests in one session, you need to describe each of their contributions.

   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 third 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. When students reach 10 absences, 40 points will be deducted from their final grade.
The final course grade will be determined as follows:

- 3 Examinations 25% each
- 1 Event Response Analysis 25%

Final course grades will be assigned based on the following total percentages.

- 90% – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- Below 60 = F

**STUDY GUIDES FOR EXAMINATIONS**

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

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

- 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 and use the fundamental techniques of non-directive counseling.
- Explain the purpose of a pre-sentence investigation report. Understand and describe the nature of the interview for obtaining information to use in preparing the report.
- Discuss the similarities/differences between counseling interviews and interviews/interrogations in law enforcement.
STUDY GUIDE FOR EXAMINATION TWO - Chapters 7, 10, 11, 14

Explain and use the fundamental techniques of directive counseling including decision-making techniques and assertiveness training.

Explain the role and functions of the Probation Department in supervising offenders. Understand the basic conditions of probation supervision.

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

STUDY GUIDE FOR FINAL EXAMINATION - Chapters 12, 15, 16, 17, 18, 20, 21

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

Discuss and describe the challenges, techniques and benefits 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.

Explain the importance of professionalism in correctional intervention. Answer review questions covering basic material from first and second examinations.