OFFENDER REHABILITATION - ONLINE  
Fall 2020  
Course Syllabus

UPDATED COURSE INFORMATION

- Due to the public health crisis, our course is being offered online.
- You have my full support and understanding in this national emergency.
- I can be contacted by email 24/7 and will try to respond as soon as I receive your message between 9 a.m. and 9 p.m. Feel free to leave a phone number if you want me to call you.
- All PowerPoints and course materials are posted on Blackboard and will be updated regularly to meet your needs.
- I will use email and Blackboard announcements to keep you informed.
- I will provide links to excellent film and video clips to bring the material to life.
- It will be your responsibility to check your Islander email account and Blackboard each day for announcements concerning the course.
- I wish you and your family the best in this crisis. Know that we care!

WELCOME BACK!

OFFENDER REHABILITATION  
Course Syllabus  
Fall 2020

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 20% each
1 Homework Assignment 10%
1 Paper 30%

REQUIRED READING
Anthony Walsh, Correctional Assessment, Casework & Counseling, 5th Edition

COURSE POLICIES
GRADE APPEALS PROCESS
As stated in University Procedure 13.02.99.C0.03, 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.C0.03, Student Grade Appeal Procedures. 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. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf.

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
DISABILITY 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, 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.

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. 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.

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.

Plagiarism includes:
- Using the work of another as your own,
- Downloading or purchasing essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quotation marks and proper citation,
- Turning in a researched project without citing sources in an appropriate documentation style.

If you are confused about citation of quotes or ideas, please visit the Writing Center or contact your professor to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.
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 class. 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 5 is the last day to drop a class.

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.

CAMPUS SAFETY MEASURES
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices
while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. **Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.**

- **Face Coverings**—[Face coverings](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the [Face Covering policy](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) and [Frequently Asked Questions (FAQ)](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) available on the [Provost website](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf).

- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the [Student Conduct office](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf) for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

**TAMU-CC Face Coverings**

TAMUCC Face Coverings Policy and FAQs:  
[https://www.tamucc.edu/fall-2020/face-coverings-faq/](https://www.tamucc.edu/fall-2020/face-coverings-faq/)

Rule and Procedure:  
[https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf](https://academicaffairs.tamucc.edu/rules_procedures/assets/34.99.99.c0.02_use_of_face_coverings.pdf)
## CLASS SCHEDULE

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>Week of 8/19</td>
<td>Introductions &amp; Overview</td>
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<tr>
<td></td>
<td>Correctional Theory and Public Policy:</td>
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<td></td>
<td>How Politics Affects the Nature of Your Work</td>
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<tr>
<td>Week of 8/24</td>
<td>Goals and Purposes of Correctional Counseling</td>
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<tr>
<td></td>
<td>Reading: <em>CACC</em>, Chapter 1</td>
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<tr>
<td>Week of 8/31</td>
<td>Understanding Yourself: The Key to Being an Effective Professional</td>
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<td></td>
<td>Reading: <em>CACC</em>, Chapter 4</td>
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<td>Anger Management</td>
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<tr>
<td>Weeks of 9/7 &amp; 9/14</td>
<td>Fundamentals of Non-Directive Counseling</td>
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<td></td>
<td>Reading: <em>CACC</em>, Chapter 9</td>
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<td></td>
<td>Pre-sentence Investigation Reports</td>
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<td></td>
<td>Reading: <em>CACC</em>, Chapter 6</td>
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<td></td>
<td>Interviewing &amp; Interrogating</td>
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<td>Reading: <em>CACC</em>, Chapter 5</td>
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<tr>
<td>Week of 9/21</td>
<td>Explaining Criminal Behavior</td>
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<td></td>
<td>Reading: <em>CACC</em>, Chapter 2</td>
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<tr>
<td>September 24</td>
<td>Examination One</td>
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<tr>
<td>Week of 9/28</td>
<td>Directive Counseling: Reality Therapy</td>
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<td>Reading: <em>CACC</em>, Chapter 10</td>
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<td>Film: <em>Project Strive</em></td>
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<tr>
<td>Week of 10/5</td>
<td>Directive Counseling: Transactional Analysis</td>
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<td>Reading: <em>CACC</em>, Chapter 10</td>
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<tr>
<td>Week of 10/12</td>
<td>Directive Counseling: Cognitive-Behavioral Approaches</td>
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<td>Reading: <em>CACC</em>, Chapter 11</td>
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<td></td>
<td>Decision Making Techniques &amp; Assertiveness Training</td>
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<tr>
<td>October 16</td>
<td>Homework assignment due</td>
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<tr>
<td>Week of 10/19</td>
<td>Your Client: The Sex Offender</td>
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<td>Reading: <em>CACC</em>, Chapter 18</td>
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## DATE

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<tr>
<th>DATE</th>
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<tr>
<td>Week of 10/26</td>
<td>The Role of Parole Supervision&lt;br&gt;Risk &amp; Needs Assessment&lt;br&gt;Legal Aspects of Casework &amp; Counseling&lt;br&gt;Reading: <em>CACC</em>, Chapter 14 (pages 303-321)</td>
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<td>The Role of Probation Supervision&lt;br&gt;Reading: <em>CACC</em>, Chapter 7</td>
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<tr>
<td>October 30</td>
<td>Examination Two</td>
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<tr>
<td>Week of 11/2</td>
<td>Your Client: The Female Offender&lt;br&gt;Reading: <em>CACC</em>, Chapter 21</td>
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<td>Week of 11/9</td>
<td>Your Client &amp; Substance Abuse:&lt;br&gt;Alcohol, Illegal Drugs &amp; the Criminal Offender&lt;br&gt;Reading: <em>CACC</em>, Chapters 15 &amp; 16</td>
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<td>Week of 11/16</td>
<td>Supervising the Juvenile Client&lt;br&gt;Reading: <em>CACC</em>, Chapter 20&lt;br&gt;Group Counseling &amp; Therapeutic Communities&lt;br&gt;Reading: <em>CACC</em>, Chapters 12 &amp; 17</td>
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<tr>
<td>Week of 11/23</td>
<td>Conclusions &amp; Review for Final&lt;br&gt;Paper due by 9:30 p.m.</td>
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<tr>
<td>November 24</td>
<td>Paper due</td>
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<td>November 26</td>
<td>Thanksgiving!</td>
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<tr>
<td>December 7</td>
<td>Final Examination</td>
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Schedule Subject to Change

### IMPORTANT DATES TO REMEMBER

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<tr>
<th>DATE</th>
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<tr>
<td>September 24</td>
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<td>October 30</td>
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<td>November 24</td>
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<tr>
<td>December 7</td>
<td>Final Examination</td>
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COURSE REQUIREMENTS

1. EXAMINATIONS
Three examinations, one of which is the final. Examinations include multiple choice, true/false, short answer questions.

2. Homework Assignment for Offender Rehabilitation
   Answer 2 of the following 3 questions
   Due date: October 16

   Your answers should each be 2+ pages in length.

   1. Describe and diagram a recent interesting transaction you had using Eric Berne’s ego states (Transactional Analysis – parent, adult, child). Was it a complementary or crossed transaction? Explain your answer.

   2. Which of Albert Ellis’ irrational ideas causes you (or someone you know well) problems in life? Explain your answer.

   3. Which of Lifestyle Theory’s thinking errors gives you (or someone you know well) the most trouble in life? Explain your answer.

3. PAPER

Select a particular cohort of criminal justice clients: violent offenders, substance abusing offenders, sex offenders, gang members, women offenders, domestic abusers/batterers, mentally ill offenders, non-violent offenders, or juvenile offenders.

1. Discuss the nature and extent of the crime problem we face in the U.S. from the particular group of offenders you have selected.
2. Provide a detailed, accurate review of four articles from the scholarly literature on treatment options and casework management with these criminal justice clients.
3. Summarize your findings on the approaches and discuss which appear to be most effective in reducing recidivism and/or managing this caseload.
4. Explain what aspect of your readings you found most compelling, surprising, and enlightening.
5. Cite research sources using proper bibliographical format.

Papers should be at least six pages in length, 11-12 font, 1-inch margins, double-spaced, grammatical, spell-checked, and use proper bibliographical citations. All quoted information should be placed in quotation marks and properly cited (including author(s), journal/book/article title, date, page number). Carefully read the syllabus segment on avoiding plagiarism.
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.

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

The final course grade will be determined as follows:

- Examination One 20%
- Examination Two 20%
- Final Examination 20%
- Homework Assignment 10%
- 1 Paper 30%

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

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.

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.

Understand the major theories that explain criminal behavior.

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

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.

Discuss the distinctive challenges and problems of correctional intervention with sex offenders.
STUDY GUIDE FOR FINAL EXAMINATION - Chapters 12, 15, 16, 17, 20, 21

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 challenges, techniques and benefits of group counseling and therapeutic communities.

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

Exam will include some questions from earlier in the semester.