**Intro. To Corrections, Casework and Counseling**

**CJ 232**

**Spring Term 2019**

**Instructor – Tom Johnson**

**(Email – johnsoto@linnbenton.edu)**

**Course Syllabus**

Welcome to CJ 232.

Class time will be structured between lecture, discussion, guest speakers, and class activities. Your attendance, attention, and participation are ESSENTIAL for a rewarding learning experience. Good luck!

**COURSE DESCRIPTION/OBJECTIVES:** This course will review today's corrections system as well as basic assessment, counseling and casework techniques for the corrections worker. Learning objectives are as follows:

* Review basic practices, functions and purposes of the Corrections system.
* Review basic assessment, counseling and casework principles and techniques used by

corrections workers and practice those principles and techniques in a mock setting.

* Review and simulate interviewing and counseling processes designed to enhance

corrections casework.

* Review specific casework protocols; goal-setting, risk/needs/strength assessment, treatment fidelity, classification.

**TEXTBOOK:** Correctional Assessment, Casework, and Counseling/5th edition by [Anthony](https://www.thriftbooks.com/a/anthony-walsh/255879/) Walsh, ISBN-10:1569913072. Instructor will use handouts and has included inks to articles as indicated in “week-by-week” section of the syllabus. We will be using selected excerpts from the textbook for our weekly reading. Please reference the ***week by week*** section for assigned text reading, article reading and video viewing

**METHODS OF INSTRUCTION:** lecture, class discussion, class activity, and guest speakers.

**METHODS OF EVALUATION:** weekly assignments, class participation, class presentations, group project, and final examination.

**PREREQUISITE:** none.

**ABOUT THE CLASS:** Considering classes are in blocks, I prefer class time to be interactive; limited lecture time and extensive class discussion regarding material. We use an “Interactive classroom”, designed to promote collaborative learning (*aka* active learning). This means we will be engaged in discussion, reflection and problem-solving through work groups at your tables. All students will need internet access for research and presentations. **You will need to use your own laptop or a college-assigned tablet available for EVERY class, Cell phones will not be used for classroom activities.**

Tablets are available in the classroom. You will need your LBCC log-in and password to operate the tablets.

To be prepared for discussion, students must READ the material prior to class discussion.

**CLASS PARTICIPATION:** My experience has taught me that students learn in different ways at different rates. However, students learn most from DOING as opposed to listening or watching.

Corrections is a social science. However, social science is NOT an exact science. Therefore, there is room for varying opinions and philosophies. To be successful in any social science field of endeavor, one must be tolerant and open to new information, which may conflict with personal or professional beliefs. The following are “ground rules” for this class:

* I have high expectations about student participation (punctuality, preparation, knowledge of class material, contribution to discussion, active involvement in class learning activities, assists class in learning, etc.). 10% of your grade is based on participation in discussion and class activities.
* The format of the class may prompt students to share personal information. You may share of your own choice. Students will be respectful and courteous toward information shared.
* I expect students to offer thoughts, opinion and views in a courteous, respectful, and considerate manner. PUT-DOWNS, CRITICISMS AND/OR PERSONAL INSULTS WILL NOT BE TOLERATED.
* Do not interrupt or talk over fellow students or the instructor, avoid side conversations.
* Contribute to discussion, give other students opportunity to contribute, do not dominate or attempt to control discussion.
* Debate, do not argue. If you have a point to make, be prepared to receive contrary feedback and speak to your point.
* ***Life experience*** does not necessarily define the expert.
* Subject matter for this class can be challenging and disturbing. If a student becomes uncomfortable with the content of the class information or discussion, it is that student’s prerogative and responsibility to contact me. All appropriate and suitable accommodations will be made.
* Your cell phone will be stored and out of sight. If a student has a pending issue requiring the cell phone for contact, please clear this with the instructor in advance of class.

*CLASS ATTENDANCE IS MANDATORY* for a passing grade. Class attendance will be

tracked. As we meet once per week (11 classes total through the term), there is little flexibility for missing class. It is understood Illness, child-care issues, transportation problems and emergencies happen and are the typical reasons for students missing class. I am able to excuse one absence under dire, extreme circumstances through the term. Students needing to miss class under these circumstances are required to email the instructor in advance.

Class absences will impact your grade as follows:

2 absences – 30 points

3 absences – 50 points

4 or more absences – incomplete grade

**ASSIGNMENTS:** There are **4** assignments, a project, final exam and group presentations.

Due dates:

April 10 Assignment 1 (opinion paper) 100 points

April 24 Assignment 2 (Corrections

terminology worksheet) 100 points

May 8 Assignment 3 (research paper) 100 points

May 22 Assignment 4 (report writing) 100 points

May 29 Project 200 points

June 12 Final Exam 200 points

June 5-12 Group presentations 200 points

Your weekly reading assignments are structured to prepare you, in advance, for assignments, class participation and discussion.

Be BRIEF but COMPREHENSIVE in your writing assignments. Pay attention to phrases such as “how”, “discuss” or “explain” as you construct your short answer. Assignments are to be no more than 3 pages, typed, double-spaced and in 12 font unless directed otherwise.

Students will forward writing assignments to the instructor’s email address. ***Please utilize google docs and invitation to edit ONLY. NO PDFs please. Be sure to reference the assignment by title and date of assignment***.

Assignments are usually graded and returned within one week of the due date. Students may resubmit corrected assignments, once, for a potentially higher grade. When resubmitting, be sure the place “resubmit” in the title/subject of the email and on the document.

Spelling and grammar are important. Be sure to use a dictionary/spell check when composing written assignments. I will correct spelling and grammar errors on writing assignments. Spelling and grammar will affect your grade. I recommend downloading a grammar-correction program;’ ***Grammarly.com.*** It’s free, easy to use.

The most important aspect of assignments (as well as your project) is communicating how course materials influence your perspective. I am not interested in what a text, study or research paper has already stated about a particular subject. Use that information but explain your INTERPRETATION of that material and how it pertains to course material to date.

**ALL** writing assignments require identification of ***2 or more*** sources in an informal bibliography; *the source, author, publisher, and date published*. If you use an internet article, please provide the *http* or website source.

LATE PAPERS:

* Assignments turned in late will not be fully accepted unless arrangements are made ***PRIOR TO THE DUE DATE***. Late papers submitted afterthe due date may receive up to ***HALF*** possible credit. Late papers will be accepted until May 29, 2019.
* Assignments may be resubmitted once for potentially higher score.

**GRADING:**

SCALE: 1000 points possible

A – 900-1000 points

B – 800-900 points

C – 700-800 points

D – 600-700 points

**WEEK BY WEEK:** Course Reading/Writing Schedule:

As shown below, each week will have assigned reading, viewing and terminology in order for students to be familiar with subject matter. Students are to complete assigned reading and be acquainted with subject matter at the beginning of each class. You will notice there are links to required weekly reading assignments.

***April 3*** Orientation, review syllabus, concept of punishment, rehabilitation and

Recidivism; Review article, “Why Punishment Doesn’t Reduce Crime”

***April 10*** Overview of the criminal justice system; adult corrections (aka community corrections-parole/probation), county jails, state prisons, release centers

juvenile corrections system; positions within the system (correctional officer, correctional counselor, parole and probation officer

Offender Typologies Group presentation instructions: On June 5 and June 12, student groups of 2 or 3 will present on offenders typologies (see “Group Presentations” at the end of the syllabus). Tonight you will be deciding on your group members and receive the offender typology you will present on.

Reading: Text –Chapter 4 (The Self),

<https://careertrend.com/correctional-counselor-job-description-2874.html>

This article speaks about the role of the correctional counselor

<http://www.differencebetween.com/difference-between-parole-and-vs-probation/> This article distinguishes between parole and probation by definition

**Video:** <https://www.youtube.com/watch?v=prIF11LBgsU> This video explains the corrections system comprehensively. It ends with information about corrections ethics and common struggles working within the system. It will help explain next week’s subject matter.

**Implicit Bias Test:** <https://implicit.harvard.edu/implicit/Study?tid=-1> The link takes you to a research project by Harvard University. Please complete the Implicit Attitude Test (IAT) pertaining to *Race*. You will not be asked to share results in class (unless you choose to). This test is important for your self-assessment process.

<https://www.correctionsone.com/column/articles/8685690-8-skills-of-successful-correctional-officers>/

<http://www.corrections.com/news/article/35731-corrections-crossing-boundaries>

**Assignment 1 - Opinion Paper due**

***April 17*** (Interviewing and Interrogating)

Reading: Text – Chapter 5

Motivational Interviewing Strategies and Techniques: Rationales and Examples

<http://www.ncjfcj.org/sites/default/files/MI%20Strategies%20&%20Techniques%20-%20Rationales%20and%20examples.pdf>

**Video:** <https://www.youtube.com/watch?v=RU3-UkuH4p4> This video demonstrates standard interviewing compared to motivational interviewing

**Video:** <https://www.youtube.com/watch?v=cilAczVB8gc> Demonstrates motivational interviewing in a probation officer check-in

***April 24*** Non-directive. Directive Counseling and Cognitive-Behavioral Approaches

Reading: Text - Chapters 10-11-12

**Assignment 2 – Corrections Terminology Worksheet due**

***May 1*** Risk assessment, offender needs, strengths

Reading: Text - Chapter 7 (Assessment Tools and Guidelines)

Handouts for May 2 class - *Michael Mali social history, Don Smith social history*

<https://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs_assets/2011/pewriskassessmentbriefpdf.pdf>

<https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/mnng-fctrs/index-en.aspx> Explains the differences is dynamic and static factors in risk assessment

***May 8*** Case planning: What is it? Why is it done? How does it work?

Reading: Case planning NOT covered in the textbook

<http://www.appa-net.org/Perspectives/Perspectives_V24_N2_P30.pdf>

This is a comprehensive article on case planning in corrections. The process shown applies to case planning in both correctional facilities and field case planning (parole, probation)

**Assignment 3 – Research Paper due**

***May 15*** Pre-sentence investigation report (PSI)

Reading: Text – Chapter 6

<http://www.co.itasca.mn.us/DocumentCenter/Home/View/2927> PSI interview questionnaire

<https://www.publicsafety.gc.ca/cnt/rsrcs/pblctns/mnng-fctrs/index-en.aspx> Explains the differences is dynamic and static factors in risk assessment

<https://www.correctionsone.com/training/articles/179077187-4-tips-to-excellent-report-writing-for-corrections-officers/>

Handout - Ralf Diler PSI

***May 22*** Parole and Probation/Intermediate Sanctions and Alternatives

Reading: Text – Chapter 13

<https://www.ncbi.nlm.nih.gov/books/NBK64141/> Intervention and treatment options

<http://law.jrank.org/pages/1852/Probation-Parole-Supervision.html>

<http://citedpodcast.com/nothing-works/>

Handout - Intermediate Sanctions PowerPoint

**Assignment 4 – Report Writing**

***May 29*** Legal Aspects of Corrections/Report Writing/Interviewing

Reading: Chapter 14

<https://www.correctionsone.com/2016-in-review/articles/248380187-How-corrections-officers-can-avoid-being-sued-by-an-inmate/> This article discusses legal liability of correctional workers

**Project due**

***June 5*** Offender typologies: sex offenders, mentally ill offenders, juvenile delinquents, female offenders, substance-abusing offenders

Hand out FINAL EXAM, **Group Presentations**

***June 12*** Turn in Final Exam, Class activities (attendance on last night is mandatory)

**Group Presentations**

**PERFECT ATTENDANCE BONUS:** Students marked with perfect attendance (no leaving early for any classes!) will earn 25 points toward their final point tally.

**ON-TIME BONUS:** Students turning in all assignments ON TIME will receive a 25 point bonus toward their final point tally.

**EXTRA CREDIT:** One writing assignment, three pages in length (double-spaced,

12 font) based in research regarding a specific subject requested by the student and pre-approved by the instructor. Extra credit papers will be worth up to 25 points. Last date to submit an extra credit paper will be May 29, 2019.

[**STUDENT CODE OF CONDUCT**](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct)**:**  The [Student Code of Conduct](https://www.linnbenton.edu/current-students/administration-information/policies/students-rights-responsibilities-and-conduct) outlines expectations pertaining to academic honesty (including cheating and plagiarism), classroom conduct, and general conduct.

**CENTER FOR ACCESSIBILITY RESOURCES:** LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call [(541) 917-4789](tel:5419174789).

## STATEMENT OF INCLUSION:

To promote academic excellence and learning environments that encourage multiple perspectives and the free exchange of ideas, all courses at LBCC will provide students the opportunity to interact with values, opinions, and/or beliefs different than their own in safe, positive and nurturing learning environments. LBCC is committed to producing culturally literate individuals capable of interacting, collaborating and problem-solving in an ever-changing community and diverse workforce.

## TITLE VI REPORTING POLICY:

If you or another student are the victim of any form of sexual misconduct (including dating/domestic violence, stalking, sexual harassment), or any form of gender discrimination, LBCC can assist you. You can [report](https://linnbenton-advocate.symplicity.com/public_report/index.php/pid073717?) a violation of our sexual misconduct policy directly to our Title IX Coordinator. You may also report the issue to a faculty member, who is required to notify the Coordinator, or you may make an appointment to speak confidentially to our Advising and Career Center by calling 541-917-4780.

**SYLLABUS ASSIGNMENTS:**

**ASSIGNMENT 1**

**OPINION PAPER, Due April 10**

**The following are directions to complete your Opinion Paper, due April 10. Please read the directions closely and ask any questions you may have.**

Throughout the term, we are discussing functions of the corrections system and methods toward rehabilitation.  Here's your opportunity to declare your ideas of how the system SHOULD operate.  The two categories listed below identify common modes of thinking in our society.  Based on experience and training, a corrections professional's ideals will usually fall within components of these categories.

Although you may not find an absolute fit, you'll need to declare (only for the purposes of this assignment), your philosophy within ONE of the two viewpoints.  You will explain how and why this category is the best approach to address criminal behavior above the other and how it fits into your philosophy. ***Why*** you select one of the viewpoints is focus of this assignment.

You will need to defend your position in the paper by using at least two sources, 1) a news, research or internet article/publication(s) related to your choice (identify the article in your bibliography) and, 2) how your own morals and learning life experiences influenced your choice.  As stated above, the paper needs to be no more than **three pages, double-spaced, in 12 font**.

* *Eye for an Eye:  Retribution, "get even", the offender is provided accountability for their actions in the form of punishment by the corrections system.  The offender being caught, tried and sentenced is the best way to teach a lesson and send a message to other offenders. Regardless of the offender’s treatment needs, this lesson must be taught. Programs such as boot camps, highway work crews and community service should be a foundation for sentencing and accountability. Offenders can be offered treatment, job training and education while incarcerated or under supervision. However, the reduction of sanctions and potential release is based following basic rules while in prison/jail or on probation/parole.*
* *Get to the Root:  “Treat” the offender while keeping the community, facility and offender safe.  Use assessment, evaluation, therapy, counseling and treatment to address criminal behavior.  The goal here is to get at the criminal's "motivation" and "learning experiences" which have caused the criminal behavior.  Punishment itself will not get to the "source" of the behavior.  The corrections system must consider childhood issues, disabilities, past life struggles and the offender's capacity to improve. The length of time incarcerated or under supervision should be reduced if the offender participates in treatment programs, vocational programming or education.*

**ASSIGNMENT 2**

**Corrections Terminology Worksheet, Due April 17**

**This assignment involves phrases and terms both historically and currently in the field of corrections. It is important for you to be familiar with and able to discuss these terms. This worksheet is designed to assist you in learning these terms and how they apply to the corrections system in DEFINITION and IMPACT.**

**We will begin this assignment in class on April 3. Please provide your definition and impact for each term as directed below:**

* **Definition: What is it, what does it mean, how does it apply the U.S. Corrections system?**
* **Impact: How does it impact the U.S. Corrections system; philosophy, programming, staffing, cost, liability?**

Punishment: Definition, Impact Substance abuse disorders: Definition, Impact

Retribution: Definition, Impact Dropping U.S. crime rates: Definition, Impact

Incapacitation: Definition, Impact Traumatic brain injury: Definition, Impact

Deterrence: Definition, Impact Recidivism: Definition, Impact

**ASSIGNMENT 3**

**Research Paper, Due April 24**

**This writing assignment will require you to research the corrections and prison system of Germany. In many ways, Germany’s demographics (except population) resemble the United States. However, there are stark differences in the ways to prisons systems operate.**

Research Germany’s system and answer the following questions:

1. Provide a brief summary overview of Germany’s corrections and prison systems. How do they work? What type of criminal is in their system? What is the system’s focus on regarding crime and rehabilitation?
2. Explain a ***primary philosophical difference*** between Germany and the USA regarding their corrections and prisons systems.
3. Compare and contrast effectiveness of the German-USA systems. How are they similar? How are they different? Which is more effective in reducing recidivism and providing opportunities for rehabilitation?

No more than a total of three pages, double-spaced, 12 font. NAME SOURCES.

**ASSIGNMENT 4**

**Report Writing, Due May 15**

**This will be a short report-writing assignment. By now you have explored the link to “4 Tips to Excellent Report Writing”, posted for the class date of May 9 in your syllabus. Outside of class, you will interview a classmate regarding “the best vacation I ever had”. Remember to use the “who-what-where-when” details to tell the story. Ideas to focus on: *high points of the trip, what went well, what went wrong, would they return to the same place? What did they learn?***

Utilizing information from that interview, you will compose a 3-page, double-spaced report. In the report, you will need to pay attention to the 4 steps identified in the article.

Your goal for this assignment is to:

* Get an accurate chronology of what happened (use dates, time-of-day), beginning to end. In order to avoid writing a 50-page story, you will need to distinguish to the “high points” that help the story flow within the 3 pages.
* Avoid simply listing “details”. TELL the story. Avoid starting sentences with “Then they….” or “And after that….”
* Use specific, clear terminology to explain details of the trip.
* Include statements (quotes) that clarify or explain important things in the report.

I will grade your first draft (turned in May 16) and return it to you. You may re-interview your classmate for additional details. If you choose, the revised interview will be due May 23.

Let me know if you have questions.

**ASSIGNMENT 4**

**PROJECT, Due May 29**

**The following are directions to complete your project, due May 29. Please read the directions closely and ask any questions you may have. Students are invited to work in groups of 2; splitting the responsibilities of composing the project paper. Students MUST declare their workgroups to the instructor. Groups will submit one paper.  
  
*(Hypothetical scenario)*** YOU ARE THE CHIEF CORRECTIONS COUNSELOR at the California Institution for Women (CIW), Corona, California., responsible for constructing reports to the California State Parole Board regarding inmates eligible for parole.

It is November, 2017. Unless a significant incident occurs in the next few months, ***Ms. Leslie Van Houten***, convicted murderer and notorious follower of Charles Manson, is eligible for parole in 2018.

Your role as Chief Corrections Counselor is to research Ms. Van Houten and her progress toward rehabilitation while in prison. You have two options for recommendations; *recommend for Ms. Van Houten’s parole with terms, restrictions and conditions* or *recommend for Ms. Van Houten’s continued incarceration with terms and treatment requirements for her to complete in order for you to consider recommending parole at her next parole eligibility date*.

If you recommend parole: You must evaluate and explain how Ms. Van Houten’s current potential threat to public safety, behavior while incarcerated, potential impact to victims if paroled and evidence of rehabilitation all show she is a calculated success for parole to the community.

If you recommend continued incarceration, you MUST provide a clear, concise explanation that explains your basis (***including but not limited to…..***potential threat to public safety, poor behavior while incarcerated, impact on victims, evidence of rehabilitation, etc.) for Ms. Van Houten remaining in prison until her next opportunity for parole.

The parole board is required by law to provide parole opportunities without the influence of public opinion or notoriety.

***SPOILER ALERT!!!! In actuality, Ms. Van Houten was again denied parole for the 19th time in January, 2018. The transcript of the parole hearing is required reading for this project and available at*** [***http://www.cielodrive.com/leslie-van-houten-parole-hearing-2010.php***](http://www.cielodrive.com/leslie-van-houten-parole-hearing-2010.php)***). For this assignment, you will have testimony from the actual parole hearing as reference for your final report!!***

***There is a lot to consider!!!*** Your risk assessment must play an integral role in your decision. Here is brief scenario for this writing assignment. However, you will need to expand your knowledge of Ms. Van Houten through research to successfully complete the project. Here is a brief, hypothetical explanation of circumstances as of November, 2017:

***Summary:*** *Ms. Van Houten is 68 years old and has been incarcerated for 48 years. She is coming before the parole board and court to be considered for parole. Her attorneys are asking the California Parole Board that she be paroled to the* ***Crossroads Inc.*** *rehabilitation program* [*http://www.crossroadswomen.org/*](http://www.crossroadswomen.org/) *Crossroads provides housing, education, support, counseling, and employment training in a homelike environment for women who have been incarcerated. Our primary goal is to empower women with new skills to help them step out of the revolving door of prison and move towards economic self-sufficiency.*

***Recent statement from the victim’s family:*** *We all ask ourselves many times or how many times we must come to present our objections at these hearings. Nothing has really changed. Ms. Van Houten committed brutal murders with a callous disregard for the lives of two innocent victims in the prime of their lives, 45 and mid 40s to be exact. They left five children and numerous relatives, a thriving business, which subsequently failed, and a trail of woe due to premeditated, calculated acts of that August night. I see my grandmother and mother devastated with grief and die way before their time. I've seen the children of Rosemary and Leno shun these hearings due to their ongoing grief and fear. I have seen injustice in that Ms. Van Houten is even considered for parole. She was sentenced to die, but our justice system reneged due to technicalities and misguided judgments*.

***From the Los Angeles District Attorney:*** *The Los Angeles County District Attorney's Office respectfully asks this Panel to deny parole to Leslie Van Houten at this time for a number of reasons. First of all, there are numerous factors of unsuitability that are present within Ms. Van Houten's case. Starting first of all, she comes from an unstable social history which began before she meets Charles Manson and before she joins “The Family”. By all accounts, she led a pretty normal average lifestyle. She had all of the benefits of a middle class upbringing. But yet she chose to throw those away, to use drugs, to become associated with negative influences in terms of boyfriends and things of that nature. The Manson Family tried to instigate this race war through the murders not only at the Tate residence but, of course, in this case in the LaBiancas.  There are these instances of minimization of her role in this crime. And the inconsistencies are many. If you look through some of Inmate Van Houten's statements over the years, it would seem to suggest that she was just in shock over all this and that there might have been some sign of remorse or some sign that she really regretted what she had done. Far from the contrary; after she was arrested, she and the others caused disruptions during their trial. There are movie clips that I've seen, I'm sure everyone has seen, of the three girls holding hands dancing and singing down the courthouse, inside the courthouse, on the way to the courtroom, disruptions within the courtroom where they had to be physically restrained by the bailiffs. And, of course, the famous carving of the X on her forehead and the shaving of her head, which even the psychiatrists have noted was a sign of rebellion, a sign that they have basically X'd themselves out of the world. One would think that at some point in her life, that maybe she would turn away from these areas that have caused her problems in the past, but she doesn't seem to do that. Nevertheless, this inmate's involvement in antisocial lifestyles, all of the factors of unsuitability which are very much highlighted and dramatized in this particular case and weighing that against the factors of suitability, it is The People's position that the factors of unsuitability far and away outweigh any factors of suitability.*

***From Ms. Van Houten’s attorneys:*** *This is a case where it is unequivocal, there is nothing in the record that speaks to current dangerousness. Expert after expert both forensic experts and correctional officers have repeatedly vouched for Leslie. She's been evaluated objectively with the Board's testing. People have set forth their subjective opinions, raw observations. And we know it's hard and it's horrible when you see that people are still hurting. It's hard for us. I know it's hard for this Board. It's hard for Leslie. It's hard for everyone involved, but the law gives a clear mandate when not five, not ten, but 15 psychological experts find that an inmate is a low risk to recidivate and a good candidate for parole. We think it's very clear that in this case. Ms. Van Houten is clearly rehabilitated. Ms. Van Houten unequivocally has earned a parole date if ever one has been earned one. In a case like this, the facts will always hurt but this individual has proven change.*

***Ms. Van Houten:*** *My deepest apologies are given to the family members and friends of Mr. and Mrs. LaBianca. I apologize to you for all the harm and pain I caused your family. Not only did Mr. and Mrs. LaBianca deserve full lives, you should have had them here to share the day-to-day joys and sorrows. I am so sorry. Additionally, I would like to state that I accept full responsibility for my actions as were noted in the Statement of Facts. I understand the enormity of attempting to start a race war during the turbulent 1960s, and I make no excuse for what I have done. My actions August 10th, 1969, were contemptible and they were without justification. I apologize to The People of the State of California along with the people of this country for the fear they experienced until I was arrested and for my disgraceful behavior during the trial of 1971. I equally apologize to those whose cultures and ethnicities I offended by my ignorance and my arrogance. As a rehabilitated woman, I would like to state that the insight I have gained is not meant to excuse any of my acts. Insight is understanding the whys of behaviors so that it will not be repeated. I appreciate this opportunity to make amends to the many I directly and indirectly have offended and harmed.*

Below are the recommended steps to complete this report:

1. Utilize [***http://www.cielodrive.com/leslie-van-houten-parole-hearing-2010.php***](http://www.cielodrive.com/leslie-van-houten-parole-hearing-2010.php) to get as much background information on Ms. Van Houten as possible. In order to complete step 2 (below), you will need information regarding Ms. Van Houten’s history of behavior both before and during incarceration.
2. Complete a risk assessment on Ms. Van Houten, you will be using a parole risk assessment tool from the State of Nevada, located in the link below.

<http://parole.nv.gov/uploadedFiles/parolenvgov/content/Information/ParoleRiskAssessmentValues.pdf>

1. Write your parole report. You are free to format the report ***in any manner you wish***. However, you must include all information requested in the sample report below.

**CALIFORNIA PAROLE BOARD  
PAROLE REPORT**

***Officer Name***: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
***Inmate Name:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ***Age*** \_\_\_\_\_ ***Years Incarcerated*** \_\_\_\_\_

***Inmate Information:***

Inmate is incarcerated for the following offenses:

***Inmate social history:***

* Family:  (what was the family like, parents names, status, family background)
* Education:  (how far did the inmate go in school?  diploma, degree, learning strengths, weaknesses?)
* Employment:  (what type of jobs did the inmate hold, how long, vocational skills)
* Medical:  (significant medical issues, past and present)
* Past criminal behavior:  (a narrative on types of crimes and over what period)
* Substance abuse:  (arrests, self-admitted history, treatment)
* Inmate's behavior while incarcerated:  (incidents, general behavior)

***Inmate Risk/Need:***

Risk Survey Score:  \_\_\_\_\_\_\_\_\_  
Need Survey Score : \_\_\_\_\_\_\_\_\_\_

***Risk/Needs/Strengths:***  Provide your overall perspective regarding risk, needs and strengths pertaining to pending parole. Interpret the assessment scores and how they might influence your recommendation. Which factors as presented by the scores are significant in determining the individual’s on-going risk to society to recidivating? What progress, if any, has been made while in prison? If paroled, which specific risks, needs and strengths are to be considered?

***Parole Officer Recommendation (narrative):***  (This section is your advice to the parole board on Ms. Van Houten. If you recommend parole, evaluate the ***Crossroads*** program has referenced in the parole hearing transcript. What does the program have to offer in consideration risk, needs and strengths?

Make sure you fully consider ramifications of your recommendation to the public, the corrections system, the victims and the inmate.  Based on the severity of the crime, it would be very easy to recommend Ms. Van Houten’s continued incarceration, You are required to consider the amount of time she has served, California’s on-going demand for prison space, public safety and the possibility for a crime-free lifestyle outside the prison.

***ONCE AGAIN AND MOST IMPORTANT>*** Whether you recommend for or against parole, you must DEFEND your statements with facts and conclusions!  Ms. Van Houten is LEGALLY ENTITLED to a parole hearing and the opportunity for parole.  If you recommend she remain in prison, you will need to explain the programming/training/therapy/counseling she should participate in prior to her next opportunity for parole.

**You must be objective in your recommendation; professional, free of emotion, free of influence by public sentiment, balanced and non-biased in your presentation.  4-5 pages, 12 font-double-spaced.**

Good luck.

**Offender Typology Group Presentations**

**Presentations June 5 and 12**

**In week 2, students will be divided into groups of 2 or 3. They will be assigned one of the following offender groups: *sex offender, substance-abusing offender, mentally ill offender, female offender, juvenile delinquent*. We will examine the typologies in consideration of community supervision (parole, probation).**

**The presentation should be designed to educate people who know very little about the typology.**

**On June 5 and June 12, Students will provide presentations to the class regarding their assigned typology. These presentations must provide, at a minimum, the following:**

* A class handout explaining the typology; what are causal factors? Typical circumstances that led to their criminal behavior?
* Typical risk, need and strength factors to be addressed with the typology
* Explanation of information/statistics/data regarding this typology’s risk of recidivism
* Typical community supervision conditions
* Successful treatment interventions used with the typology (explain interventions, why they are successful, use statistics/data)

Groups will need to integrate at least one audio-visual component to their presentation (PowerPoint, video, slide presentation, overhead projections)