

Intro. To Corrections Casework and Counseling CJ 232

Spring Term 2020

Instructor – Tom Johnson

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Course Syllabus

Welcome to CJ 232.

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:

- Basic practices, functions and purposes of the Corrections system.
- Basic assessment, counseling and casework principles and techniques used by corrections workers and practice those principles and techniques in a mock setting.
- Interviewing and counseling processes designed to enhance corrections casework.
- Casework protocols; goal-setting, risk/needs/strength assessment, treatment fidelity, classification.

TEXTBOOK: There is no textbook for this course. Instructor will provide handouts and links to articles as indicated in “week-by-week” section of the syllabus.

METHODS OF INSTRUCTION: Discussion board, weekly forum, individual tutoring and direction

METHODS OF EVALUATION: weekly assignments, participation, exams, discussion posting.

PREREQUISITE: none.

ABOUT THE CLASS: This is an online class. In order to be prepared for discussion, students must READ the material prior to class discussion. The syllabus provides a schedule for reading week by week.

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. That will be difficult for an online. I ask we all do our best. Below are tools and suggestions for online learning:

ONLINE LEARNING EXPECTATIONS

- Participate in online courses according to the syllabus and schedule posted by your instructor. This course has a regular schedule of activities and assignments and is not self-paced.
- Comply with LBCC's [Students' Rights, Responsibilities, and Conduct](#).
- Be familiar with important dates in the course calendar.
- Keep the [Student Help Desk's contact information](#) accessible in case of technical issues.
- Learn to use the Internet, computers, email and word-processing software.
- Read the course syllabus and participate in class according to the schedule posted in the course.
- Ask your instructor for clarification on anything you don't understand
- Ask for help; your instructor is here for you.
- Maintain courtesy and respect toward your classmates, instructors, and college employees.
- Use appropriate [netiquette](#) in all online communication.
- Inform your instructor of accommodations approved by [CFAR](#).
- Take responsibility for computer problems that prevent you from accessing your course or completing assignments.

CLASS POLICIES

Instructor Responsibilities:

As the Instructor, I will have an online presence in the Moodle classroom daily, prepared and ready to teach. I will be available to support student learning when requested by students. I will hold students accountable by following through with course objectives and syllabus content. I will strive to maintain an online classroom environment that encourages respectful discussion and behavior that enhances the learning of a diverse student population both online and in a physical classroom. I will grade assignments in a timely manner and give appropriate feedback.

Student Responsibilities:

As the Student, you will be prepared to take an active role in your own learning. You will complete the required online assignments on time. You are responsible to ask for assistance from me if you need clarification, or to utilize the myriad of support services available to students on campus. You are responsible for all course work assigned as outlined in this syllabus and as modified by me throughout the course. *You are responsible for checking your LBCC email account daily.* You will be respectful of self and others at all times. This entails using appropriate language in online discussions, adhering to campus-wide policies, and observing class and instructor "ground rules."

Guidelines for communication

Moodle has its own messaging feature, and students are encouraged to use that. Otherwise, email your instructor at johnsoto@linnbenton.edu anytime.

Attendance

Attendance is mandatory. In an online class, the only way to take attendance is by participation in the weekly discussion forums.

2 absences – 20 points

3 absences – 30 points

4+ absences – incomplete grade

Grading

- There are **ten weekly assignments**. (see addendum). Be BRIEF but COMPREHENSIVE in completing your writing assignments. Pay attention to the directions; phrases such as “how”, “discuss” or “explain” as you construct your answer. Writing assignments are to be no more than 3 pages, typed, double-spaced and in 12 font. These assignments will be submitted in Moodle. The most important aspect of writing 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. **ALL** writing assignments require an informal bibliography; the source, author, publisher, and date published. If you use an internet article, please provide the *http* or website source. These are worth 50 points each.

WRITING ASSIGNMENTS ARE DUE ON EACH THURSDAY BY 11:59 PM

- LATE PAPERS: Assignments turned in late will not be fully accepted unless arrangements are made **PRIOR TO THE DUE DATE**. Late papers submitted after the due date may receive up to **50%** possible credit. Graded assignments may be resubmitted once for potentially higher score.
- There are **two exams (May 7, June 11)** during this course; one covering weeks 1-5, one covering weeks 6-10. Exams will cover material covered in assigned reading and online lectures. Each test is worth 100 points. I will post your exam one prior to the due date.
- There is a **term paper** (see addendum), Due **May 30**.
- **Weekly online discussion posts are required**. A discussion question will be provided. You must post one answer to the question that meets a minimum of 250 words and uses the week’s reading as a way to backup or support your answer. References must be listed at the end of this post when used. The title of this post must be your surname, so if your last name is Stevens, you would name it “Stevens” in the “subject” field. This first post is due no later than Wednesday at Moodle midnight (first post due Wednesday, April 8). **These posts are worth 10 points each.**
ONLINE DISCUSSION QUESTIONS MUST BE POSTED EACH WEDNESDAY BY 11:59 PM
- **You also must respond to at least two of your classmates’ posts**. If your last name is Stevens, you would name these posts “Stevens Response 1” or “Stevens Response 2.” These responses do not need to have citations and just need to be one or two paragraphs. Quality response posts are those that further discussion by presenting opposite viewpoints, adding to the viewpoint presented, or asking further questions. These response posts are worth 5 points each. **These responses are worth 10 points.**
RESPONSES MUST BE POSTED by 11:59 PM EVERY FRIDAY.

Grading Points Summary:

Weekly assignments (10x50)

500 points

Online Discussion (10X10)	100 points
Response to classmate posts (10x10)	100 points
Tests (2x100)	200 points
Term Project	<u>100 points</u>
	1000 possible points

Grades:

Grades will be figured on a straight percentage based on the total number of points possible. I encourage you to check in with me about your progress throughout the term to maximize your success and minimize any surprises.

- A= 90-100%
- B= 80-89%
- C= 70-79%
- D= 60-69%
- F= 59% or below

Changes to the Syllabus:

I reserve the right to change the contents of this syllabus due to unforeseen circumstances. You will be given notice of relevant changes in class, through a Moodle Announcement, or through LBCC e-mail.

COURSE CALENDAR: Course Reading/Assignment Schedule:

As shown below, each week will have assigned reading, viewing and terminology 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 the required weekly reading assignments in the electronic version of this syllabus.

April 6-10 Reading:
<https://www.airtract.com/article/punishment-vs-rehabilitation-why-this-is-relevant-today>

Weekly assignment: Opinion paper due (see syllabus addendum)

April 13-17 The Criminal Justice System/Law Enforcement/Courts/Corrections:

Reading:<https://www.criminaljusticeprograms.com/articles/three-components-of-criminal-justice/>
<https://www.ukessays.com/essays/criminology/the-relationship-between-police-courts-corrections.php>

Weekly assignment: (1) Explain the conflicts that occur between the three criminal justice components (2) Explain why the three components should be independent of one another (remember to cite sources).

April 20-24 The Corrections Professional (prison, parole, probation, treatment provider): Awareness and Boundaries:

Reading:

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

<https://www.correctionalofficeredu.org/correctional-treatment-specialist/>

<https://www.correctionsone.com/jail-management/articles/professional-boundaries-in-corrections-how-to-set-and-keep-them-wrZfiqmX7k72LoNZ/>

<https://nicic.gov/health-and-wellness-for-corrections-professionals>

The above article contains several “resource links” for you to explore that will assist you in completing your weekly assignment. Please utilize the links.

Weekly assignment: Do some internet research and provide your definition of “corrections fatigue”. How does it happen? How can it be alleviated? Explain your answer (remember to cite sources)

Apr. 27-May 1 Case planning: What is it? Why is it done? How does it work?

Reading (these are examples of “how to” in case planning:

<https://thecareygroup.com/documents/Case%20Plans%20Step%20by%20Step.pdf>

<https://www.youtube.com/watch?v=Ticp55HIPw0>

<https://nadcpconference.org/wp-content/uploads/2017/06/B-20.pdf>

Weekly assignment: After reviewing the articles, answer the following questions:

- (1) Explain how case planning can reduce the probability of the offender coming future crimes (aka recidivism). Be specific, don't forget to cite sources. (Remember to cite sources!)

******Exam #1 will be forwarded to you tomorrow. It is due on May 7******

May 4-8 RNR= Risk, Needs and Risk assessment, offender needs, strengths

Reading:

<https://csgjusticecenter.org/in-brief-understanding-risk-and-needs-assessment/>

https://www.everycrsreport.com/files/20150724_R44087_0c47cc191ecc982888f1182c82ef0099a86eca8d.pdf

<https://www.samhsa.gov/sites/default/files/20190718-samhsa-risk-protective-factors.pdf>

Weekly assignment: After reviewing the articles, answer the following questions:

- (1) Explain the differences between risk and need factors?
- (2) Explain how responsivity is important in case planning

- (3) Explain a strength/protective factor in an offender. How can strength/protective factors be used in determining risk and need? (Remember to cite sources!)

****Exam due****

May 11-15 Pre-sentence investigation report (PSI)/ legal aspects of corrections/report writing

Reading:

<https://www.nglawyers.com/blog/2014/12/pre-sentence-investigations-and-sentencing-hearings/>

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

https://www.correctiveservices.wa.gov.au/_files/probation-parole/psro-fact-sheet.pdf

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

Weekly assignment: After reviewing the articles, answer the following questions:

- (1) Name and explain two important functions of pre-sentence investigation (PSI) report (no sources needed on this assignment)

May 18-22 Interviewing/Counseling

Reading:

https://www.umass.edu/studentlife/sites/default/files/documents/pdf/Motivational_Interviewing_Definition_Principles_Approach.pdf Motivational Interviewing (MI) definition

<https://www.ncbi.nlm.nih.gov/books/NBK64964/>

<http://www.ldsd.org/cms/lib/PA09000083/Centricity/Domain/50/Solution%20Focused%20Brief%20Counseling.pdf> "How To" for brief counseling

Weekly assignment: For this writing assignment, you will be conducting a "mock" interview utilizing MI and Brief Counseling techniques. Your writing assignment will be reporting the outcome. You will need to seek the assistance of a friend/family member (**aka client**) for the "mock" interview. You will be playing the part of the corrections professional (corrections, officer, probation officer, parole officer or treatment provider). Your goal will be as follows:

- Provide your client an opportunity to relax. An opening question might be "Tell me a little bit about yourself". This will provide the client to talk about themselves. Utilize non-verbal communication (head nodding), affirmations ("That is interesting. Tell me more!")
- After a few minutes, inquire as to the client's goal, "Please let me know what you'd like to work on".

- From here, continue your conversation using MI techniques to continue the conversation and get to one solution to which your client will agree. This process will take around 15 minutes. It will be a long 15-minute. REMEMBER, THIS WILL FEEL AWKWARD!!! IT WILL NOT BE PERFECT!! IT IS DESIGNED TO BE A LEARNING EXPERIENCE!!! In the long run, MI can help a person be better in new social situations, able to carry on conversations and make others feel comfortable in your presence (seriously!!).

For the assignment follow these steps:

- (1) Review the readings closely. Do additional research on the internet (YouTube has MI sessions you can review as well)
- (2) Ask your client to disclose a “problem” they wish on which they need assistance. (*This does not have to be a **real** problem. However, a real problem would be most useful. Please keep it simple with “problems” such as quitting smoking, driving over the speed limit, texting while driving, reducing time on social media, procrastination*)
- (3) Utilizing MI, construct ten questions to ask your client. The reading articles provide examples of questions. We are hoping to use “open-ended” questions to draw the client out.
- (4) Conduct your interview. (a goal would be to include as many MI principles, skills and strategies as possible.
- (5) Writing assignment: Provide the following information:
 - a. Who was your client?
 - b. What was the presenting problem?
 - c. Provide the ten prepared questions pertaining to your session
 - d. Which techniques
 - e. Which MI principles, skills and strategies were you able weave into the interview?
 - f. Provide a brief summary of the session; How did it go? Did you come to solutions? Did your client eventually relax, share and engage in problem-solving. Simply provide your observations!
(No sources needed on this assignment)

May 25-29 Parole and Probation/Officer’s Role and Duties/how to Use Intermediate Sanctions and Alternatives

Reading:

<https://www.probationofficeredu.org/probation-officer/what-is-a-probation-officer/>

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

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

Writing Assignment: Explain the potential conflict in roles for the probation/parole officer. What kind of problems does the “P.O.” encounter in operating a caseload? (Remember to cite sources!)

June 1-5 Offender typology: sex offenders, mentally ill offenders, substance abusing offenders

Reading:

<https://www.smart.gov/pdfs/AdultSexOffenderManagement.pdf>
http://www.antonioacasella.eu/archipsy/NIJ_Milwaukee_1994.pdf This article provides a background of supervising mentally ill offenders in the community.

<https://www.drugabuse.gov/publications/principles-drug-abuse-treatment-criminal-justice-populations/principles> Great information about community interventions and supervision techniques for substance-abusing offenders

Weekly Assignment: Select one of the three typologies of offenders to focus on.

Answer the following questions:

- (1) Explain one important community safety concern when supervising this offender in the community
- (2) As the P.O., what community-based interventions and treatment would you require for this offender. What level of supervision would you use? (Remember to cite sources!)

Online Discussion question: Of the three typologies, which offender profile indicates the highest probability of recidivism (reoffending). Briefly explain your answer.

**** **TERM PROJECT DUE** ****

**** **FINAL EXAM opens in Moodle** ****

June 8-12 Cognitive-Behavioral Treatment (CBT) in Correctional Facilities

Reading:

<https://www.apa.org/ptsd-guideline/patients-and-families/cognitive-behavioral>
This article explains CBT.

<https://www.crimesolutions.gov/PracticeDetails.aspx?ID=57> This article provides extensive information on the use of CBT in facilities. Don't forget to utilize the links at the base of the article.

Writing Assignment:

- (1) In your own words, describe the goal of CBT. What is it intended to do? What does data show regarding success?

EXTRA CREDIT: One writing assignment for extra credit will be allowed. Assignment will be three pages in length (double-spaced, 12 font) based on a specific topic 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 30, 2018.

CENTER FOR ACCESSABILITY RESOURCES (CFAR):

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 this 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 go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

ADDENDUM

OPINION PAPER

The following are directions to complete your Opinion Paper, due April 9. 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.

- ☐ *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.*

- ② *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.*

ADDENDUM

TERM PROJECT

The following are directions to complete your term project, due May 30. Please read the directions closely and ask any questions you may have.

(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). 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/> 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 danger. 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> 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>

- 3) 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. 3-5 pages 12 font-double-spaced (more is not necessarily better! Stay concise and clear).

Good luck.

COLLEGE POLICIES

LBCC Email and Course Communications

You are responsible for all communications sent via Moodle and to your LBCC email account. You are required to use your LBCC provided email account for all email communications at the College. You may access your LBCC student email account through Student Email and your Moodle account through Moodle.

Disability and Access Statement

Use one of three approved syllabus statements located on the [Center for Accessibility Resources Faculty Resources](#) webpage.

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 IX 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](#) 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.

Public Safety/Campus Security/Emergency Resources:

In an emergency, call 911. Also, call LBCC Campus Security/Public Safety at 541-926-6855 and 541-917-4440.

From any LBCC phone, you may alternatively dial extension 411 or 4440. LBCC has a [public safety app](#) available for free. We encourage people to download it to their cell phones. Public Safety also is the home for LBCC's Lost & Found. They provide escorts for safety when needed. Visit them to learn more.