

Intro. To Corrections, Counseling
And Casework
CJ 232
Spring, 2015

Syllabus/Course Outline
Instructor- Tom Johnson

Welcome to CJ 232, Introduction to Corrections, Casework and Counseling. This class is offered in two hour, 45 minute blocks. 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. I do not hold office hours. However, I am happy to schedule appointments at 5:00 or 5:30 PM to individually meet with students. My e-mail address is johnsoto@linnbenton.edu. Good luck!

COURSE DESCRIPTION: This course will review today's Corrections system as well as basic assessment, counseling and casework techniques for the corrections worker.

COURSE OBJECTIVES:

- Review basic theories, practices and functions 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.

TEXTBOOK: CORRECTIONAL ASSESSMENT, CASEWORK AND COUNSELING by Anthony Walsh and Mary Stohr.

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

METHODS OF EVALUATION: writing assignments, mid-term examination, final examination, class participation and research paper.

PREREQUISITE: none

ABOUT THE CLASS: Considering classes are in three-hour blocks, I prefer class time be interactive. That is, limited lecture time and extensive class discussion regarding material in the textbook. Each class will likely involve an activity in which students will work in groups to address an assignment regarding course material for that week. We will have guest speakers from the adult and juvenile corrections systems.

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. I expect students to offer thoughts, opinions, and views in a courteous, respectful, and considerate manner. 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.
- Please understand that PUT-DOWNS, CRITICISMS AND/OR PERSONAL INSULTS WILL NOT BE TOLERATED.
- Be respectful and courteous with all information shared.
- Do not interrupt or talk over fellow students or the instructor.
- Contribute to discussion, do not dominate or attempt to control discussion.
- Debate, do not argue. If you have point to make, make it. Be prepared to receive feedback and defend your point.
- **Life experience** does not define the expert.
- Subject matter for this class may be challenging and sometimes 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.

CLASS ATTENDANCE IS MANDATORY for a passing grade. Class roll will be taken. Class absences will impact your grade as follows:

3 absences –	40 points
4 absences –	60 points
More than 4 absences –	incomplete grade

ASSIGNMENTS (overview): One important aspect of the all assignments is your perspective. I am interested in your INTERPRETATION of that material as opposed to what another text, study or research paper has already stated about a particular subject. Please pay **close attention** to each assignment’s requests. I will specify the content of the assignment. Some writing assignments will require an informal bibliography; the source, author, publisher, and date published. If you use an internet article, please provide the **http:** address or website source.

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 **HALF** possible credit.

Late papers **will not** be accepted unless PRIOR arrangements are made with the instructor for submitting the paper late. Late papers accepted will be eligible for up to 50% of assigned points. Spelling is important. To be successful in this field, one must be able to spell and use grammar in writing. Be sure to use a dictionary and spell check on your computer when composing written assignments. I will correct spelling and grammar errors.

“OPINION” WRITING ASSIGNMENT, due April 14

During the first two weeks, we’ll be discussing the functions of the corrections systems and behavioral theories. That is, what is common in the makeup of criminals and what does the system do for/to them as a result? Here’s your opportunity to declare your ideas of how the system SHOULD operate. The three categories listed below identify typical modes of thinking in the corrections system.

Although you may not find an absolute fit, you’ll need to declare your philosophy within ONE of the three areas (see below). There is no wrong answer. You are sharing your perspective. Please explain how and why your opinion is the best approach to address criminal behavior above the other two and how it fits best into your philosophy.

You will need to defend your position in the paper by using **at least three sources**; 1) textbook information regarding behavior and theory, 2) a news, research or internet article/publication related to your choice and, 3) how your own life experiences have influenced your choice. As stated above, the paper needs to be a maximum of **3 pages, double-spaced, in 12 font**. Provide an ***informal bibliography***.

EYE FOR AN EYE – retribution justice, the offender must be 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.

GET TO THE ROOT – Get inside the head of the offender. 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.

WHAT ABOUT THE VICTIM? – Forget about punishment or offender treatment, what does the crime victim need for restoration? The offender’s experience in the corrections system should focus on the victim’s plight. How should the offender “make things right”

with the victim. If there is no victim, how should the offender restore “society” for their actions??

TAKE-HOME ASSIGNMENTS (THAs): Students will assigned **THREE** short take-home assignments (THA). I will hand out directions on the week prior to the assignment being due. These will be short, simple research/writing assignments designed to expand your overall knowledge of the corrections system and to apply information already presented in class.

WEEKLY ASSIGNMENTS (students create questions from text): Beginning Tuesday, April 7 and every Tuesday thereafter (**except** June 9, last night of class), students will submit 3 personally- authored test questions (and answers) based on the assigned textbook reading assignment of the prior week. Questions are to be typed in 12 font. Be sure to include your NAME and the DUE DATE of the assignment at the top of the page.

Questions may be **multiple choice**, see example:

The title of the class textbook is:

- a) *From Here to Eternity*
- b) *The Juvenile Justice System*
- c) **Correctional Assessment, Casework and Counseling**
- d) *Body for Life*

Questions may be **fill-in-the-blank**: see example:

The textbook title is **Correctional Assessment, Casework and Counseling**.

Questions may be **short answer** (as in no more than a 2-sentence answer required):

Why is use of theory important in corrections work?
Theory is a “jumping off” point for adequate practice.

Questions must be original, pertain to material within the textbook. Assignments are worth a maximum of 15 points. Questions showing high creativity and critical thinking will be awarded to most points. Questions will not be valued on difficulty. Strive to make your questions “learning” based.

PROJECT!!!!!! Due May 26

YOU ARE THE CORRECTIONS ADMINISTRATIVE OFFICER responsible for constructing reports to the California State Parole Board. Your reports and recommendations are evidence to assist the parole board in making their decisions. It's time to construct a hypothetical REPORT TO PAROLE BOARD on Charles Manson. Your role as Administrative Officer is to write a report recommending or opposing the potential parole of Mr. Manson. Here is your scenario (fictitious) for this writing assignment:

Charles Manson is, yet again, up for parole. He has served nearly 44 years in prison. He is perceived as old, frail, cranky, physically debilitated, under treatment for colon cancer and mentally ill. Manson and his attorneys are asking the California Parole Board that he be paroled to a well-respected inmate advocate who resides in a small farming community in northern California. This advocate, a retired Catholic nun, has run a halfway-house for adult male offenders as a transition point from prison. In some cases, the facility has become the final residence for older offenders to live out the remainder of their lives, using social security and Medicare. The nun has an excellent record for operating the facility. No parolee has ever, in 14 years of operation, been charged with committing a crime while residing in her facility.

Set in the hills of Wine Country in Northern California (on the outskirts of Santa Rosa), the facility, Sister Mary's Hope House, has a strong relationship with local law enforcement, corrections, parole officers and churches. Mr. Manson is hoping for the opportunity to reside at the Hope House for whatever time he has left to live.

You will utilize tools from your textbook to assist you in reaching a recommendation. Understand your recommendation will be VERY influential to the California Parole Board. Utilizing internet, media, literature (NOT Wikipedia!), you will review subject information to assist you in formulating your recommendations. Be sure to **cite resources**.

You will need to complete a risk/needs survey. You will use the *Client Risk and Need Assessment Survey* on pages 550-553 of the textbook. Copy the completed survey from the textbook, fill it out and include it in your report.

You will then construct a report, addressed to the California Parole Board, using the text format outlined on the next page. You are free to modify this report format however you wish. PLEASE make sure you provide all requested information. DO YOUR RESEARCH!!!!

Make sure you fully consider all ramifications of your recommendations. Even though it would be very easy to recommend Mr. Manson's continued incarceration, take into account the amount of time he has served, the on-going demand for prison space, the actual threat he poses and the possibility for him to exist crime-free outside the prison. Whether you recommend for or against parole, **you must DEFEND your statements with facts!** Simply stating, "Hey, he killed somebody", or "he's crazy and dangerous" will NOT be sufficient for the parole board. Mr. Manson is LEGALLY ENTITLED to a parole hearing and the opportunity for parole. You must be sound in your recommendation; professional, free of emotion, free of influence by public sentiment, objective and non-biased in your presentation.

12 font, double-spaced...Good Luck!! See syllabus addendum.

WEEK BY WEEK:

March 31	Introductions, exercise, syllabus overview of corrections system, Chapter 1.
April 7	Chapter 2-3 (theories).
April 14	Chapter 4, OPINION assignment due. THA #1 handed out.
April 21	Chapter 5, Motivational Interviewing (MI) handout; THA #1 due.
April 28	Chapters 16, 18-21, profiles of offenders; THA #2 handed out.
May 5	Chapter 6; Interview techniques (handouts), Presentence investigations; THA #2 due.
May 12	Chapter 7, 13 and 14; community-based assessment, probation/parole exercises; THA #3 handed out.
May 19	Chapter 7, 13 and 14; community-based assessment, probation/parole exercises; THA #3 due.
May 26	Chapter 8, 11 and 17; Institution-based assessment and Casework. THA #4 handed out; PROJECT due.
June 2	Chapter 8, 11 and 17; Institution-based assessment and Casework. THA #4 handed out; final handed out.
June 9	Course overview; final due.

GRADING:

1050 points are possible.

Weekly assignments (questions from text)	150 points
THA assignments (3X100)	300 points
“Opinion” writing assignment	100 points
Project	200 points
Final examination	200 points
Class Participation	<u>100 points</u>
	1050 points

Letter Grading:

A – 910 to 1050 points

B – 820 to 909 points

C – 730 to 819 points

D – 620 to 729 points

EXTRA CREDIT: One writing assignment using the same guidelines as stated in the writing assignments section will be allowed. Students must request to submit an extra credit paper and the instructor must pre-approve the subject. Extra credit papers will be worth up to 25 points. Last date to submit an extra credit paper will be May 26.

The LBCC Office of Disability Services and YOU!

Mission Statement: The Office of Disability Services (ODS) supports students and college guests with disabilities and collaborates with faculty and staff to provide opportunities for a high quality education that is appropriate, equitable and accessible. ODS promotes self-directed learning to develop individual student potential and ability to achieve goals.

The ODS provides assistance to students who have documented disabilities by:

- Reviewing documentation to confirm eligibility.
- Planning reasonable accommodations.
- Coordinating services in the classroom.
- Providing support i.e. assistive technology, testing accommodations, and classroom accommodations.
- Success coaching and advocating

If you have a disability and feel that you will need accommodations as a student at Linn-Benton Community College, ODS is here to support you.

What is a Disability?

The definition of disability set forth in the Americans with Disabilities Act of 1990 does not distinguish between type, severity, or duration of the disability.

It states: "The term 'disability' means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the major life activities of such individual; a record of such impairment; or being regarded as having such an impairment."

SYLLABUS ADDENDUM (PROJECT)

CALIFORNIA PAROLE BOARD

PAROLE REPORT

Officer name _____
Inmate name _____ **Age** _____ **Years incarcerated**
since _____

Inmate Information:

Inmate is incarcerated for the following offenses:

Inmate social history:

Family: (what was the family like, Parents names, status, and 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: _____

Narrative regarding survey (narrative): (your perspective regarding the survey information, interpret the scores and how they might influence your recommendation)

Parole Officer Recommendation (narrative): (your recommendation to the California Parole Board on Mr. Manson. If you recommend parole, what services, type of supervision and guidelines would you want in place for Mr. Manson to adhere to?)