

Department of Criminal Justice and Criminology

CRIJ 4367.7B ONLINE

Correctional Strategies

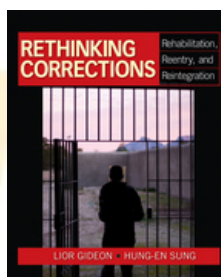
Fall 2017

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Office Hours: Primary contact through e-mail and telephone. Office meetings may be scheduled by request.

Required Textbook:

Rethinking Corrections
Authors: Lior Gideon & Sung, Hung-En



Course Description: This course examines treatment options in both institutional and field corrections settings. There is a focus upon special populations, including mental health populations and their treatment, aging in prison, women, HIV populations, and issues surrounding race and ethnicity. Prerequisite: Junior Standing and CRIJ 2365

Course Objectives: At the conclusion of this course, students will be able to:

1. Understand the challenges faced by modern correctional institutions.
2. Identify variation in correctional response by type of offense and/or offender.
3. Understand the primary purposes of diversion, probation, institutions, and parole.
4. Recognize the challenges of special needs populations.

Grading Policy: The following table shows the activity types contained in this course and the points given to each.

| Activity Type | Points |
|--------------------------------------|--------------|
| Discussion Forums | 24 (3 each) |
| Assignments 1 & 2 | 20 (10 each) |
| Exam 1 (October 26 – 29, 2017) | 40 |
| Exam 2 (November 9 – 12, 2017) | 40 |
| Exam 3 (November 20 – 22, 2017) | 40 |
| Exam 4 (FINAL: December 4 – 7, 2017) | 40 |
| TOTAL: | 204 |

Letter grades for the course will be based on the following scale:

| Letter Grade | Points |
|--------------|-----------|
| A | 184 - 204 |
| B | 164 - 183 |
| C | 143 - 163 |
| D | 123 - 142 |
| F | < 122 |

Course Participation: Unlike a traditional, instructor-led course, this course does not require you to show up to class at a specific time every day to earn your class participation grade. Instead, you must make a constant effort to complete the online course modules, complete any assignments, and participate in the class discussions. Your ability to effectively participate in the discussion forums may be based on any of the assignments, lectures, readings or videos that are included in each of the units. Your participation in the discussion forums equates to classroom attendance and participation requirements.

Discussion Forums: Each unit will provide you with the necessary information and guidance upon which to base your post. I will be looking for thoughtful well-written posts based on the requirements provided of at least three paragraphs long (3 – 4 sentences each). You can use content provided, including textbook. However, most important, is to use an outside source. The purpose is to expose you to different sources and opinions. All posts must be appropriate responses written in full sentences, rather than a simple responses. We will have eight discussions throughout the semester.

Weekly Quizzes: There will be a quiz administered for each week of lessons in the course. Please view class schedule section for specific schedules. The quizzes will not be for a grade, but rather for you to use as a resource for future exams as well as to check your understanding of the information included in the chapter.

Assignments: Assignment 1 – Pew Report, Assignment 2 – Reflection Paper
Specific requirements for the assignments will be provided in the class module.

Make-up Exams: Generally make-up exams will not be allowed since each section is open for a week (seven days) providing ample time for you to schedule your time appropriately to complete all activities including the assigned exam. If exceptional circumstances exist, please contact me PRIOR to the exam for special considerations.

Extra Credit: There will be no extra credit given.

Online Etiquette: The objective in an online discussion is to be collaborative, *not* combative. Please proofread your responses carefully before you post them to make sure that they will not be offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more “traditional” classroom setting.

Outline of Topics / Class Schedule:

| Session | Date | Topic | Chapter(s) |
|---------|-------------------------|---|--|
| 1 | October 18 – 22 | Introductions Corrections in a Reentry Era <ul style="list-style-type: none">• Offender Characteristics & Needs• Prison as an Agent of Rehabilitation & Reentry Public Perceptions <ul style="list-style-type: none">• Correctional Staff Attitudes• The Second Chance Act | Syllabus Chapter 1 (pp. 1-18) Chapter 2 (pp. 19-36) Discussion #1 Quiz 1 & 2 |
| 2 | October 23 – 25 | Treatment of Offender Populations <ul style="list-style-type: none">• Various Offender Populations• Community Reintegration & Risk Management | Chapter 3 (pp. 37-70) Assignment # 1 Quiz |
| 3 | October 26 – 29 | Rehabilitative Approaches <ul style="list-style-type: none">• Theoretical Models of Rehabilitation• Cognitive-Behavioral Approaches• Therapeutic Community• Case Management EXAM 1 | Chapter 4 (pp. 71-96) Quiz EXAM 1: Chapters 1 - 4 |
| 4 | October 30 – November 1 | Probation in the US <ul style="list-style-type: none">• Agency Responsibilities• Probationer Characteristics• Conditions of Probation | Chapter 5 (pp. 97-128) Discussion #2 Quiz |
| 5 | November 2 – 5 | Diversion Programs <ul style="list-style-type: none">• The Context & Goals• Program Descriptions• Policy Issues | Chapter 6 (pp. 129-156) Assignment #2 Quiz |
| 6 | November 6 – 8 | Prison-Based Substance Abuse Programs <ul style="list-style-type: none">• Current Approaches and Practices• Policy Implications | Chapter 7 (pp. 157-192) Discussion #3 Quiz |
| 7 | November 9 – 12 | Educational and Vocational Programs <ul style="list-style-type: none">• Prison Education History• Types of Educational Programs• Arguments in Favor and Against EXAM 2 | Chapter 8 (pp. 193-218) Quiz EXAM 2: Chapters 5 - 8 |
| 8 | November 13 – 15 | Reintegration of Sexual and Violent Offenders <ul style="list-style-type: none">• Policing Sex Offenders• Policy Development | Chapter 9 (pp. 219-252) Discussion #4 Quiz |

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|----|--------------------------|---|--|
| 9 | November 16 – 19 | Medical and Psychiatric Care <ul style="list-style-type: none"> • Needs for Special Populations • Legal Cases & Significant Obligations | Chapter 10 (pp. 253-278) Discussion #5 Quiz |
| 10 | November 20 – 22 | Faith-Based Prison Program <ul style="list-style-type: none"> • Faith-Based Organizations • Reentry • Research EXAM 3 | Chapter 11 (pp. 279-306) Quiz EXAM 3: Chapters 9 - 11 |
| 11 | November 23 – 26 | Parole <ul style="list-style-type: none"> • Major Transitions • Systems of Care • Behavior Management Approach | Chapter 12 (pp. 307-328) Discussion #6 Quiz |
| 12 | November 27 – 29 | Barriers to Employment <ul style="list-style-type: none"> • Responding Agencies • Strategies • Self-Policing | Chapter 13 (pp. 329-358) Discussion #7 Quiz |
| 13 | November 30 – December 3 | “Triple R” Theory <ul style="list-style-type: none"> • Sentencing Dynamics • Fines/Sanctions • Punishing Corporations | Chapter 16 (pp. 399-408) Discussion #8 Quiz |
| 14 | December 4 – 7 | FINAL | FINAL: Chapters 12, 13, 16 |

Student Academic Policies: Policies concerning Attendance, Academic Honesty, Disabled Students and Services for Disabled Students, as well as Absences on Religious Holy Days may be found at: <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

This syllabus is a guideline and is at the discretion of the instructor to flex the schedule as necessary.