

# Department of Criminal Justice and Criminology

**CRIJ 3364**

**Special Offenders & Special Needs**

**Spring 2018**

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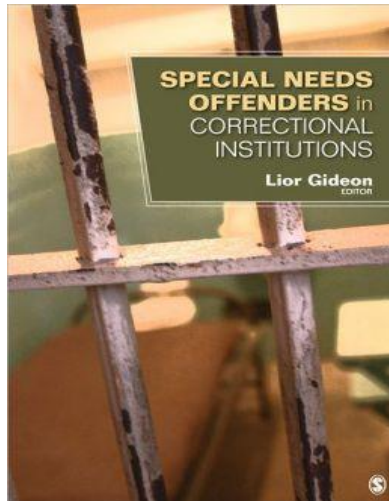
**Class Hours:** Flexible

**Classroom:** Online/Flexible hours

**Office Hours:** Phone/e-mail/Flexible

## **TEXTBOOK(S) AND RELATED LEARNING MATERIALS**

This course requires a textbook and presentation material as follows:



**Lior Gideon (Editor) (2012). Special Needs Offenders in Correctional Institutions.** Thousand Oaks, CA: SAGE Publications.

- ISBN: 1412998131
- ISBN-13: 9781412998130

### **1. Possession of this textbook is important/required because:**

- It is the primary reading & homework assignments source
- Quiz and examination question source
- Organization of the course aligns with the organization of the textbook

2. **Additional reading, videos and/or other course materials** will be assigned by the instructor throughout the term as posted on the SHSU Blackboard course site.
3. **Student-Teacher Email Communications:** The only email address I will use to initiate email communication will be to your SHSU email account. It is the student's responsibility to monitor SHSU email regularly to stay abreast of sent course communications.

### **COURSE DESCRIPTION**

**CRIJ 3364 is a 3 –credit course with online delivery**, intended to introduce students to identification, types, and supervision of **special needs offenders (SNOs)**; relevant risk assessment, diagnosis, recidivism prediction and classification notions regarding offenders; applicable theory and therapy considerations; and other issues associated with successfully managing special needs offenders in the criminal justice system. The course is primarily approached from a corrections perspective, but is also valuable for developing a foundational understanding within court and law enforcement perspectives for later advanced coursework and/or practitioners applications.

**Pre-requisite(s):** **CRIJ2361**, *Introduction to Criminal Justice*; and **CRIJ2362**, *Introduction to Criminology*.

### **COURSE OBJECTIVES**

1. First and foremost, I want you to succeed in this class.
2. Students who successfully master the course material will be able to:
  - **Memorize** the *basic building blocks (BBBs)* of the course, such as vocabulary, statistics, etc.
  - **Explain** *conceptual organizations (COs)* of BBBs into established theories, principles, processes, etc.
  - **Apply** COs in diverse *real world situations*.
  - **Distinguish** between competing CO options and approaches to crime and related issues.
  - **Opine** from an informed critical-thinking position when evaluating and choosing an appropriate CO.
  - **Write** with greater proficiency through writing exercises and activities.

### **COURSE REQUIREMENTS**

There are 3 main course requirements

1. Weekly Discussions
2. Term Papers
3. Final Exam

### **WEEKLY DISCUSSION QUESTIONS AND RESPONSES**

**Written Discussion Questions are a critical part of this course.**

- The quality of your **DQs will be assessed for both technical writing skill and demonstration of mastery of course material.**

- **Follow the DQ directions closely.** Clearly identify (label with the corresponding DQ number/letter of the question) and complete all portions of the assignment in the order given.

- **Discussion answers** are to be completed by mid-week (**Thursdays**) to allow for others to respond to it by the end of the week—read the DQ directions at the beginning of the week and be in compliance with response times. **Discussion responses to other student posts are due by Saturday.**

- **Written DQ responses should be thought of as written short essay take-home quizzes.** As a rule of thumb, each written question should have a response of **50-200 words in length** (*in toto* for a question—i.e., not per sub-question). Sub-questions should be thought of as the professor providing guidance to assure student responses are sufficiently broad in coverage to meet the intent of the question.

- **DQ responses to other students:** You are required to respond to at least one other student to complete the weekly discussions. **“I agree” or “I like what you said” is not a full and complete response.** Written interactions should lend to further learning, insight and be of educational value.

**Your personal opinion matters, but** is only important for maximizing your grade on a response as appropriate for the given DQ directions (e.g., “In your opinion, what is the best option for ...”), and it must be an opinion that is critically thought-out and (again) demonstrates mastery of course material (i.e., Please do not attempt to create a smoke screen for not having learned the lesson material—On the other hand, having a learned, critically thought-out, opinion backed up by the lesson material and other valid sources thrills me).

## **TERM PAPER (SEE TERM PAPER DIRECTIONS)**

Review the course calendar for Term Paper approval deadline and start the process as soon as possible—the approval process should be expected to include back and forth dialogue between you and the professor. Remember, it must all be completed and a final approval decision made by the deadline (see course calendar).

**The Term paper is to be posted to the appropriate lesson term paper site**

## **PAPERS AND THE SHSU WRITING CENTER**

- **Papers are to be in the 1200-1500 word range in length**, 12 point/Times Roman or Calibri font, double-spaced. Papers outside these directions & word range are subject to a grading penalty.

- **This is your opportunity to demonstrate mastery of the course material.**

- **Proper APA citations and references are required** (see APA 6<sup>th</sup> ed. and Syllabus Appendix C).

- **Always cite and reference the textbook.** Refer to the textbook in your responses with proper citation & accompanying reference at the end of your paper.

- Use at least **THREE** other sources with proper citation and reference for the paper.

- **The Term paper is subject to processing through *Turnitin***, a computer automated software system designed to check for plagiarism and other forms of academic writing dishonest. Please assure your paper uses proper citations/referencing and is in compliance with SHSU plagiarism requirements.

2. **Each student is encouraged to take advantage of SHSU SAM Center and SHSU Writing Center** resources for continuing development of study and writing skills (see Help & How-To→Study & Writing Help). These are your experts and source for writing and study skills development.

- **SHSU SAM Center welcomes walk-ins** and is located in the College of Humanities and Social Sciences (CHSS) room 170.

**SHSU Writing Center requires an appointment** (this generally requires at least a one week lead during busy times of the semester). Their number is (936) 294-3680; and they are located at Room 111 Farrington Building. There are online/Skype appointments available and tutors onsite M-F 10:00 a.m. to 3:00 p.m.

- **SHSU Writing Center services include:** General ideas, learning to avoid/overcome specific writing issues, proofreading skills, identifying/correcting grammar errors; improving style, and help with organization and research. They will not (though) write for you, tell you what to write, or proofread or correct for you, but will assist and teach you to do this for yourself.

- **Their goal is to help people and they are not judgmental.** It is a service you pay for each term in fees and should take advantage of it—they are dedicated to their mission of producing better college writers.

## **FINAL EXAM**

- The final exam is to be completed as scheduled and is one time through. Always allow for an early enough start to complete the exam before 11:59 p.m. on the date due. The system will automatically terminate exam access, whether done or not, at 11:59 p.m. on the due date.

- **The final exam is available May 7th Monday (midnight) – May 9th Wednesday (11:59PM)**, see calendar.

- The **final exam** is 100 minutes in duration, 50 multiple-choice questions, and will cover material from all course material from the assigned textbook chapters. **ARRANGE YOUR SCHEDULE TO BE AVAILABLE TO TAKE THE FINAL.**

## **GRADING POLICY**

**Grading Policy:** Final grades will be based the following weights and consideration (W=writing activity):

Final exam	30%
Term paper	20%
Discussions	50%

**Final letter grades will be determined according to the following scale:**

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

## MAKE-UP AND LATE ASSIGNMENTS

Although unanticipated events may alter the syllabus & calendar, changes seldom occur. Assume the initial course syllabus & calendars are correct until otherwise notified. Changes will be passed on in a course announcement and/or course email.

- **All assignments [e.g., papers, discussion question responses (DQs) and exams] are due as scheduled on the course calendar, to the expectations expressed in the syllabus/appendices/etc.**
- **Arrange your activities to be available for class and to complete assignments as scheduled.**
- If you anticipate an unavoidable scheduling conflict work may be submitted early (discuss and pre-arrange with the professor).
- Only under unavoidable circumstances, within University policy, and as pre-approved by the professor will late work be accepted. Such late work is subject to a late penalty.

## ATTENDANCE POLICY

Online/distance learning provides more flexibility to college students than may have been experienced in a traditional classroom setting where physical attendance is an important component to the learning experience. I have taught a number of online courses and while flexibility provides a valuable learning opportunity, it also has its downside. I will discuss two of these to assist you in getting off to a good start. The first is that online classes require students to possess a higher level of personal responsibility, scholastic discipline, and ability to strategize than may be required in a traditional (face-to-face class) teaching situation. There is no professor at the front of the room to remind/advice you to read the required course material (textbook, presentations, etc.) early in the week for an orderly accumulation of knowledge; & admonish students to start early on writing discussion board responses and term papers in order to allow plenty of time for a good job—these are all (now) student responsibilities in managing online learning. Second, occasionally I will get a student who mistakenly believes an online course has lower academic expectations (i.e., flexible = easy)—this is not the case. Whether in the classroom or online, the rigors of college-level coursework is expected to be the same. It is what makes a degree from SHSU meaningful to you and to future employers.

**The keys to successfully completing an SHSU online course** are to start early, study hard, and complete all assignments as directed and to a college-level of performance. When you have all week to complete assigned tasks, it is easy to give in to the temptation to wait until the end of the week to get started, or think missing an assignment will not matter. This has been the approach of some every, and it does not work well.

## ACADEMIC HONESTY POLICY

Students are encouraged to study together to gain maximum learning benefit. Preparing with colleagues can enhance your performance on quizzes and exams. However, unless specifically communicated by the professor, each student is required to do his/her own unique work on graded course items. *It is unacceptable for students to use work done by others and claim it as their own. Replicated assignments will be penalized regardless of who did which portions of an assignment.* Be cognizant of this fact should you choose to share your work with another student.

**1. Be aware of other circumstances that could comprise academic dishonesty, including:**

- Having a tutor or another person complete all or a portion of an assignment.
- Submitting portions or all of a previously graded assignment by you or another for credit in the current course (all submissions must be original for this class).
- Using work submitted by another student as representing your own.
- Using information from online or other information services/sources without proper citation/referencing to rightful credit the source.
- **Plagiarism will not be tolerated.** Plagiarism is defined as, *the act of taking the literary work of another and passing it off as your own creation and/or without properly crediting the creator.* See the SHSU Writing Center handout on plagiarism for a more detailed/fuller explanation of SHSU and the courses expectations regarding plagiarism by linking to:

[http://www.shsu.edu/~wctr/Handouts/Higher\\_Order/Writing\\_Process/Plagiarism.pdf](http://www.shsu.edu/~wctr/Handouts/Higher_Order/Writing_Process/Plagiarism.pdf)

**2. Violations of academic integrity will result** in a grade of “F” on all or part(s) of the course. It may also result in a recommendation for suspension from the University in accordance with SHSU policy.

**3. Please see the University academic dishonesty policy for further information at:**

[http://www.shsu.edu/~vaf\\_www/aps/documents/810213.pdf](http://www.shsu.edu/~vaf_www/aps/documents/810213.pdf).

## DISABLED STUDENT POLICY & SERVICES

Students with a qualifying disability which affects their academic performance are expected to arrange a conference with the instructor by the end of the first week of classes to review and discuss needs and appropriate strategies for accommodation. If you do not currently have SHSU recognition for a qualifying disability, please see the following contact information:

**SSD Office Location: Lee Drain Annex (next to the Farrington Building)**

**Telephone: 936-294-3512**

**TDD: 936-294-3786**

**E-mail: [disability@shsu.edu](mailto:disability@shsu.edu)**

**Web Address: [www.shsu.edu/disability](http://www.shsu.edu/disability)**

## STUDENT ABSENCES ON RELIGIOUS HOLY DAY POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student who is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which that student is excused within a reasonable time after the absence. For further information on University policy, please see <http://www.shsu.edu/dept/academic-affairs/aps/aps-students.html>

## USE OF TELEPHONES AND TEXT MESSAGERS IN ACADEMIC CLASSROOMS AND FACILITIES

- This is an online class with no physical classroom/facility lecture requirements specific to this teaching environment.
- For further information on University policy, please see <http://www.shsu.edu/dept/academic-affairs/aps/aps-curriculum.html>

## OTHER COURSE EXPECTATIONS AND INFORMATION

1. **There will be no study guides** provided for the final exam—you are expected to know the material. Questions will be over textbook material (focus/drill on textbook material to prepare for quizzes/exams);

2. **It is the student's responsibility to read and know all assigned learning material.**

- Presentations, links, etc. resources are provided for additional learning opportunities and to support DQs and written assignments.

3. **Online Netiquette/Etiquette—Our Communication Courtesy Code:** All members of the class are expected to follow rules of common courtesy in all verbal, electronic, and other communications. If I deem a communication to be uncivil or otherwise inappropriate I will discuss it with the student, and if necessary, will forward the issue for official and appropriate action in accordance with University policy, which may include discipline. Other specifics:

- **Course emails, DQ responses, etc. are to be in plain text—no texting abbreviations.**

**Check your course email and announcements daily** for any class communications, and only use the course email account for email contacting the professor.

- **No mass class emails—this is SHSU policy and is strictly enforced.**

- **In all DQs, and other communications,** assume others are *intelligent, well intended, thoughtful* and *genuine*—value them as team partners and value their contributions.

- **Discussions are often designed to evoke lively debate** and the opportunity to hear different perspectives as we grapple with serious social issues that may not have straight-forward, simple, answers. It is in this atmosphere of debate that we often broaden our understanding on relevant issues, and truly experience university-level education.

- **Let's take class discussion/feedback contributions seriously, but do not take them personally.**

- **You will find that most of the knowledge for this class is already present.** It is through combining and contributing our diverse array of previous coursework and experiences, to the

lesson materials, that we inform each other in a richer and deeper way than could have been achieved by simply having a dry lecture or reading the textbook. **Be a part of enriching class information by sharing and participating** generously.

- **Create and ensure a safe environment for others** as we workout intellectual issues.

### ONLINE RESOURCES

**Our class online/SHSU Blackboard website** contains two types of information & resources:

- **General information & resources:** Look under **Course Information** (with links to notifications, course introduction, professor information, and course syllabus/appendices & calendar); **Course Tools** (with links to My Grade & Course eMail); and **Help & How-To** (with links to Study & Writing Assistance, 24x7 SHSU IT Helpdesk, Vidio Help, and Student Manual).
- **Specific information & resources:** Look under **Weekly Lessons** (with organize and link each weekly lesson as a learning unit, which includes learning objectives, checklists, lecture presentations, group discussions, additional resources, and lesson quiz).

### Bottom line:

1. **The method** is:

- **Limiting the large body of SNO material to the essentials** (still a lot).
  - **Assessing mastery** through both written assignments and the final exam formats
2. **The assigned work** given in the syllabus & calendar will step-by-step walk you through the course—it is your map to success:
- **Put the time in.** SHSU estimates a 3 credit course should require at least 9 hours per week of homework time (some weeks it may be more, figure 9-12 hours).
  - **Compile your personal study materials weekly** from the textbook chapter assigned and know them (do not wait until just before the exam and attempt to cram for it).
  - **Start written assignments early.** Complete/submit them on-time, as directed, and to the best of your ability. As discussed above, written assignments should be viewed as take-home essay exams. They should also be appreciated as opportunities to better prepare for quizzes and exams (Hint: Complete DQs and papers before associated tests).
  - **Complete all course assignments--** systematic neglect has a cumulative effect—it will get you in the long run should you choose to not do the work, or repeatedly submit poor attempts. Start from Lesson 1 with a commitment to successfully complete and submit all required tasks.

**This class is one of the best courses you will take** in college. Your persistence and effort is a major component in your success, and what makes an SHSU diploma a valuable commodity when you are competing for and successfully enter the workforce of your chosen profession. **Welcome aboard and enjoy the journey.**

### CALENDAR WITH ANNOTATED OUTLINE OF TOPICS TO BE COVERED FOR EACH CLASS MEETING

The official course calendar is provided here and under Course Content. It is provided in accordance with University policy and more importantly to communicate to each student the current course schedule.



DATE	LESSON	TITLE & ASSIGNMENTS	TOPICS
01/17 – 01/20	<b>Intro</b>	Getting Started week, Introduction	<ul style="list-style-type: none"> <li>Background</li> </ul>
01/21 – 01/27	<b>1</b>	<b>CH. 1</b> Introduction: Special Needs Offenders <b>Due:</b> Lesson 1	<ul style="list-style-type: none"> <li>Effects on Correctional Management</li> <li>Rehabilitation and Reintegration</li> <li>Policy Implications</li> </ul>
01/28 – 02/03	<b>2</b>	<b>CH. 2</b> Juveniles Behind Bars <b>Due:</b> Lesson 2	<ul style="list-style-type: none"> <li>Development of Juvenile Justice System</li> <li>Juvenile Process and Dynamics</li> <li>Risk Factors</li> <li>Juvenile Offender Types</li> <li>Court Process and Placement</li> <li>Juvenile Reentry and Aftercare</li> </ul>
02/04 – 02/10	<b>3</b>	<b>CH. 3</b> Incarcerated Females: A Growing Population <b>CH. 4</b> Pregnancy and Motherhood Behind Bars <b>Due:</b> Lesson 3	<ul style="list-style-type: none"> <li>Trends in Women's Crime</li> <li>Women in Prison</li> <li>Race and Women's Imprisonment</li> <li>Policy Implications</li> </ul>
02/11 – 02/17	<b>4</b>	<b>CH. 5</b> Chronically Ill Inmates <b>Due:</b> Lesson 4 (Ch. 5) DQs  <b>Term Paper Approval</b>	<ul style="list-style-type: none"> <li>Chronically Ill Inmates</li> <li>Legal Requirements</li> <li>Costs associated with the Treatment of Chronically ill Inmates</li> <li>Alternatives</li> </ul> <b>Term paper SNO approval due</b>
02/18 – 02/24	<b>5</b>	<b>CH. 6</b> Mentally Ill Inmate Jails and Prisons as the New Asylum <b>Due:</b> Lesson 5 (Ch. 6) DQs	<ul style="list-style-type: none"> <li>History of Mental Health Care in Corrections</li> <li>Mental Health Courts</li> <li>Role of Mental Health Professional in Corrections</li> <li>Mental Health Services</li> </ul>

02/25 – 03/03	6	<b>Ch. 7</b> Older and Geriatric Offenders: Critical Issues for The 21 <sup>st</sup> Century <b>Due:</b> Lesson 6(Ch. 7) DQs	<ul style="list-style-type: none"> <li>Defining the Older Offender</li> <li>Assessing Older Inmates' Health</li> <li>Aging Programs and Services</li> </ul>
03/04 – 03/10	7	<b>Ch. 8</b> Gay and Lesbian Inmates: Sexuality and Sexual Correction Behind Bars <b>Ch. 9</b> Special Needs Offenders in Correctional Institutions: Inmates Under Protective Custody <b>Due:</b> Lesson 7(Ch. 8 and 9) DQs	<ul style="list-style-type: none"> <li>Inmate Argot and the Sexual Hierarchy</li> <li>The Female Sexual Hierarchy and Argot Roles</li> <li>Consensual Sexual Behavior</li> <li>Studies of Sexual Coercion</li> <li>Defining Protective Custody</li> <li>Common inmate types placed in D</li> <li>Legal considerations</li> </ul>
03/12 – 03/16	Spring Break		
03/18 – 03/24	8	<b>Ch. 10</b> Sex Offenders behind Bars: Considerations For Assessment and Treatment <b>Ch. 11</b> Redemption From The Inside-Out: The Power Of Faith-Based Programming <b>Due:</b> Lesson 8 DQ	<ul style="list-style-type: none"> <li>Sex Offenders and the Prison Environment</li> <li>Sex Offender Types</li> <li>Contemporary Role of Prison Religion</li> <li>Separation of Church and State Debate</li> <li>Doing Prison time</li> <li>The power of Faith/Religion in prison</li> </ul>
03/25 – 03/31	9	<b>Ch. 12</b> Incarcerated Veterans <b>Due:</b> Lesson 9 (Ch. 12) DQ	<ul style="list-style-type: none"> <li>Criminal Behavior and Incarceration of Veterans in the United States</li> <li>Characteristics</li> <li>Military Culture and its Residuals</li> <li>Opportunities While Incarcerated</li> <li>Programs Targeting Veteran Needs</li> </ul>

04/01 – 04/07	10	<p><b>Ch. 13</b> Special Needs Offenders in Correctional Institutions: Death-Sentenced Inmates</p> <p><b>Ch. 14</b> Immigrants Under Correctional Supervision: Examining the Needs of Immigrant Populations in a Criminal Justice Setting</p> <p><b>Due:</b> Lesson 10 DQ (Ch. 13)</p>	<ul style="list-style-type: none"> <li>• Demographic Characteristics</li> <li>• Intellectual and Neurological Issues</li> <li>• Psychological Disorders</li> <li>• Conditions of Confinement</li> <li>• Current US Immigration Policy</li> <li>• Push for State-Level Immigration policy</li> <li>• Abuses of Immigrants</li> <li>• Procedural Victimization</li> </ul>
04/08 – 04/14	11	<p><b>Ch. 15</b> Homeland Security And the Inmate Population: The Risk and Reality of Islamic Radicalization in Prison</p> <p><b>Ch. 16</b> Substance Use and Addiction in American Prison and Jail Inmates</p> <p><b>Due:</b> Lesson 11 (Ch. 16) DQs</p>	<ul style="list-style-type: none"> <li>• Risk, Rhetoric and Radicalization</li> <li>• Radicalization and Response</li> <li>• Conclusions and Implications</li> <li>• Types of Substance-Involved Inmates</li> <li>• Co-Occurring Disorders</li> <li>• Treatment Needs</li> <li>• Alternatives to Incarceration</li> </ul>
04/15 – 04/21	12	<p><b>Ch. 17</b> Conclusions: Assess, Progress, Success</p> <p><b>Due:</b> Lesson 12 (Ch. 17) DQs</p>	<ul style="list-style-type: none"> <li>• Special Needs Offender: Assess, Address, Progress, and Success</li> </ul>
04/22 – 04/28	<b>Term Papers Due</b>		<b>Papers by Saturday by 11:59 PM</b>
04/29 – 05/05	<b>Study Week</b>		
05/07 – 05/09	<b>Final Exam</b>		<b>Due: Final Exam by 05/09 (11:59 pm)</b>