

University of Texas at El Paso
Instructor's Course Requirements
SPRING 2019

Course Number and Instructor Information

Course: CRIJ 3309 Community Corrections and Correctional Counseling
CRN: 25423
Meets: Wednesday 6:00 p.m.– 8:50 p.m.
Classroom: Education Bldg. Room #112
Semester: January 23, 2019 – May 8, 2019
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: By appointment, Education Bldg., Suite 111
Phone: (915) 585-6555

*** Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me.***

Purpose of the Course

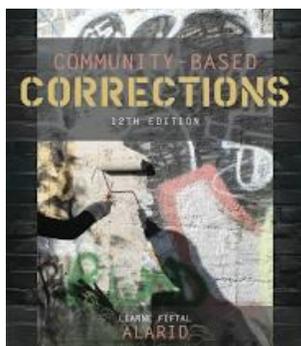
- This course will examine the history, philosophy and practice of community based correctional programs such as pretrial services, probation, and other intermediate sanctions such as boot camps, residential facilities, electronic monitoring, restitution, and community service. We will also examine challenges prisoners face with community reentry and parole.

Course Objectives

After completion of the course, students will be able to:

- Learn how to conduct a presentence interview and write a PSI report. Assess the risk and needs of offenders and develop a treatment plan (group project)
- Work effectively with other individuals to accomplish a common goal while respecting a diversity of opinions and viewpoints (group project and in-class discussions)
- Apply the central ideas of the chapter using case studies that ask you to make decisions about a particular offender's situation (homework)
- Understand the various types of community-based corrections and/or restorative justice programs. Text and Materials

REQUIRED TEXT:



Alarid, Leanne F. (2017). *Community-Based Corrections*, 12th edition. Belmont, CA: Cengage. ISBN: 9781337687362

ONE REQUIRED ARTICLE to Find from Library and Read Before Class:

Field, Craig, Daniel Hungerford, & Chris Dunn (2005). Brief Motivational Interventions: *An Introduction*. *Journal of Trauma, Injury, Infection, and Critical Care* 59 (3), pp. S21-S26.

How to Find article electronically using UTEP Library website: <http://libraryweb.utep.edu/>

1. Click on “E-journals” Tab
2. Type in Name of Journal (Journal of Trauma, Injury...) and press “Search”
3. Scroll down to the year 2005 on left-hand margin and expand by clicking the plus “+” sign
4. Click on Vol 59, Supplement 3
5. Scroll down to the article by Field and click on “Full-text” to open the PDF file of the article
6. Print out and read the article prior to class

COURSE REQUIREMENTS/POINT VALUE SUMMARY:

Activity or Assignment	Point Value
Two Case Studies	10
Exam #1 Mid-Term	20
Exam #2 Final	20
Group Project	40
Participation	10
Total Points	100 Points

DETAILS OF COURSE REQUIREMENTS

- I. **Two Case Studies for One Chapter (10 points)- See Attendance sheet for your chapter** Each student has been randomly assigned ONE chapter that he or she is responsible for completing two case studies at the end of the chapter. **Your Chapter number can be found on the attendance sheet, and the two case studies assigned for that chapter can be found in the list on the next page.** The page numbers come from the textbook.

After reading the chapter first, read the directions for each case study. In your response:

1. Identify and define two concepts within that chapter that relate to the type of decision you are being asked to make (e.g., for Ch 2, you will want to explain what the word “diversion” means, and choose another word or concept to explain).
2. Apply what you learned in the chapter and respond in detail as to what you would do in each scenario, and most importantly, **WHY**.
3. 4 typed double-spaced pages total—about 2 pages per case study) In order to get the full 10 points, be ready to **present your assigned case studies in class** and turn in your paper.

Case Studies in Textbook

Chap 2- p. 42, Case A & B	(The Diversion Decision)	Due 3/26
Chap 6- p. 165 Case A & C	(Supervision of Sex Offenders)	Due 3/27
Chap 7- p. 190 Case A & B	(Modification or Revocation Decision)	Due 4/3
Chap 9- p. 234, Case A & B	(Which Intermediate Sanctions Decision)	Due 4/10
Chap 10- p. 261-262 Case A & C	(Which restorative justice Decision)	Due 4/17
Chap 3- p. 59 Case A & B	(Medical Parole Decision)	Due 4/24
Chap 11, p. 297-298, Case A & B	(Prison release Decision)	Due 5/1
Chap 13-p. 350 Case A & B	(Diversion, adjudication, waiver)	Due 5/8
Chap 14-p. 371 Case B & D	(Restoring Civil Rights)	Due 5/15

Please remember that each student is assigned to only two case studies within one chapter—not all the chapters!

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II. **EXAMS** - Students will be given a total of (2) written examinations (mid-term and final) to measure their understanding of the course content. Examinations may consist of multiple-choice questions; fill in the blank questions and/or short answer questions. Written exams are valued at 100 points each. Exams must be taken on the date of the scheduled exam. Each exam is **worth 20 points, for a combined total of 40 points.**

III. **GROUP PROJECT (40 points total)- Due Dates on p. 10-11 of syllabus**

Students are to work in groups of 2 or 3 to complete a group project. You should be thinking about who you wish to work with because you will submit your group roster to me within the first 2 weeks of class. People who have not chosen their group will be assigned to one.

Each group will be involved in a writing project throughout the course. The group will have some opportunity to work on this project during class, but the initial drafts are expected to be written and edited by multiple group members outside of class.

There are three Separate and Distinct Parts to this Project that revolve around an offender created by Professor Campos. These three parts build on each other:

PART 1: PSI INTERVIEW AND REPORT – 20 points

The PSI Interview: You will interview your client in class and get to ask him/her questions to complete your presentence investigation report. You have only one class period in which all groups are simultaneously present to conduct the interview as a class. **Use the 50 interview questions on p. 128-131** of text as the basis of the interview. Other questions can be asked after the interview as needed to complete your report.

Before the interview, Review p. 91 of the text to familiarize yourself with tips on how to conduct the PSI interview.

After the interview/Writing the PSI Report: After the interview, **use the exact same Outline format on p. 96-98 (PSI format)** re-typing SINGLE SPACE all of the headings/subheadings and then **filling in ALL of the bullet points as detailed as possible.** Do not omit any of the bullet points. Use the arrest report, criminal background check, the victim impact statement, and collateral interviews from the material provided to you in Blackboard and insert them verbatim in the appropriate places within your PSI report.

Submitting Part 1 of the Project- ONE hard copy submitted per group- Include First and Last Names of all group Members

1. PSI Format Paper- 10 sections SINGLE SPACE as defined on p. 96-98
2. PSI Interview with best response circled

PART 2: RISK/NEEDS ASSESSMENT/PROGRAM PLAN-10 points

This part cannot be completed until the PSI is completed and the defendant is sentenced. After this point,

1. **Complete the ORAS Community Supervision Tool** on p. 105-109 of the text. Include a copy of the completed assessment.
2. Identify the 3-4 highest domains and construct a **treatment plan** using the instructions and exact format on p. 132-135 of the text. Each domain must include a problem statement, long-term goal, client action items to complete goal, and officer actions to help client his complete goal. Two important things to consider: (1) Remember that the defendant still has to follow the court order. The treatment plan incorporates main problems that your client has—merely having him pay restitution is something he has to do anyway regardless of whether it is or is not in his treatment plan—think of the treatment plan as *working alongside* and complementing (but not competing against!) the court order to help reduce recidivism. (2) Remember that each probationer action must have a deadline of some kind (either an actual date) or divide these tasks up into weeks or months (e.g., Month 1, Month 4 of supervision) so that you piece out everything in small chunks—a little at a time.

Checklist for Submitting Part 2 of the Project- ONE hard copy submitted per group

1. ORAS Instrument
2. Treatment Plan SINGLE-SPACE
3. Initial budget IN AN EXCEL SPREADSHEET OR TABLE of all the items the client is court-ordered to pay with a monthly payment plan

PART 3: CHRONO NOTES DURING SUPERVISION- 5 points

Later in the semester, you will get a listing of the visits you have had with your client, and your group will decide based on the information provided what to do with your client. This section will require you to provide a journal entry by the date of each visit, detailing each client visit (feel free to be creative). Then, you will re-score the ORAS and submit a final paragraph explaining *how* these risk and needs scores did or did not change. For risk, what contributed to the change OR why did risk not change? For needs, what contributed to the change OR why did needs not change? Finally, at the last visit, you will detail your course of action and recommendations to the Judge.

Checklist for Submitting Part 3 of the Project- one per group 1. Detailed Chronological Notes/Entries for each Client Visit, by DATE--with what the final recommended course of action will be—SINGLE SPACE

2. REVISED Budget tracking the items the client actually paid compared to what is owed
3. New ORAS with a paragraph at how the risk/needs changed or did not change from initial

PART 4: RATING MY CONTRIBUTION & OTHER GROUP MEMBERS- 5 points

It is expected that all group members contribute. Each person must complete the “Peer Assessment” form **provided on Blackboard** specifying exactly what each person did in the project and how they contributed to the good of the whole group. Were there problems or challenges to overcome within your group? Rate each person’s performance in your group, including your own *performance*. The Peer assessment will be held in confidence from other group members and should be submitted under separate cover. I will keep these peer assessments and grades of other students confidential, so I recommend that you keep your group project grade to yourself—you are under no obligation to share your group grade (or any grade) with other students even when asked.

Checklist for Submitting Part 4 of the Project

1. Peer Assessment form (one from each person) found on Blackboard

GRADING THE GROUP PROJECT

All members of each group will receive the same grade for the first 3 parts. Part 4 will be graded separately, depending on contributions of each member. Please note that each person must submit a peer assessment form. Failure to do so will result in a “0” for just that individual (not the whole group).

Grading of the first 3 parts of the group project will not depend on “getting the right answer” necessarily. Grading will be judged first by content and completeness, second by whether you justified your decisions rationally and according to the decisions your group made; and thirdly grading will be based on organization, presentation, spelling, grammar, and sentence structure.

Six Rules of Group Conduct

Group projects are a great way to learn from one another and to exchange ideas. In order to get the most of your group experience, it is important that each group member:

1. **Division of Labor:** Have a clear understanding up front what each member is responsible for doing (division of labor). One person in your group should compile everything, edit for spelling and grammar, and make sure everything is complete according to the checklist above.
2. **Deadlines:** All other group members must send everything to your “compiler/editor” at least 24 hours in advance of the submission to Professor Campos. Establish clear deadlines within your group and meet those deadlines. Remember that putting together a project takes more time when you have multiple people contributing than when working alone.
3. **Preparation:** Come prepared to each in-class group session. Make yourself available to meet with your group a few times out of class if necessary.
4. **Reliable and Respectful:** Fully participate with ideas and written products. Each person should hold their own weight and respect their group members by being reliable.
5. **Communicate:** Communicate with your group via phone, text, and/or email if you run into difficulties completing something or are unable to attend the group session. Your group will usually try to help you, but they first need to know about it.

6. **Resolve Conflict Among Yourselves:** Try to resolve problems and/or group conflict yourselves first. If the conflict cannot be resolved among yourselves, then the entire group can arrange for a meeting with Professor Campos to resolve (but the entire group must be present so I can hear both sides).

IV. **CLASS PARTICIPATION (10 points)**

Much of our group work and skills learning will be done in class, so class attendance and participation is important. You must attend and actively participate in at least 16 out of 17 class sessions to get the full number of points.

1. You sign the attendance sheet.
2. Please be on time.
3. You participate in all in-class exercises and/or written assignments

One class is available for which you may be absent without penalty for any reason (no excuses needed). On regular class days, there is no need to call or e-mail me before or after your absence. Should you miss class for any reason, look on your syllabus to find the topics and reading assignments that will be/were covered the day you will miss/did miss. If you miss on a group work day, please communicate your absence with your group members and ask what you can do to help them outside of class.

Starting with the 2nd *absence*, (which also includes classes in which a student attends less than a full class) 1 point is deducted up to 10 points.

1. Students who sign their name for someone else will forfeit all participation points.

Active military duty absences are permitted as long as students who are called to active military duty provide a copy of their military orders to the instructor in advance, work is completed prior to departure and/or within one week of returning, and absences do not exceed more than 25% of the total number of class meetings per UTEP policy.

MANDATORY ATTENDANCE ON PRESENTENCE INTERVIEW DAY

The above attendance policy refers to all class periods, EXCEPT for the presentence interview where attendance is MANDATORY.

1. The presentence interview day cannot be made up regardless of why you are absent, so it is important that you are there.

ACADEMIC DISHONESTY:

Academic dishonesty includes cheating on an exam, turning in someone else's assignment from a previous class, or plagiarism. This includes paraphrase or direct quotation of work of another person without fully and properly crediting the author with citations and reference page; or using materials prepared by another person/agency engaged in the selling of term papers or other academic materials.

It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. For students who are found to have engaged in any form of academic dishonesty, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University.

CLASSROOM DEMEANOR

1. Come prepared
 - a. Read the Chapter material BEFORE it is presented.
 - b. Bring your textbook to class everyday. You will be using it often during class.
 - c. Arrive on time—nothing is more disruptive than your late arrival.
2. **Technology Policy**
 - a. **Put your phones away/shut them off during class.** Being “in the moment” and concentrating on the class will increase your learning comprehension.
 - b. Laptops are only to be used for taking notes or group work. E-mail, Facebook, surfing the web, etc. is not allowed. Violators will no longer be allowed to bring laptops into class.

WRITING CENTER

I expect your homework, papers, and group projects to be free of all grammar and spelling errors. Points will be deducted for poor writing skills. The University Writing Center is located in Library, Room 227. It is a great place to receive help with editing your written papers, and with APA style assistance. They are open M-Th 9:00-5:00 pm, Fr 9:00-2:00 pm, and Sundays 12:00-5:00pm. Appointments are recommended well before the deadline, but they will take walk-ins.

TAPE RECORDING OF CLASSES AND OTHER LEARNING NEEDS:

I support helping students who are in need of reasonable accommodations to help in the learning process or with taking exams as defined by UTEP Center for Accommodations and Support Services (e.g., note takers, tape recording class sessions, sign language interpreters). Any student who is in need of a special accommodation MUST first register and provide the instructor with written approval from the UTEP Center for Accommodations and Support Services (CASS) before accommodations will be made. CASS is located in Room 106 of the Union East Building. Call 915-747-5148 or visit their website: <http://sa.utep.edu/cass/>

Tape recording of classes is considered to be a special accommodation and not allowed unless first approved in writing by CASS.

Q&A's ABOUT EXTRA CREDIT/COURSE GRADES AT THE SEMESTER'S END:

“Can I do extra credit?” “Is There Anything Else I can do to Increase My Grade?” Please do not ask for more work or extra assignment. If extra credit is offered at all, it will be offered to everyone at the Instructor's Discretion.

“Why Can’t You Just Change My Grade “I am one point from the next grade up” Point values are reconsidered only if they are unfair or inconsistent with how they were graded compared to others in the class. The burden is on the student to show the instructor that your grade was unfair or inconsistent compared to the effort with others in the class who showed similar effort. Preferential treatment is never intentionally granted to students—even those having a hard semester. We all carry some kind of burden-- just do the best you can with yours and use your days wisely. Points or grades will not be changed because you happen to be one point away—the line between grades has to be drawn somewhere.

UTEP DROP POLICY

If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses may affect financial aid. **Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.**

1. Students who drop a course within the first 2 weeks **before the “official census date,”** the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.
2. Dropping a **course after** the official census date, but before the “course drop date” will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6 drop limit.
3. If the course is dropped **after the “course drop date”** or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.
4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.
5. If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

Class Schedule:

I reserve the right to make adjustments to the following schedule if needed. If changes to the syllabus are done, I will notify students of changes during class and through a written announcement on Blackboard.

CRIJ 3309: Community Corrections/Counseling- Spring 2019

Date	TOPIC COVERAGE	ASSIGNMENT
Jan. 23	Syllabus Review Introduction: Tell me about yourself, your background, where you are from, do you work in CJ system right now? An interest or activity you are doing that is not related to school	
Jan. 30	<i>Group In-class Work: Create Rules of Dialogue Goals of CC and Evidence-Based Practices</i>	Read Ch 1
Feb. 6	<u>Explain group project</u> (PSI interview) Read pp. 89-92 <i>Choose groups-Information exchange</i>	Read pp. 89-92
Feb. 13	Sentencing & Presentence Investig. Components Pretrial Release, Diversion and Sentencing	Read Ch 4
Feb. 20	Conduct PSI Interview in class	Read pp. 128-131
Feb. 27	<i>Meet with Group: Work on Group Project During Class</i>	
Mar. 6	How Probation Developed <i>Video: Red Hook Justice</i> DISCUSSION: What were Red Hook's goals? Were these goals accomplished?	Ch 2 Case Study Due
Mar. 13	Career of a CSO; Firearms, Private Prob Classification/Writing a Program Plan	Read Ch 5 & 12 Part 1 (PSI) of Group Project DUE
Mar. 20	Spring Break – No Class	
Mar. 27	Special Needs Offenders	Read Ch 6 Ch 6: Case Study Due
Apr. 3	<i>Meet with Group: Work on Group Project During Class</i> Probation Modification and Revocation	Ch 7: Case Study Due Exam 1 Ch 1, 4, 5, 6, & 12
Apr. 10	Residential Community Programs, Boot Camps, Halfway Houses House Arrest, Electronic Monitoring	Read Ch 8 & 9

		Ch 9: Case Study Due
Apr. 17	<p><i>Introduce Part 3 of Group Project</i></p> <p>Restorative Justice and Economic (Community Service, Restitution, Fines)</p>	<p>Read Ch 10</p> <p>Ch 10 Case Study Due</p> <p>Part 2 of GROUP PROJECT DUE</p>
Apr. 24	<p>Correctional Counseling and Motivational Interviewing</p> <p>Second Day of Core Correctional Practices Origins of Parole/Mandatory Release</p>	<p>Read Ch 3</p> <p>Ch 3 Case Study Due</p> <p>Read Field et al. article (download from UTEP Library)</p>
May 1	<p>Reentry and Release from Prison</p> <p>VIDEO: <i>Omar and Pete</i></p> <p><i>Meet with group for Part 3 on your own</i></p>	<p>Read Ch 11</p> <p>Ch 11 Case Study Due</p>
May 8	<p>Juvenile Courts and Juvenile Justice</p> <p>Community Corrections for Juveniles</p> <p>Solutions in Community Corrections</p> <p>Restoration of Rights</p>	<p>Read Ch 13 & 14</p> <p>Ch 13 Case Study Due</p> <p>Part 3 & 4 of GROUP PROJECT DUE</p>
May 15	<p><i>What did you learn in class?</i></p>	<p>Final Exam Ch 8, 9, 10, 13 & 14</p> <p>Ch 14 Case Study Due</p>