

University of Texas at El Paso
Instructor's Course Requirements
Fall 2022

I. Course Number and Instructor Information

Course: CRIJ 3309 Community Corrections & Correctional Counseling
CRN: 14447
Meets: Monday/Wednesday - 10:30 a.m to 11:50 p.m
Semester: August 22, 2022 – November 30, 2022
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: Mon., Tue., Wed., & Thurs. 9 a.m to 11 a.m., or by appointment.
Kelly Hall, office number 216

Phone: (915) 747-8458

Communication

Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me. I am available via phone 9 a.m. to 5 p.m. (MST) Monday through Friday.

II. Purpose of the Course

- This course provides an overview of a research-based, comprehensive, and contemporary Community Based Corrections. This course focusses on supervision techniques and treatment programs that constitute alternatives to incarceration, to include probation, parole, electronic monitoring, problem-solving courts, residential facilities, therapeutic communities, restitution, fines, and other options. Further emphasis will be made on theories related to community correctional goals, to include reintegration, specific deterrence, rehabilitation through risk, needs, and responsivity and the participation process model.

III. Course Objectives

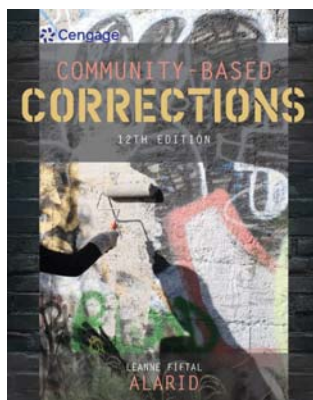
After completion of the course, students will be able to:

- Understand the evolution of community corrections, to include evidence-based practices, probation, and parole.

- Understand evidence-based community correctional supervision and treatment involving pretrial supervision, sentencing, presentence investigation reports, case management, supervision and treatment for offenders with special needs, and community supervision modification and revocation.
- Understand the variety of graduated sanctions and enhancements.
- Understand special issues in community corrections pertaining to prisoner reentry.
- Identify career pathways in community corrections.

Text and Materials

- Required text:



Alarid, F. Leanne. *Community-Based Corrections 12th Edition*. Cengage, 2019. ISBN 9781337687362. Available at UTEP bookstores.

IV. Academic Requirements (Course requirements conform with UTEP Policies):

Educational Philosophy

My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. The goal of my teaching is active and cooperative learning. I find that when I can convey my own enthusiasm for the criminal justice profession, it is often contagious enough that students become engaged in the learning process. Through academic research, I encourage students to tackle problems creatively, which helps them to learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These efforts foster personal and intellectual fulfillment. My emphasis is on helping the student to learn, rather than just dispensing knowledge to them. My role involves using my expertise to put the necessary

information in the hands of students so they are well equipped to find and answer their own questions.

V. Class CORE Assessments

***All assignments and exams will be submitted via blackboard by respective due dates.**

Course Requirements

Activity or Assignment	Point Value
Exam #1	100
Exam #2	100
Short Essays (2) – (25 points each)	50
Discussion questions (7) - (10 points each)	70
Group Project	100
Course Summary	5
Participation	25
Total Points	450 Points

VI. Evaluation Methods

Exams

2 Module Exams (200 points)

Module 1 (Chapters 1-6)	Exam 1 = 100 points
Module 2 (chapters 7-11 & 13)	Exam 2 = <u>100 points</u>
	Total = 200 points

- Students will be given a total of (2) written examinations 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 via blackboard. I will reschedule an exam only if you notify me in advance because of work (military) conflict (documentation), or if you were hospitalized for the entire week (doctor's note). Each exam is **worth 100 points, for a combined total of 200 points**.

Short Essay (50 points)

Students are required to answer (2) two questions issued by the instructor in proper essay format. Each short essay is **worth 25 points** for a total of **50 points**.

Short Essay Guidelines

Your short essay response must at least 3 paragraphs in length (intro, body, conclusion). Your response requires in-text citation(s) from the textbook, and/or other outside sources showing where you discovered the answer(s). **WARNING: DO NOT COPY PASTE.** Your submission will be run through plagiarism software. Do not provide direct quotes. Summarize the source information in your own words and cite the author. At the end of your essay provide the full reference to the in-text citation found within the body of the essay.

Review grading rubric provided by instructor for this assignment prior to submission Late submissions will not be accepted and no credit will be given for submissions after due date.

Discussion Question (70 points)

Students are required to answer (7) seven discussion questions selected by the instructor. Discussion questions will be taken directly from the end of chapter discussion questions in the Alarid, L. (2019) textbook. Students will submit the discussion question answers via blackboard. See syllabus calendar! Each discussion question is **worth 10 points** for a total of **70 points**

Discussion Question Guidelines

Your discussion question answers must be at least 200 words in length. Always back up your answers with factual material from somewhere in the text by using a cite and page number. For example, when discussing house arrest, it is fine to have an opinion, but you need to tie it to the section in the textbook that discusses house arrest (e.g., Alarid, 2019, p. 216)

Group Project (100 points total)

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- 35 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. 96 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

PART 2: RISK/NEEDS ASSESSMENT/PROGRAM PLAN-35 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. 105-108 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- 25 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 pts

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 Dr. Alarid. 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).

Course Summary (5 points)

Students are required to complete a one-page summary of what was learned (1.5 spacing) in the class. Title page is required.

Participation/Attendance (25 points)

Students are expected to attend class with the required textbook. They should also have note taking materials available. Students are required to read the scheduled chapters in advance in order to participate in classroom discussion. An advantage of the in-person experience (as opposed to an online course) is the ability for students to hear about the material, ask questions, discuss your thoughts, and clarify any areas of confusion you might have. As such, regular attendance is strongly recommended; missing classes may result in participation point deduction.

Total possible participation points 25.

Extra Credit

There will be no extra credit offered in this course. I encourage quality, not quantity, so please do not ask.

VII. Grading Scale

Points	Letter Grade
400-450	A
350-399	B
300-349	C
250-299	D
0-249	F

The University Writing Center: The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC's website (uwc.utep.edu). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00 -5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC's website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

<http://uwc.utep.edu/>

VIII. Instructor's Policies

a. Withdrawal Procedures

- It is the student's sole responsibility to withdraw from the course. I will award an "F" for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

b. Academic Honesty

- Students are expected to conduct themselves in blackboard in a manner that does not violate the UTEP Code of Conduct. Acts in violation of the Code of Conduct will not be tolerated.
- Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.
- "Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.
- "Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.
- "Cheating on a test" shall include:
 - a. Copying from another student's test paper.
 - b. Using test materials not authorized by the teacher.
 - c. Collaborating with or seeking aid from another student during a test.
 - d. Knowingly using, buying, selling, stealing, or soliciting, in whole in part, the contents of an unadministered test.
 - e..Bribing another person to obtain an unadministered test.
- Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

c. Student Accommodations Statements

- In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS) <http://sa.utep.edu/cass/>. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you may have as a UTEP student with a disability.
- Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.

d. 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 *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.

X. Online/Technical Assistance

- I will be setting up a Mail Box link in Blackboard. You can use this as a primary source of communication with me during the course. If you are having trouble with this course or its material, you should contact me via email to discuss the issues while you work it out with UTEP. I do not work for IT or Distance Learning at UTEP. As a student in this course, you can get help from the following resources:
- As a student in this course, you also have access to support from University Technology Services
 - for Blackboard and computer issues.
 - Blackboard Support: <http://at.utep.edu/bbc/>
 - Technical Support from Technology Support:
 - <http://admin.utep.edu/Default.aspx?tabid=63402> or call 915-747-5257

XI. Calendar

Weekly Classroom Activities and Exams

Week	Reading Assignment	Activities
Week 1 AUG 22 AUG 24	<i>Overview of Community Corrections</i> Read Chapter 1	Introduction
Week 2 AUG 29 AUG 31	<i>How Probation Developed</i> Read Chapter 2	Chapter Discussion Question 1 Pg. 41 (Question 3) Due AUG 31
Week 3 SEP 5 SEP 7	Holiday – September 5 (no class) <i>History of Parole/Mandatory Release</i> Read Chapter 3	Chapter Discussion Question 2 Pg. 58 (Question 6) Due SEP 7
Week 4 SEP 12 SEP 14	<i>Pretrial Supervision, Sentencing</i> Read Chapter 4	

Week 5 SEP 19 SEP 21		<p>Conduct PSI Interview in Class Meet with group in class</p> <p>Short Essay 1 Due SEP 21</p>
Week 6 SEP 26 SEP 28	<p><i>Case Management Using Risk/Needs /Responsivity</i> Read Chapter 5</p>	<p>Chapter Discussion Question 3 Pg. 125 (Question 2) Due SEP 28</p>
Week 7 OCT 3 OCT 5	<p><i>Supervision and Treatment for Offenders with Special Needs</i> Read Chapter 6</p>	<p>Short Essay 2 Due OCT 5</p>
Week 8 OCT 10 OCT 12	<p><i>Community Supervision Modification and Revocation</i> Read chapter 7</p>	<p>EXAM 1 (Chapters 1-6) DUE OCT 12</p> <p>Chapter Discussion Question 4 Pg. 189 (Question 10) Due OCT 12</p>
Week 9 OCT 17 OCT 19		<p>Part 1 (PSI) of Group Project DUE</p>
2/Week 10 OCT 24 OCT 26	<p><i>Residential Community Supervision Programs 5</i> <i>Presentence Investigation Report</i> Read chapter 8</p>	<p>Chapter Discussion Question 5 Pg. 211 (Question 1) Due OCT 26</p>
Week 11 OCT 31 NOV 2	<p><i>Nonresidential Graduated Sanctions</i> Read chapter 9</p>	<p>Chapter Discussion Question 6 Pg. 233 (Question 3) Due NOV 2</p>
Week 12 NOV 7 NOV 9	<p><i>Economic and Restorative Justice Reparations</i> Read chapter 10</p>	<p>Part 2 of GROUP PROJECT DUE</p>

Week 13 NOV 14 NOV 16	<i>Prisoner Reentry</i> Read chapter 11	Chapter Discussion Question 7 Pg. 296 (Question 1) Due NOV 16
Week 14 NOV 21 NOV 23		COURSE SUMMARY DUE NOV 23
Week 15 NOV 28 NOV 30	<i>Juvenile Justice, Probation and Parole</i> Read chapter 13	Part 3 and 4 of GROUP PROJECT DUE
Week 16 DEC 9	Exam 2	EXAM 2 (Chapters 7-11 & 13) DUE DEC 9