

CRIJ 3309
Community Corrections and Correctional Counseling
FALL 2023 (CRN#12272) EDU 112
M, W 10:30-11:50 a.m.

Professor: Leanne Alarid, Ph.D.

Department of Criminal Justice

Office: Education Bldg., Suite 111

Phone: 915-747-7087 (Note: This landline number cannot receive texts, but can leave Voice Mail message). If you leave a message, it will alert me on my email)

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Walk-in Office Hours: Mondays and Wednesdays 9:00 –10:15 a.m, 12:00-1:00 pm
Other times by appointment

Use Blackboard for:

Accessing handouts and articles

Accessing group project materials

Viewing Grades in course

Contacting other students in your group or in the class

COURSE DESCRIPTION:

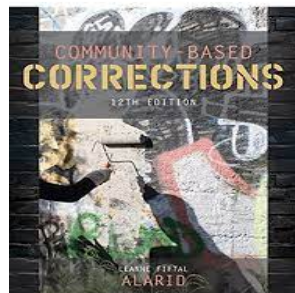
This course will examine the history, philosophy and practice of community based correctional programs such as pretrial services, probation, and other intermediate sanctions such as boot camps, residential facilities, electronic monitoring, restitution, and community service. We will also examine challenges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

COURSE OBJECTIVES:

1. 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*)
2. Work effectively with other individuals to accomplish a common goal while respecting a diversity of opinions and viewpoints (*group project and in-class discussions*)
3. Apply the central ideas of the chapter using case studies that ask you to make decisions about a particular offender's situation (*homework*)
4. Understand the various types of community-based corrections and/or restorative justice programs (*homework*).

EDGE SKILLS DEVELOPED:

Team Work, Communication, Critical Thinking, and Problem Solving



REQUIRED TEXT:

Alarid, Leanne F. (2019).
Community-Based Corrections,
12th edition. Boston, MA: Cengage.
ISBN: 978-1-337-68736-2

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), S21-S26.

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

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

COURSE REQUIREMENTS:

TWO CASE STUDIES FROM ONE CHAPTER	10 points
Seven HOMEWORK assignments	70 points
GROUP PROJECT	100 points
ATTENDANCE AND PARTICIPATION	20 points

GRADING: 200 point scale

<u>Grade</u>	<u>Total Point Range</u>
A	180-200
B	160-179
C	140-159
D	120-139
F	0-119

NOTE: Grades are assigned according to the total points earned; there is no rounding or curving, or moving a person to the next letter grade if they are one point away

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 9/25/23
Chap 6- p. 164-165 Case A & C (Supervision of Sex Offenders)	Due 10/11/23
Chap 7- p. 190 Case A & B (Modification or Revocation Decision)	Due 10/23/23
Chap 9- p. 234, Case A & B (Which Intermediate Sanction Decision)	Due 11/1/23
Chap 10- p. 261-262 Case A & C (Restorative justice Decision)	Due 11/6/23
Chap 3- p. 59 Case A & B (Medical Parole Decision)	Due 11/15/23
Chap 11, p. 297-298, Case A & B (Prison release Decision)	Due 11/20/23
Chap 13-p. 350, Case A & B (Diversion, adjudication, waiver)	Due 11/29/23
Chap 14-p. 370-371, Case B & D (Restoring Civil Rights)	Due 12/6/23

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

II. HOMEWORK ASSIGNMENTS- Due dates on p. 9-10 of syllabus

There are 9 homework assignments, from which **you must choose to complete seven and submit in hard copy at the beginning of the class.**

These will generally be reflection papers and short-answer essays—some of them will be asking you for material comprehension from the text, while others will ask for reflecting on something we covered the previous class period. Always back up your opinion 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. 204).

Submitting more homework assignments than 7 will not yield extra credit. Only the first 7 will be graded. The content of these homework assignments will be provided in advance separately.

LATE ASSIGNMENTS

To be considered on time, assignments are due in paper copy at the beginning of class if we are meeting in class, or electronically by 10:30 am if we are **not** meeting as a class (refer to the course schedule on this distinction). Assignments submitted after that time are considered late.

The amount of points equal to one full letter grade will be automatically deducted for each 6 hour period that an assignment is submitted late (e.g., deduction of one letter grade for an assignment submitted between 10:31 am and 4:30 pm; and two letter grades deducted if submitted between 4:30 pm and 10:30 pm, etc.). Late submissions should be emailed to Dr. Alarid as an attachment so she has record of your submission time.

The only exception is if a student can provide written verification/excuse that is accepted by Dr. Alarid, that reasonably substantiates the reason for the late submission. Please note that written documentation must be submitted within 72 hours of the deadline.

If you have concerns about your ability to submit an assignment on time on a particular due date (e.g., you know you will be working late), you may certainly submit assignments early (I will hang onto the assignment, but it will not be graded until after the regular due date has passed).

III. GROUP PROJECT (100 points total)- Due Dates on p. 9-10 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 Dr. Alarid. These three parts build on each other:

PART 1: PSI INTERVIEW AND REPORT- 35 points

Before the interview, Review the **5 tips on how to conduct the PSI interview within p. 96** of the textbook.

The PSI Interview: You will interview your client (Sue Steel) **in class** and ask 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 the textbook first. Other questions can be asked after the interview as needed to complete your report, and if time permits.

After the interview/Writing the PSI Report: **Use the exact same 10-part 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. You may use the arrest report, criminal background check, the victim impact statement, and collateral interviews directly from **p. 98-99** of the textbook and insert them verbatim in the appropriate places within your PSI report.

Submitting Part 1 of the Project- ONE Paper 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 50 question interview with best response circled

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,

- a) **Complete the ORAS Community Supervision Tool on p. 105-109** of the textbook. Include a copy of the completed assessment.
- b) Identify the 3-4 highest domains and construct a **Client's Program Plan** using the instructions and exact format from **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 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 her pay restitution is something she has to do anyway regardless of whether it is or is not in her treatment plan—think of the

treatment plan as *working alongside* and complementing (but not competing against!) the court order to help reduce her chances of 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 Paper copy submitted per group

1. ORAS Instrument (scored)
2. Client's Program Plan SINGLE-SPACE
3. Initial budget IN AN EXCEL SPREADSHEET OR TABLE of all the bills the client has and all the items the client is court-ordered to pay each month, 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 (One person submits in BB)

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 submitted Directly on Blackboard Link**

GRADING THE GROUP PROJECT

All members of each group will receive the same grade for the first 3 parts. Grading the first 3 parts 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. Finally, grading will be based on organization, presentation, spelling, grammar, and sentence structure.

Part 4 (Rating each group member) will be graded by Dr. Alarid depending on reported 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).

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 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 Dr. Alarid to resolve (but the entire group must be present so I can hear both sides).

IV. CLASS PARTICIPATION (20 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 25 out of 28 class sessions to get the full number of points.**

- You sign the attendance sheet.
- Please be on time.
- You participate in all in-class exercises

Three classes are 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 4th *absence*, (which also includes classes in which a student attends less than a full class) 1 point is deducted up to 20 points. 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 a reasonable amount of time after returning, and absences do not exceed more than 25% of the total number of class meetings per UTEP policy.

Mandatory Attendance During Presentence Interview

The above attendance policy refers to all class periods, EXCEPT for the presentence interview where attendance is MANDATORY. The presentence interview day cannot be made up regardless of why you are absent, so it is important that you are there.

CLASSROOM POLICIES

Academic Dishonesty

Academic dishonesty includes cheating on an exam/not taking the test yourself, turning in someone else's assignment from a previous class, and/or plagiarism. Plagiarism includes: paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or reference; unacknowledged use of work/materials prepared by another person. For students who are found to have allegedly engaged in any form of academic dishonesty, the case will be referred to the Office of Student Conduct and Conflict Resolution (OSCCR). While the case is being investigated by OSCCR, an "I" (Incomplete) will be assigned. If the student is found by OSCCR to have engaged in misconduct, sanctions may include a failing grade on the assignment/exam in question, a failing grade in the course, suspension, or dismissal from the University.

Classroom Demeanor

1. Come prepared
 - Read the Chapter material BEFORE it is presented.
 - Bring your textbook to class everyday. You will be using it often during class.
 - Arrive on time—nothing is more disruptive than late arrivals.
2. Technology Policy
 - Put your phones away/shut them off during class. Being "in the moment" and concentrating on the class will increase your learning comprehension.
 - Laptops are only to be used for taking notes or group work. E-mail, social media, surfing the web, etc. is not allowed. Violators will no longer be allowed to use laptop in 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 inadequate 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, but they will take walk-ins.

Tape Recording Classes

Tape recording of classes is not permitted, except for the Presentence Interview. Tape Recording all other class days is considered to be a special accommodation and not allowed unless first requested in writing by the Center for Accommodations and Support Services.

Center for Accommodations and Support Services (CASS)

UTEP students with learning challenges in the classroom must request an accommodation through Accessible Information Management system (AIM) by logging into: cassportal.utep.edu using their UTEP credentials. CASS staff develop a plan to determine which accommodations will help each individual to be successful at UTEP. 915-747-5148 or email cass@utep.edu

O&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 Course Drop Policy

If a course drop is necessary, students are responsible for initiating the drop with the Records office and determining how dropping courses may affect financial aid. Students are limited to dropping 6 courses at any/all public colleges or Universities in Texas.

- a) Students who drop a course ***before the "official census date"*** of **Sept 13** the course will not appear on the transcript, and doesn't count toward the 6-course drop limit.
- b) Dropping a course ***after the official census date, but before the "course drop date"*** of **Nov 3** will generate a "W" in the course—although the drop shows on your transcript, a "W" does not lower your GPA. However, a "W" counts against your 6 drop limit.
- c) If the course is dropped ***after the "course drop date"*** or if the student just stops participating, taking tests, etc., UTEP requires the instructor to issue an "F" in the course that permanently remains on the transcript.
- d) UTEP also allows instructors to administratively drop any student because of failure to submit discussion questions/exams, or because of disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP student email account. A "W" or an "F" will be issued. A "W" for these reasons counts against the 6 drop limit.

UTEP COVID-19 Policy

You must stay at home and report if you (a) have been diagnosed with COVID-19, (b) are experiencing COVID-19 symptoms, or (c) have had recent contact with a person who has received a positive coronavirus test.

Class Schedule:

I reserve the right to make adjustments to the following schedule as needed. I will notify students of changes during class and through a written announcement on Blackboard.

CRIJ 3309: Community Corrections/Counseling

<u>DATE:</u>	<u>TOPIC COVERAGE:</u>	<u>ASSIGNMENT</u>
M August 28	Wagon Wheel Ice Breaker Go over Syllabus IN-CLASS WRITING: Tell me about yourself—where you are from, do you work in the CJ system, interest/activity that is not related to school.	
W August 30	<i>Group In-class Work: Create Rules of Dialogue</i> Goals of CC and Evidence-Based Practices	Read Ch 1
Monday Sept 4	Labor Day- No Class/UTEP Closed	
W Sept 6	<u>Explain group project</u> (PSI interview) <i>Choose groups-Information exchange</i>	Read pp. 96-100
M Sept 11	Sentencing & Presentence Investig. Components	Read Ch 4
W Sept 13	Pretrial Release, Diversion and Sentencing	Read Ch 4 Homework #1 Due
M Sept 18	Conduct PSI Interview in class	Read pp. 128-131
W Sept 20	<i>Meet with Group:</i> <i>Work on Group Project During Class</i>	
M Sept 25	How Probation Developed	Ch 2 Case Study Due Homework #2 Due
W Sept 27	Video: <i>Red Hook Justice</i> DISCUSSION: What were Red Hook's goals? Were these goals accomplished?	
M Oct 2	Career of a CSO; Firearms, Private Prob	Read Ch 12 Homework #3 Due
W Oct 4	Classification /Writing a Program Plan	Read Ch 5 Part 1 of Group Project DUE (Paper)
M Oct 9	<i>Meet with Group During Class</i> <i>Judge Alarid hands down sentence</i>	<i>Bring Risk/Needs Instrument</i> Read pp. 132-135
W Oct 11	Special Needs Offenders	Read Ch 6 Ch 6: Case Study Due
M Oct 16	Special Needs Offenders	Read Ch 6 Homework #4 Due

<u>DATE:</u>	<u>TOPIC COVERAGE:</u>	<u>ASSIGNMENT</u>
W Oct 18	<i>Meet with Group: Work on Group Project During Class</i>	<i>Bring Risk/Needs Instrument and Program Plan</i>
M Oct 23	Probation Modification and Revocation	Ch 7: Case Study Due Homework #5 Due
W Oct 25	VIDEO: <i>On Parole: Prisoners of Freedom</i>	<i>Discuss Video</i>
M Oct 30	Residential Community Programs Boot Camps, Halfway Houses	Read Ch 8
W Nov 1	House Arrest, Electronic Monitoring	Read Ch 9 Ch 9 Case Study Due Homework #6 Due
M Nov 6	Restorative Justice and Economic (Community Service, Restitution, Fines)	Read Ch 10 Ch 10 Case Study Due
W Nov 8	Introduce Part 3 of Group Project <i>Meet with Group in Class</i>	Part 2 of Group Project DUE (Paper)
M Nov 13	Correctional Counseling and Motivational Interviewing	Read Field et al. article <i>(download from UTEP Library)</i>
W Nov 15	Origins of Parole/Mandatory Release	Read Ch 3 Ch 3 Case Study Due
M Nov 20	VIDEO: <i>Omar and Pete</i>	Read Ch 11 Ch 11 Case Study Due Homework #7 Due
W Nov 22	<i>No Class—Work on Group Assignments on Own/Over Zoom</i>	
M Nov 27	Preparing for Reentry Juvenile courts and juvenile justice	Read Ch 13
W Nov 29	Community Corrections for Juveniles	Ch 13 Case Study Due Homework #8 Due
M Dec 4	Solutions in Community Corrections	Read Ch 14 Homework #9 Due
W Dec 6	Restoration of Rights <i>What did you learn in this class?</i>	Ch 14 Case Study Due
W Dec 12	(Class will not meet)	Parts 3 & 4 of Group Project <u>Due on BB</u> <u>by 10:00 pm</u>