

CRIJ 3309
Community Corrections and Correctional Counseling
FALL 2024 (CRN#11917) EDU 114
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:

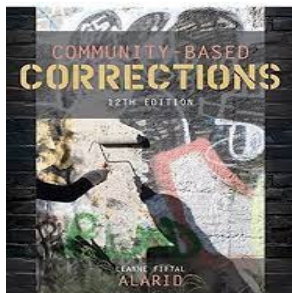
This course will examine the history, philosophy and practice of community based correctional programs such as pretrial services, probation, and other intermediate sanctions such as boot camps, residential facilities, electronic monitoring, restitution, and community service. We will also examine challenges 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
6 HOMEWORK assignments	60 points
GROUP PROJECT	100 points
ATTENDANCE AND PARTICIPATION	30 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 averaging, 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.**

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

- 1) Respond in detail as to what you would do in each scenario, and most importantly, WHY
- 2) 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).
- 3) 4 typed double-spaced pages total—about 2 pages per case study. In order to get the full 10 points, you must **present your assigned case studies in class** and turn in your paper.

Case Studies in Textbook (page numbers come from the textbook)

Chap 2- p. 42, Case A & B (The Diversion Decision)	Due 9/23/24
Chap 6- p. 164-165 Case A & C (Supervision of Sex Offenders)	Due 10/9/24
Chap 7- p. 190 Case A & B (Modification or Revocation Decision)	Due 10/21/24
Chap 9- p. 234, Case A & B (Which Intermediate Sanction Decision)	Due 10/30/24
Chap 10- p. 261-262 Case A & C (Restorative justice Decision)	Due 11/4/24
Chap 3- p. 59 Case A & B (Medical Parole Decision)	Due 11/13/24
Chap 11, p. 297-298, Case A & B (Prison release Decision)	Due 11/18/24
Chap 13-p. 350, Case A & B (Diversion, adjudication, waiver)	Due 11/20/24
Chap 14-p. 370-371, Case B & D (Restoring Civil Rights)	Due 12/4/24

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 provided in advance on Blackboard. You must **choose to complete six** and submit in hard copy at the beginning of the class. Given that you are graded on only 6, 3 assignments will have dashed lines by them because those don't count and won't bring your grade down Submitting more homework assignments than 6 will not yield extra credit- only 6 assignments will be graded.

Homework will 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).

LATE ASSIGNMENTS

Assignments are due at the beginning of class. **If you miss class during a day that homework or case study is due, you MUST still email Dr. Alarid the assignment as an attached Word file on or before the beginning of class** for it to be counted on time. Assignments submitted after 10:30 am 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. **Written documentation must be submitted within 72 hours of the deadline** to be considered for the exception.

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 absent), you may 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. I recommend that you keep your peer assessment to yourself—you are under no obligation to share your group grade (or any grade) with other students even when asked. Points will be forfeited completely for the individual who fails to submit a peer assessment.

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. ATTENDANCE AND PARTICIPATION (30 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 30 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. **If you miss class during a day that homework or case study is due, you MUST still email Dr. Alarid the assignment as an attached Word file on or before the beginning of class** for it to be counted on time. 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 for any reason (or a class where a student is more than 30 minutes late) 1 point will be deducted per class missed. **Calling or e-mailing with an excuse does not change attendance point deductions, but it may lessen point deductions for late homework.** 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

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.

Academic Dishonesty:

Academic dishonesty includes cheating on an exam/not taking the test yourself, turning in someone else’s assignment from a previous class, use of artificial intelligence, and/or plagiarism.

a) 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.

b) Artificial Intelligence (AI) Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, is not allowed for assignments in this class. Each student is expected to use critical and creative thinking skills to complete tasks and not rely on computer-generated ideas. Any direct use of AI-generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Student Conduct and Conflict Resolution (OSCCR)

c) Response to Academic Dishonesty: 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 (sanctions depend on violation severity).

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 the UTEP Library. 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.

Center for Accommodations and Support Services (CASS)

The University is committed to providing reasonable accommodations to students with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students may also request accommodations for pregnancy or parenting responsibilities.

UTEP students in need of a learning accommodation due to learning disability, pregnancy, or parenting responsibilities must request through the UTEP Center for Accommodations and Support Services (CASS) online via the CASS portal called “Accessible Information Management” system by logging into: cassportal.utep.edu using their UTEP credentials. CASS staff will develop a plan to determine which accommodations will help each individual to be successful at UTEP. Call 915-747-5148 or email cass@utep.edu

Tape Recording Classes

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

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 11** 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 1** 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.

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 26	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 28	<i>Group In-class Work: Create Rules of Dialogue</i> Goals of CC and Evidence-Based Practices	Read Ch 1
Monday Sept 2	Labor Day- No Class/UTEP Closed	
W Sept 4	<u>Explain group project</u> (PSI interview) <i>Choose groups-Information exchange</i>	Read pp. 96-100
M Sept 9	Sentencing & Presentence Investig. Components	Read Ch 4
W Sept 11	Pretrial Release, Diversion and Sentencing	Read Ch 4 Homework #1 Due
M Sept 16	Conduct PSI Interview in class	Read pp. 128-131
W Sept 18	<i>Meet with Group:</i> <i>Work on Group Project During Class</i>	
M Sept 23	How Probation Developed	Ch 2 Case Study Due Homework #2 Due
W Sept 25	Video: <i>Red Hook Justice</i> DISCUSSION: What were Red Hook's goals? Were these goals accomplished?	
M Sept 30	Career of a CSO; Firearms, Private Prob	Read Ch 12 Homework #3 Due
W Oct 2	Classification /Writing a Program Plan	Read Ch 5 Part 1 of Group Project DUE (Paper)
M Oct 7	<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 9	Special Needs Offenders	Read Ch 6 Ch 6: Case Study Due
M Oct 14	Special Needs Offenders	Read Ch 6 Homework #4 Due

<u>DATE:</u>	<u>TOPIC COVERAGE:</u>	<u>ASSIGNMENT</u>
W Oct 16	<i>Meet with Group: Work on Group Project During Class</i>	<i>Bring Risk/Needs Instrument and Program Plan</i>
M Oct 21	Probation Modification and Revocation	Ch 7: Case Study Due Homework #5 Due
W Oct 23	Residential Community Programs Halfway House, Boot Camp, Work Release	Read Ch 8
M Oct 28	House Arrest, Electronic Monitoring	Read Ch 9 Ch 9 Case Study Due Homework #6 Due
W Oct 30	Restorative Justice and Community Service	Read Ch 10 Ch 10 Case Study Due
M Nov 4	Restitution, Fines Intro to Correctional Counseling	(Chapter 10) <i>Role play video</i>
W Nov 6	Introduce Part 3 of Group Project <i>Meet with Group in Class</i>	Part 2 of Group Project DUE (Paper)
M Nov 11	Correctional Counseling and Motivational Interviewing	Read Field et al. article <i>(download from UTEP Library)</i>
W Nov 13	Origins of Parole/Mandatory Release	Read Ch 3 Ch 3 Case Study Due
M Nov 18	VIDEO: <i>Omar and Pete</i>	Read Ch 11 Homework #7 Due
W Nov 20	Preparing for Reentry	Read Ch 11 Ch 11 Case Study Due Homework #8 Due
M Nov 25	Juvenile courts and juvenile justice Community Corrections for Juveniles	Read Ch 13 Ch 13 Case Study Due
<i>W Nov 27</i>	<i>No Class—Work on Group Assignments on Own/Over Zoom</i>	
M Dec 2	Solutions in Community Corrections	Read Ch 14 Homework #9 Due Ch 14 Case Study Due
W Dec 4	Personal and Career Development	
W Dec 11	(Class will not meet)	Parts 3 & 4 of Group Project <u>Due on BB</u> <u>by 5:00 pm</u>