**I. COURSE TITLE:** Correctional Case Management

**COURSE NUMBER:** 2240 **CATALOG PREFIX:** CJUS

**II PREREQUISITE(S):** 1101

**III. CREDIT HOURS:** 3 **LECTURE HOURS:** 3

**LABORATORY HOURS:** 0 **OBSERVATION HOURS:** 0

**IV. COURSE DESCRIPTION:**

The first part of this course will analyze the function of probation, parole and community corrections as well as the role of those persons/officers conducting supervision of criminally convicted adults and juveniles. Offender classification, supervision and programming are examined with emphasis on case law, ethical issues and current trends. The second part of this course will examine Correctional Counseling, treatment and intervention practices from an intuitional and non-intuitional perspective. Specifically, the student will be introduced to methods of conducting initial assessments in order to determine offender risks and needs. Case planning practices including goal setting and referral will be discussed with emphasis placed on special populations of correctional offenders.

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**V. ADOPTED TEXT(S):**

Corrections in the Community

Edward J. Latessa and Paula Smith

6th Edition

Elsevier, 2015

ISBN: 978-0-323-29886-5

Correctional Counseling and Rehabilitation  
Patricia Van Voorhis, Michael Braswell, & David Lester  
9th edition

Elsevier, 2016   
ISBN: 978-1-13-895167-9

Optional Text

*Publication manual of the American Psychological Association*

6th ed. (2009)

Washington, D.C.: American Psychological Association.

ISBN: 978-1-4338-0561-5

**VI. COURSE OBJECTIVES:**

At the completion of this course the student will be able to:

1. Explain the philosophy and function of probation supervision and the court’s role in this process.

2. Explain the philosophy and function of parole supervision and the parole board’s role in this process.

3. Discuss the various types of intermediate sanctions used as alternatives to incarceration.

4. Explore the numerous specialized services provided to offenders and analyze their significance regarding reintegration into society and rehabilitation.

5. Analyze the special issues with regards to confining and supervising female and juvenile offenders. Describe how these needs are different from male offenders’ needs.

6. Explain the foundation for intervention involving correctional offenders.

7. Discuss the tools used to diagnose and assess criminal offenders.

8. Explain the purposes and principles of effective classification of criminal offenders.

9. Identify the key elements used in correctional counseling, treatment and /or intervention.

10. Analyze the significance of group and family approaches to correctional counseling, treatment and/or intervention.

**VII. GRADING**

Students will be required to complete written exams, quizzes, presentations, and/or homework assignments at the times designated by the course instructor. Late assignments will be considered for half credit.

Grades will be awarded using the following schedule:

A= 90 – 100 %

B= 80 – 89 %

C= 70 -79 %

D= 60 – 69 %

F = 59 %and below – Student will be required to repeat course

Honesty and integrity are major elements in professional behavior and are expected of each criminal justice student. Cheating is an unacceptable behavior within all criminal justice courses. Students having academic difficulties should seek guidance and/or assistance from the instructor, academic advisor, or college counselor.

A student observed or found to be cheating on a test or assignment in any criminal justice course will be given a “zero” on the test or assignment. A written report of the incident, signed by the instructor and the student, will be placed in the student’s file. This notice will remain on file and in effect for the remainder of the student’s enrollment in the criminal justice program. Should a second incident of cheating occur in any criminal justice course, the student will be given a failing grade for the course and will be dismissed from the criminal justice program for one year. The “zero” grade for dishonesty will not be used as the drop grade in a course in which a drop grade option is given.

**VIII. COURSE METHODOLOGY:**

Lecture, discussion, journals, case studies, and other methodologies may be utilized as appropriate to the course objectives.

**IX. COURSE OUTLINE:**

1. Probation
   1. History and Evolution
   2. Philosophy and Function
   3. Presentence Investigation
   4. Sentencing Alternatives: Diversion, Shock, Other Special Conditions
   5. Role of the Probation Officer & the Court
   6. Revocation
2. Parole
   1. History and Evolution
   2. Philosophy and Function
   3. Role of the Parole Officer & the Parole Board
   4. Revocation
3. Community Corrections
   1. Philosophy and Function
   2. Types of Intermediate Sanctions: Electronic Monitoring, Work Release, Furlough, Halfway Houses
4. Specialized Services – Treatment Options
5. Determining Offender Needs/Services
6. Mental Health
7. Sex Offender Counseling
8. Substance Abuse
9. Vocational/Academic Training
10. Special Needs Offenders
11. Females
12. Juveniles
13. Classified Offenders – Sex Offenders, Violent, Mentally Incompetent
14. Probation, Parole and Community Corrections as a Profession
15. Personnel Characteristics
16. Training and Education
17. Ethical Issues in Offender Supervision
18. Correctional Counseling and Treatment
19. Historical Context for Treatment
20. Goals of Offender Counseling and Treatment
21. Types of Correctional Counseling
22. Effectiveness of Offender Counseling
23. The Correctional Case Manager
24. Duties and Responsibilities
25. Wearing two Hats
26. Special Issues and Challenges
27. Diagnosis and Assessment of Criminal Offenders
28. DSM-IV
29. Intelligence & Personality Testing
30. Mental Health & Substance Abuse
31. Criminal History
32. Family History
33. Offender Classification Systems
34. Identifying Offender Risk
35. Identifying Offender Needs
36. Special Populations
37. Foundations for Correctional Counseling, Treatment & Intervention
38. Psychoanalytic Therapy
39. Radical Behavior Interventions
40. Social Learning Models
41. Cognitive Therapies
42. Group and Family Approaches to Correctional Counseling, Treatment & Intervention
43. Standard Systems of Group therapy
44. Standard Systems of Group Counseling
45. Reality Therapy
46. Family Involvement
47. Specialized Correctional Intervention
48. Sex Offenders
49. Substance Abusers
50. Seriously Mental Ill

**Sample Course Outline\***

**Correctional Case Management**

Week 1 Class Introduction and course outline

Correctional Counseling and Rehabilitation

Part 1: A professional Framework for Correctional Counseling

Week 2 Correctional Counseling and Rehabilitation

Part 2: Historical Foundations of Correctional Counseling and Treatment

Week 3 Correctional Counseling and Rehabilitation

Part 3: Offender Assessment, Diagnosis and Classification

Week 4 Correctional Counseling and Rehabilitation

Test over Part 1, 2, and 3

Part 4: Contemporary Approaches to Correctional Counseling and Treatment

Week 5 Correctional Counseling and Rehabilitation

Part 4: Contemporary Approaches to Correctional Counseling and Treatment

Week 6 Correctional Counseling and Rehabilitation

Part 5: Effective Correctional Intervention: What Works?

Week 7 Correctional Counseling and Rehabilitation

Test over Part 4 and 5

Week 8 Corrections in the Community

Chapter 2: Sentencing and Community Corrections

Chapter 3: Probation

Week 9 Corrections in the Community

Chapter 4: Juveniles and Community Corrections

Chapter 5: Parole in America

Week 10 Corrections in the Community

Chapter 6: Roles of Probation and Parole Officers

Test over Chapters 2, 3, 4, 5 & 6

Week 11 Corrections in the Community

Chapter 7: Strategies for Classifying, Managing, and Providing Services to Offenders

Week 12 Corrections in the Community

Chapter 8: Intermediate Sanctions

Chapter 9: Community Residential Correctional Programs

Week 13 Corrections in America: An Introduction

Chapter 10: Special Populations in Community Corrections

Week 14 Corrections in America: An Introduction

Chapter 11: The Effectiveness of Corrections in the Community

Chapter 12: The Future of Corrections in the Community

Week 15 Corrections in America: An Introduction

Test on Chapters 7, 8, 9, 10, 11, & 12

Final Exam Review

Week 16 **FINAL EXAM** (Comprehensive)

\*Instructor reserves the right to organize work to meet the objectives of the course.

**X. OTHER REQUIRED TEXTS, SOFTWARE AND MATERIALS:**

Supplemental Readings may be assigned by the instructor.

XI. **EVALUATION:**

There will be five 100-point examinations including a comprehensive final exam. All exams will contain material from earlier in the course/program. Students are expected to achieve a passing score of 70 on four of the exams. The exam with the lowest score will not be counted toward the final grade. MAKE UP EXAMS WILL NOT BE PROVIDED.

Class Assignment:

Each student will be responsible for a research paper consisting of 1,500 to 2,000 words of original narrative documentation in APA format. The paper shall be double-spaced with a font of 12 or less in size and margins of one inch from top and bottom of the paper and one inch from the each side on 8.5 by 11 inch white paper. The research paper shall include a cover page and reference page(s) with three or more references. Cover page and reference pages will not be counted toward required number of words. Diagrams and charts may be used but will not be counted as words. Drawings and photographs should not be used. Late papers will receive half credit.

**Final Grade Calculation:**

Measuring Tool Number Required Maximum Points

Exams 4 @ 100 points each 400

Research Paper 1 @ 100 points each 100

Homework Assignments 3 @ 30 points each 90

Class Participation 10

600

**XII. SPECIFIC MANAGEMENT REQUIREMENTS:**

Student Responsibilities:

To meet the objectives of the course, students must attend all scheduled classes. At the beginning of the quarter, instructors will pass out a class schedule that lists all class meetings. If a student must miss a class due to extenuating circumstances, then the student is expected to call and inform the instructor by either talking with the instructor or leaving a message should the instructor not be available.

Students will be allowed two class absences. Unexcused absences over two times will result in a drop of one letter grade from the final grade, i.e. the third absence would reduce a final grade of “A” to a “B.” Two instances of significant tardiness or leaving early will be considered to be equivalent to an absence for purposes of this calculation.

Specific login and activity requirements will be indicated in the initial instructions for any online sections.

Instructor’s Responsibilities:

The instructor will enhance and expand the meaning and application of the subject matter covered throughout the course. At the beginning of each quarter, the instructor will distribute syllabi listing all class sessions and course requirements. The instructor will facilitate class discussion and be available to students who need additional educational assistance

**XIII.** **OTHER INFORMATION:**

**Classroom courtesy and decorum**

Old –fashioned courtesy and mutual respect are the order of the day. Rude behavior of any sort will not be tolerated. It is especially important that there are no disruptions that hinder the learning process during class. Such disruptions include, but are not limited to sleeping, eating, listening to iPods, talking and or text messaging on cell phone or other device, using wireless internet connections not related to the subject matter being covered in the class room, reading newspapers, or other unrelated materials during lectures, coming late, leaving early, etc. If you have a need to engage in any of the aforementioned activities, kindly do it somewhere other than this classroom. If you engage in any of the aforementioned activates the instructor has the authority to remove you from the classroom and remove you from the class list.

**Cheating**

STATEMENT OF ACADEMIC HONESTY

(Southern State Community College Catalog 2009-2011, pp.53-56)

Southern State Community College is committed to providing educational opportunities that promote academic, professional and personal growth in students. To these ends, all members of the college are expected to uphold the highest academic and ethical stands.

Types of Academic Misconduct

1. Any unauthorized use of material (books, notes, of any kind, and so forth) during an examination, test, or quiz.

2. Copying from another student’s work, permitting one’s work to be copied during an examination, test, or quiz.

3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).

4. Permitting a person to pose in one’s place during an examination, test, quiz, or posing as another person during an examination, test, quiz.

5. Altering an examination, test, quiz, or any other type of evaluated work in an effort to have the work re-evaluated for higher grade.

6. Plagiarizing or permitting one’s work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.

8. Unauthorized use of computer software during an examination, test, or quiz.

9. Submitting as one’s own a work of art, a speech, or oral report, a musical composition, a computer program, a laboratory project or any other creation done by another person.

Plagiarism Defined

Plagiarism can be defined as copying someone else’s words or ideas and passing it off as your own. This includes copying material from the World Wide Web, the Internet, books, videos, and all copyrighted material without express permission and documentation.

Possible Sanctions for Academic Misconduct

By an instructor:

Instructors must state possible options at the beginning of a quarter of what sanctions they will apply to cases of academic misconduct. Instructors may choose any of the following possible sanctions:

“F” for an individual examination, test, quiz, or evaluated project.

“F” for the course.

Refer the case to the Academic Appeals Committee.

**FERPA:** Work submitted in this class may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Other instructors may also see your work during the evaluation/feedback process. There is also a possibility that your papers may be submitted electronically to other entities to determine if content is original and references are cited appropriately.

**Disabilities:** If you have any condition or situation which will make it difficult for you to carry out the work as outlined, please notify the instructor as soon as possible. Students with disabilities may contact the Disabilities Service Office, Central Campus at 800-628-7722 or 937-393-3431.