

CJ 364.500: Rehabilitation and Treatment Modalities
Southern Illinois University Edwardsville
Online Winter Session December 16, 2019 to January 5, 2020

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Office Hours: Since this is an online course, always feel free to e-mail me with questions and comments throughout the course of the online class schedule. Late night questions will most likely be answered the next calendar day. Since this is a Winter Session course, I will not be in my office to answer telephone calls, so e-mail will be the best communication option.

REQUIRED TEXT:

Van Voorhis, Patricia and Emily J. Salisbury. (2016). *Correctional Counseling and Rehabilitation*, 9th Edition. Anderson Publishing. Available through Textbook Rental. Additional readings may be provided online. See Tentative Course Outline for details.

ONLINE COURSE DESCRIPTION:

Correctional counseling is a growing field within the discipline of Criminal Justice. This course is designed to acquaint you with the treatment and rehabilitation strategies in correctional settings, including theoretical foundations, empirical success, counseling techniques, and community based approaches. My objectives for the course are (1) that you will identify treatment and rehabilitation approaches and issues in correctional settings; (2) that you apply critical thinking and analytical skills to treatment and rehabilitation issues faced by correctional officers and other criminal justice personnel; and (3) that you understand how coercion and power impact treatment and rehabilitation in correctional settings, both institutional and community based.

BLACKBOARD:

A course shell is set up for this online course through Blackboard. Papers will be turned in through Bb/TurnItIn function. This function checks for plagiarism issues. Course PowerPoint slides will be available through Bb, and will be referenced in my recorded lectures. Several functions of Bb will be utilized for this online course, such as recorded lectures for each Chapter under Zoom, and Discussion Boards.

TECHNOLOGY REQUIREMENTS FOR ONLINE COURSE:

Because this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that may occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Bb is available by calling 618.650.5500, or by visiting the SIUE web pages that provide information about Bb, <http://www.siu.edu/its/bb/>. At a minimum, you will need the following software/hardware to participate in this course: (1) computer with an updated operating system (e.g. Windows, Mac); (2) updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox); (3) DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Bb components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds; (4) if you need Microsoft Office (SIUE Students can now get Free Office 365 at

<http://www.siue.edu/its/news/2014/09/office365.shtml>); and (5) other specialized software or basic software such as Adobe Reader (for your course packet), or Media Players (to listen to potential recordings), etc.

ONLINE COURSE REQUIREMENTS:

1. **Grades:** The final course grade will be determined by the students' performance on:
 - A. Three 4 (four) question reflective assignments, one due at the conclusion of each week. Each is worth 60 points, for a total of 180 points. These four question assignments are essentially mini-exams to have you apply the material from that week to case scenarios. You will need to **provide in-depth answers** in order to gain the maximum number of points. You should consider that a 3-4 page minimum is typically appropriate. Late submissions **will not** be accepted. Please pay attention to due dates and times for these THREE papers.. **THESE PAPERS REQUIRE A GREAT DEAL OF READING AND WRITING – DO NOT WAIT UNTIL THE LAST MINUTE. I WOULD SUGGEST READING THE QUESTIONS AT THE BEGINNING OF EACH WEEK AND BEGIN WORKING ON THEM DURING YOUR READING. EACH FOUR QUESTION REFLECTION PAPER IS DUE THE SUNDAY OF THAT WEEK BY NOON.**
 - B. Ten (10) Individual Exercise and/or Discussion Board posts throughout the course, at 10 points apiece (total of 100 points). **ALL DISCUSSION BOARD POSTS OR INDIVIDUAL EXERCISES ARE DUE THURSDAY OF THE ASSIGNED WEEK BY NOON.**
2. **Attendance/Participation:** *I expect each student to exhibit a professional demeanor. Students must be able to engage in a collegial way with other students and the professor. Behavior that stifles collegiality will not be tolerated and will be dealt with harshly to protect the intellectual climate of the virtual classroom. In an online setting, examples may include sarcastic, aggressive, threatening, or derogatory writing, or engaging in hate speech/writing. We must be respectful of each other's opinions. I reserve the right to adjust grades based upon unprofessional online class demeanor. I also expect students to be prompt (meaning on time!) to any required individual assignments, papers, postings, and/or group exercises and discussion board submission times.*
- 3.. **Reading Assignments:** Students are expected to read all assigned chapters or readings for each week during this online class. I reserve the right to give quizzes over the assigned reading material. Should that be necessary or indicated, the available point total above in number 4 will be adjusted accordingly. **READING THE MATERIAL, IN ADDITION TO LISTENING TO ANY AND ALL VIDEOS/RECORDINGS, ETC., IS IMPERATIVE FOR YOUR PARTICIPATION IN DISCUSSION BOARDS, AND INDIVIDUAL EXERCISES.**

4. **Grade Scale:** Letter grades will be assigned using the following scale based upon 310 possible points:

A: 90-100%	252 - 280 points
B: 80-89%	224 - 251.5 points
C: 70-79%	196 - 223.5 points
D: 60-69%	168 – 195.5 points
F. Under 60%.	167.5 points or below

5. **STUDENT ACCOMMODATIONS:** *Students needing accommodations because of medical diagnosis or major life impairment will need to register with **Accessible Campus Community & Equitable Student Support (ACCESS)** and complete an intake process before accommodations will be given. The ACCESS office is located in the Student Success Center, Room 1270. You can also reach the office by e-mail at myaccess@siue.edu or by calling 618.650.3726. For more information on policies, procedures, or necessary forms, please visit the ACCESS website at www.siue.edu/access.*

6. **Academic Honesty & Plagiarism:** According to SIUE’s Student Academic Code (www.siue.edu/POLICIES/3c2), academic misconduct includes, but is not limited to, “. . . plagiarism, cheating, . . .and soliciting, aiding, abetting, concealing, or attempting such acts.” According to SIUE’s Plagiarism policy (www.siue.edu/PPOLICIES/1i6), plagiarism is defined as “. . .copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source, or it may consist of presenting oral or written course work prepared by another as one’s own.” Plagiarism nor any other act of academic misconduct will be tolerated in this course, and any such offenses can result in failing this course. Remember that your assignments will be checked utilizing the TurnItIn function of Bb, and will be checked against other student papers.

TENTATIVE COURSE OUTLINE begins on next page:

Please carefully review each week to assure you know what is due, and when it is due.

You are free to work throughout the week, and I would encourage you to do so. All assignment portals are open.

WEEK ONE Beginning December 16, 2019. ALL DISCUSSION BOARD/INDIVIDUAL EXERCISES DUE NO LATER THAN THURSDAY BY NOON; AND THE FOUR QUESTION REFLECTION PAPER ON SUNDAY OF THIS WEEK BY NOON.

: Welcome to Course Lecture (including Introduction & Syllabus Review)

Chapter 1: Introduction, The Process of Correctional Counseling & Treatment

“*The New Asylums*” [You must watch all 5 segments at www.pbs.org/sgbh/pages/frontline/video/flv/generic.html?s=fro02p73&continuous=1). Discussion Board post over “*The New Asylums*”: what security concerns, if any, did you anticipate regarding the provision of mental health treatment in prisons after watching this video? **Due Thursday 12/19 no later than noon.**

Chapter 2: Understanding the Special Challenges Faced by Correctional Counselors in the Prison Setting

Chapter 6: Diagnosis and Assessment of Criminal Offenders

What DSM-V Means for Diagnosing Mental Health Patients:

<https://www.youtube.com/watch?v=j67-uC8icNE>. Discussion Board post:

Provide one key fact you take away from the discussion of the new version of the DSM? **Due Thursday 12/19 no later than noon.**

Chapter 7: An Overview of Offender Classification Systems

“Iceman and the Psychiatrist”, **SEE LINKS ON BB COURSE SHELL.**

<https://www.youtube.com/watch?v=jjTYxZKuyBs> Part I; and

<https://www.youtube.com/watch?v=ceERzARTMGs> Part II. Individual

Exercise through TurnItIn. After watching "Iceman and the Psychiatrist",

1. what would you have assessed as the risk classification? 2. Upon what

did you base that assessment? 3. What would you have assessed as needs?

4. What personality type would you have placed this person? 5. What else

struck you regarding this inmate and assessment and classification? **Due**

Thursday 12/19 no later than noon.

Chapter 3: Psychoanalytic Therapy

<https://www.youtube.com/watch?v=3ySsLRwE3Lk>, “Sigmund Freud:

The Father of Psychoanalysis” documentary. Individual Exercise After

watching this clip, submit a paragraph on your reaction to the information

in the clip compared to the material in Chapter 3 in the text. Did the clip

help clarify the origins of psychoanalytic therapy? **Due Thursday 12/19**

no later than noon.

Four Question Reflection Paper Due SUNDAY 12/23/2019 by NOON.

WEEK TWO: Beginning December 23, 2019 ALL DISCUSSION BOARD/INDIVIDUAL EXERCISES DUE NO LATER THAN THURSDAY BY NOON; AND THE FOUR QUESTION REFLECTION PAPER ON SUNDAY OF THIS WEEK BY NOON..

Radical Behavior Interventions

Chapter 4

<https://www.youtube.com/watch?v=Mt4N9GSBoMI>, “Big Bang Theory –

Operant Conditioning”. Individual Exercise. After watching this

clip, submit a one paragraph explanation of how this clip teaches us about

operant conditioning. **Due Thursday 12/26 by noon.**

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Early Approaches to Group & Milieu Therapy

Chapter 5

Current Treatment Approaches

Social Learning Models

Chapter 8

Cognitive Therapies

Chapter 9

Watch <https://www.youtube.com/watch?v=HoFNs-3rOGO>, “Cognitive Behavioral Therapy Techniques”. Individual Exercise: How can the concept of reality be applied so offenders are not “Victims of their thinking?” **Due Thursday 12/26 by noon**

Family Therapy

Chapter 10

Watch: “The Origins of

MST”(www.youtube.com/watch?v=kCxtq_vpkD8); and “MST Breaks a Cycle of Criminal Behavior”

(www.youtube.com/watch?v=GGsa_fXdYqt). *SEE LINKS FOR BOTH ON BB* Individual Exercise. Watch both MST clips. Prepare a one page paragraph discussing what is different about MST than other family therapies? **Due Thursday 12/26 by noon**

Four Question Reflection Paper Due Sunday 12/29/2019 by NOON.

WEEK THREE Beginning December 30, 2019 ALL DISCUSSION BOARD/INDIVIDUAL EXERCISES DUE NO LATER THAN THURSDAY BY NOON; AND THE FOUR QUESTION REFLECTION PAPER ON SUNDAY OF THIS WEEK BY NOON..

Treating Substance Abuse in Offender Populations

Chapter 11

Watch PBS Frontline “Chasing Heroin” – link to the video is on Bb under Week Four. Discussion Board post: how does this new crisis potentially affect treating substance abuse in an offender population? What demographic group is most affected by heroin? **Due Thursday 1/2 by noon**

Treating Sex Offenders

Chapter 12

Read <http://abcnews.go.com/US/prison-living-hell-pedophiles/story?id=90004>; and Watch “Inside Wisconsin Sex Offender Treatment Facility”, <https://www.youtube.com/watch?v=wTbpZsFVflg&list=PLC3073C51E211EAD4>. Discussion Board post of something you learned while reading the story and something from watching this clip. **Due Thursday 1/2 by noon**

Treating Antisocial Offenders
Chapter 13

Treating Women Offenders
Chapter 14, **plus**

Gobeil, R., Blanchette, K., & Stewart, L. (2016). A Meta-Analytic Review of Correctional Interventions for Women Offenders: Gender-Neutral Versus Gender-Informed Approaches. *Criminal Justice and Behavior*, 43(3), 301-322.

Aging in Correctional Settings

Chapters 3 (“Who are the elderly inmates? What are the costs? What are their needs?”); and Chapter 7 (“Programs and sentencing options) from Hurley, M.A. (2014). *Aging in Prison: The integration of research & practice*. Carolina Academic Press. Individual Exercise. after reading Chapters 3 and 7 from Aging in Prison, upload a one paragraph description of your thoughts/expectations regarding the elderly in prison PRIOR to doing the readings, and how, or if, that changed AFTER the readings. **Due Thursday 1/2 by noon**

Correctional Treatment Accomplishments and Realities.
Chapter 15

Four Question Reflection Paper Due Sunday 1/5/2020 by NOON.