**CJ 364.500: Rehabilitation and Treatment Modalities**

**Southern Illinois University Edwardsville**

**Online Winter Session December 20, 2021 to January 9, 2022**

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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. If you need to do a Zoom meeting, I can arrange that as well.

**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 may be referenced in my recorded lecture. Several functions of Bb will be utilized for this online course, such as links to relevant video resources, and Discussion Board posts.

**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.siue.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. Each week’s Discussion Board posts are due Thursday by 5:00 p.m. Each week’s Four Question Reflection Assignment is due Sunday by 5:00 p.m.

B. 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, except in true emergency situations. 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 5:00 p.m.**

 C. 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 EACH WEEK BY 5:00 P.M**.

2. ***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 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*](http://www.siue.edu/access)*.*

6. **Academic Honesty & Plagiarism:** According to SIUE’s Student Academic Code ([www.siue.edu/POLICIES/3c2](http://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](http://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:**

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 at the beginning of the course.**

**WEEK ONE Beginning December 20, 2021. ALL DISCUSSION BOARD/INDIVIDUAL EXERCISES DUE NO LATER THAN NOON ON THE THURSDAY DUE DATE; AND THE FOUR QUESTION REFLECTION PAPER ON SUNDAY OF THIS WEEK BY 5:00 P.M..**

: 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](http://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 12/23 no later than 5:00 p.m.**

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 12/23 no later than 5:00 p.m.**

 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 12/23 no later than 5:00 p.m.**

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 12/23 no later than 5:00 p.m.**

**Four Question Reflection Paper Due SUNDAY 12/26/2021 by 5:00 P.M.**

**WEEK TWO:Beginning December 27, 2021 ALL DISCUSSION BOARD/INDIVIDUAL EXERCISES DUE NO LATER THAN 5:00 p.m. ON THURSDAY; AND THE FOUR QUESTION REFLECTION PAPER ON SUNDAY OF THIS WEEK BY 5:00 P.M.**

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 DECEMBER 30 BY 5:00 P.M**.

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 DECEMBER 30 BY 5:00 P.M**.

 Family Therapy

 Chapter 10

Watch: “The Origins of MST”([www.youtube.com/watch?v=kCxtq\_vpkD8](http://www.youtube.com/watch?v=kCxtq_vpkD8)); and “MST Breaks a Cycle of Criminal Behavior” ([www.youtube.com/watch?v=GGsa\_fXdYqt](http://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 DECEMBER 30 BY 5:00 P.M**.

**Four Question Reflection Paper Due Sunday 1/2/2022 by 5:00 P.M.**

**WEEK THREE Beginning JANUARY 3, 2022 ALL DISCUSSION BOARD/INDIVIDUAL EXERCISES DUE THURSDAY BY 5:00 P.M.; AND THE FOUR QUESTION REFLECTION PAPER ON SUNDAY OF THIS WEEK BY 5:00 P.M.**

 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 1/6 BY 5:00 P.M.**

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 1/6 BY 5:00 P.M.**

 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 1/6 BY 5:00 P.M.**

Correctional Treatment Accomplishments and Realities.

 Chapter 15

**Four Question Reflection Paper Due Sunday 1/9/2022 by 5:00 P.M.**

**COVID-19 Pandemic Policies Related to Classroom Instruction (2021)**

**Health and Safety**

The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University’s *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here: <https://www.siue.edu/policies/Covid.shtml>

**Classrooms, Labs, Studios, and Other Academic Spaces**

While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE’s *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

**General Health Measures**

At all times, students should engage in recommended health and safety measures, which include:

* Conducting a daily health assessment. If you have [COVID-19 symptoms](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](https://www.siue.edu/about/announcements/coronavirus/testing-reporting/reporting.shtml?section=students).
* Frequent washing or disinfecting of hands.
* Physical distancing.
* Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
* If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

**Academic Integrity**

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

**Recordings of Class Content**

Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University’s Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

**Potential for Changes in Course Schedule or Modality**

As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.