CJ-2530: CORRECTIONAL CASE MANAGEMENT

Cuyahoga Community College

Viewing: CJ-2530 : Correctional Case Management
Board of Trustees:
2018-06-28

Academic Term:
Fall 2018

Subject Code
CJ - Criminal Justice

Course Number:
2530

Title:
Correctional Case Management

Catalog Description:
Application of counseling techniques applicable to the correctional offender involving field and clinical situations simulation for students to gain experience in interviewing, chronological recording, report writing, and oral presentation of cases.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
CJ-1070 Introduction to Corrections or departmental approval: comparable knowledge or skills.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available at http://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status. Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have "Never Attended" a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student's responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College's Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student's grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdfYou must also comply with the College's Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes

Course Outcome(s):
Apply interviewing principles for the appropriate correctional scenario.

Objective(s):
1. Examine interviewing principles for the various correctional scenarios.
2. Discuss ethical dilemmas and standards for working in the prison setting.
3. Collect information or criminal intelligence applicable to other agencies.
4. Conduct and record the interview in an acceptable manner.
5. Write an organized report.
6. Discuss challenges in the prison setting.
8. Discuss contemporary approaches to correctional counseling and treatment.
9. Explain the accomplishments, results, and realities of correctional treatment

Methods of Evaluation:
1. Quizzes
2. Written reports
3. Midterm and final exams
4. Oral exercises

Course Content Outline:
1. Corrections counseling & treatment
   a. Goals of offender counseling & treatment
   b. The counseling process
      i. Sense of timing
      ii. Effective risking
      iii. Therapeutic intention & outcome
      iv. Professional humility
   c. Types of correctional counseling
      i. Community based counselor
      ii. Institutional counselor
   d. Effectiveness of offender counseling and treatment
2. Challenges in the prison setting
   a. Preliminary considerations
   b. Principles and techniques
   c. Resistance to treatment
      i. Eight primary critical thinking patterns.
      ii. Power and control tactics
      iii. Redirection, reframing, and reversal of responsibility ("3Rs") of managing offender resistance to counseling
   d. Ethical dilemmas and standards
   e. Contextual demands
      i. Working in a bureaucracy
      ii. Handling excessive paperwork
      iii. Managing large caseloads
      iv. Responding to racial and ethnic skewing
      v. Working with special needs offenders
      vi. Providing crisis intervention services
   f. Ten commandments for prison staff
3. Foundations of correctional counseling and treatment
   a. Psychoanalytic therapy
      i. Psychoanalytic/psycho dynamic theory
      ii. Psychoanalytic defense mechanisms
      iii. Psychoanalytic approaches to crime
      iv. Psychoanalysis for Criminals
   b. Radical behavior interventions
      i. Classical conditioning
      ii. Operant conditioning
      iii. Decreasing problematic behaviors
      iv. Radical behavioral approaches to early intervention and offender therapy
      v. The stability of newly acquired or decelerated behaviors
   c. Early approaches to group and Milieu therapy
      i. Therapeutic tools unique to group therapy
      ii. Person-centered therapy
      iii. Transactional analysis
      iv. Psychodrama
      v. Milieu therapy
      vi. Guided group interaction
      vii. Reality therapy
4. Offender assessment, diagnosis, and classification
   a. Diagnosis and assessment of criminal offenders
      i. The role of correctional staff
      ii. The DSM-5
         1. Mood disorders
         2. Psychotic disorders
         3. Mental retardation
         4. Personality disorders
         5. Substance abuse and dependence
         6. Suicide
      iii. Techniques of assessment and diagnosis
         1. Interviews
         2. Intelligence testing
         3. Personality tests
      iv. Legal issues and mental health assessment
   b. Offender classification systems
      i. Purposes and principles of effective classification
         1. The risk principle
         2. The needs principle
         3. The responsivity principle
      ii. Commonly used classification systems
         1. Risk assessment systems
         2. Needs assessment system
         3. Risk/needs assessment
      iii. Assessing Responsivity
   iv. Future directions in correctional classification
5. Contemporary approaches to correctional counseling and treatment
   a. Social learning models
      i. Who makes a good role model?
      ii. The process of observational learning
      iii. Social learning interventions in corrections and preventin
         1. Parent management training
         2. Structured learning training/skill streaming
   b. Cognitive Therapies
      i. Cognitive restructuring approaches
         1. Rational emotive therapy
            a. Techniques
            b. Applications to offenders
         2. Crime personality groups
      ii. Cognitive skills approach
      iii. Moral education approaches
      iv. Effectiveness of cognitive-behavioral programs
   c. Family therapy
      i. History and overview
      ii. Psychodynamic family therapy
      iii. Communications family therapy
      iv. Structural family therapy
      v. Behavioral and social learning models
      vi. Multisystemic treatment
      vii. Family therapy and criminal justice applications
         1. Domestic violence
         2. Substance abuse
         3. Incarceration of a family member
6. Correctional treatment: accomplishments and results
   a. Results of meta-analyses
   b. Principles of effective intervention
   c. What doesn’t work
   d. Realities of correctional treatment
Resources


Ohio Department of Rehabilitation and Correction (ODRC). "Ohio Adult Parole Authority" 2017-10-25 22:00:00.0.

U.S. Department of Justice. "Federal Bureau of Prisons" 2017-10-25 22:00:00.0.

U.S. Department of Justice. "United States Courts, Probation and Pretrial Services" 2017-10-25 22:00:00.0.

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