

SANTA CLARA UNIVERSITY
School of Counseling Psychology and Education

Education and Counseling Psychology 244 [3 quarter units] Section 22072

Correctional Psychology

Winter 2021

Instructor: Robert L. Michels

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Office Hours: Monday – 4:00 – 5:30 PM and Thursday 2:00-4:00 PM and by
Appointment

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Course Description:

The course will cover the principles and procedures of correctional psychology and correctional education, including current research on best practices. Discussion of pro-social development and skills, functional assessment and curriculum, correctional psychology, criminal justice, vocational programs, aggression reduction, prejudice reduction, life skills training, comprehensive systems, and treatment planning are included as well as an examination of therapeutic approaches and model programs. A review and examination of special populations will be covered and handling therapeutic management of disruptive, aggressive, noncompliant and assaultive behavior in the restive client. Understanding of safety, through skilled violence and crisis management, and the counselor roles and responsibilities in working with clients in life, social and vocational skills will be reviewed.

Objectives:

1. The student will understand and articulate case management, counseling and intervention models for delinquent, at-risk and non-conventional youth and adults.
2. The student will understand and articulate the mission of therapeutic programs for special populations.
3. The student will understand and articulate the characteristics, causes and strategies for counseling disruptive, aggressive, noncompliant, assaultive behavior in the resistant client.
4. The student will understand and articulate the principles and procedures for safety promotion, violence prevention and crisis management in the therapeutic relationship.

5. The student will understand and articulate counselor roles and responsibilities in special settings and with special clients. There will be a focus on addiction.
6. The student will understand and articulate the principles of functional assessment and counseling in life, social and vocational skills.
7. The student will understand and articulate the principles of processes of cognitive change in the correctional population.
8. The student will understand and articulate approaches to criminal behavior, lifestyle criminality and criminal career theory.

Course Requirements –

Class Meetings (20% of the grade) Absences may affect your course grade. You may only miss one class session for an excused reason if let me know in advance or are ill. You are responsible for the work that you miss during your absence.

Final Examination (30% of the grade) is an examination, which must be written in ink on the test form or it may be a take-home final. The questions may include definitions, short essay, and brief case study. The questions will primarily address the readings, field trip and guest speakers.

Projects (30% of the grade) are applications of the materials used in class. Throughout the quarter you will be given short projects based upon the speakers and readings. Each student will be assigned at least one “special needs offender” project. This project will be presented in groups via a PowerPoint presentation. Groups and topics will be selected on the first night of class.

Participation (20% of the grade) in class, which must be lively, regular, informed and intelligent. It is recommended that you use PowerPoint. This may include written exercises in class. Participation should evidence careful reading of the assigned texts and their integration with previous material and discussions.

- **NOTE: Students must demonstrate the ability to speak and write clearly using correct grammar. If a student’s work contains grammar errors and/or is difficult to understand, each assignment will be reduced by up to one full letter grade. Students needing assistance with English Grammar are encouraged to visit the HUB or meet with the CPSY writing coach, Alana – astelly@scu.edu.**

Required Texts:

Roberts, Albert R. [2008] *Correctional Counseling and Treatment* Upper Saddle River, NJ Pearson Education, Inc. ISBN 13 978 -0-613287-5

Recommended Text/Resource Texts:

**Hanser, Robert D. [2007] *Special Needs Offenders in the Community*
Upper Saddle River, NJ Pearson Education, Inc. ISBN 0-13-118872-0**

**Salzman, Mark [2003] *True Notebooks – A writer’s Year at At Juvenile Hall*
New York, NY Vintage Books ISBN 0-375-72761-2**

**Walters, Glenn D. [1990] *The Criminal Lifestyle: Patterns of Serious
Criminal Conduct* Newbury Park, CA Sage Publications, Inc. ISBN 0-8039-5340**

**Wooden, Wayne S. and Blazak, Randy [2001] *Renegade Kids, Suburban
Outlaws* Belmont, CA Wadsworth/Thomson Learning
ISBN 0-534-52754-X**

**Whelden, Randall G., Tracy, Sharon K., and Brown, William B. [2000] *Youth
Gangs in American Society: Second Edition* Stamford, CT Wadsworth/Thomson
Learning ISBN 0-534-52745-0**

Course Activities and Requirements:

This quarter we will have the opportunity to meet with and learn from a variety of guest speakers who are experts in their respective fields. All of our speakers will focus on their work in the correctional field and are a valuable resource to your professional careers. Additionally, there will be nine group PowerPoint presentations by our class members covering topics that are limited in scope as presented in our text. Each group is to do additional research on the topic and then share their findings with the class. You will be assigned a topic on 1/4/21.

The presentation topics to be covered are:

- Substance Abusers and Substance Abuse Programs
- Offenders with Communicable Diseases
- Early Childhood Offenders
- Mentally Disordered Offenders
- Juvenile Sex Offenders as Special Needs Offenders
- Adult Sex Offenders
- Female Offenders
- Restorative Justice
- Treatment Models Used in Correctional Counseling and Treatment

1 Monday, January 4, 2021 – from 5:30 –8:30 PM On-line

Introductions

Overview of the Course

Select Presentation Topics

Juvenile Justice Clients – Lecture – Review of correctional clientele and dealing with addiction

Guest Speaker: **Dave Basile**, Former inmate at San Quentin who has just recently been released – struggles in adopting to prison life, survival skills

and struggles entering into society after being locked up. Dave will be accompanied by others who have supported him in his journey.

2. Monday, January 11, 2021 – from 5:30 –8:30 PM On-line

Prior to class read Prologue and Chapters 1 & 2 (pages 1 – 23)

Review and Quiz on Chapters 1 & 2

The Male in our Society Today – The macho expectations – Video and Discussion on award winning, “The Mask You Live In”.

3. Monday, January 18, 2021 - from 5:30 – 8:30 PM On-line

Class discussion on Chapters 3 & 4

Quiz on Chapters 3 & 4

Guest Speaker: **Panel Discussion** on “Alcohol and It’s Effects” - Alcoholics Anonymous Public Information/Cooperation with the Professional Community (AAPI/CPC)

Case study on substance abuse

4. Monday, January 25, 2021 from 5:30 – 8:30 PM On-line

Review of speakers to date.

Guest Speaker - **Sasha Esposito**, MFT, “Working with Offenders in a School Setting and in a Therapeutic Setting”.

5. Monday, February 1, 2021 from 5:30 0 9:30 PM On-line

Class discussion on Chapters 5 & 6

Video and Discussion: “*Addiction, Why Can’t They Just Stop*” HBO or other similar video.

Case study on substance abuse

6. Monday, February 8, 2021 from 5:30 – 8:30 PM On-line

Prior to class read Chapters 10 & 11

Guest Speaker: – **Kathleen Brown**, Fremont Police Department – Prevention Programs

Take home quiz on Chapter 10 & 11

Begin Presentations on:

- Juvenile Sex Offenders as Special Needs Offenders
- Adult Sex Offenders
- Female Offenders
- Restorative Justice

7. Monday, February 15, 2021 from 5:30 –8:30 PM On-line

Prior to class read Chapter 8 (Pages 113 – 148)

Guest Speaker: **Pastor Sonny Lara**, Executive Director – The Firehouse, along with members of his team. I have arranged a special panel discussion on gangs and criminal lifestyles. Members of the panel will include government officials and experts from Santa Clara County.

8. Monday, February 22, 2021 from 5:30 – 8:30 PM On-line

Prior to class read Chapters 5, 6, & 7 (Pages 59 – 112)

Guest speaker – **TBA** – “Surviving Life on the Streets” – a success story from homelessness to drugs to recovery”

Take home quiz - Chapters 5, 6, & 7

Continue Presentations on:

- Juvenile Sex Offenders as Special Needs Offenders
- Adult Sex Offenders
- Female Offenders
- Restorative Justice

9. Monday, March 1, 2021 – from 5:30 PM – 8:30 PM. On-line

Guest Speaker – Lori Stone from the Innocence Project along with Zavion Johnson– “How I was falsely accused and wrongfully convicted.”

10. Monday, March 8, 2021 – from 5:30 PM – 8:30 PM On-line

Presentations on:

- Substance Abusers and Substance Abuse Programs
- Offenders with Communicable Diseases
- Early Childhood Offenders
- Mentally Disordered Offenders
- Treatment Models Used in Correctional Counseling and Treatment

11. Monday, March 15, 2020 – Via email

Turn in final examination.

New APA Ethics Standard on Student Self-Disclosure.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do

standard lectures or written material which does not include the person of the therapist in training.

DISABILITY ACCOMMODATION POLICY:

If you have a documented disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, www.scu.edu/disabilities, as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please initiate a conversation with me about your accommodations during my office hours within the first two weeks of class. Students who are pregnant and parenting may also be eligible for accommodations. Accommodations will only be provided after I have verification of your accommodations as approved by Disabilities Resources, and with sufficient lead time for me to arrange testing or other accommodations. For more information you may contact Disabilities Resources at 408-554-4109.

ACADEMIC INTEGRITY

SCU is committed to a pursuit of truth and knowledge that requires both personal honesty and intellectual integrity as a fundamental to teaching, learning, scholarship, and service. Therefore, all members of the University community are expected to be honest in their academic endeavors, whether they are working independently or collaboratively, especially by distinguishing clearly between their own original work and ideas, and those of others, whether published or not.

A student who is guilty of a dishonest act in an examination, paper, or other work required for a course, or who assists others in such an act, may, at the discretion of the instructor, receive a grade of F for the course. A student found guilty of a dishonest act may be subject to sanctions up to and including dismissal from the University as a result of the student judicial process as described in the Community Handbook. Engaging in any form of academic dishonesty, such as plagiarism (e.g., copying work of another person, falsifying laboratory data, sabotaging the work of others), and other acts generally understood to be dishonest by faculty or students in an academic context subjects a student to disciplinary action.