

Fall 2008  
Just 401

## CONTEMPORARY CORRECTIONAL TREATMENT METHODS

TRUMAN STATE UNIVERSITY  
Instructor: Andrea Rinkol  
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Office Hours: Mon, Wed & Fri (9 am -3 pm)  
Tues & Thurs (3-4 pm) & By Appointment

Days: Tues & Thurs/ Rm 2224 Barnett Hall  
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**Text Book:** (2004). Braswell, M., Lester, D., & Van Voorhis, P. *Correctional counseling & rehabilitation*, 5<sup>th</sup> edition.

**Course Description:** This course is intended to provide an introduction and overview of the treatment modalities currently utilized in the field of corrections. Issues unique to a broad range of involuntary clients will also be addressed. This course is also intended to introduce you to several different types of "real world" community treatment methods and how to work with those agencies to provide the most effective treatment. We will also be doing several activities outside the classroom so be prepared for some fun and adventure!

**Objectives:**

1. To encourage the student to develop a personal sense of what correctional counseling is about.
2. To help the student better understand the world of corrections through the eyes of the correctional counselor.
3. To help the student better understand that correctional counseling is more than learning about counseling techniques, it is also vitally involved with learning through experience; clarifying and developing one's own feelings and beliefs concerning helping others, particularly offenders.

**Grading:**

Attendance & Participation	50	<b>Grading Scale:</b>
Field Experience	100	A=90-100%
Practical Application	150	B=80-89%
Exams	350	C=70-79%
Paper Assignments	200	D=60-69%
	850	F=59% or below
Extra Credit (maximum)	20	

~An opportunity for students to obtain extra credit to benefit their grade is available. These activities are optional and will be discussed through out the semester. Each activity is worth up to ten points with a total of twenty points available. An example of an extra credit assignment might include attending a lecture on crisis intervention being offered on campus or attending an OPEN NA or AA meeting here in town and providing a type written summarization and reaction to the information provided/experience had. All activities should be pre-approved by the instructor to ensure appropriateness for extra credit. Extra credit activities are due no later than December 2nds class period.

**Late Work:** 10 pts off of grade per day late, after 8<sup>th</sup> day late it will be a zero.

**Attendance & Participation:** Attendance is extremely important. To get the full experience and meet the objectives of this course, you need to attend all your scheduled classes. Approved absences will be considered for University-sponsored functions (mandatory tests, field trips, etc.) but it will be your responsibility to provide verification of that absence if you are requesting credit. Also, if you talk with me prior to the class period you plan to be absent if not school function related, possible arrangements can be made to make up any in class assignments missed.

**Class Structure:** This class stresses active learning. Students will be involved in discussing, writing, researching, problem solving and presentation. For this to be successful, students must come to class prepared and ready to discuss assigned topics and readings. We also will be having guest speakers so I expect you to treat them with as much respect and professionalism as you will your classmates. We also will be taking tours out in the community. So please remember, these folks are taking time out of their day to accommodate us, so please give them your undivided attention, (i.e. no cell phone texting, ipods, etc.). I am firm believer in "there are no stupid questions", so we will be creating an environment where anyone and everyone can feel comfortable asking questions and expressing their ideas.

**Field Experience:** Students will be applying the theories and concepts discussed in class through a prearranged off-campus activity. This activity involves the development of one session of a psychoeducational group and then actually conducting the session with clients referred by a local agency. It is intended to provide personal experience with correctional programming as well additional insight into the Practical Application project. This activity is worth 100 points. You will choose a topic appropriate for your assigned population to present as an educational group. You will provide me a copy of an outline of the session, as well as, a copy of any materials you plan to present to the group or use in your session. For example if you give a pamphlet, I want a copy of that pamphlet. If you create a PowerPoint, I want a copy of that PowerPoint, etc. We will discuss this in more depth as the assignment approaches.

**Practical Application:** The ability to understand and apply academic skill is vitally important in today's workforce and this project will allow students an opportunity to do just that. Students will work in groups to develop a "program" to better increase the effectiveness of a service provided by a profession field discussed in this course (i.e., substance abuse treatment, rehab services in jails, outpatient services, individual therapy, etc). Student groups will be expected to meet with a professional working in that field and identify problem areas (keep track of all things discussed) currently needing attention. Each group will then research the designated problem area and develop a "program" that will address these needs. Each group will formally present their completed project to the professional, myself and your classmates at the end of the semester. This project is worth a maximum of 150 points.

**Exams:** There will be a total of three examinations given that will include multiple choice, short answer questions, matching and essay questions (this does included the final). The final will be comprehensive and it is HIGHLY suggested that you keep all materials given to you throughout the semester as they will come in handy during your final.

*\*If you have a special need addressed by the Americans with Disabilities Act and need course materials in alternative formats, notify me immediately. Reasonable efforts will be made to accommodate your special needs.\**

**Assignments:** There will be four short papers due through out the course. See due dates below. All papers are worth 50 points each. In **paper one** you need to look through your text and chose a program or therapeutic style, etc. and submit a three page paper on the history of what you've chosen, examples of where it is implemented, is it useful/successful and your opinion on the particular program you've chosen. You need at least three scholarly sources outside of your textbook. In **paper two** you will need to chose a particular mental health diagnosis and write a three page paper on what that diagnosis entails, treatments that work particularly well for that diagnosis, you personal thoughts on this particular diagnosis and how you think you would work with an individual living with this diagnosis. Again you need three scholarly sources outside of your textbook. In **paper three** you will be writing about mental health courts. This will be a 4 to 5 page paper on the history of mental health courts, their components & requirements, where are they currently operating, why they were implemented, are they being successful, do you agree or disagree, why or why not? This will mean at least 4 scholarly sources outside of your text. For **paper four** you will do the same but for drug courts. All papers must follow APA format, be double spaced 10 to 12 pt font, Times New Roman. As you can see, these papers are fairly short, which means I am looking for substance, not filler. We will discuss these further as they approach and as you have questions.

**APA Style:** All papers need to be submitted in American Psychological Association (APA) style. *The Publication Manual of the American Psychological Association* is available at the book store or at the library.

**Academic Integrity:** All graded activities are expected to be your own work. Violations of academic integrity will result in a zero for the graded activity and may be subject to other appropriate sanctions as described in the student code of conduct. That can be found at *Student Conduct Code (pay special attention toward Proscribed Conduct 8.050)*