

## COMMUNITY CORRECTIONS

Criminal Justice 424

Spring 2014

**Dr. Faith E. Lutze**

Office Hours: Thursdays 10:00-11:30 p.m. or by appointment.

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### COURSE DESCRIPTION

U.S. policymakers have become increasingly punitive in the last 40 years resulting in the war on drugs, mandatory sentencing, and longer sentences resulting in extreme increases in our prison population. While attention is often focused on the record setting 2.5 million Americans incarcerated in our nation's prisons and jails, the overwhelming number of offenders under state control is supervised in the community. There are approximately 740,000 offenders released from prison each year with approximately 5 million Americans serving time on probation or parole. This course will provide a review of the complex issues confronting the criminal justice system, corrections agencies, community corrections officers, offenders, and the communities in which we all live—both offenders and law abiding citizens. Be prepared to stop thinking about offenders as “those people” and begin thinking about them as “our people,” being released from “our prisons” into “our communities” where “we live, work, and play.”

#### **Goal 1: Defining the Problem through Statistics**

1. Provide a foundation of understanding based on social science research and statistics about the extent of offender supervision in the United States.
2. Provide a clear understanding of the pattern and type of supervision utilized in the United States.

#### **Goal 2: Create an understanding of the social, political, and professional context of community corrections**

1. Provide a simple overview of the multiple frameworks influencing community corrections supervision.
2. Develop a new paradigm to conceptualize the importance of community corrections to the success of the criminal justice system.
3. Begin a discussion informed by science, theory, and personal/professional experience about evidence based practices in community supervision.

#### **Goal 3: Understanding the Experiential Context of Supervision**

1. Create an understanding of the social and personal context in which supervision takes place.
2. Outline the importance of multiple interventions including sanctions, support, and treatment.
3. Develop an understanding of community supervision as a “human profession.”

#### **Goal 4: Integrating Systems in Response to Community Supervision and Offender Needs**

1. Provide a framework for understanding how system level responses must be connected to the reality of professional contexts, communities, and offenders.
2. Identify how complex problems require complex solutions and interagency collaboration.
3. Provide the foundations for creating solutions to complex social problems.

#### **Goal 5: Achieving Change and Taking Action**

1. Learn how to translate social science into effective policy.
2. Empower future professionals to implement evidence based practice.

## REQUIRED READING

Lutze, F. (2014). *The Professional Lives of Community Corrections Officers: The Invisible Side of Reentry*. Thousand Oaks, CA: Sage Publications.

See list of readings at end of syllabus. All articles are on reserve electronically for this course.

### RESERVE READINGS DIRECTIONS FOR CJ 424

GO TO THE LIBRARIES WEB PAGE: <http://www.wsulibs.wsu.edu/>

CLICK ON: Search Course Reserves

SEARCH BY COURSE NUMBER OF PROFESSOR: Crm\_J 424 OR Lutze

CLICK ON: view full text (top right corner in small print)

CLICK ON: electronic reserves

ENTER PASSWORD: dnn4ra

## COURSE REQUIREMENTS AND EXPECTATIONS

### Assignments:

3 multiple choice exams (100 points each)

1 Final paper (100 points)

You must keep a copy of all written work. You must be able to immediately produce a copy of the work any time there is a question concerning the assignment or grade. Assignments are expected to be turned in on time! Points will be deducted from papers turned in late. Late papers will not be accepted without prior approval by the instructor. Exams may not be made-up without a written excuse supported by solid evidence documenting the reason for your absence.

### Grading Scale:

A	372-400 (.93)	B	332-343 (.83)	C	292-303 (.73)	D	252-263 (.63)
A-	360-371 (.90)	B-	320-331 (.80)	C-	280-291 (.70)	F	000-251
B+	344-359 (.86)	C+	304-319 (.76)	D+	264-279 (.66)		

## EXTRA CREDIT

Extra credit can be used to improve a grade on any assignment in the course or to boost your overall grade for the course. Three options are available for you to earn extra credit. **You may complete up to 2 extra credit assignments.** The **ABSOLUTE DEADLINE** for extra credit assignments is **April 25, 2014.**

1) You may attend a university sponsored lecture which is directed toward building social awareness of an issue (i.e., justice, sexism, racism, social control). A 2 page (typed) reaction paper that briefly outlines the event and includes your thoughts about the material presented as it relates to this course is required to fulfill the assignment. Completion of this assignment is worth up to 5 points.

2) You may review a peer reviewed journal article that was not included in your required readings for the course. Completion of this assignment is worth up to 5 points.

3) You may review a credible web site related to corrections and relate it to course material. Completion of this assignment is worth up to 5 points.

## COURSE MANAGEMENT

### Code of Conduct

You are expected to participate in classroom activities in a professional manner. Private discussions with other students, passing notes, reading newspapers, disruptive eating, sleeping, and persistently arriving late or leaving early constitute inappropriate classroom behavior. If you demonstrate such behavior you will be verbally warned in class to cease. If you persist in disruptive or distracting behavior, formal action, in accordance with WSU policy, will be taken.

### Midterm Grade Submittal

Midterm grades will be submitted for all students by 5:00 p.m. on the Wednesday of the eighth week of the semester. Midterm grades will consist of a C or F grade only. For midterm grades, C and F are defined as follows: A C midterm grade is given to any student who is making satisfactory progress. An F midterm grade is given to any student whose progress is not acceptable and who needs to discuss his/her progress with the instructor. This assessment should not be interpreted as a formal grade, but rather as an indication of the student's progress to date. Midterm grades are advisory and do not appear on the student's permanent record, the WSU transcript.

### Academic Dishonesty and Plagiarism Policy

The WSU Statement on Academic Integrity (which includes plagiarism) reads:

*As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty.*

Responses to cheating/ plagiarism in this course will be as follows:

1<sup>st</sup> Offense: Any assignment plagiarized will receive an "F" (0 points) and the matter referred to the Criminal Justice Director and the Office of Student Affairs. Students *will not be allowed to rewrite or resubmit a plagiarized assignment.*

2<sup>nd</sup> Offense: The student will receive an "F" in the course with repeat referrals.

For clarification on what constitutes plagiarism, refer to the following websites:

1. <http://owl.english.purdue.edu/owl/resource/589/1/>
2. [www.wsulibs.wsu.edu/plagiarism/main.html](http://www.wsulibs.wsu.edu/plagiarism/main.html)

### Campus Safety Plan

The WSU (Pullman) campus Safety Plan can be found at <http://safetyplan.wsu.edu>. A listing of university policies and information related to campus safety, emergency management and the health and welfare of the campus community can be found at <http://oem.wsu.edu/emergencies>.

### Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Disability Resource Center (DRC). All accommodations MUST be approved through the DRC (Admin Annex Bldg, Room 205). Please stop by or call 509-335-3417 to make an appointment with a disability specialist.

If you have questions, please contact Rosie Pavlov at [pavlovr@wsu.edu](mailto:pavlovr@wsu.edu) or 335-3417. Additional information is available on the DRC website is [www.drc.wsu.edu](http://www.drc.wsu.edu).

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**COURSE OUTLINE NEXT PAGE**

## COURSE OUTLINE

Date	Topic	Assignment
Jan. 14	Introduction	
Jan. 16	Defining the Problem Through Statistics	WA DOC 2009; PEW 2012;
Jan. 21	Continued	Subramanian: Vera 2012
Jan. 23	History of Probation and Parole	Lutze: Preface and Chap 1
Jan. 28	Continued	Travis 2010
Jan. 30	Roles of Probation and Parole Officers	Lutze Chap 2; Whetzel 2011;
Feb. 04	Process of Change: Building Relationships w/ Offenders	Ireland 2008;
Feb. 06	Process of Change: Working with the Community	Lutze Chap 3; Lutze & Kigerl 2013
Feb. 11	How We Hinder: System Sabotage	Lutze Chap 4
Feb. 13	How We Hinder: Community Challenges	Gunnison 2011; Helfgott 1997; Roman 2006
<b>Feb. 18</b>	<b>EXAM 1</b>	<b>EXAM</b>
Feb. 20	ACJS NO CLASS: Reforms: Political and Practical	Lutze, et al., 2012
Feb. 25	What Works in Community Corrections: Cognitive Behavioral Treatment	Lipsey 2007; Lutze & Schaefer, 2013; Drake 2011;
Feb. 27	NO CLASS (Globalization Conference)	Lutze Chapter 5; Lee 2012; Latessa 2010
March 04	What Works: Social Support	Lutze in press (homelessness)
March 06	Continued	
March 11	What Works: Collaboration, maybe . . .	Fletcher 2009; Nissen 2010;
March 13	Continued	Lattimore 2005; Lutze Chap 6
March 18	Spring Break ☺!	
March 20	Spring Break ☺!	
<b>March 25</b>	<b>EXAM 2</b>	<b>EXAM</b>
March 27	Police-Corrections Partnerships	Drapela, 2009; Murphy 2009
April 01	Continued	Alarid, 2011; Janetta 2011
April 03	Re-entry Courts/Drug Courts	Hamilton 2011; Lutze 2007; Lutze, forthcoming (Drug ct.)
April 08	Continued	
April 10	Special Populations in Community Corrections	Franklin 2007
April 15	Continued	
<b>April 17</b>	<b>Final Assignment Due</b>	<b>FINAL PAPER DUE</b>
April 22	Swift and Certain	APPA (no date); WA DOC 2012
April 24	The Future: Boundary Spanners	Lutze Chap 7
April 29	Continued	
May 01	Conclusion	
<b>MAY 05</b>	<b>EXAM 3: MONDAY 8:00-10:00 A.M.</b>	<b>EXAM</b>

**FINAL ASSIGNMENT:  
FROM RESEARCH TO POLICY TO PRACTICE**

The purpose of this assignment is to connect your education and expertise as a social scientist in criminal justice to informing policy and practice in the future. The goal is to inspire you to become a proactive professional capable of interpreting research, developing policy, and influencing the implementation of evidence based practice. Experts in criminal justice whether researchers, policy makers, or practitioners, continue to learn over time and build their knowledge base.

Assignment: You are asked by your boss to investigate a new approach to supervision. S/he wants a 5 page summary outlining the necessary elements of such a program and recommendations about what types of education/training would be necessary to begin preparing staff for the change. You are expected to combine the following elements (see list below) to inform your policy recommendations. You may choose any topic as long as it is within the domain of community corrections.

Elements:

- Three peer reviewed journal articles
- One policy report from a reputable source (see Pew, Vera, APPA, NIJ, etc.)
- Minimum of 5 credit hours of continuing education (details will be given in class—may include minimal costs)
- Two sources from class readings

Requirements:

- 5 pages of program summary and recommendations, double spaced, typed paper
- Cover page with a meaningful title (no page number)
- Reference page listing all sources of information
- Hyper-links to the on-line continuing education courses
- Staple top left corner, number pages, no folders

## Bibliography

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- Lee, S., Aos, S., Drake, E., Pennucci, A., Miller, M., & Anderson, L. (2012). *Return on investment: Evidence-based options to improve statewide outcomes*. Olympia: Washington State Institute for Public Policy.

- Lipsey, M. W., & Cullen, F. T. (2007). The effectiveness of correctional rehabilitation: A review of systematic reviews. *Annual Review of Law and Society*, 3, 297-320.
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