

**Basic Course Information**

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Michael W. Capeci</b>
Course Title & #:	<b>CSI 206 Correctional Interviewing &amp; Counseling</b>	Email:	<b>michael.capeci@imperial.edu</b>
CRN #:	<b>10707</b>	Webpage (optional):	
Classroom:	<b>3203</b>	Office #:	<b>809</b>
Class Dates:	<b>Oct. 9 – Dec. 08, 2017</b>	Office Hours:	<b>By Office Hours Only</b>
Class Days:	<b>Tuesday &amp; Thursday</b>	Office Phone #:	
Class Times:	<b>1120-1430 hours</b>	Emergency Contact:	<b>Email instructor prior to start of class.</b>
Units:	<b>3</b>		

**Course Description**

An in-depth study of the role and responsibilities of each segment within the Administration of Justice systems: law enforcement, judicial, and corrections. A past, present, and future exposure to each sub-system procedure, from initial entry to final disposition, and the relationship each segment maintains with its system member.

**Course Prerequisite(s) and/or Corerequisite(s)**

*[Required language: Use from [CurricUNET](#) course outline of record.]*

**Student Learning Outcomes**

Upon completion of this course students will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Understand the difference between Interviewing and Interrogation. (ILO2, ILO3, ILO4, ILO5)
2. Identify the skills necessary to effectively interview a given individual(s) for a number of reasons. (ILO1, ILO2, ILO3, ILO4)
3. Identify and understand the concepts of counseling. (ILO2, ILO3, ILO4)

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

1. Demonstrate the ability to conduct an interview. The student will recognize and identify the components of a good interview which will include but is not limited to: demonstration of successful listening skills, information gathering, establishing a rapport and overcoming communication barriers.

2. Take notes during an interview. The student will distinguish between visible and invisible recording methods. The student will demonstrate an understanding of the legal aspects of recording interview and counseling sessions and the confidentiality of those reports/notes.
3. Discuss various kinds of intervention/counseling techniques. The student will demonstrate knowledge of the distinctions between juvenile and adult interviews. The student will be aware of ethnic, gender and special population needs.
4. Demonstrate skills individual and group communication dynamics and be able to assess the counseling techniques most effective in a given interview situation. The student will learn basic theories of interviewing and counseling, treatment plans and file review, and the development of professional and ethical demeanor.
5. Identify obstacles that complicate the task of conducting objective interview and counseling. The student will recognize common reactions to counseling and identify disorders.
6. Demonstrate and explain the development of roles and responsibilities of clients and staff.
7. Demonstrate the ability to establish and maintain a safe and secure setting during the counseling and interview process.
8. Observe and record signs of change, provide feedback and critique during the counseling/interviewing processes.

### **Textbooks & Other Resources or Links**

Correctional Assessment, Casework & Counseling 5th Edition  
Anthony Walsh and Mary Stohr  
American Correctional Association  
ISBN: 978-1-56991-307-9

### **Course Requirements and Instructional Methods**

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Instructional Methods will include: Class Discussion, Group Activities, Lectures, and Simulation/Case Studies presented through selected Audio and/or Visual aids. Student learning progress will be measured through three quizzes, one midterm, one investigative/presentation report, homework, and a final examination.

Students are expected to read and follow the schedule in the course syllabus. Students are expected to read assigned text chapters, lecture notes, and to seek and read additional suggested resources as provided by the textbook and Instructor. In addition, students are expected to be alert and attentive with note taking in class and have a demonstrated desire to participate in any discussion.

All assignments are due on the date stated by the instructor. Late assignments will be subject to reduction of points. Make every effort to turn in your assignments on time or you may receive a Imperial Valley College Course Syllabus – Course Title and number zero for that assignment. Failure to take a test will result in a zero for that test unless prior approval is given by the instructor.

Tests will be 30 minutes long unless otherwise stated by the instructor. If you are late to class, you will not be given extra time to take the test. Bring a No. 2 pencil on test days. You must communicate to your instructor

any problems that you are having with the course. All special instructions for the investigative report and/or writing assignment(s) are to be followed precisely. The Instructor will announce all deadlines and instructions as well as provide reminders about the pace or flow of the course.

### Course Grading Based on Course Objectives

#### POSSIBLE POINTS FINAL GRADES

Three quizzes, 100 points each =300 points

Midterm Exam 100 points

Investigative Report/Presentation 100 points

Class participation/attendance 50 points

Final Exam 200 points

Total 750 points Extra credit upon instructor's approval 0 to 50 points

### Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages

promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- Learning Services. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- Library Services. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## **Extended Opportunity Program and Services (EOPS)**

### ***[Required language.]***

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## **Student Equity Program**

The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

Date or Week	Topic	Assignments, Due Dates, and/or Tests
Week 1 October 10:	Introduction & Syllabus Review Chapter 1: Understanding the need for Theory Chapter 2: Sociological and Psychological Theories	Read chapters 1/2
Week 1 October 12:	Chapter 3: Biosocial theories Chapter 4: The self: Principal Tool of the Correctional Helper	Read chapters 3/4
Week 2 October 17:	Chapter 5: Interviewing and interrogating Chapter 6: The pre-sentence Investigation Report (PSI)	Read Chapters 5/6 and Review for <b>Quiz #1</b>
Week 2 October 19:	<b>Quiz # 1 (Ch. 1,2,3,4 &amp; 5)</b> Chapter 7: Assessment Tools and Guidelines in Community	
Week 3 October 24:	Chapter 8: Assessment and Classification in Institutional Corrections Chapter 9: Nondirective Counseling: Theory and Practice	Read Chapters 8/9
Week 3 October 26:	Chapter 10: Directive Counseling: Theory and Practice Chapter 11 Cognitive – Behavioral Approaches	Read Chapters 10/11 / Review for <b>Midterm.</b>
Week 4 October 31:	<b>Midterm Exam (Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 &amp; 11)</b>	
Week 4 November 2:	Chapter 12 Group Counseling in Institutional Settings Chapter 13 Using Community Agencies and Volunteers in Case Management	Read Chapters 12/13

<b>Date or Week</b>	<b>Topic</b>	<b>Assignments, Due Dates, and/or Tests</b>
Week 5 November 7:	Chapter 14 Legal Aspects of Casework & Counseling Chapter 15 Alcohol and The Criminal Offender	Read Chapters 14/15
Week 5 November 9:	Chapter 16: Illegal Drugs and The Criminal Offender Chapter 17: Therapeutic Communities in Correctional Institutions: Something Works	Read Chapters 16/17 and Review for <b>Quiz #2</b>
Week 6 November 14:	<b><u>Quiz # 2 (Ch. 12, 13, 14, 15,16, &amp; 17)</u></b>	
Week 6 November 16:	Chapter 18 The Sex Offender Chapter 19 Mentally Ill and Mentally Deficient Offenders	Read Chapters 18/19
Week 7 November 21:	Chapter 20 The Juvenile Delinquent Chapter 21 – The Female Offender <b>No Class</b>	Read Chapters 20/21
Week 7 November 23	Chapter 22: The Elder Offender	Read Chapter 22 and Review for <b>Quiz #3</b>
Week 8 November 28:	<b>No Class</b>  <b><u>Quiz 3 (Ch. 18, 19, 20, 21, 22)</u></b>	
Week 8 November 30:	<b><u>Review Chapters 1 – 22 in preparation for Final Exam</u></b>	<b>Review for Final</b>
Week 9 December 5/7:	<b><u>Investigative Reports Presentations</u></b> <b><u>Final Exam (Chapters 1 to 22)</u></b>	

**\*\*\*Tentative, subject to change without prior notice\*\*\***