CRIJ 4341-90L Correctional Casework & Counseling  
Fall 2019 (Online UTRGV Course)

Professor: Deborah Hartley, Ph.D.  
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Phone: 956-882-7266  
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Course Description: This course is designed to examine “the role and techniques of casework and counseling in corrections and rehabilitation, with an emphasis on integrating responsibilities and procedures of both. Topics may include therapy techniques and processes in correctional settings, and service delivery programs tailored to the needs of correctional clientele. Prerequisites: ENGL 1301 (or ENGL 1387) and ENGL 1302 (or ENGL 1388, or ENGL 1305) with a grade of ‘C’ or better and sophomore standing” (Source: UTRGV Course Catalog). This course is 100% Online using Blackboard.

Course Objectives:

Goal 1: The student will apply information regarding selected criminological theory, interviewing techniques, Presentence Investigation Reports, assessment and classification tools utilized in corrections, and various counseling and service delivery techniques (incorporates CJ SLOs 1, 3, & 4).

Objective A: The student will complete assigned readings and be prepared to discuss these readings with fellow classmates in the Discussion Board within Blackboard.

Objective B: The student will be expected to recall, define and reproduce information regarding selected criminological theory, interviewing techniques, Presentence Investigation Reports, assessment and classification tools utilized in corrections, and various counseling and service delivery techniques, through Online examinations and quizzes.

Goal 2: The student will practice and improve communication, critical thinking, and writing skills (incorporates CJ SLOs 1, 3 & 4).

Objective A: The students will discuss and explain class material in a written format within Blackboard’s Discussion Board. Discussion Board assignments will include an interactive (peer-to-peer) component.

Department of Criminal Justice Student Learning Outcomes (SLOs): The SLOs are set by the CJ Department for purposes of Assessment and are required in all CJ Syllabi by the Department Chair. The Department SLOs 1-4 do not all apply to every class (for example, this class does not focus on research methods or statistics):
1. Demonstrate knowledge of the structure, operations, and practices of the major components of the criminal justice system, which includes police, courts, corrections, and law.
2. Explain the fundamentals of research methods and statistical techniques used in criminal justice research.
3. Apply critical thinking, creativity, problem solving, and communication skills through classroom assignments.
4. Demonstrate knowledge of criminological theory and crime control techniques.

*You can rent or buy your textbook Online (or in person on campus) from Follett—the UTRGV campus bookstore. They will ship the textbook to you if you are from out of town: https://www.bkstr.com/utrgvstore/home
*We are now required to include retail pricing info for textbooks, but the professor has nothing to do with pricing or sales, and the prices listed here may change over time—I have listed the prices as they appeared online on 8-13-19—there is no guarantee that these prices will not change. Here is the pricing information for the textbook from the UTRGV bookstore (link above): Rent = $37.84; Buy Used = $61.75; Buy New = $82.25. Here is the pricing information for the textbook from Amazon (price as of 8-13-19): Used/New copies available, starting at $20.35 + shipping (used).

It is your responsibility to make sure you have your textbook so that you can meet assignment deadlines—if you are not going to rent/buy from the campus bookstore, make sure you order from a reputable seller like Amazon. Students in the past have told me about Online sellers who send the wrong book, send the book late, send the wrong edition, etc.

**Course Map: How to Navigate this Class in Blackboard & Find What you Need**

You will see some changes this semester in the format/organization of your Online classes – the University has asked us to use Weekly Folders/Modules (under the “Weekly Course Materials” button) and to lay out all of the learning objectives for each week and assignment. Below is a map for our Blackboard main menu (buttons on the left-hand side of the screen) that will tell you where to find everything that you will need for this class. This course will be delivered 100% online using Blackboard, and the course is organized into 15 Weekly Folders/Modules.

1. **Announcements:** Click on this button to access all class announcements and reminders – the Announcements page is set to be the first thing you see when you log in to our class. If there are any changes to the Syllabus I will let you know using the Announcements section, and I will email the announcements to you as well (to official UTRGV email addresses only). Be sure to read the class announcements regularly.

2. **Welcome/Start Here:** Click on this button to access general information about the class that comes from the class Syllabus (e.g., learning outcomes), as well as course technology (Blackboard) information.

3. **Course Map:** Click this button for information about the class layout and where to find course materials (this document is the Course Map).

4. **Syllabus:** Click on this button to access our course Syllabus. The Syllabus lays out what will be expected of students for the semester, including information about grading, the late assignment policy, etc. The Syllabus also includes the Course Calendar where all of the assigned readings, assignments, quizzes and exams are laid out by week (15 weeks total). Be sure to read over the Syllabus carefully and use it to guide your progress in the class. You can also find information about Blackboard technological support here. There will be two Syllabi posted here, but the content is exactly the same—one is just formatted for accessibility (e.g., if you are using a screen reader).

5. **About Your Professor:** Click on this button to access the contact information for your professor, including office hours. This information can also be found on page 1 of the Syllabus.

*Menu Heading: Course Material

6. **Weekly Course Materials:** The class is organized into 15 Weekly Folders/Modules that correspond to the Course Calendar in the Syllabus (Week 1, Week 2…). Information for what is expected/required for each week is posted within the Weekly folders. For example, for Week 3, Chapter 2 of the Walsh and Stohr textbook is the required reading, so the folder for Week 3 contains a link to the PowerPoint outline of Chapter 2. In Week 3 you will also be
asked to take a short quiz over the class Syllabus—the link to take the quiz will be posted within the folder for Week 3. Web-links and video links (as applicable) will also be posted within the Weekly Folders.

Because Weekly Folders/Modules may be a new format for students, all important information will also be posted under separate buttons in our Blackboard main menu. For example, instruction sheets for the Discussion Question assignments will be posted within the Discussion Board, but also under the “Instructions” button (as well as within a Weekly Folder). Exam Reviews will be posted in the Weekly Folder prior to each Exam, but they will also be posted under the “Exam Reviews” menu button. Links to take the Quiz and each Exam can be found within the Weekly Folder that corresponds with the Week each Exam opens/closes (see the course schedule within this Syllabus).

7. **Discussion Board:** You can access the Discussion Board by clicking on the “Discussion Board” button in our class menu. You will need to use the Discussion Board for two Discussion Question assignments (DQ#1 and DQ#2) as well as the Biographical Paragraph assignment. If you are not familiar with how to use the Discussion Board, general instructions (step-by-step) are posted under the “Instructions” button (as well as within the Week 1 folder). Instructions for the Biographical Paragraph and for each Discussion Question are posted under the “Instructions” button (in PDF format), within the Discussion Board, and within the Weekly Folders.

8. **Instructions:** You can access step-by-step instructions for using the Discussion Board here, as well as the instructions for each Discussion Board assignment (the same instructions are also within the Discussion Board itself, and within the Weekly Folders). You can also find a general guide to avoiding plagiarism here.

9. **PowerPoints:** Click on this button to access custom PowerPoint (saved as PDF) outlines for all of the required assigned textbook readings. When you are studying for the Chapter 6 Quiz and the two Exams, use the PowerPoints to guide you—only material listed in the exam reviews and in the chapter outlines will be on the Exams. Links to the PowerPoints can also be found within the Weekly Folders.

10. **Exam Reviews:** Click here to access the Exam Reviews for the Midterm Exam and for the Final Exam. Use the Exam Reviews to guide/focus your reading and studying for each Exam. You will only be tested on material listed in the reviews. Exam Reviews are also posted in the Weekly Folder preceding each Exam.

***Where are the Exams?*** You can access the Midterm and Final Exam by clicking on the Weekly Folder for the Week the exams are open. For example, the Midterm Exam opens and closes within Week 8 of the class, so the link to take the Midterm Exam is within the “Week 8” folder under the “Weekly Course Materials” button in our menu. The Final Exam opens and closes within Week 15, so the link to take the Final Exam is within the “Week 15” folder under the “Weekly Course Materials” button.

11. **Web-Links:** Click on this button to access any supplemental content (news stories, etc.) for the class. Web-Links will also be posted in the Weekly Folders as applicable.

12. **Videos:** Click on this button to access any supplemental content (YouTube videos) for the class. Video links will also be posted in the Weekly Folders as applicable.

*Menu Heading: Communication Hub

13. **eMail:** You can email me (the professor) by clicking on this button, or just email me directly at: Deborah.Hartley@utrgv.edu

14. **MyGrades:** Click here to access Gradebook where you can follow your grades throughout the semester. The Syllabus contains a detailed guide to the grading scheme for this class.

15. **Class Blog:** Click here to access the OPTIONAL (not required) blog for this class. You can use the blog to discuss course assignments, etc. with your fellow students, but please email me directly if you have any questions about assignments/exams.
16. **Blackboard Support:** Click here if you are having any technical problems with Blackboard—the Help Desk information is also posted in the Syllabus.

17. **Student Tutorials:** Click here for handouts and tutorials provided by COLTT that you may or may not need for the class (e.g., this class does not use “Tophat” or “Respondus”).

18. **Institutional Policies:** Click here to access official University of Texas – Rio Grande Valley policies – the same policies are within our class Syllabus.

19. **Student Support Services:** Click here to access support offered by the University to students. For example, information about the Learning Center and the Writing Center.

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**UTRGV Help Desk for Technical Difficulties: (Blackboard)**

**COLTT Help Desk**

**Brownsville Campus | Edinburg Campus**

Office: Casa Bella, Room 613 | Education (EDUC) 2.202
Submit a Ticket: UTRGV.edu/coltthelp
Email: COLTT@UTRGV.edu
Phone: (956) 882-6792 | (956) 665-5327
Fax: (956) 882-6751 | (956) 665-5276

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**Course Requirements/Policy:**

1) **Be an Active Learner:** I want all of you to be an “active learner.” What this means is that you rent/buy the required textbook, keep up with all of the assigned textbook readings, review all instruction sheets carefully, and ask the professor if you have any questions about readings or assignments. Being an active learner also means that you check Blackboard regularly (and your UTRGV email) for class announcements and newly posted course information. Being an active learner means that you put the effort into earning your class grade and your degree. Don’t wait until the last week of class to worry about your grade—be an active learner throughout the semester—this is especially important if you are graduating! Your grade will reflect the amount of work and effort you put into this class—Do not ask your professor to “bump up” your grade at the end of the semester. Be sure to also pay attention to assignment/exam/quiz due dates/times. Assignments and exams for this class typically close/are due by **11:59pm** on the assigned day (see the Syllabus calendar).

2) **Class Participation:** Being an Active Learner also means that you are participating in class—in a non-Online class, this would include attendance, but for an Online class, this means that you are keeping up with your assignments, and logging into our class Blackboard site regularly. If you have to miss an assignment due to a documented emergency, contact your professor. If you miss **three** assignments in a row without contacting the professor, you may be **dropped** from the class for non-participation. Blackboard has a feature that allows professors to view the level of student activity in the course.

3) **Biographical Paragraph:** Students will be required to post a biographical paragraph (minimum of **100** words total) within the Discussion Board. The purpose of this assignment is to introduce yourself to the class—what is your name, where are you from, what you want to do with your degree when you graduate, your goals, etc. You can include a picture of yourself if you wish. Do not attach your Bio as a Word doc—just type your bio in the box provided.
Remember—this posting will be within the Discussion Board and will be viewable by all of your fellow class members, so don’t post anything that you feel is too private to share! Detailed instructions including grading information will be posted within Blackboard (Instructions button and Discussion Board button, as well as a Weekly Folder).

4) **Discussion Questions:** Discussion Questions can be accessed by clicking on the “Discussion Board” button in Blackboard. Post your answers to each discussion question within the Discussion Board. Each original Discussion Board post must be a minimum of 400 words in length total (you can go over if you wish). You are also required to post a reply to one other student’s posting (you can reply to more than one if you wish) - Click on any other student’s post, read it, and hit the “reply” button – you will be discussing if you agree/disagree with their post and why. **This is your chance to interact with your fellow students.** Remember to be respectful when discussing other student postings. Your reply to a fellow-student’s post must be a minimum of 50 words in length (total).

When you post your answers to the Discussion Questions, do not re-type the original questions and do not use numbering (1, 2, 3) or bullets for your answers—Just answer the questions as a comprehensive whole (a mini-informal essay), and be sure to follow the basic rules of writing (complete sentences, paragraph breaks, correct spelling/grammar, etc.). Adding headings or citations (which you do not need) or your name will not be counted toward the total required word count. Please do not use quotes from the textbook—paraphrase the material—it is always better to use your own words! **Do not plagiarize**—this means you must do your own work and use your own words—never use another student’s work, and never copy from any source, including our textbook. A general guideline is that any more than 5 words in a row is plagiarism. For more information about how to avoid plagiarism, go to: https://ossja.ucdavis.edu/avoiding-plagiarism-mastering-art-scholarship (University of California – Davis).

General instructions for using the Discussion Board (how to post) are posted within the “Week 1” folder, and detailed instructions for each question, including grading information are posted under the “Discussion Board” button (as well as within the Weekly Folder that corresponds with the due date). I will not accept emailed assignments.

**Late Work Policy and a Note on Discussion Board Assignments:** You may turn in written work (not the exams/quiz) early, but turning in an assignment early does not guarantee that it will be graded early. Be sure to look carefully at the dates/times that assignments are due—all of this information is in the class Syllabus. Not all online classes follow the same schedule or the same format—each professor is different.

If you miss the deadline for a Discussion Board assignment, you may turn it in LATE (after the posted deadline), but you will lose 10 points for each day the assignment is late, including weekends. An assignment is considered late even if it is turned in one minute past the deadline. Be sure to double check that your Discussion Board posting was successful—if it is blank I cannot grade it. If you submit the wrong assignment or a blank post, or a “draft” you will lose 10 points, and you will lose additional late points until the correct assignment is submitted (10 per day).

If you posted your answers (original post – worth 80 points) and are just missing the peer-post (worth 20 points), it is considered late until you turn in the peer-post (but it is capped at minus 20 points so you are not penalized more than if didn’t turn in a peer-post at all). If the original post (worth 80 points) is late, you will lose 10 points every day until it reaches zero. No late work will be accepted after the last official day of class (see the University schedule). More detailed instructions will be posted under the “Instructions” button.

**Written Work Grading Timeline:** Written work for this class will consist of Discussion Board assignments. Written work may take up to a week to grade. The professor will email all students through Blackboard (and post as a course announcement) when the grades have been entered in Gradebook. All written work receives grading feedback within Gradebook (an explanation for your grade).

5) **Quizzes:** There is a Quiz over the class Syllabus, and a Quiz that corresponds to Chapter 6 (PSI Reports) specifically. Each Quiz will consist of 10 multiple choice and true/false questions, and is timed at 15 minutes. The links to take each Quiz are within the Weekly Folder/Module (“Weekly Course Materials” menu button) for the week that each Quiz is open—see the Course Calendar below for open/close dates and times. The Quizzes are not open notes/Syllabus/textbook/Internet, etc. The Syllabus quiz will cover general policy information from the class Syllabus,
and the Chapter 6 Quiz focuses on material from Chapter 6 (Presentence Investigation Reports). Questions appear all at once and you must complete each quiz in one sitting. Quizzes will automatically close after the time is up whether you have finished or not. You must complete the quizzes within the posted date/time range—they will be left open across several days to accommodate different schedules, so you may not take them late.

6) Exams: There are a total of two examinations—A Midterm Exam and a Final Exam. The links to take each Exam are posted within the Weekly Folder/Module (“Weekly Course Materials” menu button) for the week that each Exam is open—see the Course Calendar below for open/close dates and times. Each exam will consist of 50 multiple choice and True/False questions, and the questions appear all at once. The Exams are NOT open book/notebook/Internet, etc. Examinations will only be open during the specific dates/times posted within the Syllabus. Each exam is timed at 60 minutes and must be completed in one attempt—You cannot start the Exam and save it and pick it up later—it will automatically close when the timer has run out, even if you have not finished.

The Exams automatically tell you when you are running out of time, and if you have left any questions blank (before you submit the exam). Exams are left open across several days to accommodate differing student schedules. Do NOT wait until the last minute to attempt the Exams because you never know when your Internet may go out or your computer may experience problems, or you feel sick, etc. If you have a medical emergency, you must email the professor and provide valid documentation within two days. Take Exams using a computer with a fast and reliable Internet connection—do not attempt Exams on a Smartphone or tablet device. The Exams will close if you navigate outside the Exam window. Cheating will be reported to the Dean of Students and result in a zero for the Exam.

*Exam Reviews, and a Note on Quizzes and Exams: Be sure to look carefully at the times that the Quizzes and the Exams open and close—all of this information is in the class Syllabus. Not all Online classes follow the same schedule or the same format—each professor is different. Use the Midterm Exam Review and the Final Exam Review to focus your reading/studying. Exam Reviews are posted in two places to ensure that they are easy to find: Exam reviews are posted within the Weekly Folder/Module (“Weekly Course Materials” menu button) for the week that each Exam is open. Exam Reviews will also be posted under the “Exam Reviews” button in our Blackboard menu. I have also created PowerPoint outlines for the Walsh and Stohr textbook readings, which are posted under the “PowerPoints” button, and they can also be found within each Weekly Folder/Module.

*Contacting the Professor: Either e-mail me at Deborah.Hartley@utrgv.edu or call my office at 956-882-7266, or come to my office during scheduled office hours. I will be sending out class e-mails throughout the semester using Blackboard. If you e-mail me (or call), I will always reply promptly (typically within 24-48 hours) to let you know that I received your e-mail/phone call. I do not check my UTRGV e-mail through my personal cell phone, meaning, be patient. If you do not receive an e-mail reply from me within 24-48 hours, your e-mail did not reach me. Remember—UTRGV only uses official UTRGV emails—be sure you are using and checking your official UTRGV email (so in other words, no emails will be sent to your Gmail, Hotmail, etc.). This is your responsibility—you don’t want to miss important deadlines or other class announcements.

*Course Technology: This course is 100% Online using Blackboard. To access the class and all of its resources, you will need to log in to myUTRGV using your UTRGV email address and password. If you have any trouble with Blackboard, contact the Help Desk (info within this Syllabus). All materials for this class (instruction sheets, exam reviews, etc.) are in PDF format, so you will need to use a computer with Adobe Reader/Adobe Acrobat (it is free: https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html). Even the PowerPoint chapter outlines are in PDF format. You are not required to print anything for this class, and Discussion Question assignments must be submitted using Blackboard’s Discussion Board—not emailed to me.

I strongly advise against taking the Quizzes or Exams on a tablet or smartphone—you will need a reliable and fast Internet connection and a computer that can handle Blackboard and the Quizzes/Exams—students have told me in the past that when they tried a quiz on their phone things went wrong. UTRGV has on-campus computer labs with a reliable Internet connection. Finally, all announcements are emailed to the students using only official UTRGV email accounts.
*Netiquette for Online Interactions - From Blackboard and COLTT:

“Netiquette is Internet etiquette, or a set of expectations that describe appropriate behaviors when interacting online. It is important to understand that you will be held to the exact same standards as students taking a face-to-face course. In fact, for 100% online courses, your online classroom behavior may be the only interaction you have with your faculty and classmates, therefore making your netiquette even more important. Remember, you only get to make a first impression once, irrespective of the course delivery method.

**Be courteous.** You only get one chance for an online first impression. Make it count. Do not say or do anything in an online classroom that you would not do in a face-to-face classroom. This includes not “YELLING” (typing in all caps), not “flaming” (attacking someone, such as insults and name-calling), and/or not dominating the discussion.

**Be a good classmate.** Remember your own role as a student. Follow your instructor’s directions at all times. Be authentic and collaborative with fellow students. Be aware of cyberbullying and make every attempt to eliminate it. Appreciate the diversity and different communication styles of your peers. Remember, since this class is online, you may have classmates from all over the world.

**Be professional.** Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally-charged writing, as tone can be difficult to translate online. Profanity and offensive language will not be tolerated. Do not use abbreviations (2moro, 2T, B@U) or emoticons in your online class unless your professor approves and supports such writing styles.”

**GRADING:**

*Detailed expectations and grading guidelines will be given to students within each assignment instruction sheet. Detailed instruction sheets will be posted for each assignment under the “Instructions” button, and within the Weekly folder for the week they are due (click on the “Weekly Course Materials” menu button). Instructions for each Discussion Question can also be found under the “Discussion Board” button. Contact me if you have any questions.

*Follow your grades using Gradebook in Blackboard. Assignments for this class will be graded using numbers on a 100 point scale, but each assignment will be given a different weight (percentage), which will be used to determine your final course grade. Your final course grade will not be based on total points—it will be calculated in Gradebook using grade weights/percentages (see the column in Gradebook called Final Grade %):

<table>
<thead>
<tr>
<th>Assignment:</th>
<th>Assignment Weight/%:</th>
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<tbody>
<tr>
<td>Biographical Paragraph:</td>
<td>3%</td>
</tr>
<tr>
<td>Syllabus Quiz:</td>
<td>5%</td>
</tr>
<tr>
<td>Chapter 6 Quiz:</td>
<td>8%</td>
</tr>
<tr>
<td>Midterm Exam:</td>
<td>33%</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>33%</td>
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<tr>
<td>Discussion Questions (2):</td>
<td>18% (2 at 9% each)</td>
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</tbody>
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**University Grading Scheme:**

- A = 100-90
- B = 89-80
- C = 79-70
- D = 69-60
- F = 59 and below
UTRGV—UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES:
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who experience a broken bone, severe injury, or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations:
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parent status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:
Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.
Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:
- Fall Semester: November 14th – December 4th

ATTENDANCE:
Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC DISHONESTY:
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to Student Rights and Responsibilities.

SEXUAL MISCONDUCT and MANDATORY REPORTING:
In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (oie@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance,
or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

**COURSE DROPS:**
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

**STUDENT SERVICES:**
Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor’s office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, critical thinking help, study skills, degree planning, and student employment help. Locations are:

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<thead>
<tr>
<th>Center Name</th>
<th>Brownsville Campus</th>
<th>Edinburg Campus</th>
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<tbody>
<tr>
<td>Advising Center</td>
<td>BMAIN 1.400 (956) 665-7120</td>
<td>ESWKH 101 (956) 665-7120</td>
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<tr>
<td><a href="mailto:AcademicAdvising@utrgv.edu">AcademicAdvising@utrgv.edu</a></td>
<td></td>
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<tr>
<td>Career Center</td>
<td>BCRTZ 129 (956) 882-5627</td>
<td>ESSBL 2.101 (956) 665-2243</td>
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<td><a href="mailto:CareerCenter@utrgv.edu">CareerCenter@utrgv.edu</a></td>
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<tr>
<td>Counseling Center</td>
<td>EUCTR 109 (956) 665-2574</td>
<td>BSTUN 2.10 (956) 882-3897</td>
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<tr>
<td><a href="mailto:Counseling@utrgv.edu">Counseling@utrgv.edu</a></td>
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<tr>
<td>Learning Center</td>
<td>BMSLC 2.118 (956) 882-8208</td>
<td>ELCTR 100 (956) 665-2585</td>
</tr>
<tr>
<td><a href="mailto:LearningCenter@utrgv.edu">LearningCenter@utrgv.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Center</td>
<td>BUBLB 3.206 (956) 882-7065</td>
<td>ESTAC 3.119 (956) 665-2538</td>
</tr>
<tr>
<td><a href="mailto:WC@utrgv.edu">WC@utrgv.edu</a></td>
<td></td>
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</tr>
</tbody>
</table>
General Grading Explanation

This is an example to show you how the grading system works for this class:

**University Grading Scale:**
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 and below

There are 7 assignments for the class, and although each assignment is worth 100 points, each assignment is worth a different percentage or “weight” of your final grade – the “bigger” the assignment, the more “weight” it has—you can think of it as slices of a pie—smaller assignments are smaller pie slices. The percentages build up towards 100% as the semester progresses, and in Gradebook, this % can be found in the “Final Grade %”:

1. Biographical Paragraph = 3%  
2. Syllabus Quiz = 5%  
3. Chapter 6 Quiz = 8%  
4. Midterm Exam = 33%  
5. Discussion Question #1 = 9%  
6. Discussion Question #2 = 9%  
7. Final Exam = 33%

So, based on the information above, here is a SAMPLE – pretend these are the scores you earned on each assignment (Assig. Score), and below you will see the math needed to calculate what your final course grade will be:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% Weight:</th>
<th>Assig. Score:</th>
<th>Score x Decimal %</th>
<th>Value:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Bio Paragraph</td>
<td>3%</td>
<td>72</td>
<td>72 x .03=</td>
<td>2.16</td>
</tr>
<tr>
<td>2. Syllabus Quiz</td>
<td>5%</td>
<td>82</td>
<td>82 x .05=</td>
<td>4.10</td>
</tr>
<tr>
<td>3. Chapter 6 Quiz</td>
<td>8%</td>
<td>100</td>
<td>100 x .08=</td>
<td>8.00</td>
</tr>
<tr>
<td>4. Midterm Exam</td>
<td>33%</td>
<td>100</td>
<td>100 x .33=</td>
<td>33.00</td>
</tr>
<tr>
<td>5. DQ#1</td>
<td>9%</td>
<td>25</td>
<td>25 x .09=</td>
<td>2.25</td>
</tr>
<tr>
<td>6. DQ#2</td>
<td>9%</td>
<td>60</td>
<td>60 x .09=</td>
<td>5.40</td>
</tr>
<tr>
<td>7. Final Exam</td>
<td>33%</td>
<td>87</td>
<td>87 x .33=</td>
<td>28.71</td>
</tr>
</tbody>
</table>

**You then add the “Value” column up and you get: 83.62**  
2.16 + 4.10 + 8.00 + 33.00 + 2.25 + 5.40 + 28.71

**Next**, take that total number – 83.62 and use the University grading scale to find what your final class grade will be (where does your 83.62 fall within this scale):
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 59 and below

So, using this scale, an 83.62 = a final grade of B for the class.

*You can use this model to plug in the scores you earn to see how you are doing throughout the semester—for assignments that you haven’t completed yet, you will need to speculate/put in a “ghost score” to estimate how you are doing.*

*I have set up Gradebook to do these calculations each time I enter an assignment grade—you will see your “Final Grade %” increasing (moving towards 100%) as the semester progresses.*
### CRIJ 4341 Correctional Casework & Counseling (Online)
#### Assignments & Course Calendar Fall 2019

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>(class weeks typically begin on a Monday and end on a Sunday)</td>
<td></td>
</tr>
<tr>
<td>8/26—9/1</td>
<td>Course Introduction</td>
<td>Read over the Syllabus &amp; this Assignments/Calendar page, and also explore the other course buttons (Instructions, Discussion Board, Weekly Course Materials, etc.). Familiarize yourself with the course layout.</td>
</tr>
<tr>
<td></td>
<td>Bio</td>
<td>Biographical Paragraph Due Sunday 9/1 by 11:59pm in the Discussion Board</td>
</tr>
</tbody>
</table>

**Learning Objectives:**
1. By the end of Week 1 students will have familiarized themselves with the course layout in Blackboard so they can navigate the course with ease.
2. Students will have also carefully examined the class Syllabus so that they can recall information and demonstrate their knowledge on an upcoming Syllabus Quiz.
3. By the end of Week 1 students will have completed a written Biographical Paragraph within the Discussion Board. The purpose of this assignment is for students to interact with each-other and with the professor, while practicing and demonstrating written communication skills.

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**Week 2**
*No Class Monday 9/2 – Labor Day*

| 9/2—9/8   | Understanding the Need for Theory | Read Walsh & Stohr Chapter 1 (and review the PowerPoint outline)                    |

**Learning Objectives:**
By the end of Week 2 students will have read Chapter 1 in order to recall information and demonstrate knowledge from the assigned reading for the upcoming Midterm Exam. Students will also have reviewed the PowerPoint outline for Chapter 1.

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**Week 3**

| 9/9—9/15  | Sociological & Psychological Theories | Read Walsh & Stohr Chapter 2 (and review the PowerPoint outline)                    |

**Syllabus Quiz**
*Take the Syllabus Quiz.* The quiz will open at 12:01am on Wednesday 9/11, and will close at 11:59pm on Sunday 9/15.

**Learning Objectives:**
1. By the end of Week 3 students will have read Chapter 2 in order to recall information and demonstrate knowledge from the assigned reading for the upcoming Midterm Exam. Students will also have reviewed the PowerPoint outline for Chapter 2.
2. By the end of Week 3 students will be asked to take a Syllabus Quiz where they will recall information and demonstrate their knowledge of general class policy and procedure as outlined in the Syllabus.
### Week 4

**9/16—9/22**  
**Biosocial Theories**  
Read Walsh & Stohr Chapter 3 (read pages 33-36 & 39-40 but skip Cheater Theory, & read pages 42-52), and review the PowerPoint outline.

Explore the posted web-link for Dr. Hare’s Psychopathy Website, & watch the posted video that corresponds with Chapter 3 (“Web-Links” and “Videos” buttons, & the Week 4 folder).

#### Learning Objectives:
1. By the end of Week 4 students will have read Chapter 3 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Midterm Exam. Students will also have reviewed the PowerPoint outline for Chapter 3.
2. By the end of Week 4 students will watch a YouTube video called “Lessons of the Brain.” The purpose of this video is to give students a real-world example of how damage to the brain can impact personality and behavior as discussed in Chapter 3.
3. By the end of Week 4, students will have explored the web-link (Dr. Hare) that corresponds with material covered in Chapter 3.

### Week 5

**9/23—9/29**  
**The Self: Principle Tool of the Correctional Helper**  
Read Walsh & Stohr Chapter 4 (skip pages 72-74), and review the PowerPoint outline.

Explore the posted web-link for the UT-Austin Counseling & Mental Health Center (“Web-Links” button & the Week 5 folder).

#### Discussion Question #1 Due Sunday 9/29 by 11:59pm

#### Learning Objectives:
1. By the end of Week 5 students will have read Chapter 4 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Midterm Exam. Students will also have reviewed the PowerPoint outline for Chapter 4.
2. By the end of Week 5 students will have explored the posted web-link that corresponds with material from Chapter 4.
3. By the end of Week 5 students will have completed Discussion Question #1 using Blackboard’s Discussion Board. The purpose of this assignment is for students to practice written communication skills, and interact with their fellow-students and with the professor, as well as examine and discuss material from Chapter 4.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/30—10/6</td>
<td>Interviewing &amp; Interrogating</td>
<td>Read Walsh &amp; Stohr Chapter 5 (and review the PowerPoint outline)</td>
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<tr>
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<td></td>
<td>Watch the posted “Interview Techniques” video, and the “Victim Impact Statements” video that correspond with Ch. 5 (“Videos” button &amp; Week 6 folder)</td>
</tr>
</tbody>
</table>

**Learning Objectives:**
1. By the end of Week 6 students will have read Chapter 5 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Midterm Exam. Students will also have reviewed the PowerPoint outline for Chapter 5.
2. By the end of Week 6 students will watch a video called “Interview Techniques.” The purpose of this video is to demonstrate interview techniques discussed in Chapter 5 in various criminal justice settings.
3. By the end of Week 6, students will watch a video called “Victim Impact Statements.” The purpose of this video is to provide students with a real-life example of Victim Impact Statements given in a real criminal trial.

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Week 7

| 10/7—10/13 | The Presentence Investigation Report (PSI) | Read Walsh & Stohr Chapter 6 (and review the PowerPoint outline) |
|            |                                              | Go over the review for the Midterm Exam (“Exam Reviews” button) |

**Learning Objectives:**
By the end of Week 7 students will have read Chapter 6 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Midterm Exam. Students will also have reviewed the PowerPoint outline for Chapter 6.
2. By the end of Week 7 students will have reviewed the posted Exam Review for the upcoming Midterm Exam.

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Week 8

| 10/14—10/20 | Midterm Exam                         | Take Midterm Exam (Walsh & Stohr Chapters 1-6). The Exam will open at 12:01am on **Wednesday 10/16**, and will close at 11:59pm on **Sunday 10/20**. |

**Learning Objectives:**
By the end of Week 8 students will have completed the Midterm Exam, where they were given the opportunity to recall information, analyze scenarios, and demonstrate knowledge from the assigned readings.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES &amp; DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 9</strong></td>
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</table>
| **10/21—10/27** | Assessment Tools & Guidelines in Community Corrections | Read Walsh & Stohr Chapter 7 (and review the PowerPoint outline)  
Watch the posted “Risk & Needs Assessment” video that corresponds with Ch. 7 (“Videos” button & Week 9 folder) |

**Learning Objectives:**
1. By the end of Week 9 students will have read Chapter 7 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Final Exam. Students will also have reviewed the PowerPoint outline for Chapter 7.
2. By the end of Week 9 students will watch a video called “Risk Assessment Tool Helps Probation Officers.” The purpose of this video is to demonstrate the real-world use of an assessment tool used by Probation Officers, which corresponds with material from Chapter 7.

<table>
<thead>
<tr>
<th><strong>Week 10</strong></th>
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| **10/28—11/3** | Assessment & Classification in Institutional Corrections | Read Walsh & Stohr Chapter 8 (skip pages 165-169), and review the PowerPoint outline  
Explore the 3 posted web-links (“Web-Links” button & the Week 10 folder) |

**Chapter 6 (PSI) Quiz** Take the Chapter 6 (PSI) Quiz. The quiz will open at 12:01am on Wednesday 10/30, and will close at 11:59pm on Sunday 11/3.

**Learning Objectives:**
1. By the end of Week 10 students will have read Chapter 8 in order to recall information and demonstrate knowledge from the assigned reading for the upcoming Final Exam. Students will also have reviewed the PowerPoint outline for Chapter 8.
2. By the end of Week 10, students will have also briefly examined the 3 web-links that correspond with Chapter 8.
3. By the end of Week 10 students will have taken a Quiz that focuses specifically on Presentence Investigation (PSI) Reports as covered in Chapter 6. With the Quiz, students were asked to recall information, demonstrate their knowledge, and analyze scenarios involving PSI Reports. This Quiz is assigned because many CJ graduates want to become a Probation Officer, and Probation Officers may have to write PSI Reports as part of their job.
<table>
<thead>
<tr>
<th>DATE</th>
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</tr>
</thead>
</table>
| Week 11| Nondirective Counseling:     | Week 11 Nondirective Counseling:  
11/4—11/10 | Theory & Practice Read Walsh & Stohr Chapter 9 (skip “psychosexual stages” on pages 186-most of page 187, & skip pages 197-198), and review the PowerPoint outline  
Watch the posted “Client Centered Therapy” video that corresponds with Ch. 9 (“Videos” button & Week 11 folder)  
Learning Objectives:  
1. By the end of Week 11 students will have read Chapter 9 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Final Exam. Students will also have reviewed the PowerPoint outline for Chapter 9.  
2. By the end of Week 11 students will watch an approximately 6 minute YouTube video called “Person Centered Therapy” (a.k.a. Client-Centered Therapy). The purpose of this training/role-play video is to demonstrate a correctional counseling technique called Client-Centered Therapy that was discussed in Chapter 9.                                                                                       |
| Week 12| Directive Counseling:        | Week 12 Directive Counseling:  
11/11—11/17 | Theory & Practice Read Walsh & Stohr Chapter 10 (skip “Transactional Analysis” on pages 208-214), and review the PowerPoint outline  
Watch the posted “Reality Therapy” video that corresponds with Ch. 10 (“Videos” button & Week 12 folder)  
Learning Objectives:  
1. By the end of Week 12 students will have read Chapter 10 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Final Exam. Students will also have reviewed the PowerPoint outline for Chapter 10.  
2. By the end of Week 12 students will watch an approximately 5 minute YouTube video called “Group Counseling Video #2.” The purpose of this training/role-play video is to demonstrate a correctional counseling technique called Reality Therapy that was discussed in Chapter 10.                                                                                       |
| Week 13| Cognitive-Behavioral         | Week 13 Cognitive-Behavioral Approaches Read Walsh & Stohr Chapter 11 (skip “Moral Reconciliation Therapy…” on pages 233-234, & skip “Lifestyle Theory” on pages 243-245), and review the PowerPoint outline  
Watch the Posted “Cognitive Behavioral Therapy” Video that Corresponds with Chapter 11 (“Videos” button & Week 13 folder)  
Explore the Posted Web-Link (“Web-Links” button & the Week 13 folder)  
DQ#2 Discussion Question #2 Due Sunday 11/24 by 11:59pm Approaches                                                                                                                                                                                                                       |
Learning Objectives:
1. By the end of Week 13 students will have read Chapter 11 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Final Exam. Students will also have reviewed the PowerPoint outline for Chapter 11.
2. By the end of Week 13, students will also have watched an approximately 13 minute YouTube video called “Role Play: Cognitive Behavioral Therapy.” The purpose of this training/role-play video is to demonstrate a correctional counseling technique called Cognitive Behavioral Therapy (specifically REBT) that was discussed in Chapter 11.
3. By the end of Week 13, students will have briefly examined a website that corresponds with Chapter 11.
4. By the end of Week 13 students will have completed Discussion Question #2 using Blackboard’s Discussion Board. The purpose of this assignment is for students to practice written communication skills, and interact with their fellow-students and with the professor, as well as examine and discuss material from Chapters 10 and 11. Discussion Question #2 also requires students to evaluate two different correctional counseling techniques covered in Chapters 10 and 11.

Week 14
*No Class November 28-29th – Thanksgiving Holiday

11/25—12/1 The Sex Offender

Read Walsh & Stohr Chapter 18 (and review the PowerPoint outline)

Watch the posted “Sex Offenders Camp Out Under a Bridge” video that corresponds with Ch. 18 (“Videos” button)

Explore the posted web-link for the Texas Sex Offender Registry, and the web-link for the FBI’s UCR (“Web-Links” button & Week 14 folder)

Go Over the Review for the Final Exam (“Exam Reviews” button)

Learning Objectives:
1. By the end of Week 14 students will have read Chapter 18 in order to recall information, analyze scenarios, and demonstrate knowledge from the assigned reading on the upcoming Final Exam. Students will also have reviewed the PowerPoint outline for Chapter 18.
2. By the end of Week 14, students will also have watched an approximately 8 minute YouTube video from ABC News called “Sex Offenders Camp Out Under Bridge.” The purpose of this ABC News clip is to provide students will a real-world example of material discussed in Chapter 18.
3. By the end of Week 14 students will have explored the website provided for the Texas Sex Offender Registry, to provide a real-world (Texas) example of material covered in Chapter 18, as well as the FBI’s UCR website for current statistics.
4. By the end of Week 14 students will have reviewed the posted Final Exam Review for the upcoming Final Exam.
Week 15

12/2—12/8  Final Exam  

Take the Final Exam (Walsh & Stohr Chapters 7-11 & 18). The Final Exam will open at 12:01am on Wednesday 12/4, and will close at 11:59pm on Sunday 12/8.

Learning Objectives:
By the end of Week 15 students will have completed the Final Exam, where they were given the opportunity to recall information, analyze scenarios, and demonstrate knowledge from the assigned readings.

• Remember—be an “Active Learner!”
• Please let me know if you have any questions: Deborah.Hartley@utrgv.edu