



**27:202:516**  
**Correctional Rehabilitation**  
Mondays: 6:00 – 8:40pm

Professor: Ebony Ruhland, Phd (She/her)

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**Contacting me**

Student office hours are Mondays 4pm – 5pm (in person or by Zoom) or Wednesdays 11:30am – 12:30 (by Zoom only). No need to make appointment just come by my office or login into the course Zoom. If those times do not work, we can schedule a different time to meet. You can always e-mail me if you have a question. In general, please allow 48 business hours for a reply. If you do not hear from after that time, you may email me again.

**Course Overview**

This course will explore the theoretical foundations of rehabilitation and behavior change. We will assess and practice implementing programs and techniques that are used in correctional rehabilitation to improve behaviors. Additionally, we will consider structural and systemic barriers that may impeded rehabilitation in individuals. In all this we will evaluate what is effective (and not effective) for correctional rehabilitation. Finally, we will critically consider and discuss ethical principles in correctional rehabilitation.

**Course objectives**

1. Recognize the key theoretical structures of rehabilitation and cognitive/behavior change
2. Identify and apply risk-needs-responsivity assessments and classification techniques
3. Evaluate program effectiveness, including what does and does not work to rehabilitate and positively change thinking and behaviors
4. Apply correctional counseling and treatment to address criminogenic thinking and behavior patterns
5. Develop communication and relationship skills to build rapport with clients
6. Detect macro and systemic barriers, including public support and correctional laws/policies that may impede rehabilitation
7. Outline ethical considerations in correctional rehabilitation and therapeutic relationships
8. Characterize culturally responsive and effective correctional interventions for special populations (i.e., gender, disability, race, age-appropriate)
9. Understand current policies, legal frameworks, and legislative issues related to correctional rehabilitation.

## **Teaching Philosophy**

This course uses a mixture of teaching methods. I will use lectures, video presentations, podcasts, and small and large group discussions. We will also engage in role playing to practice some of the concepts we are learning.

Active learning is key foundation of this course. That means, I expect you to be actively engaged by doing the assigned readings before class, participating in the discussions and other class activities, and taking notes during the lectures.

## **Classroom Etiquette**

Please be fully engaged during each class. Limit distractions by coming to class on time, silencing phones, and refraining from being on computers, phones, or other electronics (except for the purpose of taking lecture notes).

We will discuss sensitive topics in this course, some that may cause a little discomfort or could be personally triggering for you. Self-care is important. You and your fellow classmates may not always agree on topics; that's okay. Constructive debates are welcomed. However, personal attacks, offensive or threatening language will not be tolerated.

Classes may not be audio or video recorded without the written consent of the professor and potentially your fellow classmates. You should also not share discussions on social media or other public spaces. If you miss class, please contact a fellow classmate to get the notes. I will not be able to provide notes for what you missed.

## **Course Readings**

The book for this course is:

- Salisbury, E.J. & Voorhis, P.V. (2022). *Correctional counseling and rehabilitation*, 10<sup>th</sup> Edition Routledge. New York: NY

There may additional articles assigned. You can access these articles through the links provided and/or through Rutgers Library.

Readings should be done BEFORE class.

## **Assignments and Exams**

You are starting this class with 265 points. Below are the assignments and exams along with their point values. To maintain these points, you must complete the assignments as instructed and follow all requirements. You must also come to class consistently and actively participate in the in-class activities and discussions.

### ***Assignment One - Case Plan Assignment:*** 75 points total

Part A: Assessment and Classification – Developing the Case Plan (25 points)

Due: October 7<sup>th</sup>, 2024 by 11:59pm

Part B: Implementing the Case Plan – Correctional Programing (25 points)

Due: November 18<sup>th</sup> by 11:59pm

Part C: Closing the Case Plan – Evaluating your effectiveness and what works (25 points)

Due: December 9<sup>th</sup> by 11:59pm

You will practice developing and implementing a case plan with a case study. The case study is located on Canvas and under each assignment in Canvas are the specific instructions and questions to be answered. For each assignment, you will build on the case and the plan. You will outline what you would do in the case as well as provide justification for your decisions.

***Assignment Two - Group Presentations: 50 points***

**Due:** December 2<sup>nd</sup> in class

You will work in small groups (2 to 3 members) to lecture to the class how to provide correctional rehabilitation for a specific special population. You and your group will pick one of the special populations from a list shared on Canvas. Then your group will prepare and present a lesson plan to teach us about the special population and how to effectively provide correctional rehabilitation to this group. Some questions to consider:

1. How prevalent is this population in the criminal legal system both in the United States and in New Jersey?
2. What are the needs of this specific special population that correctional workers must consider?
3. What type of correctional programming works best with this special population based on the identified needs from question two?
4. What research has been conducted on this special population as it relates to correctional rehabilitation? What additional research is needed?

You may consider other questions to lecture on as well.

You will present a lecture to the class. At minimum this will include a visual presentation and each member presenting on a portion of the topic. You should also include discussion questions for the class to discuss. You could even show a SHORT (5 to 7 mins) video or audio clip if it is directly related to your topic and what you are lecturing on. The presentation should be between 25 to 30 minutes (after 30 minutes, you will be asked to stop).

You will be graded on the presentation and with peer evaluations. A grading rubric will be available in Canvas.

***Exam One: 50 points***

**Due:** October 21<sup>st</sup> by 11:59pm

This exam will be comprised of approximately 10 short answer questions. Plus, you will respond to one essay question. In the exam, you will be given a choice of two essay questions. You will select one question to respond to. You will incorporate course materials to respond to the questions. This will include incorporating the course lecture notes, readings, and other activities used in class. This is open book and open notes exam. Your responses for essay question should be between one and half to two pages, 12-point font, double spaced pages. Exam one will cover the first half of the course. The exam will be open seven days before the due date.

***Exam Two: 50 points***

**Due:** December 17<sup>th</sup> by 11:59pm

Exam two will be the same format as exam one except it will cover the second half of the course. The exam will be open seven days before the due date.

## **Class participation: 40 points**

**Due:** every class session

Attendance is taken at every class, but you do not earn points for attending. Thus, you will not lose points for not attending. However, this class is very active and hands on. We will have many small group and class-wide discussions. Further at each class you will complete in class activities such as role playing, reflection papers, worksheets, and other such activities. If you do not actively participate in these **in-class** activities, you will lose class participation points. But, if you consistently participate at each class, you automatically get the points. No make ups will be given on these so if you miss class, you will not get the points.

## **Late Work and Extensions**

All assignments are due by their due date by 11:59pm. That means it should be uploaded to the appropriate folder in Canvas by the date and time or for the group project must be completed in class. There are no make ups or extensions for the in-class assignments. For the assignments or exams, if you need a small extension contact me prior to its due date and time. A day or two extension may be granted without penalty. A day or two extension request after an assignment or exam is due *may* be granted (but not guaranteed) and you will be deducted an automatic five points if it is granted. Requests for extensions 48 hours after the due date will not be granted.

## **Using ChatGPT and other AI assisted mechanisms**

All your work must be your own and should not be plagiarized from other sources. You are responsible for developing and writing your own work. ChatGPT or other AI tools may be used to help guide the generation of your ideas or help you to identify sources. However, it should not be used to write or fully develop your projects. If this is found to be the case, you will receive no credit on the assignment. If you use ChatGPT or some other AI source, you must provide a summary paragraph on how you used this technology, and this must be included in your citations/reference page. Include this in your Canvas submission. You can use Grammarly or other AI assisted editing service to help edit your written work but again you should not solely rely on these services to create your work.

## **Course Schedule**

Week one: 09/09/24 Welcome & Introduction and framework to correctional rehabilitation

- *Reading due:* Chapter 1 AND Halleck, S. L., & Witte, A. D. (1977). Is Rehabilitation Dead? *Crime and Delinquency*, 23(4), 372–382. <https://doi.org/10.1177/001112877702300402>. Retrieve at: <https://bit.ly/3WWGqIy>

Week two: 09/16/24 Framework to correctional rehabilitation and Legal and ethical issues

- *Reading due:* Chapter 2 AND Ward, T. (2009). Punishment and correctional practice: ethical and rehabilitation implications. *Policy Quarterly*, 5(2). <https://doi.org/10.26686/pq.v5i2.4290>. Retrieve from: <https://bit.ly/3WzUB54>

Week three: 09/23/24 Assessment and classification

- *Reading due:* Chapter 4, Chapter 5 and Chapter 6

Week four: 09/30/24 Developing a case plan & Role of correctional counseling/building rapport

- *Reading due:* Chapter 3 and Chapter 7

Week five: 10/07/24 Trauma informed approaches

- *Reading due:* Paquin, J. D., Kivlighan, D. M., & Drogosz, L. M. (2013). If You Get Better, Will I? An Actor-Partner Analysis of the Mutual Influence of Group Therapy Outcomes. *Journal of Counseling Psychology*, 60(2), 171–179. <https://doi.org/10.1037/a0031904>. Retrieve at: <https://bit.ly/3Wy9PHC> AND
- Levenson, J. S., & Willis, G. M. (2018). Implementing Trauma-Informed Care in Correctional Treatment and Supervision. *Journal of Aggression, Maltreatment & Trauma*, 28(4), 481–501. Retrieve at: [https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/training-events/6851/2018\\_tic\\_in\\_correctional\\_treatment\\_and\\_supervision\\_levensonwillis.pdf](https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/training-events/6851/2018_tic_in_correctional_treatment_and_supervision_levensonwillis.pdf)
- *Assignment due:* Assignment One Part A

Week six: 10/14/24 Behavioral approaches

- *Reading due:* Chapter 8

Week seven: 10/21/24 Cognitive based approaches

- *Reading due:* Chapter 9
- *Assignment due:* Exam One

Week eight: 10/28/24 Social Learning interventions

- *Reading due:* Chapter 10

Week eight: 11/04/24 Macro/systemic therapy

- *Reading due:* Miller, R. J., & Stuart, F. (2017). Carceral Citizenship: Race, Rights and Responsibility in the Age of Mass Supervision. *Theoretical Criminology*, 21(4), 532–548. <https://doi.org/10.1177/1362480617731203>. Retrieve at: <https://bit.ly/3SIbU2K>

Week nine: 11/11/24 Youth and Family systems

- *Reading due:* Chapter 11

Week ten: 11/18/24 Topic to be determined

- *Assignment due:* Assignment One Part B

Week eleven: 11/25/24 Special populations

- *Reading due:* Chapter 12 and Chapter 13

Week twelve: 12/02/24 Special population

- *Reading due:* Chapter 14 and 15
- *Assignment due:* Group project presentations

Week thirteen: 12/09/24 Reforms in correctional rehabilitation

- *Reading due:* To be assigned
- *Assignment due:* Assignment One Part C

\*\*Please note this syllabus may change at any time at the discretion of the professor. All changes will be announced in class and if there are major alterations an email and Canvas announcement will also be made. Check your email or Canvas announcement page regularly.

### ESSENTIAL RESOURCES FOR RU-N STUDENTS

Accommodation and Support Statement Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals Experiencing Disability: The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. This should occur as early in the semester as possible. More information can be found at the RU-N ODS website ([ods.newark.rutgers.edu](https://ods.newark.rutgers.edu)). Contact ODS at (973) 353-5375 or via email at [ods@newark.rutgers.edu](mailto:ods@newark.rutgers.edu).

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-5063 or via email at [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu).

For Short-term Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7. Students requesting a letter of verification should submit information using the following link: <https://go.rutgers.edu/Verification>.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: <https://temporaryconditions.rutgers.edu>.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing [TitleIX@newark.rutgers.edu](mailto:TitleIX@newark.rutgers.edu). Incidents may also be reported by using the following link:

[tinyurl.com/RUNReportingForm](https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf). For more information, students should refer to the University's Title IX Policy and Grievance Procedures located at <https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf>

For support related to Interpersonal Violence: The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing [run.vpva@rutgers.edu](mailto:run.vpva@rutgers.edu). There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: <https://go.rutgers.edu/RUNReportingForm> or emailing [careteam@newark.rutgers.edu](mailto:careteam@newark.rutgers.edu).

For Psychological Support (Stress, Mood, Family Issues, Substance Use concerns and other personal challenges): The Rutgers University-Newark Counseling Center provides individual therapy and support groups for students dealing with psychological issues. To schedule an appointment, email [counseling@newark.rutgers.edu](mailto:counseling@newark.rutgers.edu) or call (973) 353-5805. Additional support is available through Uwill services:

- Uhelp: Crisis support at 833-646-1526 (available 24/7/365).
- Urise: Wellness-based video collection with a free account.
- Umatch: Free teletherapy with flexible and convenient scheduling, starting with a free account. Access Uwill@RUN at <https://my.rutgers.edu> using your Netid. Services are confidential and free.

For Emergencies, call 911 or Rutgers University Police Department at (973) 353-5111.