

**CJC 4410: Theories & Methods of Offender Treatment**  
*College of Criminology & Criminal Justice*  
*Florida State University*

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**Tu/Th 1:20pm – 2:35pm**  
CRM 409  
Spring 2023

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**Professor:** Dr. Kim Davidson

**Email:** [kdavidson@fsu.edu](mailto:kdavidson@fsu.edu)

**Office:** 201C Criminology & CJ Bldg

**Office Hours:**

Tuesdays – 9:00am – 10:30am

Thursdays – 9:00am – 10:30am

or by appointment via Zoom

**Teaching Assistant:** Maeve Donnelly

**Email:** [md22@fsu.edu](mailto:md22@fsu.edu)

**Office:** 201 Criminology & CJ Bldg

**Office Hours:**

TBD

or by appointment via Zoom

Course Description

This course will provide an overview of the many facets of rehabilitation within correctional settings. We will discuss the history of rehabilitation in the criminal justice system, classification and risk assessment, offender needs and treatment individualization, and interventions for various populations. This course will cover diversion programs (e.g., probation, drug courts), prison/jail programs (e.g., vocational, CBT), and reentry services (e.g., community corrections). We will evaluate evidence of program effectiveness, analyze issues related to program implementation, and brainstorm solutions for barriers to treatment in correctional settings. Throughout the semester, you will be asked to think critically about course content and evidence, identifying the strengths and weaknesses of programs, implementations/adaptations, and program evaluations. This course will be policy-oriented, with a focus on the realistic limitations of resources, the necessary balance of individualized treatment with collective outcomes, and recognition of the barriers to implementation of evidence-based practices. Assignments will be tailored to real world skills and situations and will require the application of sound evidence and creative problem solving to pervasive issues in offender rehabilitation.

Course Objectives

1. Students will understand the historical trends and changes in approaches to rehabilitation in corrections.
2. Students will compare and contrast various classification tools and risk assessments, analyzing their strengths and weaknesses and applying them to real world situations.
3. Students will evaluate the aims and mechanisms of various counseling strategies, treatment programs, and preventative interventions.
4. Students will understand the complex and varying needs of different populations of offenders (e.g., females, sex offenders, juveniles) and apply cultural considerations to various criminal justice settings.
5. Students will apply assessment approaches, special population knowledge, and evaluation practices to treatment programs across the criminal justice system (e.g., alternative sentencing, prison-based programs, reentry and community corrections).
6. Students will evaluate evidence of program effectiveness, critically examine program implementation, suggest program adaptations for various settings, and assess issues of fidelity.
7. Students will recognize and understand barriers to rehabilitation, including the correctional setting itself, and develop strategies to overcome those barriers and strengthen rehabilitative efforts.

## Texts & Materials

There is no required textbook for this course, but there will be required readings, videos, etc. Required readings/materials will be posted in Canvas. Please come to class prepared to take notes. Slides will be uploaded to Canvas, but slides will contain only an outline of covered material. Those who do not attend class will miss material that will be needed to successfully complete assignments and exams.

## Attendance Policy

Attendance will not be taken at every class, but it will be taken sporadically and without announcement through reading quizzes, written reactions, and group tasks. These in-class quizzes, reactions, and group tasks will be graded pass/fail (i.e., if you turn in a quiz, reaction, or group work, you will get full attendance points for that day). Advanced notice and documentation is required if you are to miss class for an excused purpose (e.g., conference travel, sports-related travel, religious holiday). Absences for illness, emergencies, or family-related matters *must* be communicated to the professor by email **prior to the scheduled class time**. Multiple absences for these reasons will be dealt with on a case-by-case basis. Two absences will be excused (i.e., two in-class quizzes/reactions/group tasks will be dropped).

## Use of Electronic Devices

Cell phones are distracting to your learning, my teaching, and your fellow students. Please turn off or silence your cell phone before class begins, and phones should be away during class. Laptops are allowed in the classroom, but should be used for note taking and other class-related assignments *only*. Browsing social medias, online shopping, working on other assignments, etc. will not be tolerated. If you use your laptop for non-class tasks, I will ask you to put your laptop away. If the issue continues, you will be asked to refrain from using your laptop during class for the rest of the semester. This policy does not prohibit students with documented disabilities from using assistive technologies.

## Grading

### *Exams:*

There will be two exams during this course. A final exam will be given during Finals Week during the time assigned for this class. Exams will count for 40% of your final grade – each exam will count for 20%. Exams will be cumulative. If you know in advance that you will miss an exam for a university sanctioned reason, please notify me ASAP. If you are ill or other circumstances cause you to miss an exam, notify me as soon as possible and prior to the exam. Requests for taking a make-up exam require documentation of events such as illness, family emergency, or a university sanctioned activity. Make-up exams will consist of essay questions and must be scheduled with the Professor or the Teaching Assistant as soon as possible.

### *Writing Assignments:*

Two writing assignments will be due during the semester. For each assignment, you will be asked to respond to one of two given prompts. Assignments will be turned in on Canvas. Writing assignments are required to be between 3-4 pages double-spaced, 12pt font, Times New Roman, 1-inch margins. Please proofread your assignments before turning them in. Additional guidelines, including a grading rubric, will be given prior to the due dates. Each writing assignment is worth 5% of your final grade (10% total for writing assignments).

### *Article Analysis & In-Class Discussion:*

One article analysis will be due during the semester. You will be assigned an article (or asked to choose from a selection of articles). You will summarize the article, identify strengths/weaknesses, discuss its policy relevance, connect it to course material, and pinpoint unanswered questions/future directions. On the first day of class, you will sign up to turn in an article analysis on a day of class during the semester.

Assignments will be turned in on Canvas. Article analyses are required to be between 4-5 pages double-spaced, 12pt font, Times New Roman, 1-inch margins. Please proofread your assignments before turning them in. Additional guidelines, including a grading rubric, will be given prior to the first article analysis due date. During class on the day your article analysis is due, you will give a brief (3-5 minute) summary of your article and your analysis, and provide at least two discussion questions. The written portion of the article analysis is worth 8% of your final grade and leading in-class discussion on your article is worth 2% of your final grade (10% total for this assignment).

#### *Final Project – Policy Report:*

During the first few weeks of class, you will pick a treatment program or type of community-based sanction that interests you. This can be a broad category (e.g., probation) or a specific program (e.g., a prison-based Therapeutic Community for female offenders). I am available to discuss options with you, help you narrow your focus, etc. as you make your choice. For the final project, you will apply course material regarding (1) classification and assessment, (2) population and cultural considerations, (3) program evaluation and fidelity, and (4) barriers to implementation to your chosen program. A final policy report will outline these elements, with policymakers (e.g., board members, department directors, wardens) as your audience.

Two “check in” assignments will be due during the semester to ensure you are making progress on your final project and to provide you with feedback prior to the final due date. Guidelines will be given prior to each check in due date. The first check in will require you to name and briefly describe your chosen program, briefly describe the setting(s) in which the program can be implemented, and summarize at least 3 relevant sources. The second check in will add at least 3 additional relevant sources to your report in addition to outlining (i.e., bullet point-style) at least two of the four sections of the report listed above. Additional guidelines for these check in assignments will be given prior to the due dates.

The final policy report is required to be 10-15 pages double-spaced with 12pt font, Times New Roman, 1-inch margins. In addition to this report, each student will give a brief presentation to the class about their chosen program. Students will tailor their presentation to policymakers in the same way as the policy report. These presentations will be 5-6 minutes in length, with 2 minutes per presentation for questions. Students will turn their PowerPoint slides in to the instructor the week prior to the start of presentations so that feedback can be given before the presentations. Additional guidelines for the final presentation and the PowerPoint slides, including grading rubrics, will be given prior to the due dates.

#### *Attendance:*

Attendance, which will be taken through sporadic and unannounced in-class activities, will count for 10% of your final grade. Twelve in-class activities will be collected to grade attendance. Two in-class activities will be dropped (i.e., you can miss two in-class activities and still get the full 10% for attendance). Each activity will be 1% of your final grade. Students who are present for 11 attendance checks will get 1pt (1%) of extra credit. Those present for all 12 attendance checks will get 2pts (2%) of extra credit.

#### *Late Assignments:*

All students will be given 3pts (3%) of extra credit at the start of the semester. You can trade in those 3pts for the ability to turn in an assignment late one time during the semester. If you use your single use “late pass,” you can turn in the chosen assignment up to 3 days late (i.e., if it was due on Monday at 11:59pm, you have until Thursday at 11:59pm; if it was due Friday at 11:59pm, you have until Monday at 11:59pm). This can only be done once per semester and you will lose the 3pts of automatic extra

credit if you choose to use this single use assignment extension. No other late assignments will be accepted beyond this single use option. This is not available for exams or extra credit opportunities.

*Extra Credit:*

There will be at least one opportunity for extra credit provided during the course. Extra credit opportunities will not be given to students on an individual basis.

**Grade Breakdown & Grading Scale**

<b>EXAMS</b>	<b>40%</b>
Exam 1	20%
Exam 2	20%
<b>WRITING ASSIGNMENTS</b>	<b>10%</b>
Assignment 1	5%
Assignment 2	5%
<b>ARTICLE ANALYSIS</b>	<b>10%</b>
Article Analysis	8%
In-Class Discussion	2%
<b>FINAL PROJECT</b>	<b>30%</b>
Check In 1	2%
Check In 2	3%
Final Report	15%
PowerPoint	5%
Presentation	5%
<b>IN CLASS ASSIGNMENTS</b>	<b>10%</b>

Grading Scale

<b>A</b> 94-100%	<b>B+</b> 87-89%	<b>C+</b> 77-79%	<b>D+</b> 67-69%	<b>F</b> 59% & below
<b>A-</b> 90-93%	<b>B</b> 84-86%	<b>C</b> 74-76%	<b>D</b> 64-66%	
	<b>B-</b> 80-83%	<b>C-</b> 70-73%	<b>D-</b> 60-63%	

Policy on Student Responsibilities and Classroom Conduct

1. Students are responsible for attending all classes, taking notes, taking tests, and completing assignments as scheduled by the professor.
2. Any changes to the course schedule and/or syllabus will be announced in class. Students are responsible for keeping track of changes in the course syllabus made by the professor throughout the semester.
3. Students must contact the professor or TA as soon as possible if they anticipate missing multiple classes due to events such as chronic illnesses, travel related to team sports, or other university activities. The professor will determine the minimal attendance and participation required in order to meet course responsibilities.
4. Behaviors that disrupt either the professor or other students are not acceptable (e.g., arriving consistently late for class, cell phone use, reading non-course related materials, or social conversation during class), and will be addressed by the professor.

Important Note on Assignments Submitted via Canvas

Assignments submitted via Canvas must be submitted as either a .pdf, .doc, or .docx. Links provided to a OneDrive folder, Google Drive folder, Google Docs page, etc. will not be accepted for credit. An

actual file must be submitted for all assignments. Please double check all submissions to Canvas assignment folders. Failure to notice that you submitted an incomplete assignment, blank pages, an assignment for another class, etc. will not be an accepted reason for an extension on the due date.

### **Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

### **Public Health Protocol**

Medical-grade face masks, such as KN95s and N95s, are recommended given their greater effectiveness against the new variants of COVID. As our President has informed the university community, FSU suggests the use of face-coverings, particularly for those unvaccinated or recently potentially exposed to COVID. In regions where virus rates are high, the CDC recommends that even vaccinated individuals wear masks in public indoor spaces, like classrooms, especially where social distancing is not possible. The best way to protect against serious illness is to be fully vaccinated, but not everyone among us can be. Because these variants can infect even vaccinated individuals and can be spread by them to others, it poses a special threat to members of the community with underlying health conditions.

For these reasons, FSU expects each member of the community to comply with the public health protocols our President set forth on December 31, 2021, including (1) getting fully vaccinated and boosted, (2) being tested for the virus if you have symptoms, (3) staying home and away from others if you are sick, and (4) wearing medical-grade masks in public indoor spaces. Please remember that you should NOT attend class in person if you have tested positive for COVID-19 or are quarantining after exposure. Finally, please bear in mind that the COVID-19 situation is fast-moving, and that university guidance on the issue may change at any time.

### **University Attendance Policy**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

### **Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

### **Americans With Disabilities Act**

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167

(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
oas@fsu.edu  
<https://dsst.fsu.edu/oas>

### **Academic Success**

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

### **Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

### **Department of Student Support & Transitions**

Supports, connects, and empowers all students as they navigate their academic and personal journeys. We welcome students and family members to connect with the Department of Student Support and Transitions if you are experiencing a crisis or just need someone to talk through a problem or experience you are having at Florida State University. <https://dsst.fsu.edu> or contact [dsst@fsu.edu](mailto:dsst@fsu.edu)

### **Confidential Campus Resources**

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

#### **Victim Advocate Program**

University Center A,  
Room 4100  
(850) 644-7161  
Available 24/7/365  
Office Hours: M-F 8-5  
<https://dsst.fsu.edu/vap>

#### **Counseling & Psychological Services**

Askew Student Life  
Center, 2<sup>nd</sup> Floor  
942 Learning Way  
(850) 644-8255  
<https://counseling.fsu.edu/>

#### **University Health Services**

Health and Wellness  
Center  
(850) 644-6230  
<https://uhs.fsu.edu>

## **Recording Class Lectures**

Students are permitted to make recordings of class lectures for a class in which the student is enrolled for personal educational use. A class lecture is defined as an educational presentation delivered by the instructor as part of a university course intended to inform or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab or recitation sessions; student presentations (whether individually or part of a group); class discussions (except when incidental to the lecture); clinical practica and presentations involving patient histories and other protected health information; academic exercises involving student participation; test or examination administrations; field trips; and private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and recordings may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of FSU's Student Code of Conduct and will possibly have legal consequences. Students who record class lectures are asked to do so in ways that do not make others feel reluctant to ask questions, explore new ideas, or otherwise participate in class. Students must monitor their recording so that they do not include participation by other students without permission. Students with disabilities will continue to have appropriate accommodations for recordings as established by the Office of Accessibility Services.