This course provides a comprehensive introduction to effective case planning, supervision, and intervention techniques for probation and corrections officers working with adult and juvenile criminal offenders. This course offers the student a practical introduction to a career as a probation, parole, or corrections officer.
1. demonstrate effective use of objective-based case planning for adult and juvenile criminal offenders.

2. identify the components of an integrated and strategic supervision model for community corrections that reduces offender recidivism.

3. describe the principles of evidence-based practice used by human service professionals to achieve effective interventions.

4. perform appropriate interviewing techniques.

**COURSE OBJECTIVES:**

1. Demonstrate effective use of objective-based case planning for adult and juvenile criminal offenders.

2. Identify the components of an integrated and strategic supervision model for community corrections that reduces offender recidivism.

3. Describe the principles of evidence-based practice used by human service professionals to achieve effective interventions.

4. Perform appropriate interviewing techniques.

**COURSE CONTENT:**

**LECTURE CONTENT:**

A. Need and Risk Assessments
   1. Primary crimogenic need areas and risk factors
      a. Dysfunctional family relations
      b. Antisocial attitudes, values, and beliefs
      c. Substance abuse
      d. Low self-control
      e. Criminal peers
      f. Criminal personality
   2. Offender risk assessment
      a. Crimogenic factors
      b. Recent behavior
      c. Offense history
   3. Offender need assessment
      a. Crimogenic factors
      b. Recent behavior
      c. Deficiencies

B. Case Planning
   1. Case plan components
      a. Assessment profile of offender
      b. Programmatic interventions to address offender needs
      c. Long-term behavioral goals for offender
      d. Offender responsibilities to achieve goals
      e. Case worker responsibilities for effective case supervision
      f. Administrator responsibilities for quality assurance of case plan
   2. Objective-based case plans
      a. Specific behavior
      b. Measurable outcomes
   3. Behavioral objectives for offender
      a. Future occurrence
      b. Target conduct
      c. Criteria
   4. Considerations for case plan
      a. Court orders
      b. Offender concerns: offender needs and risks, and motivation
c. Operational concerns: program availability, integrity, and quality assurance

C. Evidence-Based Practice for Supervision of Offender

1. Goals of evidence-based practice
   a. Reduce recidivism
   b. Reduce prison overcrowding
   c. Enhance public safety

2. Community corrections
   a. History of methods used to reduce offender recidivism
   b. Current research related to offender recidivism
   c. Value of evidence-based practice
   d. "Evidence-based practice" v. "best practices"

3. Integrated model of evidence-based practice
   a. Evidence-based principles for the offender case plan
   b. Organizational development of the human services agency
   c. Collaboration with community and criminal justice system

4. Principles for effective offender intervention
   a. Assessment of risks and needs
   b. Enhancement of intrinsic motivation
   c. Target interventions
   d. Training and practice
   e. Positive reinforcement
   f. Ongoing support in natural communities
   g. Scientific measurement of outcomes related to offender change
   h. Feedback to offender about progress

METHODS OF INSTRUCTION:

A. Lecture:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Text Handouts

Out-of-class Assignments

Writing Assignments

Instructor facilitated exercises, written assignments, and examinations requiring analysis of the course materials and lecture.

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Written Assignments
Essay Examinations
Objective Examinations
Problem Solving Exercises
Skills Demonstration

Demonstration of Critical Thinking:

Student-centered and problem-based instruction facilitated by instructor that requires critical thinking based on the course content.
Required Writing, Problem Solving, Skills Demonstration:
Instructor facilitated exercises, written assignments, and examinations requiring analysis of the course materials and lecture.

TEXTS, READINGS, AND RESOURCES:
TextBooks:

LIBRARY:
Adequate library resources include: Non-Print Materials

Comments:

Attachments:
[Attached Files]