

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 11/25/14

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 3/25/14 Date revised 02/04/15

4. Department/discipline: Corrections

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Best Practices in Corrections
Abbreviated course title (25 characters or less): _____

7. Course Designator: CORR 8. Course Level: 2025

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) _____

11. Catalog/Course description:

Correctional agencies in Minnesota have invested time and energy into aligning with evidence-based correctional practices. These interventions are based on research that supports the core goals of corrections: a reduction in recidivism and improved public safety. Evidence-based practices in corrections is a significant trend in the helping professions that emphasizes the importance in outcomes and reduced recidivism that ultimately have a long-term positive impact on public safety. This course will explore the guiding principles that focus on the risk/need/responsivity factors of offender rehabilitation.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Much of the literature on best practices comes from periodicals. The references below provide examples of both lecture topics and study materials for students:

Andrews, D.A. (2007). "Principles of effective correctional programs." In L.L. Motiuk and R.C. Serin (Eds.) *Compendium 2000 on effective correctional programming*. Ottawa, ON: Correctional Service Canada.

Andrews, D. and C. Dowden. 1999. "A Meta-Analytic Investigation into Effective Correctional Intervention for Female Offenders." *Forum on Corrections Research*. 11(3): 18-21.

Annison, J. 2006. "Style Over Substance: A Review of the Evidence Base for the Use of Learning Style in Probation." *Criminology and Criminal Justice*. 6(2): 239-257.

Bogue, B., Campbell, N., Carey, M., Clawson, E., Faust, D., Florio, K., Joplin, L., Keiser, G., Wasson, B., Woodward, W. 2004. *Implementing Evidence-Based Practices in Community Corrections: The Principles of Effective Intervention*. Department of Justice, National Institute of Corrections, Crime and Justice Institute.

Crime and Justice Institute at Community Resources for Justice, Kristy Pierce-Danford, & Meghan Guevara (2010). *Commonwealth of Virginia: Roadmap for Evidence-Based Practices in Community Corrections*.

Crime and Justice Institute at Community Resources for Justice (2009). *Implementing Evidence-Based Policy and Practice in Community Corrections*, 2nd ed. Washington, DC: National Institute of Corrections.

Fry, Russ (2008). *Why Evidence-Based Practice Matter (Or, Please Pass the Leeches)* A collection of articles published by *Community Corrections Report*, *Corrections Today*, and *Offender Programs Report*

Latessa, E. 2004. "The Challenge of Change: Correctional Programs and Evidence-Based Practices." *Criminology and Public Policy*. 3(4):547-560.

Latessa, E. 2009. "What Works and what Doesn't in Reducing Recidivism: The Principles of Effective Intervention". Presentation by Edward Latessa, PhD, School of Criminal Justice, University of Cincinnati

Lowenkamp and Latessa (2004). "Understanding the risk principle: How and why correctional interventions can harm low-risk offenders." *Topics in Community Corrections*.

National Institute of Corrections (2004). "Implementing evidence-based practice in community corrections: The principles of effective intervention."

Pew Center on the States (2008). "One in 31: The long reach of American corrections."

Sachwald, J. 2004. "Science: The Catalyst for Change." *In Tools of the Trade: A Guide to Incorporating Science into Practice*. Taxman, F., Shepardson, E., Delano, J., Mitchell, S., Byrne, J., Gelb, A., Gornik, M. (eds).

Potential Textbooks such as:

Andrews, D., Bonta, J. (1998). *The psychology of criminal conduct*. (2nd. ed.). Cincinnati: Anderson Publishing.

Beck, J. S. (1995). *Cognitive therapy: Basics and beyond*. New York: Guilford Press.

Burns, D. (1980). *Feeling good: The new mood therapy*. New York: Avon Books.

Miller and Rollnick (2002). *Motivational interviewing: preparing people for change, 2nd ed.* New York, NY: The Guilford Press.

Prochaska, J., Norcross, J., DiClemente, C. (1994). *Changing for good*. New York: William Morrow and company.

Thompson, George. (2010). *Verbal Judo, the Gentle Art of Persuasion*. New York: Harper Collins Publishers.

Guest Lecturers can include professionals who can discuss how they use the best practices in their daily work. Examples include:

- Probation Agents
- Residential Child Care Case Managers
- Institution Case Workers
- Tribal Elders/Spiritual Leaders
- Chaplains

14. Course Content (Provide an outline of major topics covered in course)

- Assessment: of risk/needs
- How to enhance offender motivation
- Targeting interventions
- Increase positive reinforcement
- Provide skill training for staff and how to monitor delivery of service
- Engaging offenders in ongoing support
- Measuring feedback/practice
- How to define outcomes that are measurable
- Use of motivational interviewing

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

1. Describe the 8 principles of Evidence-Based Practice and the relevance of each one to what works in reducing recidivism. (A, B, C, D)

2. Explain Risk and Need Principles related to offenders and the importance of Assessment and Screening as also demonstrated by completion of a risk/needs assessment tool. (A, B)
3. Demonstrate the skills necessary to build alliance and motivate offenders to change as an effective corrections practitioner through role play scenarios and classroom interviews. (A, B, C, D)
4. Design and conduct an offender case plan focusing on primary criminogenic needs and utilizing core correctional practices. (A, B, C, D)
5. Explain how culture can play a role in forming attitudes and core beliefs which impact the strategies to interact with offenders and change behavior long term. (B, C, D)
6. Explain how what works to reduce recidivism varies depending upon a specific population and individual responsivity factors. (A, C, D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): _____

Goal and Outcomes: