

PSY 494 / PSY 598: Correctional Psychology

Fall 2016 | T & Th 9 – 10:15 am | West Campus, SANDS 105

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Office Hours: T Th 10:15 – 11:15 & by appointment

Content Level: This is an upper-division seminar / graduate course hybrid. These are the most advanced types of courses offered to undergraduate students, and all undergraduates will be expected to perform at a level appropriate to a 498-level course. Graduate students will be expected to provide additional context, insight, and leadership in a manner appropriate to their advanced training.

Required Materials: There is no textbook for this course, but there are required readings. You are expected to retrieve the readings from the ASU Library, GoogleScholar, or blackboard (I'll post on blackboard those that aren't available through the library or GoogleScholar). See course schedule below for specific reading assignments. Undergraduates are responsible for submitting written comments and questions on the readings at least 24 hours prior to the small group classes.

Course Description: This course will provide you with an introduction to correctional psychology – the development and application of psychological science from any subdiscipline of psychology (e.g., social, cognitive, clinical, counseling, developmental) and/or the application of professional psychological practice (e.g., clinical counseling) to people involved in the justice system *to inform the classification, treatment, and management of offenders to reduce risk and improve public safety.* (Ax, Fagan, Magaletta, Morgan, Nussbaum, & White, 2007; J. Skeem, personal communication, June 10, 2016; Magaletta, Butterfield, & Patry, in press; Magaletta, Patry, Dietz, & Ax, 2007; Neal, under review; Wormith, Althouse, Simpson, Reitzel, Fagan, & Morgan, 2007). The prison population in the U.S. has been growing at an explosive rate over the past few decades, corresponding with the deinstitutionalization movement from state hospitals. The U.S. incarcerates more people– including people with mental illness – with a much higher incarceration rate per capita than any other country in the world. Correctional facilities have become the largest provider of mental health services in the country, with the Los Angeles County Jail now serving as the country's largest psychiatric treatment facility. Correctional psychologists are involved typically post-adjudication (such as conducting research on the etiology of criminal behavior or the psychological effects of prison or probation conditions; treating prison inmates; providing assessment services to inform treatment, classification, or release decision-making). In this course, we will learn about the challenges and need for behavioral science research in correctional settings, the economics and psychology of incarceration in U.S. correctional facilities, intended and unintended consequences of public policies to reduce crime, and the clinical psychological science of offender assessment, classification, risk reduction, and reentry. To learn the substance of these issues, we will read and discuss landmark legal cases, discover real cases and articles in which these issues were raised, critique these issues from both legal and scientific perspectives, and share what we learn with others.

Course Objectives

- Demonstrate independent, articulate, creative thinking about the challenges associated with the criminal justice system's use of science generally, and psychology in particular, to reduce offender risk and prevent crime.
- Describe the unique challenges of conducting research in correctional settings.
- Identify and discuss landmark cases that demonstrate the practical role of correctional psychology (such as prisoners' rights to mental health treatment in *Bowring v. Gamble*).
- Analyze how social and public policy contexts influence justice practices.
- Present an organized, clear, fluid presentation on a selected correctional psychology topic.

Class Format: Class periods will be conducted in one of two different formats. Large Group classes will involve us meeting as one large group, either in a lecture or large discussion format. Small Group classes will involve seminar-style breakout groups, in which a group of undergraduates are paired with 1-2 graduate students. The small groups

will discuss weekly readings, and I will hover between groups to add to the discussions. Small groups will be randomly assigned each week, so your groupmates and graduate student leaders will frequently change. This course also requires synthesis and sharing of the knowledge you gain in this course through independent scholarship in the form of written and oral presentations of a final project in a course-related area of interest to the student.

Grading System: Final grades consist of in-class participation (45%), Research (5%), Midterm outline, title, abstract draft, and references for your final paper (15%) Final paper presentation in class (15%), and Final paper (20%).

Course Requirements

1. **Attendance and Participation (45%):** Seminars rely heavily on collaboration and participation. Therefore, 45% of your final grade is derived from in-class participation. These attendance and participation points cannot be made up (except for excused absences related to religious observances/practices ([ACD 304-04](#)) or university sanctioned events/activities ([ACD 304-02](#))).

- a. **FOR UNDERGRADUATES:** Participation is measured via ratings of the quality and effort placed into your written comments and questions on the readings as well as your in-class participation. Each week, your randomly-assigned graduate student leader will assign you with two ratings, one for your written comments and questions, and one for your in-class participation, each on a scale of 1-4. Details about this grading rubric is found on the “discussion guidelines” handout. Your participation grade may be increased or decreased based on my evaluation of your participation in large and small group activities, as detailed in the discussion guidelines handout.
- b. **FOR GRADUATE STUDENTS:** Your participation is derived from undergraduate students’ ratings of your effectiveness as a small group discussion leader, my observation of your small group activities, and your participation in large group discussion. You should begin each small group discussion session by presenting about a 3-5 minute overview of the content of the week’s reading, then spend about 3-5 minutes sharing a real-world example or case illustrating the week’s topic (perhaps in the news, etc.). Then, pose discussion questions for the class and open it up for discussion, facilitating when there is a “lull” in conversation by posing additional questions and/or asking your classmates to pose their comments and questions submitted prior to the class period. Spend at least 15-20 minutes of class discussing and facilitating ideas about important next steps for the literature. Students will rate your effectiveness on two 1-4 scales: Additional detail is found on the “discussion guidelines” handout.

2. **Research Exposure (5%):** Participating in a research activity or reading and analyzing research papers relates to favorable perceptions of science and research and greater knowledge of procedures associated with participation involved in research. Gaining direct exposure to research will help you better appreciate how the psychological research findings we read and talk about came to be. This rich experience of immersion into real research will enhance your understanding of the process of psychological research and may help you to develop critical thinking skills about the limitations of psychological research. Please see the “research requirement” handout (also posted on the course information page in blackboard) for all the details you will need to complete this requirement. *Note that the graduate students have a unique requirement (see the same handout for details).* Credit for research exposure is an all-or-none deal. If you do *all* of the **required 3 “credits,”** you get the full 5% credit on your final grade. If you don’t do *all* of them, you will receive a 0% for research exposure and lose 5% on your final grade.

3. **Midterm Outline, Title, Abstract draft, and references for your Final Paper (15%):** To do well on this outline, you basically need to have the complete idea of the paper – and its organization – formulated in your head. The outline should be thorough and organized. I expect to see a title and abstract in APA style (6th ed.), and an outline based on all of the APA-style headings that you plan to have in your final paper. In addition to this heading-level outline, on the next pages after the heading-level outline, I’d like to see a more fleshed-out version of the outline with notes, citations, and ideas under the headings to given me a good sense of how your thinking is developing for the paper. The abstract should also give me a clear understanding of your idea or proposal as well as the theoretical underpinnings of your argument. This midterm assignment is worth almost as much as the final paper itself – so take it seriously and work hard on it. Note that your title and headings can evolve as you write the final paper.

4. **Presentation of final paper in class (15%):** You will “teach” your final paper to the class in a 10-minute timeslot. You are to present your unique contribution to the literature (see below) and explain how your ideas, hypotheses, or etc. extend what is already known in the literature. In doing so, you’ll need to provide a summary of the existing literature and then make the case for why you went the direction you did. Think of this presentation as an opportunity to practice your professional public speaking skills. Thus, you should present a polished, formal presentation that informs your audience about your topic and does so in a way that engages them.

5. **Final paper (20%):** You are required to prepare a major paper of roughly 10 pages. The paper can take the form of a conceptual analysis, a literature review, a [short] law review article, or a grant proposal, written with scholarly care. Regardless of what type of paper you choose to write, your contribution must add something new beyond the existing literature. You might write an original summary of an issue or the literature regarding one of the topics we read about or discuss in class, analyze a policy issue, propose a particular “call to action,” design and propose a study you’d like to conduct, etc. This paper cannot overlap significantly with your ongoing lab projects or any papers you’ve written for other courses. If it does overlap somewhat, you need to discuss with me how your idea for this paper will depart from or augment your existing knowledge base *before you start*. The goal is for you to learn new things and think in new directions. The paper should be in APA style (or Bluebook, if you’re planning to write in the style of a law review article). Your goal should be to treat this paper as an actual draft of what you might submit for publication or a grant proposal – I hope you do submit, and I will help you reach that goal. Further details on the paper will be presented separately.

Grading Scale

A+.....97-100	B+87-89	C+.....77-79	E ≤59
A93-96	B83-86	C70-76	<i>For graduate students, grades below 70% are not considered passing.</i>
A-90-92	B-80-82	D60-69	

Policy against Threatening Behavior: Don’t do it - <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Reasonable Accommodations for Students with Disabilities: The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending ASU West (www.west.asu.edu/drc/ UCB Room 130; 602-543-8145). Individualized program strategies and recommendations are available for each student as well as current information regarding community resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion.

Academic Integrity and Code of Conduct: *Academic Integrity Policy:* <http://provost.asu.edu/academicintegrity>. *Code of Conduct:* <http://students.asu.edu/srr/code> Scholastic dishonesty is uncommon and will be dealt with harshly by the University. Each student has an obligation to act with honesty and integrity, and to respect the rights of others in carrying out all academic assignments. Violations of the policy will not be ignored. Penalties include reduced or no credit for submitted work, a failing grade in the class, a note on your official transcript that shows you were punished for cheating, suspension, expulsion and revocation of already awarded degrees.

Useful Websites

Blackboard: For easy access to announcements, assignments, handouts, grades, and the syllabus.

ASU Tutorials: great resources for General Research Skills, Citing Sources, Finding Articles, and Using Databases. See <https://lib.asu.edu/tutorials>

ASU Writing Center and Academic Success Programs

ASU provides an amazing number of free services to help students succeed, including writing support, tutoring, and more for your courses. ASU’s writing centers offer free tutoring for all enrolled students to hone your writing skills and gain confidence at any stage of the writing process. There are writing centers at all of ASU’s campuses (including here at West), as well as online tutoring. The writing center can help you explore, plan, and develop ideas; organize and structure a paper; integrate and cite sources; engage in writing and revision; discuss editing

and proofreading strategies; and find a place to write. See <https://tutoring.asu.edu/> for more info or call (602) 543-6169 to schedule a 30-minute in person appointment right here at ASU West’s Writing Center.

ASU Counseling Services: Offers confidential, personal counseling and crisis services for students experiencing emotional concerns, problems in adjusting, and other factors that affect their ability to achieve their academic and personal goals. <https://eoss.asu.edu/counseling>

Psychology as a major and/or career: <http://www.apa.org/topics/psychologycareer.html>

Psychology-Law Graduate Programs and Careers – explore the American Psychology-Law Society website: <http://www.apadivisions.org/division-41/>

Classroom Expectations

- **Your Email:** ASU email is an official means of communication among students, faculty, and staff. I will email you and I expect you to read and act upon email in a timely fashion. You bear the responsibility of missed messages and should check your ASU-assigned email regularly.
- **Electronic Devices:** Please turn off or silence cell phones and electronic devices for class. Do not send texts or check email, Facebook page, etc. during class.
- **Social Networking Sites:** Professionalism entails maintaining fairness, equity, and impartiality in the instructor-student relationship. Social Networking Sites can blur this relationship. Therefore, I cannot accept “friend requests” or respond to messages sent via online SN sites.
- **Sexual Violence and Harassment:** Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment is prohibited. You can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed or sexually assaulted, info and resources are at <https://sexualviolenceprevention.asu.edu/faqs>. As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services are available if you wish discuss any concerns confidentially and privately: <https://eoss.asu.edu/counseling>.

Tentative Course Schedule

The course schedule may change (with reasonable advance notice).

Class Period	Topic(s)	Reading(s) to be completed
8/18 Large Group	<i>Course Intro & Intro to starting a research paper</i>	<ul style="list-style-type: none"> • 8/18 – Intro to class & syllabus, John Oliver “Prison” episode in class (17:42 min) https://www.youtube.com/watch?v=Pz3syET3DY • 8/18 - Complete 4 ASU tutorials – specifically: <i>Developing a Research Question, Topic Identification and Selection, APA Citation Style, and Using Google Scholar @ the ASU Libraries</i>. https://lib.asu.edu/tutorials
8/23 Informal Small Groups		<ul style="list-style-type: none"> • 8/23 – PEW Center on the States (2008) “One in 100: Behind Bars in America 2008,” pgs1-35 (posted on Blackboard). • 8/23 – Collier, L. (October, 2014). Incarceration nation. <i>APA Monitor on Psychology</i>, pp. 59-62. (posted on Blackboard)
8/25 Large Group		<ul style="list-style-type: none"> • 8/23 – National Research Council (2014). The growth of incarceration in the US: Exploring causes and consequences. (Executive Summary – 13 pgs, on Blackboard) • 8/23 – Haney (2006) Preface, Chapter 1 [“Humane Values, Psychology, and the Pains of Imprisonment”], and Chapter 2 [“Human Nature and the History of Imprisonment”] of <i>Reforming Punishment</i> (book available free online through the ASU library website) • 8/25 - Watch in class and discuss “Geographic History: Chain Gang of Arizona – The Hardest Prison” video (48:22 min). https://www.youtube.com/watch?v=CPWxkdgbqw0

<p>8/30 Large Group</p> <p>9/1 Small Groups</p>	<p><i>What is Correctional Psychology and What do Correctional Psychologists do?</i></p>	<ul style="list-style-type: none"> • 8/30 – Haney (2006) Ch 11 of <i>Reforming Punishment</i>, “Toward a Rational Prison Policy” • 8/30 – Neal, T.M.S. (under review). Forensic psychology and correctional psychology: Distinct but related subdisciplines of psychology. (Posted on Blackboard) • 9/1 - Bazelon, D. (1973). Psychologists in corrections – Are they doing good for the offender or well for themselves? In S. Brodsky (Ed.) <i>Psychologists in the Criminal Justice System</i>. Chicago: Univ. of Illinois Press. (Posted on Blackboard) • 9/1 – Latessa, Cullen, & Gendreau (2002). Beyond professional quackery: Professionalism & the possibility of effective treatment. <i>Federal Probation</i>, 662, 43-49. (Posted on Blackboard) • 9/1 - Magaletta, P. R., Patry, M. W., Dietz, E. F., & Ax, R. K. (2007). What is correctional about clinical practice in corrections? <i>Criminal Justice and Behavior</i>, 34, 7-21.
<p>9/6 Watch SPE Video at home: No class meeting</p> <p>9/8 Small Groups</p>	<p><i>Behavioral Science Research in Corrections</i></p>	<ul style="list-style-type: none"> • 9/6 – no in-class meeting. Before 9/6 to discuss in class on 9/8 - Watch “Stanford Prison Experiment” movie. Electronic streaming copy is on course reserve through ASU library. More info http://www.prisonexp.org/. • 9/8 - Magaletta, P.R., Morgan, R.D., Reitzel, L.R., & Innes, C.A. (2007). Toward the one: Strengthening behavioral sciences research in corrections. <i>Criminal Justice & Behavior</i>, 34, 933-944. • 9/8 - Clements, C. B., Althouse, R., Ax, R. K., Magaletta, P. R., Fagan, T. J., & Wormith, J. S. (2007). Systemic Issues and Correctional Outcomes Expanding the Scope of Correctional Psychology. <i>Criminal Justice and Behavior</i>, 34(7), 919-932.
<p>9/13 Small Groups</p>	<p><i>The Psychology of Imprisonment in America</i></p>	<ul style="list-style-type: none"> • 9/13 - Haney (2006) Chapters 6 of <i>Reforming Punishment</i>, “Surviving the Social Context of Prison” • 9/13 – Clemmer (2011). “The Prison Community” in Latessa & Holsinger (Eds.) <i>Correctional Contexts</i>. NY: Oxford. (Posted on Blackboard) • 9/13 – Conover (2011) “A-Block” in Latessa & Holsinger (Eds.) <i>Correctional Contexts</i>. NY: Oxford. (Posted on Blackboard) • 9/13 - Worley, Marquart, & Mullings (2003). Prison guard predators: An analysis of inmates who established inappropriate relationships with prison staff, 1995-1998. <i>Deviant Behavior</i>, 24, 175-194.
<p>9/15 Small Groups</p>	<p><i>The Prison- Industrial Complex and Privatization of Corrections</i></p>	<ul style="list-style-type: none"> • 9/15 - Schlosser (1998). The prison-industrial complex. <i>Atlantic Monthly</i>, 282, 51-77. (Posted on Blackboard) • 9/15 - Pozen, D.E. (2003). Managing a correctional marketplace: Prison privatization in the US and the UK. <i>Journal of Law & Policy</i>, 19, 253. • 9/15 - Prison Legal News (2013, June 15) “Research Study Finding Benefits from Prison Privatization Funded by Private Prison Companies” (3 pages, posted on Blackboard) • 9/15 – Zapotosky & Harlan (2016, August 18) “Justice Department says it will end use of private prisons.” <i>The Washington Post</i>. (Posted on Blackboard)

<p>9/20 Watch "Supermax" video in class Large Group</p> <p>&</p> <p>9/22 Small Groups</p>	<p><i>The Psychology of Supermax</i></p>	<ul style="list-style-type: none"> • 9/20 - Watch & discuss the "Supermax" video by 60 minutes in class. • 9/20 - Tietz, J. (2012, Dec 6). Slow Motion Torture: How solitary confinement—once reserved for the most dangerous and disobedient inmates—became standard practice in American prisons. <i>Rolling Stone</i>, pp. 58-66. • 9/22 – Binelli (2015, Mar 26) "Inside America's Toughest Federal Prison" <i>New York Times</i>. (Posted on Blackboard) • 9/22 - Haney, C. (2003). Mental health issues in long-term solitary and "supermax" confinement. <i>Crime & Delinquency</i>, 49, 124-156. • 9/22 - Obama, B. (2016, January 25). Barack Obama: Why we must rethink solitary confinement. Washington Post Op-Ed. Available on Blackboard and at (video on website): https://www.washingtonpost.com/opinions/barack-obama-why-we-must-rethink-solitary-confinement/2016/01/25/29a361f2-c384-11e5-8965-0607e0e265ce_story.html
<p>9/27 Large Group</p>	<p><i>The Psychology of Prison Rape</i> (and how law students read/learn legal cases)</p>	<ul style="list-style-type: none"> • 9/27 – Human Rights Watch (2000) "No Escape: Male Rape in U.S. Prisons" (Posted on Blackboard. More info: https://www.hrw.org/reports/2001/prison/) • 9/27 - Neal & Clements (2010). Prison rape and psychological sequelae: A call for research. <i>Psychology, Public Policy, & Law</i>, 16, 284-299. • 9/27 –<i>Farmer v. Brennan</i>, 511 U.S. 825 (1994) (read the 1-page case brief. PLUS, skim the full case – both posted on Blackboard) • 9/27 – SKIM Rape Elimination Act of 2003 (19-page statute passed by Congress) on Blackboard & http://www.prearesourcecenter.org/sites/default/files/library/prea.pdf
<p>9/29</p> <p>10/4</p> <p>10/6</p> <p>Small Groups</p>	<p><i>Mentally Disordered Offenders & the Criminalization of Mental Illness</i></p>	<ul style="list-style-type: none"> • 9/29 - Wisely, W. (2000, June 15). "The New Bedlam." In Prison Legal News (Posted on Blackboard). • 9/29 – Owen, T. (2016, Apr 4). "Here's how 'America's toughest sheriff' (i.e., Maricopa County's Arpaio) treats mentally ill prisoners." Business Insider (On Blackboard). • 9/29 - Novotney, A. (2015, Nov). Fixing Chicago's biggest correctional facility. <i>APA Monitor on Psychology</i>, pp. 44-47. (Posted on Blackboard) • 9/29 - Chapter 1 from Slate, Buffington-Vollum, & Johnson book, <i>The Criminalization of Mental Illness: 2nd Edition</i> (Introduction) • 10/4 - Teplin, L.A. (1984). Criminalizing mental disorder: The comparative arrest rate of the mentally ill. <i>American Psychologist</i>, 39, 794-803. • 10/4 – Hartstone, Steadman, Robbins, & Monahan (2011). Identifying and Treating the Mentally Disordered Prison Inmate. In Latessa & Holsinger (Eds.) <i>Correctional Contexts: 4th Ed.</i> NY: Oxford. (Posted on Blackboard) • 10/6 - Skeem, J. L., Manchak, S., & Peterson, J. K. (2011). Correctional policy for offenders with mental illness: Creating a new paradigm for recidivism reduction. <i>Law and Human Behavior</i>, 35, 110-126. • 10/6 - <i>Estelle v. Gamble</i>, 429 U.S. 97 (1976) – [just read my 1-pg brief on Blackboard – the full case itself is optional, posted on Blackboard too if you want to read it] • 10/6 - <i>Bowring v. Godwin</i>, 551 F.2d 44 (4th Cir. 1977) [read the full case – it's 4 pgs]
<p>10/13</p>	<p><i>Public Policy to Reduce Crime</i></p>	<ul style="list-style-type: none"> • 10/13 - SKIM the first 17 pages of Washington State Institute for Public Policy (2006, October). Evidence-based public policy options to reduce future prison construction, criminal justice costs, and crime rates (Doc # 06-10-1201) (Posted on Blackboard) &

<p>Large Group followed by informal small groups</p> <p>&</p> <p>10/18</p> <p>Small Groups</p>		<p>http://www.wsipp.wa.gov/ReportFile/952/Wsipp_Evidence-Based-Public-Policy-Options-to-Reduce-Future-Prison-Construction-Criminal-Justice-Costs-and-Crime-Rates_Full-Report.pdf</p> <ul style="list-style-type: none"> • 10/13 – Listwan, Jonson, Cullen, & Latessa (2008). Cracks in the penal harm movement: Evidence from the field. <i>Criminology & Public Policy</i>, 7, 423-465. (On Blackboard) • 10/13 – CBS News Video in class: US vs. European prisons (overcrowding and recidivism) – 15 minutes: http://www.cbsnews.com/news/60-minutes-germany-prisons-crime-and-punishment/ • 10/18 - Andrews & Bonta (2010) Rehabilitating criminal justice policy and practice. <i>Psychology, Public Policy, and Law</i>, 16, 39-55. • 10/18 - Haney, C., & Zimbardo, P. (1998). The past and future of US prison policy: Twenty-five years after the Stanford Prison Experiment. <i>American Psychologist</i>, 53, 709-727.
<p>10/20</p> <p>E-Guest Lecture</p>	<p><i>Tales of a Correctional Psychologist</i></p>	<ul style="list-style-type: none"> • Sarah L. Miller, Ph.D., ABPP, a correctional psychologist in Maine will tell us about her path to correctional psychology and what her work is like, and give advice to aspiring correctional psychologists about doing research and work in this field. She will also give us a good intro to the topics for the next class (evidence-based offender assessment & treatment).
<p>10/25</p> <p>Small Groups</p>	<p><i>Offender Assessment and Treatment: From “Nothing Works” to “What Works”</i></p>	<ul style="list-style-type: none"> • 10/25 - Andrews, D.A., Bonta, B., & Hoge, J. (1990). Classification for effective rehabilitation: Rediscovering psychology. <i>Criminal Justice & Behavior</i>, 17, 19-52. • 10/25 - Cullen, F. T., & Gendreau, P. (2001). From nothing works to what works: Changing professional ideology in the 21st century. <i>The Prison Journal</i>, 81, 313-338.
<p>10/27</p> <p>ASU SCCJ Joint Lecture</p>	<p><i>Professors from ASU’s SCCJ</i></p>	<ul style="list-style-type: none"> • ASU’s School of Criminology and Criminal Justice Professors Henry Fradella (Professor and Associate Director of SCCJ) and Kevin Wright, Associate Professor will joint guest-lecture our class. Topic: “<i>Criminology, Criminal Justice, and Correctional Psychology – Areas of Overlap and Distinction.</i>” Other ASU faculty members in the Program on Law & Behavioral Science will also join the discussion.
<p>11/1</p> <p>11/3</p>	<p><i>Tours: FCI-Phoenix MCSO Jail</i></p>	<ul style="list-style-type: none"> • The class will split into two groups, and each group will tour one facility each date. Half of us will go to Federal Correctional Institution – Phoenix (a Federal Bureau of Prisons facility here in Phoenix) each of these two dates, and half of us will go to the Maricopa County Sheriff’s Office jail (Sheriff Joe Arpaio’s infamous “Tent City” jail here in Phoenix) on each of these two dates. More information to follow in class.
<p>11/8</p> <p>Small Groups</p>	<p><i>Risk Reduction and Reentry</i></p>	<ul style="list-style-type: none"> • 11/8 - Weir, K (2015, Dec.). Life on the outside. <i>APA Monitor on Psychology</i>, pp. 67-70. (Posted on Blackboard) • 11/8 – PEW Center on the States (2008). Putting public safety first: 13 strategies for successful supervision and reentry. <i>Public Safety Policy Brief</i>, 7, 1-4 (On Blackboard). • 11/8 - Skeem, J.L. & Eno Loudon, J. (2006). Toward evidence-based practice for probationers and parolees mandated to mental health treatment. <i>Psychiatric Services</i>, 57, 333-342.

11/10	<i>Final In-Class Presentations</i>	<ul style="list-style-type: none">• You have 10 minutes to present your final paper in class. See specific details above in this syllabus and in the separate handout/rubric to follow.• Note: there is no class on 11/17 – I will be out of town at a conference.
11/15		
11/22		
11/29		
12/1		
12/5	<i>Paper Due</i>	<ul style="list-style-type: none">• Turn paper in electronically through Blackboard no later than 12 noon on Monday, 12/5. (You can turn it in earlier – in fact, please do if you can!)