Course Number: PSY 547

Course Title: Advanced Correctional Psychology

Credits: 3

Prerequisites: Degree- or nondegree-seeking graduate student.

Course Description: Advanced introduction to correctional psychology, a subfield of psychology in which basic and applied psychological science or scientifically-oriented professional practice is applied to the justice system to inform the classification, treatment, and management of offenders to reduce risk and improve public safety (Neal, 2018). This course will cover principles of correctional psychology, including psychologists’ roles in prisons and jails, psychological science relevant to correctional environments, basics about correctional psychological assessment and rehabilitation, diversion & reentry, and the unique challenges of working in these settings and with incarcerated populations, among other topics. Students will create an infographic for their final project in this class.

Faculty Information

Professor: Tess M.S. Neal, Ph.D.

Contact Info: tess.neal@asu.edu, 602-543-5680. Office is ASU West Campus, FAB Building S148

Office Hours: I offer optional in-person and virtual office hours on Wednesdays from 2:00 – 3:00 PM (note: please email that you’ll be attending 24 hours in advance so I can be best prepared to meet with you). If meeting virtually, we will use the conferences tool in Canvas.

Textbooks

We’ll be using chapters from an e-book that's freely available online at a dedicated website (http://academyforjustice.org/). Students do not have to purchase it. We will also be using chapters from additional books, journal articles, magazine articles, and so forth - all of which will be provided through Canvas to students.
Course Learning Outcomes

At the completion of this course, students will be able to:

1. Demonstrate independent, articulate, creative thinking about the justice system’s use of psychology to inform the classification, treatment, and management of offenders to reduce risk and improve public safety.

2. Identify and discuss select landmark cases in correctional psychology (such as the constitutional rights of mentally ill prisoners in *Baxstrom v. Herold* and *Vitek v. Jones*).

3. Teach and learn from classmates about correctional psychological topics by designing an informative, organized, clear, fluid, and engaging infographic, and review your peers’ projects.

Notes About This Course

Research indicates that people learn material better and retain it longer when they actively participate in the learning process, so I encourage you to do just that. You will not learn as much in your classes passively listening and mindlessly reading the text or memorizing definitions. I strongly encourage you to talk about what you are learning with others, write about it, relate it to past experiences, and apply it to your daily life. To encourage this kind of learning, we will be asking questions, engaging in written conversations, watching videos showing the things we learn about, discussing the legal and ethical issues involved in these cases, creating informative and educative communication aids to teach others’ about course-related topics of interest, and reading voraciously. Please note that lectures, discussions, and assignments will not always closely follow the readings. Although some of the concepts will be covered from the readings, much of the material each week is intended to get you more involved with the subject matter and to give you additional information. Thus, we'll do a variety of things: lectures, discussions and activities, case studies, exercises and demonstrations, brief writing assignments, and creating teaching material to share with others, among other things.

Any of the material covered in the readings, lectures, thinking exercises, activities, and so forth are fair game for your final project. You can choose any of these topics for your project. Alternatively, if you identify a topic that we aren't covering explicitly but that is related to the course (per the definition of correctional psychology we're using in the class), you’re welcome to select it for your final project.

None of the materials from this course (the lectures, the slides, etc.) are to be used outside of this course. They are all copyrighted material. I hold the copyright to all the material I created, and others hold the copyright for the other material we’re using in the course. This means you may not edit any of the materials in this course or use them for any purposes outside of this course. The exception is the Infographic that you create for your final project - I hope you do share your creation with others (friends, classmates, work colleagues, on social media).
# Modules

## Module (Week) 0: Start Here

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<th>Assignment/Activity Type</th>
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Prisoner Pen Pal: In a previous correctional psych class, my students developed questions they had for people serving time. We corresponded with two inmates – one serving a Life Without Parole sentence in a state prison (a blind inmate – blind due to an injury sustained during the commission of his index crime) – and one “free” inmate who had recently been released from an AZ state prison. Optional: Read our questions and their responses, and feel free to discuss your reactions/thoughts in the Community Forum.

AZ Criminal Justice MH Coalition info (see “Welcome to Class” video for more information) |
| Videos & Slides           | Watch funny office hours clip [https://vimeo.com/145546541](https://vimeo.com/145546541)

Watch the “PSY 547: Welcome to Class” video |
| Activities                | Voicethread introduction: include your name and an image of yourself and/or image of something meaningful to you (explain it if so), where you live, why you’re taking this course, your career goals, and how this course is relevant to helping you reach those goals. |
| Discussion                | Discussion assignment #1

Icebreaker: Preposterous Questions |

## Module (Week) 1: Introduction to Correctional Psychology

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<th>Assignment/Activity Type</th>
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</table>
| Readings                 | **Basic Introduction to Corrections and Mental Health in Corrections**

- Fagan book Ch 1 - Criminal Justice & Mental Health Systems
- Scott book Appelbaum ch 4_Prison Work Culture
- **Optional**: VanVoorhis Ch 2_Prison Setting

**What is Correctional Psychology?**


**Optional**: Why do people commit crimes?
Module (Week) 2: Correctional Psychological Assessment

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<td><strong>Readings</strong></td>
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| *Intro to Psychological Assessments in Corrections* | - Fagan ch 4 Correctional Assessment  
- VanVoorhis Ch 6 Diagnosis & Treatment  
- VanVoorhis Ch 7 Offender Classification  
- Marlow (2018). The most carefully studied, yet least understood, terms in the criminal justice lexicon: Risk, Need, and Responsivity.  
- 1-page description of the Brief Jail Mental Health Screen, and the actual 2-page Brief Jail Mental Health Screen Assessment  
- Fishel et al. (2018) Computer risk algorithm & judges decisions |

**Optional**: Watch "Module 2: Correctional Psychological Assessment" lecture (slides posted too)
## Module (Week) 3: Correctional Psychological Treatment

### Assignment/Activity Type | Assignment/Activity Instructions
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**Readings** | **Intro to Correctional Rehabilitation**
- Fagan ch 5 Correctional Treatment
- Andrews et al. (2006) Table 1 - RNR Factors & Treatment Principles
- Optional: Winerman (2017) Animals & prisoners article
- [https://s3.amazonaws.com/static.nicic.gov/Library/018604.pdf](https://s3.amazonaws.com/static.nicic.gov/Library/018604.pdf)

**Treating Mentally Ill Offenders**
- Optional: Fagan Ch. 9 Offenders with Serious Mental Illness

**US Supreme Court Case Law: Constitutional Rights of Mentally Ill Offenders**

### Videos & Slides
Watch "Module 3: Correctional Psychological Treatment" lecture (slides posted too)
### Module (Week) 4: Diversion & Reentry

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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td>Short (1-pg) articles about collateral consequences sex offenders face:</td>
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<td><strong>Optional</strong>: Slate ch 12. Diversion &amp; Reentry: Strategies for Discharging Offenders Living with Mental Illness</td>
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<tr>
<td><strong>Videos &amp; Slides</strong></td>
<td>Watch <em>Module 4: Diversion &amp; Reentry</em> lecture (slides posted too)</td>
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### Discussion

- **Discussion assignment #11**
  What are the distinctions between diversion and reentry? Give some examples of each in your response.

- **Discussion assignment #12**
  Describe your thoughts and reactions to the collateral consequences readings.

### Module (Week) 5: Final Project

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<th>Assignment/Activity Type</th>
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| **Readings**             | **Assignment Information from Dr. Neal**  
  “What is an Infographic” infographic (fissionsource.com)  
  What is an Infographic?  
  Crafting an Infographic Narrative  
  106 of the Best Free Data Sources For Your Next Infographic  
  5 Tips for Sourcing [Citing] Infographics  
  Don't break the law in making your Infographic - [great summary of Copyright law by the U.S. Copyright Office](https://www.copyright.gov) (Links to an external site.)  
  Dr. Neal’s Basic Example Infographic in Canva |

| **Videos & Slides**      | "The Value of Data Visualization" video by ColumnFive  
  <iframe src="https://player.vimeo.com/video/29684853" width="640" height="360" frameborder="0" allowfullscreen></iframe>  
  "A Fair(y) Use Tale" [https://www.youtube.com/watch?v=ImOa3DFRicY](https://www.youtube.com/watch?v=ImOa3DFRicY) |

| **Project/Exam**         | Final Infographic Project |

### Module (Week) 6: Learning from Peers’ Final Projects

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<tr>
<th>Assignment/Activity Type</th>
<th>Assignment/Activity Instructions</th>
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<tr>
<td><strong>Activities</strong></td>
<td>You will learn in an engaging and entertaining way more about Correctional Psychology by reviewing a randomly-assigned sample of your peers’ Final Projects. You will use a provided rubric to evaluate and provide constructive feedback for refinement to your peers. This peer review process is worth a major portion of your grade in the course. Each of you will get feedback from the instructors as well as about 10 of your peers – this is a lot of feedback – use it to improve your infographic and then share it with others!</td>
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### Module (Week) 7: Careers in Correctional Psychology

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<tr>
<th>Assignment/Activity Type</th>
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| **Readings**             | AP-LS Guide to Graduate Programs in Forensic and Legal Psychology (Pages 1-9 and any program pages you find interesting)  
  Sample Job Ads - includes sample ads for jobs with the CIA, state and federal prisons, the Federal Judicial Center, and national and international hospitals for people interested in psych-law.  
  Optional: "Psych Grad Debt: The Hard Truth" (recommended if you’re considering further graduate study in psychology) |
How You Earn Your Grade in this Class

Activities used for instruction and assessment of learning include:

- Assigned readings, lectures, and activities
- Voicethread introduction (4 points, or 4% of your final grade)
- Discussion board participation - initial posts & peer responses
  - 14 of them x 4 points each = **56% of your final grade** (initial post is 2 points, peer response post is 2 points with the exception of module 7 [module 7 initial discussion posts are worth 4 points with no peer response required])
- Final Infographic Project
  - 20 points = **20% of final grade**
  - Note that even though you are learning from one another's projects and engaging in critical thinking by providing evaluative feedback to one another, your final project will be graded by the instructors.
- Providing feedback to peers on final projects
  - 20 points = **20% of final grade**
  - You will be assigned 10 of your peers’ final projects to evaluate. Your task is to learn from the variety and content of the projects, but also to think critically about them and provide constructively critical feedback to your peers. You can earn 2 points for every well-done evaluation of your peers’ final projects (=20 points total).

Course Access

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [myasucourses.asu.edu](http://myasucourses.asu.edu); bookmark both in the event that one site is down.
Computer Requirements

This is a fully online course; therefore, it requires a computer with internet access and the following technologies:

- Adobe Acrobat Reader (http://get.adobe.com/reader) (free)
- Adobe Flash Player (http://get.adobe.com/flashplayer) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office (Microsoft 365 is free (https://myapps.asu.edu/app/microsoft-office-2016-home-usage) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in ASU Online courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs.

Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access ASU Online Student Resources (http://goto.asuonline.asu.edu/success/online-resources.html)

Grading

Your grade will be determined based on the following grading schema:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>90 - 93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>83 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>77 - 79</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>73 - 76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>67 - 69</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>63 - 66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>60 - 62</td>
</tr>
<tr>
<td>F</td>
<td>Below 59%</td>
<td>Below 59</td>
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Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the Time Converter (http://www.thetimezoneconverter.com/) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. We will make every effort to ensure grades on assignments are available within 72 hours of the due date in the Gradebook.

Late or Missed Assignments

Notify the instructor BEFORE an assignment is due if an urgent situation arises and you are unable to submit the assignment on time.

Follow the appropriate University policies to request an accommodation for religious practices (http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment due to University-sanctioned activities (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

Communicating With the Instructor

Community Forum

This course uses a discussion topic called "Community Forum" for general questions and comments about the course. Prior to posting a question or comment, check the syllabus, announcements, and existing posts to ensure it's not redundant. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 72 hours.
Chat

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost. Dr. Neal does not plan to use the Chat tool in Canvas.

Email

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

ASU Online Course Policies

View the ASU Online Course Policies page to review accessibility statements for common tools and resources used in ASU Online courses.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.