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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>C-</td>
<td>66-69</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>E</td>
<td>≤59</td>
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For graduate students, grades below 70% are not considered passing.


**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/](http://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](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

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).

<table>
<thead>
<tr>
<th>Class Period</th>
<th>Topic(s)</th>
<th>Reading(s) to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/18 Large Group</td>
<td>Course Intro &amp; Intro to starting a research paper</td>
<td>8/18 – Intro to class &amp; syllabus, John Oliver “Prison” episode in class (17:42 min) <a href="https://www.youtube.com/watch?v=Pz3syET3DY">https://www.youtube.com/watch?v= Pz3syET3DY</a></td>
</tr>
<tr>
<td>8/23 Informal Small Groups</td>
<td></td>
<td>8/18 - Complete 4 ASU tutorials – specifically: <em>Developing a Research Question, Topic Identification and Selection, APA Citation Style</em>, and <em>Using Google Scholar @ the ASU Libraries</em>. <a href="https://lib.asu.edu/tutorials">https://lib.asu.edu/tutorials</a></td>
</tr>
<tr>
<td>8/23 – National Research Council (2014). The growth of incarceration in the US: Exploring causes and consequences. (Executive Summary – 13 pgs, on Blackboard)</td>
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</tbody>
</table>

Page 4
<table>
<thead>
<tr>
<th>Date</th>
<th>Large Group</th>
<th>Small Groups</th>
<th>Notes</th>
</tr>
</thead>
</table>
9/20
Watch "Supermax" video in class
Large Group

9/22
Small Groups

The Psychology of Supermax

- 9/20 - Watch & discuss the “Supermax” video by 60 minutes in class.

9/27
Large Group

The Psychology of Prison Rape
(and how law students read/learn legal cases)


9/29
Small Groups

Mentally Disordered Offenders & the Criminalization of Mental Illness

- 10/6 - *Bowring v. Godwin*, 551 F.2d 44 (4th Cir. 1977)
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>10/13</td>
<td>Large Group followed by informal small groups &amp; 10/18 Small Groups</td>
</tr>
<tr>
<td>10/20</td>
<td>E-Guest Lecture Tales of a Correctional Psychologist</td>
</tr>
<tr>
<td>10/25</td>
<td>Small Groups</td>
</tr>
<tr>
<td>10/27</td>
<td>ASU SCCJ Joint Lecture Professors from ASU’s SCCJ</td>
</tr>
<tr>
<td>11/1</td>
<td>Tours: FCI-Phoenix</td>
</tr>
<tr>
<td>11/3</td>
<td>Tours: MCSO Jail</td>
</tr>
</tbody>
</table>

- 10/18 - Chapter 13 “Conclusion: Striving for Informed Policies” in Slate, Buffington-Vollum, & Johnson, *The Criminalization of Mental Illness: 2nd Ed*
- 10/25 – Latessa & Holsinger (2011) “Part V Intro: Offender Programming and Treatment” (3 pages, posted on blackboard)
- 10/27 ASU SCCJ Joint Lecture Professors from ASU’s SCCJ
- 11/1  Tours: FCI-Phoenix
- 11/3  Tours: MCSO Jail

- 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).
- 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: “Criminology, Criminal Justice, and Correctional Psychology – Areas of Overlap and Distinction.” Other ASU faculty members in the Program on Law & Behavioral Science will also join the discussion.
- 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.
11/8  Small Groups  
**Risk Reduction and Reentry**

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11/10  
11/15  
11/22  
11/29  
12/1  
**Final In-Class Presentations**
- 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.

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12/5  
**Paper Due**
- 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!)