

PSY547: Advanced Correctional Psychology Fall A 2023

Instructor: Alissa Knowles, PhD

Office Hours: By appointment, online

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Note: Contact the instructor or course TAs via email, rather than through Canvas Messages, to ensure a prompt response.

Course Description

Welcome to Advanced Correctional Psychology! Correctional psychology is 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.

Teaching Method

The teaching format will be asynchronous, meaning that your learning will be self-paced. We will not have any live meetings. Each week, you will watch a pre-recorded module, and complete readings and activities. Students are expected to take their own notes throughout the course.

The course Canvas site contains an updated syllabus, links to the lectures, discussion board, your grades, and other related materials. Students should consult the Canvas site regularly.

Textbook

We'll be using chapters from an e-book that's freely available online at a dedicated website (<https://academyforjustice.asu.edu/project/reforming-criminal-justice/>) 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.

Learning Outcomes

By the end of the term, students should 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.

Things to Note:

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).

How will you be assessed?

Personal Reflection - SGI and CAS (10%)

Risk Assessment Assignment (20%)

Infographic Topic (5%)

Module Discussions (4 x 5% = 20%)

Infographic (25%)

Peer review – Infographic (15%)

Final Course Reflection (5%)

Course Overview

Module	Topic	Assignments due	Deadline
1	Introduction to Correctional Psychology	Personal Reflection – SGI and CAS M1 Discussion	Friday, August 25 th @ 11:59pm AZ
2	Correctional Psychological Assessment	M2 Discussion	Friday, September 1 st @ 11:59pm AZ
3	Correctional Psychological Treatment	Risk Assessment Assignment Infographic Topic Idea	Friday, September 8 th @ 11:59pm AZ
4	Diversion & Reentry	M4 Discussion	Friday, September 15 th @ 11:59pm AZ
5	Final Project	Infographic	Friday, September 22 nd @ 11:59pm AZ
6	Peer Review	Peer reviews of Infographic	Friday, September 29 th @ 11:59pm AZ
7	Careers in Correctional Psychology	M7 Discussion Final course reflection	Friday, October 6 th @ 11:59pm AZ

Your grade will be based on the following:

Grade	Percentage
A+	97-100%
A	94-96%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	76-79%
C	70-75%
D	60-69%
E	Below 59%

Assignments

All assignments will be submitted online using Canvas and Turnitin. All assignments are due at 11:59PM on the due date. Grades for the assignments will be available on Canvas within one week of the due date. Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) (Links to an external site.) to ensure you account for the difference in Time Zones. Note: Arizona does not observe daylight savings time.

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](#)

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.

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 and sending me an email from a non-ASU account may significantly increase my response time, as it requires me to find your ASU address.

Late or Missed Assignments

Any assignment submitted late will receive a 10% penalty per day submitted late. Canvas rounds up, so if you submit it 1.5 days late, you'll see a 20% deduction.

To avoid a late penalty, 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](#) or to accommodate a missed assignment [due to University-sanctioned activities](#).

ASU Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. Students in this class must adhere to [ASU's academic integrity policy](#). Students are responsible for reviewing this policy and understanding each area where academic dishonesty can occur. All academic integrity violations will be reported to the New College Academic Integrity Office (AIO). The possible sanctions include but are not limited to appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. The AIO maintains records of all violations and has access to academic integrity violations committed in all other ASU college/schools.

ASU Student Code of Conduct

Students are expected to follow the [ASU Student Code of Conduct](#), especially when communicating with peers, staff, and instructors. Violations of the student code of conduct may result in withdrawal from the class.

Copyright Infringement

All course content and materials are copyrighted materials. Students may not share outside the class, upload to online websites not approved by the instructor, sell, or distribute course content or notes taken during the conduct of the course [see [Academic Affairs Manual policy 304–06: Commercial Note Taking Services](#) and [Student Code of Conduct policy 5-308 F.14 Prohibited Conduct](#) (page 10) for more information]. This includes lectures, recorded lectures, and lectures administered and recorded using Zoom. Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum material that is not the student's original work unless the students first comply with all applicable copyright laws. Faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Reasonable Accommodations for Students with Disabilities

[Student Accessibility and Inclusive Learning Services \(SAILS\)](#) provide information and services to students with any documented disability who are attending ASU. 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 necessary for course completion.

Respectful Communications

As a beacon for critical thought and the advancement of knowledge, ASU values dissenting opinions. Acknowledging that someone else's opinion matters as much as our own is the first step to creating a respectful dialogue. However, we must also distinguish between opinion, fact, and policy. Valuing and respecting those opinions that are different from our own does not mandate acquiescence or violation of policy. We expect all written, e-mail, verbal, and otherwise communications to be conducted with a respectful tone and tenor, and in compliance with established protocols and the [ASU Code of Conduct](#).

Title IX

It is a federal law 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 based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the University. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at [ASU's website for Sexual Violence Awareness, Prevention, and Response](#). As mandated reporters, faculty are obligated to report any information of which they become aware regarding alleged acts of sexual discrimination, including sexual violence and dating violence. [ASU Counseling Services](#) are available if you wish to discuss any concerns confidentially and privately.



Withdrawals

Specifically, students should be aware that non-attendance will **NOT** automatically result in being dropped from the course. Therefore, if a student does not attend class during the first week or for any extended period of time during the semester, they should not presume that they are no longer registered. **It is the student's responsibility to be aware of their registration status.**