

PSY617: Correctional Psychology
Fall, 2001
Castleton State College
Course syllabus

Class meetings: W 3:00 - 5:30PM, Room 213 Black Science Center

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Office hours: M W F 10:00 – 11:00AM, W 1:30 - 3:00PM and by appointment

Class web site: <http://online.vsc.edu/index.html>

Objectives

This course is an introduction to the field of correctional psychology, broadly defined. Correctional psychology incorporates all aspects of corrections to which psychological knowledge is or may be applicable. The primary goal for this course is to stimulate careful, rigorous thought about correctional issues from a research perspective. An additional objective is to provide opportunities for the development of professional writing and speaking skills.

Course Reading

Readings for this course consist mainly of primary source writing (journal articles) that will be made available to you via the course web site. Additional information about accessing articles will be provided in class and on the website.

Discussion Board

In order to stimulate serious thought about the readings, you will be required to make reasoned responses to questions about the readings. These discussions will be held electronically on the course Blackboard website. You will be assigned to small groups of 3 or 4 persons per group. Each person is to respond to the discussion questions posted for each week's reading assignment. Your initial post must be made before the start of class on the day the readings are due. Your group mates and I will offer reactions to your writing, and you will have the opportunity to respond to our remarks and to exchange comments and criticism with the other members of your small group. The configuration of the groups may change from time to time. Credit for each portion of the web discussions will be based on a two-point system: 1 point for posting a good faith initial response by the due date, and 1 point when I tell you that you have "finished" a particular topic. Participation in these discussions is required in order to receive a final grade in this course.

I will post discussion questions for readings due during the first two weeks. After that, we will use questions generated by you. We will discuss the details of this arrangement in class. The basic idea is that two individuals in the class will be responsible for generating discussion questions for each week's readings. Discussion questions will be graded on a two-

point basis (as part of the discussion board portion of your grade in the course) and will be due before class one week prior to the date of the readings in question.

Creating a Class Topic

Topics and readings for the first 8 class sessions are listed in the course outline at the end of this syllabus. For the remainder of the class, you will generate topics, readings, and discussion board questions. Material for these classes will grow from the paper topics that you select. In class we will discuss the details of how and when you will submit these class materials to me. Basically, you will submit your course materials to me by email about a week and a half before the class date in question.

Paper Requirement

As part of this course, you are required to write a paper on a topic relating to correctional psychology. The paper should include an in-depth literature review of a specific topic area, as well as an analysis of the status of knowledge related to your topic. In writing your paper, you should bear in mind the research-oriented perspective of this course. Your paper should also have a research bent. Your paper should conform to current APA style. Your final paper should be no longer than 15 double-spaced typed pages. You may cite assigned readings from this course, but you should rely primarily on supplemental sources. A paper worthy of a high grade would be very unlikely to have fewer than 10 primary source references in addition to those listed in this syllabus. The following outline indicates times when the various items related to your paper are due, as well as the portion of your paper grade that each item is worth. Weeks when paper items are due are also starred in the far left column of the course outline at the end of this syllabus. **Paper items are to be submitted to me by email as an attachment by the start of class on the day they are due. Submit assignments to me using your Groupwise email account. I will reply to your email with a confirmation that I have received the assignment.**

Date	Paper item due	Portion of Paper Grade
9/12	1 paragraph description of topic plus 5 citations to primary sources related to your topic	10%
9/26	Detailed paper outline	10%
10/17	First submission	30%
12/5	Final submission	50%

Grading

Your course grade will be based on the following components:

Paper	50%
Discussion board participation:	30%
Creating a class topic	10%
In-class participation and attendance	10%

Tentative Course Outline

Week	Date	Topic(s)
1	8/28	OVERVIEW OF CORRECTIONS
		<p>Assigned reading:</p> <ul style="list-style-type: none"> • Beck, A. J., Bonczar, P. M., Ditton, P.M., Gillard, D.K., Glaze, L. E., Harlow, C. W., Mumola, C. J., Snell, T. L., Stephan, J. J., & Wilson, J. W. (2000). <u>Correctional populations in the United States, 1997</u>. Washington, DC: Bureau of Justice Statistics. • Cornelius, G. F. (2001). <u>The correctional officer: A practical guide</u>. Durham, NC: Carolina Academic Press. [Chapters 1, 2, 4, and 5] • Dillingham, S. D., & Greenfeld, L. A. (1991). An overview of national corrections statistics. <u>Federal Probation, 55</u>, 27-34. • Stephan, J. J. (1997). <u>Census of State and Federal correctional facilities, 1995</u>. Washington, DC: Bureau of Justice Statistics. <p>Suggestions for further reading:</p> <ul style="list-style-type: none"> • Durham, A. M. (1991). Then and now: The fruits of late 20th century penal reform. <u>Federal Probation, 55</u>, 28-36. • Reichel, P. L. (2001). <u>Corrections: Philosophies, practices, and procedures (2nd ed.)</u>. Boston: Allyn & Bacon
2	9/5	OVERVIEW OF CORRECTIONAL PSYCHOLOGY
		<p>Assigned reading:</p> <ul style="list-style-type: none"> • Boothby, J. L., & Clements, C. B. (2000). A national survey of correctional psychologists. <u>Criminal Justice and Behavior, 27</u>, 716-732. • Brodsky, S. L. (1996). Twenty years of criminal justice and behavior: Observations from the beginning. <u>Criminal Justice & Behavior, 23</u>, 5-11. • Gendreau, P. (1979). Administrative problems and patterns of correctional psychology departments in Canada. <u>Professional Psychology: Research & Practice, 10</u>, 140-147. • Hawk, K. M. (1997). Personal reflections on a career in correctional psychology. <u>Professional Psychology: Research & Practice, 28</u>, 335-337. • Quijano, W. Y., & Logsdon, S. A. (1978). Some issues in the practice of correctional psychology in the context of security. <u>Professional Psychology: Research & Practice, 9</u>, 228-239. • Riveland, C. (1991). Being a director of corrections in the 1990's. <u>Federal Probation, 55</u>, 10-11.
3*	9/12	RESEARCH IN CORRECTIONAL PSYCHOLOGY

Week	Date	Topic(s)
		<p>Assigned reading:</p> <ul style="list-style-type: none"> • Cavior, H. E., & Cohen, S. H. (1975). Evaluative research: Perspectives from a corrections setting. <u>Criminal Justice & Behavior</u>, 2, 237-257. • Haney, C. (1997). Psychology and the limits to prison pain: Confronting the coming crisis in Eighth Amendment law. <u>Psychology, Public Policy, & Law</u>, 3, 499-588. • Petersilia, J. (1991). The value of corrections research: Learning what works. <u>Federal Probation</u>, 55, 24-26. • Ruback, R. B., & Innes, C. A. (1988). The relevance and irrelevance of psychological research: The example of prison crowding. <u>American Psychologist</u>, 43, 683-693.
4	9/19	CORRECTIONAL OFFICER ATTITUDES / OFFICER-INMATE INTERACTIONS
		<p>Assigned reading:</p> <ul style="list-style-type: none"> • Clements, C. B. (1999). Psychology, attitude shifts, and prison growth. <u>American Psychologist</u>, 54, 785-786. • Haney, C., Banks, C., & Zimbardo, P. (1973). Interpersonal dynamics in a simulated prison. <u>International Journal of Criminology & Penology</u>, Vol. 1, 69-97. • Haney, C., & Zimbardo, P. (1998). The past and future of U.S. prison policy: Twenty-five years after the Stanford Prison Experiment. <u>American Psychologist</u>, 53, 709-727. • Whitehead, J., Linqvist, C., & Klofas, J. (1987). Correctional officer professional orientation: A replication of the Klofas-Toch measure. <u>Criminal Justice & Behavior</u>, 14, 468-486.
5*	9/26	STRESS IN CORRECTIONAL OFFICERS
		<ul style="list-style-type: none"> • Dembo, R., & Dertke, M. (1986). Work environment correlates of staff stress in a youth detention facility. <u>Criminal Justice & Behavior</u>, 13, 328-344. • Dollard, M. F., & Winefield, A. H. (1998). A test of the demand-control/support model of work stress in correctional officers. <u>Journal of Occupational Health Psychology</u>, 3, 243-264. • Finn, P. (1998). Correctional officer stress: A cause for concern and additional help. <u>Federal Probation</u>, 62, 65-74. • Lasky, G. L., Gordon, B. C., & Srebalus, D. J. (1986). Occupational stressors among federal correctional officers working in different security levels. <u>Criminal Justice & Behavior</u>, 13, 317-327.
6	10/3	OFFENDER CLASSIFICATION/RISK ASSESSMENT

Week	Date	Topic(s)
		<ul style="list-style-type: none"> • Clements, C. B. (1996). Offender classification: Two decades of progress. <u>Criminal Justice & Behavior</u>, 23, 121-143. • Gardner, W., Lidz, C. W., Mulvey, E. P., & Shaw, E. C. (1996). Clinical versus actuarial predictions of violence in patients with mental illnesses. <u>Journal of Consulting & Clinical Psychology</u>, 64, 602-609. • Megargee, E. I., Mercer, S. J., & Carbonell, J. L. (1999). MMPI-2 with male and female state and federal prison inmates. <u>Psychological Assessment</u>, 11, 177-185. • Monahan, J. (1996). Violence prediction: The past twenty and the next twenty years. <u>Criminal Justice & Behavior</u>, 23, 107-120.
7*	10/17	MENTAL DISORDERS IN CORRECTIONAL SETTINGS
		<ul style="list-style-type: none"> • Magaletta, P. R., Fagan, T. J., & Ax, R. K. (1998). Advancing psychology services through telehealth in the Federal Bureau of Prisons. <u>Professional Psychology: Research & Practice</u>, 29, 543-548. • Magaletta, P. R., Fagan, T. J., & Peyrot, M. F. (2000). Telehealth in the Federal Bureau of Prisons: Inmates' perceptions. <u>Professional Psychology: Research & Practice</u>, 31, 497-502. • Rice, M. E., & Harris, G. T. (1997). The treatment of mentally disordered offenders. <u>Psychology, Public Policy, & Law</u>, 3, 126-183. • Boothby, J. L., & Durham, T. W. (1999). Screening for depression in prisoners using the Beck Depression Inventory. <u>Criminal Justice & Behavior</u>, 26, 107-124.
8	10/24	DEATH ROW AND LWOP (LIFE WITHOUT THE POSSIBILITY OF PAROLE) INMATES / INMATE SUICIDE
		<ul style="list-style-type: none"> • Cunningham, M. D., & Reidy, T. J. (1999). Don't confuse me with the facts: Common errors in violence risk assessment at capital sentencing. <u>Criminal Justice & Behavior</u>, 26, 20-43. • Ivanoff, A., & Jang, S. J. (1991). The role of hopelessness and social desirability in predicting suicidal behavior: A study of prison inmates. <u>Journal of Consulting & Clinical Psychology</u>, 59, 394-399. • Ivanoff, A., Smyth, N. J., Grochowski, S., Jang, S. J., & et al. (1992). Problem solving and suicidality among prison inmates: Another look at state versus trait. <u>Journal of Consulting & Clinical Psychology</u>, 60, 970-973. • Reidy, T. J., Cunningham, M. D., & Sorensen, J. R. (2001). From death to life: Prison behavior of former death row inmates in Indiana. <u>Criminal Justice & Behavior</u>, 28, 62-82. • Sorensen, J., & Wrinkle, R. D. (1996). No hope for parole: Disciplinary infractions among death-sentenced and life-without-parole inmates. <u>Criminal Justice & Behavior</u>, 23, 542-552.
9	10/31	TBA

Week	Date	Topic(s)
10	11/7	TBA
11	11/14	TBA, STUDENT PAPER TOPIC
12	11/28	TBA, STUDENT PAPER TOPIC
13*	12/5	TBA, STUDENT PAPER TOPIC
14	12/12	TBA, STUDENT PAPER TOPIC