

## Syllabus

### Course Overview

This course takes you on an in-depth journey into the processes that make up important parts of the US criminal justice system. Along the way, you will develop a better understanding of the development and functions of this system. The goals are for you to learn and understand the history and development of the U.S. criminal justice system, as well as the practical application of corrections, probation, and parole in today's society.

As with any subject, you might enter the subjects of corrections, probation, and parole with established beliefs about these systems. These beliefs are based on a variety of factors, which include personal experience, media, movies, television, and other sources of information that surround us every day. One of the goals of this course is to confirm, dismiss, or leave to your interpretation the facts and myths surrounding corrections, probation, and parole in today's criminal justice system. The facts presented are based on empirical data and input from professionals in the field. Your task is to keep an open mind, in order to fairly interpret the information presented and apply it to your existing beliefs, in order to create a more informed understanding of the subject.

Throughout this course, you will look at the history of corrections, probation, and parole. You should develop an understanding of the events that have occurred and have influenced the development of current practices. This journey includes an in-depth look at different philosophies of criminal punishment, as well as different types of punishments used. You will see how and why these philosophies have changed over the years. It is through this understanding that you will be able to see why current practices exist and where they might be headed in the future.

As the course travels inside U.S. jails and prisons, you will be able to identify the different systems used to handle incarcerated inmates. These various systems have specific goals, which the different designs attempt to achieve. This course will look at some of the major concerns surrounding these facilities, including costs, effectiveness, privatization, and the prison population itself.

In regard to corrections, probation, and parole, this course will examine the concerns surrounding the actual sentencing process. These concerns include the use of mandatory, intermediate, determinate, and indeterminate sentencing. This course takes a close look at the use of these types of sentencing, and their impact on the criminal justice system and society.

The use of and processes for probation and parole have been a source of concern in society for some time. After looking at the development of probation and parole, this course takes time to understand the importance of these systems, while gaining a better understanding of the pros and cons of each process.

This course concludes with a discussion concerning issues of gender, race, and ethnicity in the US correctional system. No discussion on corrections, probation, and parole would be complete without addressing these issues. The concerns surrounding how discretion and sentencing are influenced by gender, race, and ethnicity must be discussed, and empirical data must be presented, in order to properly address these important topics.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply penology and corrections theory.
- 2 Analyze corrections-related processes.
- 3 Analyze reform movements related to corrections systems.
- 4 Utilize criminal behavior assessments.
- 5 Communicate effectively in writing.

### Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

#### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage. ISBN: 9781337557658.

#### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- A&E Networks. (Producer). (2001). *Halfway house: Prison without bars* [Video]. Films on Demand.
- Baradaran, S. (2014). *The presumption of punishment* [PDF]. *Criminal Law and Philosophy*, 8(2), 391–406.
- Birkbeck, C. (2011). *Imprisonment and interment: Comparing penal institutions North and South* [PDF]. *Punishment & Society*, 13(3), 307–332.
- Brace, P., & Boyea, B. D. (2008). *State public opinion, the death penalty, and the practice of electing judges*. *American Journal of Political Science*, 52(2), 360–372. doi:10.1111/j.1540-5907.2008.00317.x
- Breunig, C., & Ernst, R. (2011). *Race, inequality, and the prioritization of corrections spending in the American states* [PDF]. *Race and Justice*, 1(3), 233–253. doi:10.1177/2153368711398716
- Ezell, M., & Levy, M. (2003). *An evaluation of an arts program for incarcerated juvenile offenders*. *Journal of Correctional Education*, 54(3), 108.
- Harner, H. M., & Riley, S. (2013). *The impact of incarceration on women's mental health: Responses from women in a maximum-security prison* [PDF]. *Qualitative Health Research*, 23(1), 26–42.
- Henrichson, C., & Delaney, R. (2012). *The price of prisons: What incarceration costs taxpayers* [PDF]. *Federal Sentencing Reporter*, 25(1), 68–80. doi:http://dx.doi.org/10.1525/fsr.2012.25.1.68
- Hine, J. (2015). *The ideals of community justice*. *British Journal of Community Justice*, 13(1), 1–5.
- Intelligence Squared US (Producer). (2015). *Abolish the death penalty: A debate* [Video]. Films on Demand.
- Kennedy, D. (1995). *Out of time: The Curtis-Wells anomaly and the history of American corrections*. *Social Justice*, 22(1), 123.
- Lutze, F. E., Johnson, W. W., Clear, T. R., Latessa, E. J., & Slate, R. N. (2011). *The future of community corrections is now: Stop dreaming and take action* [PDF]. *Journal of Contemporary Criminal Justice*, 28(1), 42–59. doi:10.1177/1043986211432193
- Maziarka, K. (2013). *Managing misconduct: Prison management meets inmate behavior*. *Journal of the Institute of Justice and International Studies*, 13, J1-X.
- Network Ireland Television. (Producer). (2007). *Black death in Dixie: Racism and the death penalty in the United States* [Video]. Films on Demand.
- Paparozzi, M. A., & Guy, R. (2009). *The giant that never woke: Parole authorities as the lynchpin to evidence-based practices and prisoner reentry* [PDF]. *Journal of Contemporary Criminal Justice*, 25(4), 397–411.
- Petersilia, J. (1998). *A decade of experimenting with intermediate sanctions: What have we learned?* *Federal Probation*, 62(2), 3–9.
- Phelps, M. S. (2011). *Rehabilitation in the punitive era: The gap between rhetoric and reality in U.S. prison programs*. *Law & Society Review*, 45(1), 33–68.
- Ross, J. I. (2011). *Challenges of reporting on corrections: An exploratory study derived from interviews with American reporters who cover jails and prisons*. *Corrections Compendium*, 36(1), 7–13.
- Sampson, R. J. (2000). *Crime, criminals, and cures: Medical model revisited*. *Journal of Personality*, 68(3), 607–613. doi:10.1111/1467-6494.00108
- Shrum, H. (2004). *No longer theory: Correctional practices that work*. *Journal of Correctional Education*, 55(3), 225–235.
- Sluder, R. D., & Sapp, A. D. (1994). *Guiding philosophies for probation in the 21st century*. *Federal Probation*, 58(2), 3.
- Tangney, J. P., Stuewig, J., Mashek, D., & Hastings, M. (2011). *Assessing jail inmates' proneness to shame and guilt: Feeling bad about the behavior or the self?* [PDF]. *Criminal Justice and Behavior*, 38(7), 710–734. doi:10.1177/0093854811405762
- Veysey, B. M., Ostermann, M., & Lanterman, J. L. (2014). *The effectiveness of enhanced parole supervision and community services: New Jersey's serious and violent offender reentry initiative* [PDF]. *The Prison Journal*, 94(4), 435–453. doi:10.1177/0032885514548007
- Visher, C. A., & Travis, J. (2012). *The characteristics of prisoners returning home and effective reentry programs and policies* [PDF]. In J. Petersilia & K. R. Reitz (Eds.), *The Oxford handbook of sentencing and corrections*. Oxford, UK: Oxford University Press. doi:10.1093/oxfordhb/9780199730148.013.0028
- Walker, A., Hempel, L., Unnithan, N. P., & Pogrebin, M. R. (2014). *Parole reentry and social capital: The centrality of homelessness*. *Journal of Poverty*, 18(3), 315–334. doi:10.1080/10875549.2014.923962
- Weedon, J. R. (2005). *Embracing reform*. *Corrections Today*, 67(6), 18.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Al-Khatib, T. (2015). *Doing time: A history of U.S. prisons*. Retrieved from <https://www.seeker.com/doing-time-a-history-of-us-prisons-1770031128.html>
- American Probation and Parole Association. (n.d.). *Community justice* [Position statement]. Retrieved from [https://www.appa-net.org/eweb/Dynamicpage.aspx?site=APPA\\_2&webcode=IB\\_PositionStatement&wps\\_key=d4eeb872-1163-47da-85f0-e35d0ed2c600](https://www.appa-net.org/eweb/Dynamicpage.aspx?site=APPA_2&webcode=IB_PositionStatement&wps_key=d4eeb872-1163-47da-85f0-e35d0ed2c600)
- Bureau of Justice Statistics. (n.d.). *Key facts at a glance*. Retrieved from [http://www.bjs.gov/glance\\_redirect.cfm](http://www.bjs.gov/glance_redirect.cfm)
- Bureau of Justice Statistics. (n.d.). Retrieved from <http://www.bjs.gov>
- CBS Evening News. (2009). *Notebook: Prison versus parole* [Audio]. | *Transcript* Retrieved from <http://www.cbsnews.com/videos/notebook-prison-vs-parole>
- Death Penalty Information Center. (n.d.). Retrieved from <http://www.deathpenaltyinfo.org>
- Dimon, L. (2014). *19 actual statistics about America's prison system*. Retrieved from <http://mic.com/articles/86519/19-actual-statistics-about-america-s-prison-system#.8plalPqA>
- Federal Bureau of Prisons. (2015). *Directory of national programs: A practical guide highlighting reentry programs available in the Federal Bureau of Prisons* [PDF]. Retrieved from [https://www.bop.gov/inmates/custody\\_and\\_care/docs/BOPNationalProgramCatalog.pdf](https://www.bop.gov/inmates/custody_and_care/docs/BOPNationalProgramCatalog.pdf)
- Federal Bureau of Prisons. (n.d.). *Education programs*. Retrieved from [https://www.bop.gov/inmates/custody\\_and\\_care/education.jsp](https://www.bop.gov/inmates/custody_and_care/education.jsp)
- Finn, P. (2000). *Addressing correctional officer stress: Programs and strategies*. National Institute of Justice. Retrieved from <http://www.nij.gov/pubs-sum/183474.htm>

- Hunte, T. (2015, October 30). "I always see bars": Getting out of prison and staying out [Audio]. WNYC News. Retrieved from <http://www.wnyc.org/story/i-always-see-bars-getting-out-prison-and-staying-out>
- KCET. (2014). Prisoners enrolled in one of the toughest rehab programs [Video]. | Transcript Retrieved from <https://www.youtube.com/watch?v=XiFsTiAHb2A>
- Lubitz, R. L., & Ross, T. W. (2001, June). Sentencing Guidelines: Reflections on the Future [PDF]. In *Sentencing and corrections: Issues for the 21st century*, (10). U.S. Department of Justice. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/186480.pdf>
- National Geographic Channel. (n.d.). Hard time: Gangsters in lockup [Video]. | Transcript Retrieved from <http://channel.nationalgeographic.com/hard-time/videos/gangsters-in-lockup/>
- National Institute of Corrections. (n.d.). Justice involved women. U.S. Department of Justice. Retrieved from <http://nicic.gov/womenoffenders>
- National Institute of Justice. (n.d.). Community corrections. Retrieved from <http://www.nij.gov/topics/corrections/community/pages/welcome.aspx>
- New York Correction History Society. (n.d.). The evolution of the New York prison system (Part 1). Retrieved from <http://www.correctionhistory.org/html/chronicl/state/html/nyprisons.html>
- The Sentencing Project. (n.d.). Issues. Retrieved from <http://www.sentencingproject.org/template/index.cfm>
- The Sentencing Project. (n.d.). State-by-state data: Detailed state data. Retrieved from <http://www.sentencingproject.org/the-facts/#detail?state1Option=U.S.%20Total&state2Option=0>
- U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. (n.d.). Juveniles in corrections. Retrieved from <http://www.ojjdp.gov/ojstatbb/corrections>
- U.S. Department of Justice. (n.d.). Federal Bureau of Prisons: Then and now [PDF]. Retrieved from [https://www.bop.gov/resources/pdfs/BOP\\_ThenNow\\_2015\\_12.pdf](https://www.bop.gov/resources/pdfs/BOP_ThenNow_2015_12.pdf)
- U.S. Department of Justice. (n.d.). Parole hearings. Retrieved from <https://www.justice.gov/uspc/parole-hearings>
- United States Courts. (n.d.). Probation and pretrial services. Retrieved from <http://www.uscourts.gov/services-forms/probation-and-pretrial-services>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

## Library

The following suggested readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Brown, R., Mactavish, M., & Riveland, C. (1998). Leadership and the corrections executive. *Corrections Management Quarterly*, 2(4), 30.
- Garland, B., Hogan, N., Wodahl, E., Hass, A., Stohr, M. K., & Lambert, E. (2014). Decarceration and its possible effects on inmates, staff, and communities [PDF]. *Punishment & Society*, 16(4), 448–473. doi:10.1177/1462474514539535
- Goshin, L. S. (2015). Ethnographic assessment of an alternative to incarceration for women with minor children. *American Journal of Orthopsychiatry*, 85(5), 469–482. doi:10.1037/ort0000097
- Houseman, L. (2010). Reducing reliance on incarceration in Texas: Does Finland hold answers? *Texas International Law Journal*, 46(1), 209–230.
- Masotto, M. (2014). "Death is different": Limiting health care for death row inmates. *Health Matrix: Journal of Law-Medicine*, 24, 317–344.
- McGann, A., & Sandholtz, W. (2012). Patterns of death penalty abolition, 1960–2005: Domestic and international factors. *International Studies Quarterly*, 56(2), 275–289. doi:10.1111/j.1468-2478.2011.00716.x
- Seiter, R. P. (2002). Prisoner reentry and the role of parole officers. *Federal Probation*, 66(3), 50.
- Stal, M. (2013). Treatment of older and elderly inmates within prisons. *Journal of Correctional Health Care*, 19(1), 69–73.
- Trotter, C., & Baidawi, S. (2015). Older prisoners: Challenges for inmates and prison management. *Australian & New Zealand Journal of Criminology*, 48(2), 200–218. doi:10.1177/0004865814530731
- van Vleet, R. K. (1999). The attack on juvenile justice. *The Annals of the American Academy of Political and Social Science*, 564(1), 203–214. doi:10.1177/0002716299564001012
- Waid, C. A., & Clements, C. B. (2001). Correctional facility design: Past, present, and future. *Corrections Compendium*, 26(11), 1–5.

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- ABC News. (n.d.). Women behind bars: How prison has changed the lives of women. Retrieved from <http://abcnews.go.com/2020/fullpage/women-bars-prison-changed-lives-women-29109135>
- American Civil Liberties Union (ACLU). (2017). Prisoners' rights. Retrieved from <https://www.aclu.org/issues/prisoners-rights>
- American Correctional Association (ACA). (n.d.) Retrieved from <http://www.aca.org>
- American Jail Association. (n.d.). Retrieved from <http://www.americanjail.org>
- American Probation and Parole Association. (n.d.). Retrieved from <https://www.appa-net.org/eweb>

- Bureau of Justice Statistics. (n.d.). Community corrections (probation and parole). Retrieved from <http://www.bjs.gov/index.cfm?ty=tp&tid=15>
- Callan, P., & Cevallos, D. (2015, October, 1). Are death penalty decisions fair? Two lawyers debate. Retrieved from <http://www.cnn.com/2015/10/01/opinions/callan-cevallos-death-penalty-debate>
- Center on Juvenile and Criminal Justice. (n.d.). Juvenile justice history. Retrieved from <http://www.cjcj.org/education1/juvenile-justice-history.html>
- Chesney-Lind, M. (n.d.). Are girls getting tougher or are we getting tougher on girls? Retrieved from [http://womenandprison.org/violence/view/are\\_girls\\_getting\\_tougher\\_or\\_are\\_we\\_tougher\\_on\\_girls](http://womenandprison.org/violence/view/are_girls_getting_tougher_or_are_we_tougher_on_girls)
- Dewan, S. (2015, August 2). Probation may sound light, but punishments can land hard. *The New York Times*. Retrieved from [http://www.nytimes.com/2015/08/03/us/probation-sounding-light-can-land-hard.html?\\_r=0](http://www.nytimes.com/2015/08/03/us/probation-sounding-light-can-land-hard.html?_r=0)
- Garbus, L., Rideau, W., & Stack, J. (Directors). (1998). The parole hearing of Vincent Simmons [Video]. From *The Farm: Life inside Angola Prison [Motion picture]*. New York, NY: Gabriel Films. | Transcript Retrieved from <https://www.youtube.com/watch?v=MGxmj8qHee0>
- Glazer, J. (2014). Why it might be time to rethink the rules of parole. FiveThirtyEight. Retrieved from <http://fivethirtyeight.com/features/why-it-might-be-time-to-rethink-the-rules-of-parole>
- Hartney, C., & Vuong, L. (2009). Created equal – Racial and ethnic disparities in the U.S. criminal justice system [PDF]. *National Council on Crime and Delinquency*. Retrieved from [http://www.nccdglobel.org/sites/default/files/publication\\_pdf/created-equal.pdf](http://www.nccdglobel.org/sites/default/files/publication_pdf/created-equal.pdf)
- John Howard Society of Alberta. (n.d.). The effects of prison overcrowding. *Patrick's Crusade*. Retrieved from [http://www.patrickcrusade.org/EFFECTS\\_OF\\_OVERCROWDING.html](http://www.patrickcrusade.org/EFFECTS_OF_OVERCROWDING.html)
- Karpinski, A. (2014). Breathing through bars: A brief history on the prison system in America. Retrieved from <http://hubpages.com/politics/Breathing-Through-Bars-A-Brief-History-on-the-Prison-System-in-America>
- Kirby, S. (2012). The top 10 most startling facts about people of color and criminal justice in the United States. Retrieved from <https://www.americanprogress.org/issues/race/news/2012/03/13/11351/the-top-10-most-startling-facts-about-people-of-color-and-criminal-justice-in-the-united-states>
- Klugiewicz, G. (2010, December 28). Top 10 correctional issues for 2011. Retrieved from <http://www.correctionsone.com/corrections/articles/3115850-Top-10-correctional-issues-for-2011>
- Kornell, S. (2013, June 5). Probation that works: Swift and certain punishment reduces crime. Parolees love it. Retrieved from [http://www.slate.com/articles/health\\_and\\_science/science/2013/06/hawaii\\_hope\\_probation\\_program\\_reduces\\_crime\\_drug\\_use\\_and\\_time\\_in\\_prison.h](http://www.slate.com/articles/health_and_science/science/2013/06/hawaii_hope_probation_program_reduces_crime_drug_use_and_time_in_prison.h)
- Kreis, S. (2005, April 20). Jeremy Bentham, 1748–1832. *The History Guide*. Retrieved from <http://www.historyguide.org/intellect/bentham.html>
- Muhlhausen, D. B. (2010, May 27). Theories of punishment and mandatory minimum sentences [Testimony before the U.S. Sentencing Commission]. Retrieved from <http://www.heritage.org/research/testimony/theories-of-punishment-and-mandatory-minimum-sentences>
- National Conference of State Legislatures (NCSL). (2011). Principles of effective state sentencing and corrections policy: A report of the NCSL Sentencing and Corrections Work Group. Retrieved from <http://www.ncsl.org/research/civil-and-criminal-justice/principles-of-sentencing-and-corrections-policy.aspx>
- National Criminal Justice Reference Service. (n.d.). Comparison of six promising aftercare programs. Retrieved from <https://www.ncjrs.gov/html/ojdp/201800/page5.html>
- National Institute of Corrections. (n.d.). U.S. Department of Justice. Retrieved from <http://nicic.gov>
- *New York Times* Editorial Board. (2015, Nov. 30). Women behind bars [Editorial]. Retrieved from [http://www.nytimes.com/2015/11/30/opinion/women-behind-bars.html?\\_r=0](http://www.nytimes.com/2015/11/30/opinion/women-behind-bars.html?_r=0)
- Ollstein, A. (2011). The power of family. Retrieved from <http://www.corrections.com/news/article/28886-the-power-of-family>
- Prisons: History – The Auburn plan. (n.d.). Net Industries. Retrieved from <http://law.jrank.org/pages/1776/Prisons-History-Auburn-plan.html>
- Public Broadcasting System. (2008). Prisons for profit. Retrieved from <http://www.pbs.org/now/shows/419>
- Pullella, P. (2016, February 21). Pope calls for worldwide abolition of death penalty. *Reuters*. Retrieved from <http://www.reuters.com/article/us-pope-capitalpunishment-idUSKCN0VU0GH>
- Ridgeway, J., & Casella, J. (2013, May 1). America's 10 worst prisons: ADX, Mother Jones. Retrieved from <http://www.motherjones.com/politics/2013/05/10-worst-prisons-america-part-1-adx>
- Stohr, M. K., Walsh, A., & Hemmens, C. (Eds.). (2009). History of American corrections [PDF]. In *Corrections: A Text/Reader*. Thousand Oaks, CA: SAGE Publications. Retrieved from [http://www.sagepub.com/sites/default/files/upm-binaries/26034\\_1.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/26034_1.pdf)
- Subramanian, R., Moreno, R., & Broomhead, S. (2014). Recalibrating justice: A review of 2013 state sentencing and corrections trends. Retrieved from <http://www.vera.org/pubs/state-sentencing-and-corrections-trends-2013>
- Supreme Court of the United States. (n.d.). Retrieved from <http://www.supremecourt.gov>
- The Crime Report. (n.d.). Institute for Nonprofit News. Retrieved from <https://thecrimereport.org/>
- The Lionheart Foundation. (n.d.). Prison project. Retrieved from <http://lionheart.org/prison>
- Travis, J. (2000, May). But they all come back: Rethinking prisoner reentry [Paper from Executive Sessions on Sentencing and Corrections, No. 7]. U.S. Department of Justice. Retrieved from <https://www.ncjrs.gov/txtfiles1/nij/181413.txt>
- U.S. Department of Justice, Bureau of Justice Statistics. (1994, December). Challenging the conditions of prisons and jails – A report on Section 1983 litigation [Report] [PDF]. Retrieved from <http://www.bjs.gov/content/pub/pdf/CCOPAJ.PDF>
- U.S. Department of Justice. (2003). History of the federal parole system [PDF]. Retrieved from <https://www.justice.gov/sites/default/files/uspc/legacy/2009/10/07/history.pdf>
- U.S. History.org. (n.d.). Birch's views of Philadelphia in 1800 – Plate 24: Gaol, in Walnut Street. Retrieved from <http://www.ushistory.org/birch/plates/plate24.htm>
- Walters, A. (2016). Could this be the solution to America's probation problem? *Aljazeera America*. Retrieved from <http://america.aljazeera.com/watch/shows/america-tonight/america-tonight-blog/2014/2/6/probation-hawaiihope.html>
- Weisberg, R. (2012). Barrock lecture: Reality-challenged philosophies of punishment [PDF]. *Marquette Law Review*, 95(4), 1203–1252. Retrieved from <http://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=5132&context=mulr>

- Westervelt, E. (2015, July 31). [Measuring the power of a prison education](http://www.npr.org/sections/ed/2015/07/31/427741914/measuring-the-power-of-a-prison-education). *National Public Radio*. Retrieved from <http://www.npr.org/sections/ed/2015/07/31/427741914/measuring-the-power-of-a-prison-education>

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### External Resource

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- Calamari Productions. (n.d.). [Young kids, hard time director's cut](https://www.youtube.com/watch?v=g3lw6PMjj40) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=g3lw6PMjj40>
- Center for Court Innovation. (n.d.). [Red Hook Community Justice Center](http://www.courtinnovation.org/research/red-hook-community-justice-center-video) [Video]. | [Transcript](#) Retrieved from <http://www.courtinnovation.org/research/red-hook-community-justice-center-video>
- Community Model Association of America. (n.d.). [Community model in corrections documentary](https://www.youtube.com/watch?v=qvrLrdwPMgo) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=qvrLrdwPMgo>
- Council of State Governments (CSG) Justice Center. (2012). [Working with probation and parole](https://www.youtube.com/watch?v=GS8u4oOMK3k) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=GS8u4oOMK3k>
- Discovery Channel. (n.d.). [Death row – The final 24 hours](https://www.youtube.com/watch?v=wkb14EcOs9U) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=wkb14EcOs9U>
- Garbus, L., Rideau, W., & Stack, J. (Directors). (1998). [The parole hearing of Vincent Simmons](https://www.youtube.com/watch?v=MGxmj8qHee0) [Video]. From *The Farm: Life inside Angola Prison* [Motion picture]. New York, NY: Gabriel Films. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=MGxmj8qHee0>
- History Channel. (n.d.). [Prison history](https://www.youtube.com/watch?v=FKiQi90U2AU) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=FKiQi90U2AU>
- Lexington Sherriff. (n.d.). [A day in the life of a correctional officer](https://youtu.be/Tk2lw6qjdAM) [Video]. | [Transcript](#) Retrieved from <https://youtu.be/Tk2lw6qjdAM>
- Mannarino, D. (2016, March 16). [Inside Rikers Island: Getting out and staying out](http://pix11.com/2016/03/16/inside-rikers-island-getting-out-and-staying-out). | [Transcript](#) *Pix11.com*. Retrieved from <http://pix11.com/2016/03/16/inside-rikers-island-getting-out-and-staying-out>
- Mastis, L. (n.d.). [A day in jail](https://www.youtube.com/watch?v=IrsIL7Rec6w) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=IrsIL7Rec6w>
- National Geographic Channel. (n.d.). [Hard time: Cell phone shakedown](http://channel.nationalgeographic.com/u/kcR5ftZeB352LzzB00w_ZRsO1SnHkJYK8tyfdb9D6RI5k2T4deMSCBw_hAqSjQ/) [Video]. | [Transcript](#) Retrieved from [http://channel.nationalgeographic.com/u/kcR5ftZeB352LzzB00w\\_ZRsO1SnHkJYK8tyfdb9D6RI5k2T4deMSCBw\\_hAqSjQ/](http://channel.nationalgeographic.com/u/kcR5ftZeB352LzzB00w_ZRsO1SnHkJYK8tyfdb9D6RI5k2T4deMSCBw_hAqSjQ/)
- National Geographic Channel. (n.d.). [Prison intake](http://channel.nationalgeographic.com/hard-time/videos/prison-intake) [Video]. | [Transcript](#) Retrieved from <http://channel.nationalgeographic.com/hard-time/videos/prison-intake>
- NBC News. (n.d.). [Convicted murderer dares judge to give him the death penalty!](https://www.youtube.com/watch?v=TBdy7jWWdT4) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=TBdy7jWWdT4>
- Respaut, R. (2016, January 6). [California prison reforms have reduced inmate numbers, not costs](http://www.reuters.com/article/us-california-prison-budget-insight-idUSKBN0UK0J520160106). *Reuters*. Retrieved from <http://www.reuters.com/article/us-california-prison-budget-insight-idUSKBN0UK0J520160106>
- U.S. Department of Education. (n.d.). [Family Educational Rights and Privacy Act \(FERPA\)](https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html) <https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- U.S. Department of Health & Human Services. (n.d.). [Summary of the HIPAA privacy rule](https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html) <https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>
- Washington State Government. (n.d.). [Public opinion poll on corrections – Prisons](https://www.youtube.com/watch?v=RkAw7tOLMa8&list=PLA2FB843918BA4B1A&index=15&feature=plpp_video) [Video]. | [Transcript](#) Retrieved from [https://www.youtube.com/watch?v=RkAw7tOLMa8&list=PLA2FB843918BA4B1A&index=15&feature=plpp\\_video](https://www.youtube.com/watch?v=RkAw7tOLMa8&list=PLA2FB843918BA4B1A&index=15&feature=plpp_video)

## Unit 1 >> Introduction to Corrections, Probation, and Parole

### Introduction

## Competencies Addressed in This Unit

- **Competency 2:** Analyze corrections-related processes.
- **Competency 5:** Communicate effectively in writing.

## The Foundation

There are many dimensions to corrections. The term *corrections* covers actions that are applied to offenders after their conviction. Corrections also includes actions applied to people accused of criminal offenses who have not yet been convicted. All of the legal responses of society to prohibited behaviors are incorporated in the definition of corrections. Correctional activities are carried out by public and private organizations.

Throughout this course, the processes and systems that make up corrections, probation, and parole will be explored. To gain a better understanding of these important segments of the U.S. criminal justice system, you will study how these systems developed and what changes took place throughout their

history. There are many different beliefs about the use of these processes present in U.S. culture today. Some are based on fact, but others are based on how the media, Hollywood movies, television, and crime stories present them. In this course, the goal is to put these systems into proper perspective, so that myths and beliefs can either be confirmed or put to rest.

Corrections is constantly managing and responding to shifting political and social forces. These shifting forces impact all facets of corrections, from organizational management to the work that involves offenders. Despite a variety of problems, corrections is ultimately concerned with basic social values.

When approaching the study of corrections, a systems framework is useful for understanding components, functions, and interactions. By definition, a system is a complex whole consisting of interdependent parts whose operations are directed toward common goals and influenced by the environment in which they function (Clear, Reisig, & Cole, 2019). The various components of criminal justice, including police, prosecutors, courts, and corrections function as a system. Within that system, corrections can be viewed as a series of processes, including sentencing, classification, supervision, programming, and revocation. Looking at corrections in the context of the criminal justice system, it is important to remember that processes in one part of the system affect processes in the rest of the system.

Historically, correctional practice has focused on probation, prisons, and parole. Today, there are many activities that fall under the definition of corrections. Various service agencies operating at different levels and branches of the government supervise offenders. The growth of the system has changed how well people are informed about corrections.

A conflict between the core societal values of freedom versus social control is inherent in corrections. Handling this conflict requires people to work together. This course will help you, as a current or future criminal justice professional, to gain a clear understanding of how each of these systems works as an independent entity, as well as how it works within the larger criminal justice system to reach the goals mandated by society.

#### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this unit, you will be expected to:

1. Describe two conflicts between punishment and protection.
2. Explore causes of conflicts between punishment and protection.
3. Determine two measures that could be taken, looking ahead, to avoid identified conflicts.
4. Specify a career of interest in corrections, providing a rationale.
5. Predict two potential challenges for corrections that could have a career impact, based on a career interest.
6. Propose two suggestions for managing challenges for corrections, based on a career interest.

## Learning Activities

### u01s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 1, "The Corrections System," pages 4–29.
  - This chapter discusses the purpose and framework for studying corrections and correctional issues.

Use the Capella library to read the following:

- Ross, J. I. (2011). Challenges of reporting on corrections: An exploratory study derived from interviews with American reporters who cover jails and prisons. *Corrections Compendium*, 36(1), 7–13.
- Weedon, J. R. (2005). Embracing reform. *Corrections Today*, 67(6), 18.

Use the Internet to read the following:

- Bureau of Justice Statistics. (n.d.). Retrieved from <http://www.bjs.gov>
- U.S. Department of Justice. (n.d.). Federal Bureau of Prisons: Then and now. Retrieved from [https://www.bop.gov/resources/pdfs/BOP\\_ThenNow\\_2015\\_12.pdf](https://www.bop.gov/resources/pdfs/BOP_ThenNow_2015_12.pdf)

## Suggested Resources

Use the Internet to read or examine the following:

- The Crime Report. (n.d.). Retrieved from <https://thecrimereport.org/>

- [Federal Bureau of Prisons](https://www.bop.gov). (n.d.). Retrieved from <https://www.bop.gov>
- Klugiewicz, G. (2010, December 28). [Top 10 correctional issues for 2011](http://www.correctionsone.com/corrections/articles/3115850-Top-10-correctional-issues-for-2011). Retrieved from <http://www.correctionsone.com/corrections/articles/3115850-Top-10-correctional-issues-for-2011>
- Subramanian, R., Moreno, R., & Broomhead, S. (2014). [Recalibrating justice: A review of 2013 state sentencing and corrections trends](http://www.vera.org/pubs/state-sentencing-and-corrections-trends-2013). Retrieved from <http://www.vera.org/pubs/state-sentencing-and-corrections-trends-2013>

## Optional Resources

You are encouraged to read or examine the following resources:

- Lexington Sherriff. (n.d.). [A day in the life of a correctional officer](https://www.youtube.com/watch?v=Tk2lw6qjdAM&nohtml5=False) [Video] | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=Tk2lw6qjdAM&nohtml5=False>
- Washington State Government. (n.d.). [Public opinion poll on corrections – Prisons](https://youtu.be/RkAw7tOLMa8?list=PLA2FB843918BA4B1A) [Video] | [Transcript](#). Retrieved from <https://youtu.be/RkAw7tOLMa8?list=PLA2FB843918BA4B1A>

### u01s1 - Learning Components

- Explore causes of conflicts between punishment and protection.

### u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

## Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

## Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

## Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the [Online ePortfolio Guidelines \[PDF\]](#) to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus [ePortfolio](#) page.

## Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the [Family Educational Rights and Privacy Act \(FERPA\)](#) and/or the [Health Insurance Portability and Accountability Act \(HIPAA\)](#) if you have specific questions or concerns about your choices.



## Competencies Addressed in This Assignment

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.
- **Competency 5:** Communicate effectively in writing.

## Overview

The goals of corrections are to punish and protect. When these two functions do not correspond and align, corrections faces goal conflict.

Correctional activities make sense when prisoners are punished fairly. The law provides parameters for fairness line-drawing. Those parameters are not always consistent and have the potential for interpretation in some instances. Conflicts or vagueness between the goals of punishment and protection can cause problems.

## Instructions

Suppose you have been tasked with identifying potential action areas in correctional facilities, in your county, to avoid legal problems and to address safety concerns. To gain context and develop your understanding of the task, you will begin by researching conflict throughout the history of corrections. For your assignment, research two sources of conflict throughout history, which are associated with punishment and protection in corrections. Use that research to address the following in a 2–3 page paper, citing a minimum of two academically verified references:

1. Describe the two conflicts between punishment and protection, based on your research.
2. Explore the causes of the two conflicts in corrections you have identified.
3. Lay out two measures that could be taken, looking ahead, to avoid the identified conflicts.

## Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources and citations should be formatted according to current APA style and formatting.
- **Length of paper:** 2–3 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

## How to Submit Your Assignment

This is a two-step process.

**SafeAssign:** All assignments must be submitted to SafeAssign.

1. Access SafeAssign through the link in the courseroom.
2. Submit your assignment using the draft folder.
3. Review the returned report and make changes as needed. (You may ignore any template matches.)

**Submit Your Assignment for Grading:** See Submit an Assignment (linked in the Resources) for more information.

1. Click the linked assignment heading.
2. Attach your file.
3. Click **Submit**.
4. You will know your submission was successful by viewing the Submitted section of the My Grades area.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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APA Paper Template

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[RefWorks](#)

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[Smarthinking](#)

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[Submit an Assignment \[PDF\]](#)

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[Capella Writing Center](#)

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[Writing Feedback Tool](#)

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[APA Style and Format](#)

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## u01d1 - Corrections Issues

### Competencies Addressed in This Discussion

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.

### Introduction

A key purpose of corrections is to protect society by punishing people who break society's rules, as method of social control. The central purpose is to carry out the criminal sentence. There are many issues in corrections that present challenges when it comes to carrying out these purposes. These issues include funding, making the bureaucracy of correctional services more effective, coordinating correctional activity across different agencies, and dealing with correctional uncertainty.

You are considering exploring a career in corrections, and want to better understand these potential challenges and how the challenges can be managed.

For your initial discussion post:

- Specify a career in corrections that is of interest to you, including your rationale for your selection.
- Predict two potential challenges in corrections that could impact you in your chosen career.
- Propose two suggestions for managing the challenges in corrections.

### Discussion Objectives

- Competency 1: Apply penology and corrections theory.
  - Propose two suggestions for managing the challenges in corrections.
- Competency 2: Analyze corrections-related processes.
  - Specify a career in corrections that is of interest to you, including your rationale for your selection.
  - Predict two potential challenges in corrections that could impact you in your chosen career.

### Response Guidelines

Respond to the posts of at least two of your peers. Did your career considerations in corrections expand, based on the selections of other learners? Are there other challenges that you anticipate surfacing in corrections? Why or why not? What additional career impacts connected to conflict can you share, based on the career selections of other learners? Can you point out additional suggestions for managing challenges, based on the conflicts identified by other learners?

Course Resources

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[CJ Discussion Scoring Guide](#)

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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[G.R.E.A.T. Discussion Guidelines](#)

- Specify a career in corrections that is of interest to you, including your rationale for your selection.
- Predict two potential challenges in corrections that could impact you in your chosen career.
- Propose two suggestions for managing the challenges in corrections.

## Unit 2 >> Foundations and Philosophies of Corrections

### Introduction

### Competencies Addressed in This Unit

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 5:** Communicate effectively in writing.

### History, Philosophy, and Theory

In Unit 2, you will explore the history and foundation of corrections, punishment philosophies, and the roles of criminological theories that influence the processes and practices of the correctional community. It is important to understand the development of the various philosophies of punishment. No discussion of corrections and its various processes would be complete without looking back and exploring the origins and changes on which our current system is based. The application and beliefs of these various philosophies are always in flux, affected by current beliefs, public opinion, political pressures, science, and events occurring around the world.

There have been many transitions in focus and rationale throughout different eras of history. The Hammurabic Code, the Sumerian law of Mesopotamia, and other ancient codes form some of the first comprehensive statements of prohibited behavior (Clear, Reisig, & Cole, 2019). These records covered different types of offenses and descriptions of punishment imposed on offenders. These early codes and laws formed the basis for the types of sanctions imposed on people in other civilizations.

By the middle of the 18th century, economic and social factors (particularly with regard to labor), altered political relationships. Changes in the power of the church and the organization of secular authority, combined with revolution in England's American colonies, liberal ideas about the relationship between citizen and government, and a belief in human perfectibility set the stage for a shift in penal policies (Clear, Reisig, & Cole, 2019). During the 18th century, the Enlightenment (or Age of Reason) challenged and replaced traditional assumptions with new ideas based on rationalism, the importance of the individual, and the limitation of government.

Beccaria and Bentham were two major contributors to the evolution of punishment. Cesare Beccaria asserted that the true aim and sole justification for punishment is utility. Utility, in this context, meant the safety afforded to society by crime prevention. Emphasis, under this perspective, was on establishing a rational link between the gravity of the crime and the punishment severity. Jeremy Bentham, best known for utilitarian theories, was one of the most influential reformers and provocative thinkers associated with English criminal law. Bentham maintained that rational persons behave in ways that equate to the highest level of pleasure while minimizing pain. To reach that balance, there is a consistent calculation of the pluses and minuses of potential actions.

In the new nation of the United States, the Quakers religious movement moved forward in an effort to implement their religious and humanistic ideas, which came to fruition in Philadelphia. Focus included replacing corporal and capital punishment with incarceration. The Walnut Street Jail was expanded for the solitary confinement of "hardened and atrocious offenders" (Clear, Reisig, & Cole, 2019, p. 46). The full development of the penitentiary system, built on separate confinement, was marked by the opening of Eastern State Penitentiary in 1829. There was no peer interaction in the facility. The Pennsylvania system was based on repentance, isolation, and reflection on prior transgressions.

Meanwhile, the New York (Auburn) system was based on the idea of congregation and separation. The New York system was built around an emphasis on instilling positive work habits and recidivism prevention as opposed to prisoner character rehabilitation. It did not ultimately succeed, producing a definitive increase in prisoner sickness, insanity, and suicide.

The Pennsylvania system focused on producing honest people, whereas the New York system was centered on producing obedient citizens. The systems were aligned in terms of agreement on prisoner isolation from society and the utilization of a disciplined routine. The difference was in the way the reformation was to be effectuated. As prison populations increased in the United States, the Pennsylvania system proved too expensive. In the United States, the New York system was the overwhelming choice, with Europe favoring the Pennsylvania system.

Reform was the result of many facets, including the strengthening of the middle class. The humanistic goals of the Quakers were a factor. Correctional philosophy by Bentham, Beccaria, and Howard, which coincided with the ideals of the Declaration of Independence, played a part. Meanwhile, new industrialists may have sought reform to the existing criminal law because they allowed some offenders to escape punishment. Politicians sought to impose swift and certain sanctions. Their goals coincided with the humanistic goals of Bentham, Howard, and other reformers.

A series of movements and models since this period have influenced the evolution of corrections, including the reformatory movement, progressive reforms, the medical model, the community model, and the crime control model. There were pendulum shifts between the positivists and classical schools.

It is important to recognize that penal history is regionally different. There is not one linear history of corrections, but, rather, a network of correctional developments located around the nation and across time. There are trends and similarities, as well as differences and peculiarities.

#### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this learning unit, you will be expected to:

1. Lay out the foundations for the medical, community corrections, and crime control models of corrections.
2. Establish one way each model of corrections (medical, community corrections, and crime control) has impacted reform in corrections throughout history.
3. Correlate the medical, community corrections, and crime control models of corrections each with one impact on modern corrections.
4. Contrast two key points from the positivist school with two key points from the classical school.
5. Align one historical correctional practice with the positivist school and one with the classical school.
6. Explore two current impacts of the positivist and classical schools on modern corrections.

#### Learning Activities

##### u02s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 2, "The Early History of Correctional Thought and Practice," pages 31–45.
  - This chapter examines the European antecedents of U.S. correctional thought and practice.
- Chapter 3, "The History of Corrections in America," pages 46–68.
  - This chapter discusses historical changes in correctional thought and practices in the United States.

Use the Capella library to read the following:

- Kennedy, D. (1995). Out of time: The Curtis-Wells anomaly and the history of American corrections. *Social Justice*, 22(1), 123.
- Sampson, R. J. (2000). Crime, criminals, and cures: Medical model revisited. *Journal of Personality*, 68(3), 607–613. doi:10.1111/1467-6494.00108
  - Robert J. Sampson addresses the medical model, specifically in response to a previous article by David Lyken. Although they may not agree, the argument covers many issues concerning the controversy surrounding the medical model.

Use the Internet to read the following:

- New York Correction History Society. (n.d.). The evolution of the New York prison system (Part 1). Retrieved from <http://www.correctionhistory.org/html/chronicl/state/html/nyp prisons.html>

## Multimedia

- View the Ideology of Community Corrections Timeline interactive timeline.

## Suggested Resources

Use the Internet to read or examine the following:

- Garbus, L., Rideau, W., & Stack, J. (Directors). (1998). The parole hearing of Vincent Simmons [Video] | Transcript. From *The Farm: Life inside Angola Prison* [Motion picture]. New York, NY: Gabriel Films. Retrieved from <https://www.youtube.com/watch?v=MGxmj8qHee0>
- Kreis, S. (2005, April 20). Jeremy Bentham, 1748–1832. *The History Guide*. Retrieved from <http://www.historyguide.org/intellect/bentham.html>
- Prisons: History – The Auburn plan. (n.d.). Retrieved from <http://law.jrank.org/pages/1776/Prisons-History-Auburn-plan.html>
- Stohr, M. K., Walsh, A., & Hemmens, C. (Eds.). (2009). History of American corrections [PDF]. In *Corrections: A Text/Reader*. Thousand Oaks, CA: SAGE Publications. Retrieved from [http://www.sagepub.com/sites/default/files/upm-binaries/26034\\_1.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/26034_1.pdf)
- U.S. History.org. (n.d.). Birch's views of Philadelphia in 1800 – Plate 24: Goal, in Walnut Street. Retrieved from <http://www.ushistory.org/birch/plates/plate24.htm>

## Optional Resources

You are encouraged to read or examine the following resources:

- History Channel. (n.d.). [Prison history](https://www.youtube.com/watch?v=FKiQi90U2AU) [Video] | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=FKiQi90U2AU>

#### u02s1 - Learning Components

- Explore one current impact of the positivist school and one current impact from the classical school on modern corrections.
- Contrast two key points from the positivist school with two from the classical school.
- Determine one historical correctional practice that aligned with the positivist school and one that aligned with the classical school.

#### u02s2 - Discussion Preparation for Unit 3

As part of the discussions in Unit 3, you must view two media pieces Riverbend City: Sentencing and Riverbend City: Prison.

For the first Unit 3 discussion, Punishment Goals and Implications, click **Riverbend City: Sentencing** to complete the multimedia presentation. You will then use the information in the media to:

- Lay out three key considerations impacting the system that are deemed significant for punishment goal selection, focusing specifically on the offenders.
- Specify two factors for consideration based on crimes committed that should be considered in punishment goal selections.
- Explain the importance of flexibility in operationalizing punishment goals for those working in the criminal justice system connected to identified crimes.
- Explore two potential impacts of punishment goals on society based on identified crimes.

For the second Unit 3 discussion, Classification, Complexities, and Legalities, click **Riverbend City: Prison** to complete the multimedia presentation. Focus on these tabs: Riot, Before the Riot, and Making Changes. You will then use the information in the media to:

- Describe two possible causes of the problems identified in a specified prison setting.
- Explain possible measures that could be taken by an individual working in a corrections facility with multiple groupings to avoid and/or mitigate the problems.
- Specify two potential impacts on corrections officers of a failure to understand needs of different prisoner groupings.
- Predict the direction of prisoner rights in the next decade through court interpretation of the Constitution.

#### Course Resources

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Riverbend City: Sentencing

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Riverbend City: Prison

#### u02a1 - Transitions Through Models

### Competencies Addressed in This Assignment

- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 5:** Communicate effectively in writing.

### Overview

The direction of corrections is influenced by many factors. Throughout history, models have driven change in corrections. The medical model is a model of corrections based on the assumption that criminal behavior is caused by social, psychological, or biological deficiencies that require treatment. The community corrections model is based on the assumption that reintegrating the offender into the community should be the goal of the criminal justice system. The crime control model of corrections is based on the assumption that criminal behavior can be controlled by more use of incarceration and other forms of strict supervision. Understanding the driving forces and implications associated with those forces provides important insights into corrections today. Let us connect the past with the present.

### Instructions

For your assignment, create an 8–10 slide PowerPoint presentation, addressing the following:

1. Lay out the foundation for the medical, community corrections, and crime control models of corrections.
2. Establish one way each model has impacted reform in corrections throughout history.
3. Correlate each model with one impact on modern corrections.

Insert high-level points and graphics in the slide body. Build out the narrative in the speaker's notes, citing a minimum of two academically verified references.

## Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **Resources and citations:** Resources and citations should be formatted according to current APA style and formatting.
- **Required page count:** 8–10 slides.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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[Capella Writing Center](#)

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[Smarthinking](#)

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[Writing Feedback Tool](#)

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[Submit an Assignment \[PDF\]](#)

## u02d1 - Positive and Classical Approaches

### Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.

### Introduction

Positivism was a dramatic shift in criminological thought. Positivists look to external forces—such as biological, psychological, social, and economic forces—to explain the causes of criminal behavior.

Positivism differs from the classical school. In classical criminology, behavior is generated by free will, requires perpetrator responsibility and accountability, and emphasizes that punishments should be severe enough to deter the crime.

Criminological thought, like the positivism and classical approaches, swings like a pendulum. In the wake of these shifts, approaches to punishment and penal practices also swing. Understanding shifts and impacts is important for criminal justice practitioners, since a change in one system component has an impact on the overall system.

For your initial discussion post:

- Contrast two key points from the positivist school with the two from the classical school.
- Determine one historical correctional practice that aligned with the positivist school and one that aligned with the classical school.
- Explore one impact of the positivist school and one impact from the classical school on modern corrections.

### Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Explore one current impact of the positivist school and one current impact from the classical school on modern corrections.
- Competency 3: Analyze reform movements related to corrections systems.

- Contrast two key points from the positivist school with two from the classical school.
- Determine one historical correctional practice that aligned with the positivist school and one that aligned with the classical school.

## Response Guidelines

Respond to the posts of two of your peers. What additional insight can you share about the positivist and classical schools connected with corrections? Do other impacts of the schools come to mind in a historical corrections context? Are there more influences on modern corrections associated with these schools that you can share? Can additional connections between the past and present be identified?

Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

u02d1 - Learning Components

- Explore one current impact of the positivist school and one current impact from the classical school on modern corrections.
- Contrast two key points from the positivist school with two from the classical school.
- Determine one historical correctional practice that aligned with the positivist school and one that aligned with the classical school.

## Unit 3 >> Punishment, Law, and the Correctional Client

### Introduction

## Competencies Addressed in This Unit

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.

## Punishment Overview

The determination of punishment is the transition between the courts and corrections. Punishment approaches vary. It is important to ensure that accountability is imposed appropriately. That means, in part, that attention should be focused on making certain that legal procedures are properly followed. Wrongful convictions can have a significant impact on individuals and society. Punishment must also be proportionate, and the way that proportionality is determined also can vary.

## Punishment Goals

Four main goals of punishment apply to corrections. Those goals are retribution, incapacitation, deterrence (specific and general), and rehabilitation. Each goal has a different purpose, which drive differing approaches to punishment and impact many facets of the process.

Retribution is the theory that individuals who commit crimes should be punished proportionately to the gravity of the impact of the crime. This is often equated to an eye for an eye, as set out in Hammurabi's Code. Retribution aligns with the just desserts approach, which resonated in the 1970s.

Incapacitation is based on the idea that those behind bars are physically removed from society, and, as such, cannot commit additional crime. That holds true in terms of crimes against those in free society. However, crimes can still occur while behind bars.

Deterrence is based on the notion of rational choice. In *general deterrence*, the idea is that society will make choices not to commit crimes. Some of the basis for the choice is the determination that the benefits do not outweigh the risks. *Specific deterrence* is centered on individuals who have committed crimes in the past. This approach is based on the decision-making process of weighing the punishment against repeating offending behavior.

Rehabilitation is based on reform. Under rehabilitation, the transformation of an offender results in no recidivism because the offender has been restored to a constructive place in society. Because of a recently renewed focus on community justice, there has been a push for restoration to be added as a punishment goal.

## The Sentencing Process

The presentence report is an important facet of the sentencing process. This report is used to help judges select the sentence. (In most instances, it is judges who impose sentences.) Many driving forces influence judges in the sentencing process. Some basis for explaining differences in sentencing, connected to the attitudes and values of judges, include administrative pressures; attitudes toward the law, crime, or offender type; conflicting goals of the criminal justice system; and, the influence of community values (Clear, Reisig, & Cole, 2019).

## Who Is Behind Bars?

The criminal justice system has been described as a filtering process. Many factors could potentially impact who becomes a client of corrections. Some examples of potential factors include policy decisions about controlling street crime, bail decisions and bail amount determinations, punishment choices, and resource limitations.

## Legal Rights of Prisoners

A key starting point in understanding legal rights of prisoners is the U.S. Constitution. The Constitution is binding throughout our nation. States, in many instances, have constitutions, as well. State constitutions can expand rights but cannot take away any rights granted under the U.S. Constitution. Constitutions contain procedural safeguards and basic principles, along with government structure descriptions. Although the rights of those convicted of crimes do not mirror the rights of those in free society, rights are not lost completely upon conviction. Some rights are, however, limited. Some important key laws in this area are the First, Fourth, Eighth, and Fourteenth Amendments.

### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this learning unit, you will be expected to:

1. Lay out three key considerations impacting the system that are deemed significant for punishment goal selection, focusing specifically on the offenders.
2. Specify two factors for consideration based on crimes committed that should be considered in punishment goal selections.
3. Explain the importance of flexibility in operationalizing punishment goals for those working in the criminal justice system connected to identified crimes.
4. Explore two potential impacts of punishment goals on society based on identified crimes.
5. Describe two possible causes of the problems identified in a specified prison setting.
6. Explain possible measures that could be taken by an individual working in a corrections facility with multiple groupings to avoid and/or mitigate the problems.
7. Specify two potential impacts on corrections officers of a failure to understand needs of different prisoner groupings.
8. Predict the direction of prisoner rights, through court interpretation of the Constitution in the next decade.

## Learning Activities

### u03s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 4, "The Punishment of Offenders," pages 70–97.
  - This chapter explores punishment goals and challenges that can serve in conjunction with punishment.
- Chapter 5, "The Law of Corrections," pages 98–127.
  - This chapter examines legal rights of prisoners, the Constitution as applicable to corrections, and the impacts of law on correctional officers.
- Chapter 6, "The Correctional Client," pages 128–160
  - This chapter lays out different types of offenders, similarities and differences, and problems and limitations.

Use the Capella library to read the following:

- Baradaran, S. (2014). [The presumption of punishment](#). *Criminal Law and Philosophy*, 8(2), 391–406.
- Shrum, H. (2004). [No longer theory: Correctional practices that work](#). *Journal of Correctional Education*, 55(3), 225–235.
  - This article addresses the ability of the correctional system to successfully present programs that help rehabilitate offenders and reduce recidivism.



Use the Internet to read the following:

- [The Sentencing Project](http://www.sentencingproject.org/template/index.cfm) (n.d.). Retrieved from <http://www.sentencingproject.org/template/index.cfm>
- U.S. Department of Justice. (2001). [Sentencing and corrections: Issues for the 21st century](https://www.ncjrs.gov/pdffiles1/nij/186480.pdf). Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/186480.pdf>

## Suggested Resources

Use the Capella library to locate the following:

- Masotto, M. (2014). "Death is different": Limiting health care for death row inmates. *Health Matrix: Journal of Law-Medicine*, 24, 317–344.
- Stal, M. (2013). Treatment of older and elderly inmates within prisons. *Journal of Correctional Health Care*, 19(1), 69–73.

Use the Internet to read or examine the following:

- American Civil Liberties Union. (n.d.). [Prisoner's rights](https://www.aclu.org/issues/prisoners-rights). Retrieved from <https://www.aclu.org/issues/prisoners-rights>
- Muhlhause, D. B. (2010, May 27). [Theories of punishment and mandatory minimum sentences](http://www.heritage.org/research/testimony/theories-of-punishment-and-mandatory-minimum-sentences) [Testimony before the U.S. Sentencing Commission]. Retrieved from <http://www.heritage.org/research/testimony/theories-of-punishment-and-mandatory-minimum-sentences>
- [Supreme Court of the United States](http://www.supremecourt.gov). (n.d.). Retrieved from <http://www.supremecourt.gov>
- Weisberg, R. (2012). Barrock lecture: Reality-challenged philosophies of punishment. *Marquette Law Review*, 95(4), 1203–1252. Retrieved from <http://scholarship.law.marquette.edu/cgi/viewcontent.cgi?article=5132&context=mulr>

## Optional Resources

You are encouraged to read or examine the following resources:

- National Geographic Channel. (n.d.). [Prison intake](http://channel.nationalgeographic.com/hard-time/videos/prison-intake) [Video] | [Transcript](http://channel.nationalgeographic.com/hard-time/videos/prison-intake). Retrieved from <http://channel.nationalgeographic.com/hard-time/videos/prison-intake>

### u03s1 - Learning Components

- Explore key considerations impacting the system that should be considered in punishment goal selection, focusing specifically on the offender.
- Explore two potential impacts of punishment goals on society based on identified offenses.

### u03s2 - Assignment Preparation for Unit 4

As part of the Unit 4 assignment, Dual Roles and Conflict Experienced by Probation Officers, you will view the media piece *Riverbend City: Probation* and write an academic paper. Click **Riverbend City: Probation** to complete the multimedia presentation.

Take some additional time this week to read through the Unit 4 assignment, and begin working on the paper, in which you will address the following elements:

- Lay out three sources of conflict for probation officers, specific to investigation and supervision functions, based on the monitoring of the offender for each transition point (initial probation criteria establishment, electronic monitoring, and victim communication of concern).
- Determine two ways reform movements in probation have either created conflict or resolved conflict for probation officers.
- Establish two ways the use of criminal behavior assessments can either create conflict or resolve conflict for probation officers.
- Propose two measures that can be implemented to reduce probation officer conflict.

Review the Dual Roles and Conflict Experienced by Probation Officers Scoring Guide to ensure you understand the grading criteria for the assignment.

### Course Resources

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Riverbend City: Probation

### u03s2 - Learning Components

- Research sources of conflict for probation officers, specific to investigation and supervision functions.
- Explore ways reform movements in probation have affected conflict for probation officers.
- Review ways the use of criminal behavior assessments can impact conflict for probation officers.
- Determine measures that can be implemented to reduce probation officer conflict.

## Competencies Addressed in This Discussion

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.

## Introduction

The four main punishment goals are rehabilitation, incapacitation, deterrence, and retribution. Some in the criminal justice system maintain that restoration should be acknowledged as a punishment goal, as well. When considering which punishment goal is most appropriate, there are many variables. There are different implications associated with focusing on the selected goal, in terms of the offender, the system, and society. The answer is often not merely to designate a goal without appropriate context. Arguably, the more tailored the goal can be, based on key considerations, the greater the likelihood of accomplishing the goal. On a higher level, recidivism prevention is a key driving force.

View the **Riverbend City: Sentencing** media piece, and respond to the following questions in your initial discussion post:

- For the offenses you viewed in the media piece, lay out three key considerations impacting the system that you deem significant for punishment goal selection, focusing specifically on the offenders in the scenarios.
- Specify two factors based on the committed crimes that should be considered in punishment goal selections.
- Explain the importance of flexibility from those working in the criminal justice system when operationalizing punishment goals connected to the two crimes.
- Explore two potential impacts of punishment goals on society, based on both offenses.

## Discussion Objectives

- Competency 1: Apply penology and corrections theory.
  - Lay out three key considerations impacting the system that are deemed significant for punishment goal selection, focusing specifically on the offenders.
  - Specify two factors based on committed crimes that should be considered in punishment goal selections.
  - Explore two potential impacts of punishment goals on society based on identified offenses.
- Competency 2: Analyze corrections-related processes.
  - Explain the importance of flexibility from those working in the criminal justice system when operationalizing punishment goals.

## Response Guidelines

Respond to the posts of two of your peers. How did your considerations differ from the selections of other learners? What other areas of importance can you identify in connection with punishment goals? Are there additional areas of impact you can point out? Did the rationale shared by other learners impact your perspective on punishment goals?

### Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

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[Riverbend City: Sentencing](#) | [Transcript](#)

### u03d1 - Learning Components

- Lay out three key considerations impacting the system that are deemed significant for punishment goal selection, focusing specifically on the offenders.
- Explore two potential impacts of punishment goals on society based on identified offenses.
- Specify two factors based on committed crimes that should be considered in punishment goal selections.
- Explain the importance of flexibility from those working in the criminal justice system when operationalizing punishment goals.

## Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.

## Introduction

No two offenders or offenses are completely alike. However, there are common ways in which offenders are classified and grouped. This is done, in part, for the sake of convenience and effective management. The various classifications share not only the characteristics used for organization, but they also tend to share the same types of problems confronting corrections.

Inmates often pose different challenges for corrections. Inmate types include the situational, career criminal, sex, substance abuse, mentally ill, cognitively disabled, physically ill, elderly, or long-term offender. These challenges are further complicated by shifts in line-drawing pertaining to prisoner rights. In recent years, the U.S. Supreme Court has been less supportive of prisoner rights.

View the **Riverbend City: Prison** media piece. Focus on these tabs: Riot, Before the Riot, and Making Changes. In your initial discussion post:

- Describe two possible causes of the problems depicted in the media.
- Explain possible measures that could be taken by an individual working in a corrections facility with multiple groupings to avoid and/or mitigate the problems.
- Specify two potential impacts of corrections officers' failure to understand the needs of different prisoner groupings based on the problems depicted in the media.
- Predict the direction of prisoner rights, through court interpretation of the Constitution, in the next decade.

## Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Describe two possible causes of the problems identified in a specified prison setting.
  - Explain possible measures that could be taken by an individual working in a corrections facility with multiple groupings to avoid and/or mitigate the problems.
  - Specify two potential impacts of corrections officers' failure to understand the needs of different prisoner groupings.
- Competency 3: Analyze reform movements related to corrections systems.
  - Predict the direction of prisoner rights, through court interpretation of the Constitution, in the next decade.

## Response Guidelines

Respond to the posts of two of your peers. What additional problems do you anticipate when multiple inmate groups are housed in the same corrections facility? Are there additional implications associated with prisoner rights based on recent or current U.S. Supreme Court decisions impacting corrections? Can you point out additional potential impacts for those working in corrections, based on different prisoner groupings and what was depicted in the media? How has your perspective on inmate groupings changed, based on your review of the posts of other learners?

### Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

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[Riverbend City: Prison](#) | [Transcript](#)

### u03d2 - Learning Components

- Describe two possible causes of the problems identified in a specified prison setting.
- Explain possible measures that could be taken by an individual working in a corrections facility with multiple groupings to avoid and/or mitigate the problems.
- Specify two potential impacts of corrections officers' failure to understand the needs of different prisoner groupings.
- Predict the direction of prisoner rights, through court interpretation of the Constitution, in the next decade.

## Unit 4 >> Probation, Intermediate Sanctions, and Community Corrections

### Introduction

### Competencies Addressed in This Unit

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 4:** Utilize criminal behavior assessments.
- **Competency 5:** Communicate effectively in writing.

### Probation: Then and Now

Evidence of court leniency dates back to the 1200s in Europe. In England, reprieve from the judiciary was widespread in the 1800s. However, the role of the judiciary evolved differently in the United States, in terms of reprieve.

In the U.S., John Augustus was the first individual to formalize court leniency, motivated by offender reform. Augustus was the first to use the term *probation*. He developed the ideas of social casework, reports to the court, presentence investigation, and probation revocation (Clear, Reisig, & Cole, 2019). Augustus followed the social work model, with emphasis on supportive services focused on meeting the needs of offenders. This does not align with modern probation, which aligns more closely with the law enforcement model.

Today, offenders can be placed on probation in a number of ways. The judge has the ability to impose a sentence of probation. The judge can impose probation as a suspended sentence, pending good behavior. In the split sentence approach, additional probation is imposed as a suspended sentence, pending good behavior or a period of incarceration, and must be served before probation. Other sentencing arrangements can be imposed by judges, too. Specific examples include sentence modification, intermittent incarceration, or shock incarceration.

### Probation Functions: Areas of Debate

Historically, probation was an arm of the court; however, probation has transitioned to the executive branch. There is debate over who should administer probation. The debate also exists as to whether probation should be centralized or decentralized. The recent trend has been away from judicially administered probation. There are also different positions regarding whether probation should be combined with parole.

### Probation Conditions

Probation conditions can take different forms. Legal conditions are the formal constraints of probation established by the court or reflected in written law. There are three different types of conditions for probation. They are standard conditions that are imposed on all probationers, punitive conditions, and treatment conditions. Informal constraints include case management structure, competence, and case control.

### Revocation and Termination of Probation

The status of probation can end with the individual successfully completing probation or with the revocation of probation because of misbehavior. Revocation often takes place because of the commission of another offense. Probation can also be revoked for technical reasons. Revoking probation for technical violations is controversial because the basis for the violation is not illegal.

### Intermediate Sanctions

The reality is that most sanctions imposed in the U.S. do not involve imprisonment because imprisonment is too restrictive for many offenders. Options are important, as traditional probation also does not work well for most offenders. One complaint of judges is that sentences are too limited. Intermediate sanctions allow judges to tailor the punishment to the offender's situation.

### Variations of Intermediate Sanctions

Intermediate sanctions administered primarily by the judiciary include pretrial diversion, fines, and forfeiture. In addition, intermediate sanctions administered by probation include day reporting centers, intensive supervision probation, restitution centers, home confinement, and electronic monitoring. Intermediate sanctions may be administered in institutions or in the community.

### Looking Ahead: Intermediate Sanctions and Community Corrections

It is generally acknowledged that options must be identified to overcome the tendency of the criminal justice system to resist putting offenders in less restrictive alternatives and continuing to increase the level of corrections. One area of focus is community: community support for these programs must be elevated. It is also important to clarify the goals of the program.

## Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this learning unit, you will be expected to:

1. Lay out two sources of conflict for probation officers, specific to investigation and supervision functions, based on the monitoring of the offender for each transition point (initial probation criteria establishment, electronic monitoring, and victim communication of concern).
2. Determine two ways reform movements in probation have either created conflict or resolved conflict for probation officers.
3. Establish two ways the use of criminal behavior assessments can either create conflict or resolve conflict for probation officers.
4. Propose two measures that can be implemented to reduce probation officer conflict.
5. Summarize three challenges associated with intermediate sanctions.
6. Predict three impacts that could result from intermediate sanctions challenges.
7. Propose solutions for intermediate sanctions challenges.
8. Explain the importance of criminal justice professionals understanding intermediate sanction challenges.

## Learning Activities

### u04s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 8, "Probation," pages 192–225.
  - This chapter explores the history, functions, issues, dynamics, effectiveness, and revocation of probation.
- Chapter 9, "Intermediate Sanctions and Community Corrections," pages 226–251.
  - This chapter examines intermediate sanction types and problems, the continuum of sanctions, the rationale and the future of probation, intermediate sanctions, and community corrections.

Use the Capella library to read the following:

- Petersilia, J. (1998). [A decade of experimenting with intermediate sanctions: What have we learned?](#) *Federal Probation*, 62(2), 3–9.
- Sluder, R. D., & Sapp, A. D. (1994). [Guiding philosophies for probation in the 21st century.](#) *Federal Probation*, 58(2), 3.

Use the Capella library to review the following:

- Shrum, H. (2004). [No longer theory: Correctional practices that work.](#) *Journal of Correctional Education*, 55(3), 225–235.
  - This article addresses the ability of the correctional system to successfully present programs that help rehabilitate offenders and reduce recidivism.

Use the Internet to read the following:

- National Institute of Justice. (n.d.). [Community corrections.](#) Retrieved from <http://www.nij.gov/topics/corrections/community/pages/welcome.aspx>
- United States Courts. (n.d.). [Probation and pretrial services.](#) Retrieved from <http://www.uscourts.gov/services-forms/probation-and-pretrial-services>

## Films on Demand Video

- A&E Networks. (Producer). (2001). [Halfway house: Prison without bars \[Video\].](#) Films on Demand.
  - Running time: 45:00.

## Suggested Resources

Use the Internet to read or examine the following:

- [American Probation and Parole Association.](#) (n.d.). Retrieved from <https://www.appa-net.org/eweb>
- Bureau of Justice Statistics. (n.d.). [Community corrections \(probation and parole\).](#) Retrieved from <http://www.bjs.gov/index.cfm?ty=tp&tid=15>
- Dewan, S. (2015, August 2). [Probation may sound light, but punishments can land hard.](#) *New York Times*. Retrieved from [http://www.nytimes.com/2015/08/03/us/probation-sounding-light-can-land-hard.html?\\_r=0](http://www.nytimes.com/2015/08/03/us/probation-sounding-light-can-land-hard.html?_r=0)
- Kornell, S. (2013, June 5). [Probation that works. Swift and certain punishment reduces crime. Parolees love it.](#) Retrieved from [http://www.slate.com/articles/health\\_and\\_science/science/2013/06/hawaii\\_hope\\_probation\\_program\\_reduces\\_crime\\_drug\\_use\\_and\\_time\\_in\\_prison.h](http://www.slate.com/articles/health_and_science/science/2013/06/hawaii_hope_probation_program_reduces_crime_drug_use_and_time_in_prison.h)

## Optional Resources

You are encouraged to read or examine the following resources:

- Community Model Association of America. (n.d.). [Community model in corrections documentary short film](https://www.youtube.com/watch?v=qvrLrdwPMgo) [Video] | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=qvrLrdwPMgo>
- Council of State Governments (CSG) Justice Center. (n.d.). [Working with probation and parole](https://www.youtube.com/watch?v=GS8u4oOMK3k) [Video] | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=GS8u4oOMK3k>

### u04s1 - Learning Components

- Research the use of criminal behavior assessments.
- Explore challenges associated with intermediate sanctions.

### u04a1 - Dual Roles and Conflicts for Probation Officers

## Competencies Addressed in This Assignment

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 4:** Utilize criminal behavior assessments.
- **Competency 5:** Communicate effectively in writing.

## Overview

Probation officers face role conflict in virtually every aspect of the job. This is a product of two responsibilities: enforcing the law and helping the offender. Investigation and supervision are also divergent functions. Investigation involves the creation of a presentence investigation (PSI), which is used by the judge in sentencing an offender. The purpose of the presentence investigation is to help the judge select an appropriate sentence for the offender.

Supervision begins with the sentencing of an offender to probation. Supervision carries throughout the sentence, and can involve different challenges for the offender and the probation officer.

## Instructions

View the **Riverbend City: Probation** media piece. Based on what you viewed, address the following in a 5-6 page paper:

- Lay out two sources of conflict for probation officers, specific to the investigation and supervision functions based on the monitoring of the offender for each transition point (initial probation criteria establishment, electronic monitoring, and victim communication of concern).
- Determine two ways reform movements in probation have either created conflict or resolved conflict for probation officers, using *Riverbend City: Probation* as a point of reference.
- Establish two ways the use of criminal behavior assessments can either create conflict or resolve conflict for probation officers.
- Propose two measures, looking ahead, that can be implemented to reduce probation officer conflict that could have helped the Probation Officer in *Riverbend City: Probation*.

Build out the detailed content in the paper, citing a minimum of three academically verified references.

## Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources and citations should be formatted according to current APA style and formatting.
- **Required page count:** 5-6 pages.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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[RefWorks](#)

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[Smarthinking](#)

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[Capella Writing Center](#)

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[Writing Feedback Tool](#)

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[Submit an Assignment \[PDF\]](#)

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[Riverbend City: Probation | Transcript](#)

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## u04d1 - Intermediate Sanction Challenges

### Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

### Introduction

Intermediate sanctions span a large gamut, and can be administered primarily by the judiciary, in probation, in institutions, or in the community. There are many complexities associated with intermediate sanctions. Some challenges include determining who should operate intermediate sanctions, with options including probation, parole, institutional corrections, or new agencies (public and private). Selecting offenders is also a source of challenge, in terms of offense severity and offender problems.

Understanding the different complexities of intermediate sanctions is important in order to best utilize this approach to punishment.

For your initial discussion post:

- Summarize three challenges associated with intermediate sanctions.
- Predict three impacts that could result from your identified challenges.
- Propose one solution for managing each identified challenge.
- Explain the importance of criminal justice professionals understanding intermediate sanction challenges.

### Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Summarize three challenges associated with intermediate sanctions.
  - Predict three impacts that could result from your identified challenges.
  - Propose one solution for managing each identified challenge.
  - Explain the importance of criminal justice professionals understanding intermediate sanction challenges.

### Response Guidelines

Respond to the posts of two of your peers. Are there additional challenges you can identify that are associated with intermediate sanctions? Can you point out additional impacts associated with the challenges shared by other learners? What other career impact connections can you make? Do you have additional insight to share about proposed solutions to challenges?

Course Resources

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[CJ Discussion Scoring Guide](#)

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

- Summarize three challenges associated with intermediate sanctions.
- Predict three impacts that could result from your identified challenges.
- Propose one solution for managing each identified challenge.
- Explain the importance of criminal justice professionals understanding intermediate sanction challenges.

## Unit 5 >> Jails and Prisons

### Introduction

### Competencies Addressed in This Unit

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.

### Jails Are Not Prisons

Although it is common to use the words *jail* and *prison* interchangeably, that is incorrect. When people envision incarceration in a jail, the visualization is often of a prison. Jail is the entry into corrections in most instances. Unlike prison, a jail houses individuals who have not yet been convicted of a crime. Many people entering the criminal justice system do not end up in prison.

It is important to understand the distinctions between jail and prison. Jail settings are unique. Persons in jails are a distinct and complicated population. Jails are confronted with unique financial concerns, have their own history, and confront a vast array of complex problems. General consensus supports the need for reform in jails, more so than in other areas of corrections. The importance of jails to the criminal justice system has seldom been greater than the present, and jails are at a critical juncture.

### Overcrowding and Pretrial Release

Overcrowding in jails and prisons has been a serious problem. Bail is used as a way to keep pretrial numbers of jailed persons in check. There are some challenges associated with bail, such as affordability. To prevent problems with bail, some jurisdictions have increased the use of citations and summonses. Experiments with this approach indicate that it effectively reduces demands for short-term detention space.

### Jails: Then and Now

Approximately 30 percent of all jail cells are more than 50 years old, and many facilities lack basic items such as televisions and radios (Clear, Reisig, & Cole, 2019). There is also a corresponding lack of programs for inmates, resulting in long periods of idle time. Jail inmates and lack of programs present special challenges for corrections administration. With short inmate terms, treatment is difficult, as is the offering of programs. There has been a continuous push for jail standards, and a large amount of litigation associated with jail conditions.

New-generation jails are being designed with a focus on programs for using the physical space to improve population management. One newer structure is podular, with a living area for inmates that defines a watch or post, and serves as a self-contained mini-jail (Clear, Reisig, & Cole, 2019). The doors to the cells are open to the common living area, providing inmates with greater interaction opportunities. The direct supervision approach is taken, with officers in the same room.

### Three Models of Incarceration

The three models of incarceration are the custodial model, rehabilitation model, and reintegration model. The custodial model assumes that the incarceration purpose is deterrence, incapacitation, or rehabilitation. It emphasizes discipline, security, and order. The rehabilitation model emphasizes treatment centered on offender reform. The reintegration model acknowledges the eventual return of prisoners to society and emphasizes maintaining the ties between the offender, family, and community.

### Prison Design and Classification

Many factors, past and present, impact the design and classification of prisons. Prison location is an important focus in the context of what the location means for prisoners and for society. Most new institutions are built in the countryside, despite the fact that most inmates come from cities. A rural location impacts reintegration. Regarding classification, state prisons for men are typically classified according to security level. The levels are maximum, medium, and minimum. Additionally, 38 states and the federal government have facilities that transcend maximum security standards called "super-max" (Clear, Reisig, & Cole, 2019).



## Inmates and Life Behind Bars

Inmate subcultures are functioning communities, with distinct values, customs, languages, and roles. The ability to participate with groups, for some, provides a sense of identity and protection. Many roles are adaptive. Theoretically, some people working in corrections maintain that association is based on deprivation, while others maintain it is based on importation.

Violence does exist behind bars. The incarceration setting is a perfect recipe for violence. Most violence in prison is inmate-to-inmate violence. Prison gangs are often linked to acts of violence, and they present challenges for the prison administration. For purposes of violence prevention, it is essential for administration to understand the factors that contribute to inmate violence.

### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this learning unit, you will be expected to:

1. Lay out two key distinctions between jails and prisons that impact inmates and corrections staff.
2. Specify how penology and corrections theory provide insight into distinctions between jails and prisons.
3. Explain the importance of understanding distinctions between jails and prisons, specifically in operating procedures.
4. Explore possible implications of a failure to follow policy or law in prison and jail operations.
5. Describe two problems that could be encountered with the use of privatization in corrections.
6. Analyze two potential implications of privatization on inmates.
7. Specify two potential impacts of privatization on corrections staff.
8. Predict the direction of privatization in corrections in the next decade.

### Learning Activities

#### u05s1 - Studies

## Readings

Use your Clear, Reisig, and Cole *American Corrections* textbook to read the following:

- Chapter 7, "Jails: Detention and Short-Term Incarceration," pages 164–192.
  - This chapter lays out the history of jails, who is in jails, jails in the U.S., and challenges with jail administration.
- Chapter 10, "Incarceration," pages 256–277.
  - This chapter examines the evolution of prisons, incarceration goals, prison demographics, and incarceration organization.
- Chapter 11, "The Prison Experience," pages 278–299.
  - This chapter explores the inmate code, inmate economy, and prison violence.

Use the Capella library to read the following:

- Birkbeck, C. (2011). Imprisonment and internment: Comparing penal institutions North and South. *Punishment & Society*, 13(3), 307–332.
- Henrichson, C., & Delaney, R. (2012). The price of prisons: What incarceration costs taxpayers. *Federal Sentencing Reporter*, 25(1), 68–80. doi:<http://dx.doi.org/10.1525/fsr.2012.25.1.68>
- Tangney, J. P., Stuewig, J., Mashek, D., & Hastings, M. (2011). Assessing jail inmates' proneness to shame and guilt: Feeling bad about the behavior or the self? *Criminal Justice and Behavior*, 38(7), 710–734. doi:10.1177/0093854811405762

Use the Internet to read the following:

- Al-Khatib, T. (2015). Doing time: A history of U.S. prisons. Retrieved from <https://www.seeker.com/doing-time-a-history-of-us-prisons-1770031128.html>
- Dimon, L. (2014). 19 actual statistics about America's prison system. Retrieved from <http://mic.com/articles/86519/19-actual-statistics-about-america-s-prison-system#.8plalpHqA>

## Suggested Resources

Use the Internet to read or examine the following:

- American Jail Association. (n.d.). Retrieved from <http://www.americanjail.org>
- Karpinski, A. (2014). Breathing through bars: A brief history on the prison system in America. Retrieved from <http://hubpages.com/politics/Breathing-Through-Bars-A-Brief-History-on-the-Prison-System-in-America>

- [National Institute of Corrections](http://nicic.gov). (n.d.). Retrieved from <http://nicic.gov>
- Public Broadcasting System. (2008). [Prisons for profit](http://www.pbs.org/now/shows/419). Retrieved from <http://www.pbs.org/now/shows/419>
- Ridgeway, J., & Casella, J. (2013, May 1). *America's 10 worst prisons: ADX, Mother Jones*. Retrieved from <http://www.motherjones.com/politics/2013/05/10-worst-prisons-america-part-1-adx>
- U.S. Department of Justice, Bureau of Justice Statistics. (1994, December). [Challenging the conditions of prisons and jails – A report on Section 1983 litigation](http://www.bjs.gov/content/pub/pdf/CCOPAJ.PDF) [Report]. Retrieved from <http://www.bjs.gov/content/pub/pdf/CCOPAJ.PDF>

## Optional Resources

You are encouraged to read or examine the following resources:

- Mastis, L. (n.d.). [A day in jail](https://www.youtube.com/watch?v=IrsIL7Rec6w) [Video] | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=IrsIL7Rec6w>

### u05s1 - Learning Components

- Examine key distinctions between jails and prisons that impact inmates and corrections staff.
- Explore the impact of the use of privatization in corrections.

### u05s2 - Discussion Preparation for Unit 6

To prepare for the first Unit 6 discussion, Special Issues for Women, click **Riverbend City: Prison** to complete the multimedia presentation. Focus on the tab River Valley State Women's Prison. You will then use the information in the media to:

- Lay out two special issues for prioritization for women in a medium-security facility.
- Specify two programs for implementation to address the identified special issues.
- Figure out what would be needed to implement the two programs in the medium security facility.
- Explore possible implications of program implementation.

### Course Resources

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#### Riverbend City: Prison

### u05s2 - Learning Components

- Investigate special issues for women in a medium-security facility.
- Research what would be needed to implement programs to address special issues for women in an identified facility.
- Explore the possible implications of program implementation.

### u05d1 - Jails versus Prisons

## Competencies Addressed in This Discussion

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.

## Introduction

There are distinctions between jails and prisons on many levels. These distinctions translate to different challenges, and different approaches to managing challenges, for those working in corrections. Awareness of the challenges is an integral first step. When considering challenges, key areas include legal requirements, demographic considerations, staffing considerations, and resources.

Suppose that, as an instructor in the academy, you have been tasked with educating new recruits about these challenges.

In your initial discussion post:

- Lay out two key distinctions between jails and prisons that impact inmates and corrections staff.
- Specify how penology and corrections theory provides insight into the identified distinctions.
- Explain the importance of understanding these distinctions, specifically in regard to operating procedures.
- Explore the possible implications of failure to follow policy or law in the identified areas.

## Discussion Objectives

- Competency 1: Apply penology and corrections theory.
  - Specify how penology and corrections theory provides insight into the identified distinctions.
- Competency 2: Analyze corrections-related processes.
  - Lay out two key distinctions between jails and prisons that impact inmates and corrections staff.
  - Explain the importance of understanding these distinctions, specifically in regard to operating procedures.
  - Explore the possible implications of failure to follow policy or law in the identified areas.

## Response Guidelines

Respond to the posts of two of your peers. How did your distinctions differ from the selections of other learners? What other areas of importance can you share, specifically in regard to operating procedures in jails and prisons? Are there additional legal or policy implications you can identify? Did the rationale shared by other learners impact your perspective?

Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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G.R.E.A.T. Discussion Guidelines

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[Criminal Justice Undergraduate Library Research Guide](#)

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u05d1 - Learning Components

- Lay out two key distinctions between jails and prisons that impact inmates and corrections staff.
- Specify how penology and corrections theory provides insight into the identified distinctions.
- Explain the importance of understanding these distinctions, specifically in regard to operating procedures.
- Explore the possible implications of failure to follow policy or law in the identified areas.

**u05d2 - Privatization**

## Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

## Introduction

Taxpayers in the U.S. spend over \$38 billion on prisons, annually. The enterprise of corrections is a multibillion-dollar, government-funded venture that encompasses supplies, materials, and services from the private sector. Several jurisdictions contract with private companies to provide services and supplies, including educational training, vocational training, food service, medical services, and other services. In some instances, jurisdictions hire corporations to house prisoners in facilities that are privately owned. There are several potential problems and implications associated with privatization.

In your initial discussion post:

- Describe two problems that could be encountered with the use of privatization in corrections.
- Analyze two potential implications of privatization on inmates.
- Specify two potential impacts of privatization on corrections staff.
- Predict the direction of privatization in corrections in the next decade.

## Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Describe two problems that could be encountered with the use of privatization in corrections.
  - Analyze two potential implications of privatization on inmates.
  - Specify two potential impacts of privatization on corrections staff.
  - Predict the direction of privatization in corrections in the next decade.

## Response Guidelines

Respond to the posts of two of your peers. What additional problems can you point out, associated with the use of privatization in corrections? Do your expectations for the future of privatization differ from the predictions of other learners? How? Can you share impacts to corrections staff in connection with privatization? Might privatization impact inmates in additional ways? How?

Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

u05d2 - Learning Components

- Describe two problems that could be encountered with the use of privatization in corrections.
- Analyze two potential implications of privatization on inmates.
- Specify two potential impacts of privatization on corrections staff.
- Predict the direction of privatization in corrections in the next decade.

### Unit 6 >> Corrections for Women and Juveniles

#### Introduction

## Competencies Addressed in This Unit

- **Competency 2:** Analyze corrections-related processes.

## History of Women in Corrections

In Western culture, it was not until the 1800s that reformers pushed for separate programs and facilities for female offenders. Until that time, women and men were housed together and punished simultaneously. The general historical thought process was that, because women could not reason, the ability to reform them did not exist. Women were mostly incarcerated for alcoholism, prostitution, and vagrancy. They were often exploited sexually while behind bars.

The first independent female prison in the U.S. was established in 1873 in Indiana (Clear, Reisig, & Cole, 2019). The first federal women's prison opened in 1927 in Alderson, West Virginia, under Warden Mary Belle Harris. That institution was guided by the principles of female-oriented care, management by female staff, and separation of female and male prisoners.

## Forgotten Offenders

Women have often been referred to as *forgotten offenders*, in part, because the criminality is generally less serious in comparison to male offenders. Women make up a relatively small part of the correctional population, and the system reflects a societal attitude of subservience in terms of a woman's position. However, it is more likely that a woman will serve a sentence for a nonviolent property crime or drug offense in comparison to male offenders (Clear, Reisig, & Cole, 2019). It is also common for a woman to receive a lighter sentence in comparison to a man, for similar offenses. It is argued that this is a result of the belief that women are the "weaker sex," necessitating a gentler treatment approach.

## Separate but Not Equal

There are far more male prisons in comparison to female prisons in the United States. Because of these figures, there have been arguments that institutional sexism exists. In general, women's prisons are located farther from family and friends, presenting a different set of challenges for them. The number of women in jails and prisons is relatively low in comparison to men. That variation is often used as justification for the lack of diverse opportunities, including educational, vocational, and other programs offered to incarcerated women. That variation is also often the basis for justification of low levels of specialized treatment and segregation between mentally ill offenders and less serious offenders for incarcerated women.

## Corrections and Juveniles

Some key historical milestones in the development of juvenile corrections in the U.S. include:

- The Massachusetts Stubborn Child Law, passed in 1646.
- The Refugee Period from 1824–1899, when reformers prompted institutions to focus on allowing delinquent, neglected, and abused children to live in an environment that was healthy and that would develop character.
- The Juvenile Court Period, from 1899 to 1960, with the first juvenile court created in Illinois, based on *parens patriae*, in 1899.
- The Juvenile Rights Period, from 1960 to 1980, with the extension by the U.S. Supreme Court of many due process rights to juveniles that were previously applicable only to adults.
- The Crime Control Period, from 1980 to the present, with significant changes in the juvenile justice system because of escalation of the severity of crimes.

## The Evidence-Based Movement in Juvenile Corrections

There has been a shift in juvenile corrections that has prompted policymakers to reevaluate the *get tough* approach, with an emphasis on evaluating programs and policies to ensure they are doing what works. The strategy is centered on reduction of juvenile crime before offenders enter the juvenile system. Attention is being focused on limiting the use of incarceration and detention, shifting focus to prevention at the community level, and designing programs based on strategies that have proven results.

### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this learning unit, you will be expected to:

1. Lay out two special issues for prioritization for women in a medium-security facility.
2. Specify two programs for implementation to address the identified special issues.
3. Figure out what would be needed to implement the two programs in the medium security facility.
4. Explore possible implications of program implementation.
5. Break down two distinctions between adults and juveniles that impact corrections.
6. Analyze two potential implications of the distinctions between adults and juveniles that are specific to corrections.
7. Propose adjustments to two distinctions between adults and juveniles, focusing on recidivism prevention.
8. Predict two implications of the proposed adjustments to the juvenile, to society, and to corrections.

### Learning Activities

#### u06s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 12, "Incarceration of Women," pages 300–320.
  - This chapter explores the history, relationships, and special issues faced by women throughout corrections.
- Chapter 17, "Corrections for Juveniles," pages 436–470.
  - This chapter examines juvenile crime, the history of juvenile corrections, the evidence-based movement, and distinctions between adults and juveniles in corrections.

Use the Capella library to read the following:

- Ezell, M., & Levy, M. (2003). An evaluation of an arts program for incarcerated juvenile offenders. *Journal of Correctional Education*, 54(3), 108.
- Harner, H. M., & Riley, S. (2013). The impact of incarceration on women's mental health: Responses from women in a maximum-security prison. *Qualitative Health Research*, 23(1), 26–42.

Use the Internet to read the following:

- National Institute of Corrections. (n.d.). Women offenders. Retrieved from <http://nicic.gov/womenoffenders>
- U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. (n.d.). Juveniles in corrections. Retrieved from <http://www.ojjdp.gov/ojstatbb/corrections>

## Suggested Resources

Use the Capella library to locate the following:

- Goshin, L. S. (2015). Ethnographic assessment of an alternative to incarceration for women with minor children. *American Journal of Orthopsychiatry*, 85(5), 469–482. doi:10.1037/ort0000097
- van Vleet, R. K. (1999). The attack on juvenile justice. *The Annals of the American Academy of Political and Social Science*, 564(1), 203–214. doi:10.1177/0002716299564001012

Use the Internet to read or examine the following:

- ABC News. (n.d.). Women behind bars: How prison has changed the lives of women. Retrieved from <http://abcnews.go.com/2020/fullpage/women-bars-prison-changed-lives-women-29109135>
- Center on Juvenile and Criminal Justice. (n.d.). Juvenile justice history. Retrieved from <http://www.cjcj.org/education1/juvenile-justice-history.html>
- Chesney-Lind, M. (n.d.). Are girls getting tougher or are we getting tougher on girls? Retrieved from [http://womenandprison.org/violence/view/are\\_girls\\_getting\\_tougher\\_or\\_are\\_we\\_tougher\\_on\\_girls](http://womenandprison.org/violence/view/are_girls_getting_tougher_or_are_we_tougher_on_girls)
- National Criminal Justice Reference Service. (n.d.). Comparison of six promising aftercare programs. Retrieved from <https://www.ncjrs.gov/html/ojjdp/201800/page5.html>
- *New York Times* Editorial Board. (2015, Nov. 30). Women behind bars [Editorial]. Retrieved from [http://www.nytimes.com/2015/11/30/opinion/women-behind-bars.html?\\_r=0](http://www.nytimes.com/2015/11/30/opinion/women-behind-bars.html?_r=0)

#### u06s1 - Learning Components

- Investigate special issues for women in a medium-security facility.
- Examine special issues for juveniles in corrections.

#### u06s2 - Assignment Preparation for Unit 7

As part of the Unit 7 assignment, Using Prison Programs to Manage Inmates, you must view the media piece *Riverbend City: Prison* and create a PowerPoint presentation. Click **Riverbend City: Prison** to complete the multimedia presentation.

Take some additional time this week to read through the Unit 7 assignment, and begin working on the paper, in which you will address the following elements:

- Describe one potential program to address an identified need that would fall into one of the following program types: rehabilitative, psychological, medical, industrial, recreational, or facility maintenance
- Lay out how a prison program type has evolved through corrections reform movements.
- Explore five key aspects of a prison program.
- Determine how criminal behavior assessments can be used in the determination of eligibility for a program.

Review the Using Prison Programs to Manage Inmates Scoring Guide to ensure you understand the grading criteria for the assignment.

#### Course Resources

Riverbend City: Prison

#### u06s2 - Learning Components

- Investigate different program types, including rehabilitative, psychological, medical, industrial, recreational, or facility maintenance.
- Research how a program type has evolved through corrections reform movements.
- Research how criminal behavior assessments can be used in the determination of eligibility for the program.

#### u06d1 - Special Issues for Women

### Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

### Introduction

While many issues in corrections affect both men and women, there are some policy issues that pertain exclusively or particularly to the incarceration of women. There are several differences between male and female institutions. There are also several differences in characteristics between male and female offenders. Subcultures differ as well. These distinctions translate into different challenges for corrections.

Special issues are faced by women in prison that are connected, in part, to these various distinctions. Special issues include sexual misconduct, education and vocation programs, medical services, and mothers and children.

View the **Riverbend City: Prison** media piece. Focus on the tab River Valley State Women's Prison.

You are advising the warden of the River Valley State Women's Prison, planning for the upcoming fiscal year. You have been tasked with prioritizing how special issues for women should be addressed.

In your initial discussion post:

- Lay out the two special issues you would prioritize for women in the facility, based on what you observed in the media.
- Specify two programs you propose implementing to address the identified special issues.
- Figure out what would be needed to implement the two programs in the facility.
- Explore the possible implications of program implementation.

## Discussion Objectives

- **Competency 2:** Analyze corrections-related processes.
  - Lay out two special issues for prioritization for women in a specified facility, based on what was observed.
  - Specify two programs for implementation to address the identified special issues.
  - Figure out what would be needed to implement the two programs in a specified facility.
  - Explore the possible implications of program implementation.

## Response Guidelines

Respond to the posts of at least two of your peers. How did your issue selection differ from the selections of other learners? Did the rationale shared by other learners impact your choices? What other programs can you point out, based on the selections of other learners? Are there additional implementation implications that you anticipate from the programs shared by others? Can you share additional insight regarding the implementation of programs proposed by other learners?

Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

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[Riverbend City: Prison](#) | [Transcript](#)

u06d1 - Learning Components

- Lay out two special issues for prioritization for women in a specified facility based on what was observed.
- Specify two programs for implementation to address the identified special issues.
- Figure out what would be needed to implement the two programs in a specified facility.
- Explore the possible implications of program implementation.

**u06d2 - Juveniles Versus Adults**

## Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

## Introduction

There is a perception that juveniles are less formed, more susceptible to reform, less culpable, more amenable to reform, more vulnerable to succumbing to peer pressure, more likely to desist from criminal activity, and less likely to understand responsibility than adults. Because of these perceptions, juvenile policies tend to be directed toward helping young people, with an emphasis on reform. This often translates into less criminal culpability. This perception is apparent throughout the system, starting with the terminology and steps in the system, punishment philosophies, and facility distinctions.

Recently, there has been a shift in the approach toward juvenile offenders. In this discussion, the potential for a direction shift will be explored.

In your initial discussion post:

- Break down two distinctions between adults and juveniles that impact corrections.
- Analyze two potential implications of the distinctions that are specific to corrections.
- Propose adjustments to the two distinctions, focusing on recidivism prevention.
- Predict two implications of the proposed adjustments to the juvenile, society, and corrections.

## Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Break down two distinctions between adults and juveniles that impact corrections.
  - Analyze two potential implications of the distinctions that are specific to corrections.
  - Propose adjustments to the two distinctions, focusing on recidivism prevention.
  - Predict two implications of the proposed adjustments to the juvenile, society, and corrections.

## Response Guidelines

Respond to the posts of at least two of your peers. Are there additional distinctions that you can identify that impact corrections, in comparing adults with juveniles? What are the additional impacts? Can you share additional perspective about adjustments? How might the adjustments impact juveniles, society, and corrections, beyond the ways identified by other learners?

### Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

### u06d2 - Learning Components

- Break down two distinctions between adults and juveniles that impact corrections.
- Analyze two potential implications of the distinctions that are specific to corrections.
- Propose adjustments to the two distinctions, focusing on recidivism prevention.
- Predict two implications of the proposed adjustments to the juvenile, society, and corrections.

## Unit 7 >> Institutional Management and Programs

### Introduction

## Competencies Addressed in This Unit

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 4:** Utilize criminal behavior assessments.
- **Competency 5:** Communicate effectively in writing.

## Prisons Are Different

Incarceration is the only place where a group of employees manages a group of individuals in confinement. A prison is a formal organization, deliberately established, for specific, focused ends. Prisons differ from almost every other organization and institution in existence in modern society. Corrections staff working in prison institutions deal with individuals held against their will, with little or no control over the release of their clients. The relationship between employee and client is important. Maintaining order can be a burden. The formal administrative structure of a prison is a hierarchy of staff positions. Corrections officers play a critical role in prison management.



## Who Are the Corrections Officers?

According to studies, the primary incentive for becoming a correctional officer is civil service job security (Clear, Reisig, & Cole, 2019). Priority is often given to recruitment of high-quality personnel for this profession. The correctional officer is expected to have a variety of responsibilities and has the closest contact with prisoners. Recruits entering corrections receive training in many areas, including writing reports, self-defense, and inmate manipulation. Training in the classroom is followed by on-the-job training to help recruits become socialized into prison life and the prison subculture.

## Programs in Prison

It is common for people to equate prison programs with rehabilitation in a limited context. The reality is that the variety of prison programs is vast, as is the direction of rehabilitation for those behind bars. Programs have to be understood in the context of the notion that prison is about time. This primary directive of time can and does conflict with program agendas in varying degrees. Some key areas of consideration include program eligibility, limited resources, program offerings, and program cuts. Classification of inmates impacts programming. The subject of prison programs cannot be explored without proper context. It is important to understand the distinguishing components of prison programs.

## Security

Security is a consistent consideration when it comes to prison programs. Security mandates can make industrial and maintenance programs inefficient. Regardless of program benefit, if there is a security conflict, security prevails. This elevated emphasis on security reinforces the realities of incarceration to inmates.

## Program Eligibility

Prison program participation is based on eligibility. Eligibility determinations are based on an objective classification structure. Classification is the process under which new inmates are assigned to varying types of custody levels and treatment. Because of limited resources, emphasis is placed on maximizing the effectiveness and efficiency of the classification system. Emphasis is being placed on new systems that are predictive and equity based, interjecting greater objectivity into the classification process (Clear, Reisig, & Cole, 2019).

## Prison Industry

Prison labor is not a new concept. Throughout history, prisoners have worked. That work has played an integral role in ideology and is the basis of criticism and controversy. Prison labor is an area that evolved during the past century. Some changes impact what inmates can sell on the open market. There are many dimensions of variation, including distinctions by region.

## Rehabilitation and Other Programs

Correctional rehabilitation is at a point of rediscovery. It is based, in part, on the recognition of the need to reformulate the ethics of rehabilitation in corrections from "nothing works" to "what works for whom, and why" (Clear, Reisig, & Cole, 2019). The focus of rehabilitative programs is to reform offender behavior, yet rehabilitative programs center on differing approaches and have varying approaches. Approaches include, but are not limited to, psychological, psychotherapeutic, and group treatment. Rehabilitative programs take many forms, which may include educational, vocational, substance abuse, sex offender, maintenance, recreation, and/or religious programs. This is an area in need of further research. Along with the need for research are many rehabilitative dimensions and complexities.

### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this learning unit, you will be expected to:

1. Break down a researched example of a significant inmate behavior issue that impacted the safety of correctional officers and other inmates.
2. Analyze possible causes of the manifestation of an inmate behavior issue.
3. Propose measures for avoidance of an inmate behavioral issue.
4. Formulate two approaches to manage an inmate behavioral issue, focusing on safety.
5. Describe one potential program to address an identified need that would fall into one of the following program types: rehabilitative, psychological, medical, industrial, recreational, or facility maintenance.
6. Lay out how a prison program type has evolved through corrections reform movements.
7. Explore two key aspects of a prison program.
8. Determine how criminal behavior assessments can be used in the determination of eligibility for a program.
9. Specify two areas of importance in maximizing the impact of a program type for corrections staff, inmates, and society.

## Learning Activities

## u07s1 - Studies

### Readings

Use your *American Corrections* textbook to read the following:

- Chapter 13, "Institutional Management," pages 322–349.
  - This chapter examines different facets of institutional management, including job assignments, principles, and consequences.
- Chapter 14, "Institutional Programs," pages 350–380.
  - This chapter explores institutional program categories, components, eligibility, and impacts.

Use the Capella library to read the following:

- Maziarka, K. (2013). Managing misconduct: Prison management meets inmate behavior. *Journal of the Institute of Justice and International Studies*, 13, J1-X.
- Phelps, M. S. (2011). Rehabilitation in the punitive era: The gap between rhetoric and reality in U.S. prison programs. *Law & Society Review*, 45(1), 33–68.

Use the Internet to read the following:

- Federal Bureau of Prisons. (n.d.). Education programs. Retrieved from [https://www.bop.gov/inmates/custody\\_and\\_care/education.jsp](https://www.bop.gov/inmates/custody_and_care/education.jsp)
- Federal Bureau of Prisons. (2015). A directory of Bureau of Prisons' national programs. Retrieved from [https://www.bop.gov/inmates/custody\\_and\\_care/docs/BOPNationalProgramCatalog.pdf](https://www.bop.gov/inmates/custody_and_care/docs/BOPNationalProgramCatalog.pdf)
- Finn, P. (2000). Addressing correctional officer stress: Programs and strategies. Retrieved from <http://www.nij.gov/pubs-sum/183474.htm>

### Audiovisual Resources

Use the Internet to view the following Internet audiovisual material:

- KCET. (2014). Prisoners enrolled in one of the toughest rehab programs [Video] | Transcript. Retrieved from <https://www.youtube.com/watch?v=XiFsTiAHb2A>

### Suggested Resources

Use the Capella library to locate the following:

- Trotter, C., & Baidawi, S. (2015). Older prisoners: Challenges for inmates and prison management. *Australian & New Zealand Journal of Criminology*, 48(2), 200–218. doi:10.1177/0004865814530731

Use the Internet to read or examine the following:

- American Correctional Association. (n.d.) Retrieved from <http://www.aca.org>
- The Lionheart Foundation. (n.d.). Prison project. Retrieved from <http://lionheart.org/prison>
- Westervelt, E. (2015, July 31). Measuring the power of a prison education. *National Public Radio*. Retrieved from <http://www.npr.org/sections/ed/2015/07/31/427741914/measuring-the-power-of-a-prison-education>

### Optional Resources

You are encouraged to read or examine the following resources:

- National Geographic Channel. (n.d.). Hard time: Cell phone shakedown [Video] | Transcript. Retrieved from <http://www.hulu.com/watch/269310#i0.p0.d1>
- National Geographic Channel. (n.d.). Hard time: Gangsters in lockup [Video] | Transcript. Retrieved from <http://channel.nationalgeographic.com/hard-time/videos/gangsters-in-lockup/>

## u07s1 - Learning Components

- Investigate different program types, including rehabilitative, psychological, medical, industrial, recreational, or facility maintenance.
- Research how a program type has evolved through corrections reform movements.
- Research how criminal behavior assessments can be used in the determination of eligibility for the program.

## u07a1 - Using Prison Programs to Manage Inmates

## Competencies Addressed in This Assignment

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 4:** Utilize criminal behavior assessments.
- **Competency 5:** Communicate effectively in writing.

## Overview

Prison programs encompass different forms of structured activities that take inmates out of their cells. Programs can take different forms. They can be based on different theories, principles, and philosophies. Varying correctional programs are utilized to manage inmate time. Program types include rehabilitative, psychological, medical, industrial, recreational, and facility maintenance. These programs often mitigate the oppressiveness of time, and keep inmates engaged rather than idle while behind bars.

## Instructions

View the **Riverbend City: Prison** media piece. Focus on the tab Prison Programs.

You have been tasked, by the warden, with creating a presentation that will be used at an upcoming corrections conference, focusing on developing a better understanding of the dimensions of programs. You have been asked to create a PowerPoint presentation, 12–14 slides in length, addressing the following about programs that fall into different classifications. Based on what you viewed in the media piece:

- Describe one potential program to address an identified need that would fall into *one* of the following program types:
  - Rehabilitative.
  - Psychological.
  - Medical.
  - Industrial.
  - Recreational.
  - Facility maintenance.
- Lay out how the program type has evolved through corrections reform movements.
- Explore two key aspects of the prison program.
- Determine how criminal behavior assessments can be used in the determination of eligibility for the program.
- Specify two areas of importance in maximizing the impact of the program type for corrections staff, inmates, and society.

Cite a minimum of three references in your PowerPoint.

## Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources and citations should be formatted according to current APA style and formatting.
- **Number of references:** Minimum of 3 peer-reviewed references.
- **Length of presentation:** 12–14 slides.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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[RefWorks](#)

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[Smarthinking](#)

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[Submit an Assignment \[PDF\]](#)

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[Capella Writing Center](#)

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[Writing Feedback Tool](#)

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## u07d1 - Inmate Behavior

### Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

### Introduction

For those working in corrections facilities, control of inmate behavior is a key priority. Facilities must be secure. Inmates and staff must be kept safe from one another and the environment. Inmates are entitled to health care. Prison rules must be enforced. Constructive activities to keep inmates busy are often a priority. Even after accounting for these key areas of focus, the potential for problems is always present. Training is heavily focused on problem avoidance and problem management.

Suppose that, as the warden, you are concerned about instances of inmate behavior issues, such as the issues depicted in the National Geographic Channel video series *Hard Time*. You have decided to do additional research in an effort to better prepare for inmate behavior issues, should issues arise.

In your initial discussion post:

- Break down a researched example of a significant inmate behavior issue that impacted the safety of correctional officers and other inmates.
- Analyze the possible causes of the manifestation of the behavior issue.
- Propose two measures for avoidance of the behavioral issue.
- Formulate two approaches to manage the behavioral issue, focused on safety.

### Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Break down a researched example of a significant inmate behavior issue that impacted the safety of correctional officers and other inmates.
  - Analyze the possible causes of the manifestation of the behavior issue.
  - Propose two measures for avoidance of the behavioral issue.
  - Formulate two approaches to manage the behavioral issue, focused on safety.

### Response Guidelines

Respond to the posts of at least two of your peers. What additional insight can you share about the inmate behavior issues analyzed by other learners? Are there other approaches to prevention of such issues, looking ahead? How can we learn from past instances of behavior issues for the purposes of developing best practices? Might there have been other causes of the inmate behavior issues that you can point out?

#### Course Resources

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[CJ Discussion Scoring Guide](#)

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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[G.R.E.A.T. Discussion Guidelines](#)

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[Hard Time: Gangsters in Lockup](#) | [Transcript](#)

## u07d1 - Learning Components

- Break down a researched example of a significant inmate behavior issue that impacted the safety of correctional officers and other inmates.
- Analyze the possible causes of the manifestation of the behavior issue.
- Propose two measures for avoidance of the behavioral issue.
- Formulate two approaches to manage the behavioral issue, focused on safety.

## Unit 8 >> Incarceration Release and Making It in the Community

### Introduction

### Competencies Addressed in This Unit

- **Competency 2:** Analyze corrections-related processes.

### History of Parole

In the United States, parole evolved mainly during the 19th century. This evolution occurred after Australian, Irish, and English practices developed in response to problems associated with the high costs of incarceration, overcrowding, and labor shortages. The practices included conditional pardon, transportation, tickets-of-leave, and apprenticeship by indenture. Maconochie was a major influence in the development of parole by creating a system of rewards associated with earning early release. This system became known as the Irish or intermediate system (Clear, T., Reisig, M., & Cole, G., 2019).

### Release Mechanisms

Conditional release by a parole board that enables the board to evaluate an inmate's readiness for release is referred to as *discretionary* release. In contrast, release that occurs after an inmate serves time equal to a specific percentage of the total sentence less good time is *mandatory* release. Probation release takes place with the release of an inmate to probation, which is supervised. There are other forms of conditional release that include home supervision, furlough, emergency release, and halfway houses. Expiration releases inmates from additional correctional supervision because they have served the maximum sentence, less good time.

### The Realities

At some point, most prisoners are released. For that reason, it is important to understand the ideologies, philosophical issues, and practical concerns associated with release. This necessitates an understanding of discretion and indiscriminate sentences. Release does not always translate to unconditional freedom. To the contrary, in most instances, release is conditional and highly monitored. It is not uncommon for an inmate to return to incarceration for term violations, as opposed to the commission of a different crime.

### Then and Now: Release Procedures

In essence, there was one nationwide sentencing release procedure throughout the 20th century in the United States. That is no longer the case. Five mechanisms now exist through which an inmate can be released from prison. Parole is the most common form of release. Various structural possibilities have the potential to impact release decisions. Because of the marked increase in prison populations, there has been a large increase in the number of inmates being released from prison. For that reason, greater emphasis has been placed on release and reintegration. Setting up inmates for success and protecting the community are key areas of importance.

### Post-Release Functions

Post-release can take many different forms. There are many driving forces behind post-release in terms of functions. Release conditions are in place to regulate former inmate conduct. It is important to consider the frame of the individual going through release from incarceration. Even normal events take on overwhelming significance. Often, individuals released from incarceration are under some level of control by corrections. Many obstacles are faced by individuals released from incarceration. A clean start, at an equal level, is not possible because of the individual's history.

### Post-Release Life

Many emotions arise in motion for an individual released from incarceration, including but not limited to euphoria and letdown. The person leaving the prison walls is not the same person who entered the facility. Freedom is new and unfamiliar. With most individuals placed under a level of supervision, new challenges must be understood and managed. Some barriers and challenges include civil rights reductions and limitations, employment, relationships, and family situations.

### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

### Objectives

To successfully complete this learning unit, you will be expected to:

1. Determine four criteria to be proposed for parole release.
2. Explain the rationale behind the criteria used to determine parole release.
3. Predict three potential implications associated with the parole release criteria to the inmate, corrections staff, and society.

4. Lay out three best practices of a parole officer that can be undertaken to elevate the potential for parolee success after release.
5. Summarize how parole bureaucracy can adversely impact parolee success.
6. Lay out two adjustments to address success impediments at the parole bureaucracy level.
7. Correlate two ways the offender's experience pre-release can impact the potential for post-release success.

## Learning Activities

### u08s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 15, "Release from Incarceration," pages 382–401.
  - This chapter explores parole, release, and reentry into the community.
- Chapter 16, "Making It: Supervision in the Community," pages 402–435.
  - This chapter tracks components connected to success after release, focusing on community supervision.

Use the Capella library to read the following:

- Paparozzi, M. A., & Guy, R. (2009). The giant that never woke: Parole authorities as the lynchpin to evidence-based practices and prisoner reentry. *Journal of Contemporary Criminal Justice*, 25(4), 397–411.
- Veysey, B. M., Ostermann, M., & Lanterman, J. L. (2014). The effectiveness of enhanced parole supervision and community services: New Jersey's serious and violent offender reentry initiative. *The Prison Journal*, 94(4), 435–453. doi:10.1177/0032885514548007
- Visser, C. A., & Travis, J. (2012). The characteristics of prisoners returning home and effective reentry programs and policies [PDF]. In J. Petersilia & K. R. Reitz (Eds.), *The Oxford handbook of sentencing and corrections*. Oxford, UK: Oxford University Press. doi:10.1093/oxfordhb/9780199730148.013.0028
- Walker, A., Hempel, L., Unnithan, N. P., & Pogrebin, M. R. (2014). Parole reentry and social capital: The centrality of homelessness. *Journal of Poverty*, 18(3), 315–334. doi:10.1080/10875549.2014.923962

Use the Internet to read the following:

- U.S. Department of Justice. (n.d.). Parole hearings. Retrieved from <https://www.justice.gov/uspc/parole-hearings>

## Audiovisual Resources

Use the Internet to view the following audiovisual materials:

- CBS Evening News. (2009). Notebook: Prison versus parole [Audio] | Transcript. Retrieved from <http://www.cbsnews.com/videos/notebook-prison-vs-parole>
- Hunte, T. (2015, October 30). "I always see bars": Getting out of prison and staying out [Audio]. WNYC. Retrieved from <http://www.wnyc.org/story/i-always-see-bars-getting-out-prison-and-staying-out>

## Suggested Resources

Use the Capella library to locate the following:

- Seiter, R. P. (2002). Prisoner reentry and the role of parole officers. *Federal Probation*, 66(3), 50.

Use the Internet to read or examine the following:

- Glazer, J. (2014). Why it might be time to rethink the rules of parole. Retrieved from <http://fivethirtyeight.com/features/why-it-might-be-time-to-rethink-the-rules-of-parole>
- National Conference of State Legislatures. (2011). Principles of effective state sentencing and corrections policy: A report of the NCSL Sentencing and Corrections Work Group. Retrieved from <http://www.ncsl.org/research/civil-and-criminal-justice/principles-of-sentencing-and-corrections-policy.aspx>
- Ollstein, A. (2011). The power of family. Retrieved from <http://www.corrections.com/news/article/28886-the-power-of-family>
- Travis, J. (2000, May). But they all come back: Rethinking prisoner reentry [Paper from the Executive Sessions on Sentencing and Corrections, No. 7]. Retrieved from <https://www.ncjrs.gov/txtfiles1/nij/181413.txt>
- U.S. Department of Justice. (2003). History of the federal parole system. Retrieved from <https://www.justice.gov/sites/default/files/uspc/legacy/2009/10/07/history.pdf>

## Optional Resources

You are encouraged to read or examine the following resources:

- Garbus, L., Rideau, W., & Stack, J. (Directors). (1998). [The parole hearing of Vincent Simmons](#) [Video] | [Transcript](#). From *The Farm: Life inside Angola Prison* [Motion picture]. New York, NY: Gabriel Films. Retrieved from <https://www.youtube.com/watch?v=MGxmj8qHee0>
- Mannarino, D. (2016, March 16). [Inside Rikers Island: Getting out and staying out](#) | [Transcript](#). *Pix11.com*. Retrieved from <http://pix11.com/2016/03/16/inside-rikers-island-getting-out-and-staying-out>

### u08s1 - Learning Components

- Research criteria for parole release.
- Explore potential implications associated with the parole release criteria.
- Investigate parolee success post-release.

### u08d1 - Parole Release Criteria

## Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

## Introduction

Parole involves inmate release before the expiration of the court-imposed sentence, with a period of inmate supervision that must be completed successfully, based on conditions and terms imposed by the commission. Parole affects the size of the prison population and discipline within the facility. Parole remains controversial and has experienced a number of changes over the years.

Suppose you have been selected for the commission of corrections for the state in which you reside. In that capacity, you have been asked to develop criteria for parole release in your state. You want to ensure key stakeholder positions are accounted for in your determinations.

For your initial discussion post, address the following:

- Determine four criteria for parole release that you would propose.
- Explain the rationale behind your parole release criteria determinations.
- Predict three potential implications associated with the parole release criteria; one to the inmate, one to corrections staff, and one to society.

## Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Determine four criteria for parole release that you would propose.
  - Explain the rationale behind your parole release criteria determinations.
  - Predict three potential implications associated with the parole release criteria; one to the inmate, one to corrections staff, and one to society.

## Response Guidelines

Respond to the posts of at least two of your peers. What other criteria would you propose after reading the suggestions of other learners? What additional implications for the inmate can you share, in association with parole release criteria? Are there additional potential impacts to corrections staff that you can point out? Do you have some different ideas pertaining to the impact of parole release criteria on corrections staff?

### Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

## u08d1 - Learning Components

- Determine four criteria for parole release that you would propose.
- Explain the rationale behind your parole release criteria determinations.
- Predict three potential implications associated with the parole release criteria; one to the inmate, one to corrections staff, and one to society.

## u08d2 - Reentry Success

### Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

### Introduction

There are many rationalizations for the imposition of restrictions on parolees. There is a readjustment period. Society has a vested interest in setting up parolees for success in the transition from incarceration to free society. Understanding incarceration and related impacts is important. Those making the transitions can encounter social, economic, psychological, religious, moral, and ethical challenges. Most prisoners are not properly prepared for entrance into the community. Reentry problems help explain why most parole failures take place after release, often within the first six months.

Three forces influence the released offender's adjustment to free society. Those forces are the parole officer, the parole bureaucracy, and the experiences of the offender. Suppose you have been tasked with exploring contributions that can help to set the offender up for success with the transition.

In your initial discussion post:

- Lay out three best practices a parole officer can undertake to elevate the potential for parolee success post-release.
- Summarize how parole bureaucracy can adversely impact parolee success.
- Lay out two adjustments for addressing impediments to success at the parole bureaucracy level.
- Correlate two ways offender experience prerelease can impact the potential for post-release success.

### Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Lay out three best practices a parole officer can undertake to elevate the potential for parolee success post-release.
  - Summarize how parole bureaucracy can adversely impact parolee success.
  - Lay out two adjustments for addressing impediments to success at the parole bureaucracy level.
  - Correlate two ways offender experience prerelease can impact the potential for post-release success.

### Response Guidelines

Respond to the posts of at least two of your peers. Are there other parole officer best practices you can point out in connection with inmate success? What additional correlations can you make? Do you have additional insight to share about parole bureaucracy and connections to success for former inmates? When it comes to inmate perceptions and post-release experiences, what additional thoughts do you have about success measures?

Course Resources

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CJ Discussion Scoring Guide

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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G.R.E.A.T. Discussion Guidelines

## u08d2 - Learning Components

- Lay out three best practices a parole officer can undertake to elevate the potential for parolee success post-release.
- Summarize how parole bureaucracy can adversely impact parolee success.
- Lay out two adjustments for addressing impediments to success at the parole bureaucracy level.
- Correlate two ways offender experience prerelease can impact the potential for post-release success.



## Unit 9 >> Race, Ethnicity, Corrections, and the Death Penalty

### Introduction

### Competencies Addressed in the Unit

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.

### Race and Racism

There is no denying a level of intersection and the existence of a relationship between race, ethnicity, and corrections in the United States. According to Clear, Reisig, and Cole (2019), although this was not always the case, there are now more African American men in prison than there are in college. These issues, including connections, causes, and implications, are often difficult to discuss. Today, although African Americans make up approximately 13 percent of U.S. residents, they comprise nearly 40 percent of the prison population (Clear, Reisig, & Cole, 2019). If the same data are used for projections, approximately one-third of African American children born today will end up in prison at some point during their lifetimes. It is important to acknowledge that, as long as racism exists in the larger society, attempts to eradicate it from the criminal justice system have only marginal prospects for success.

### Race-Related Implications

The statistics associated with the population percentage of African Americans entering the corrections system have sparked debate on many levels. In the everyday thinking of many Americans, crime, to some extent, is viewed as a racial phenomenon. This perception has critical implications for race relations in the United States.

### Race and Ethnicity

Race and ethnicity are complex concepts. Race is controversial due to its social, economic, and political implications. A false assumption is that race is a biological divide, based on categories determined by skin color and physical features. It has been maintained that it is difficult to accept a strictly biological approach. In the field of corrections, racial and ethnic issues surface most frequently in conjunction with the frequency of exposure of African American, Hispanic, and people of color to the criminal justice system. It is important to recognize that disparity does not automatically translate to discrimination.

### Capital Punishment

The cornerstone of capital punishment is the Eighth Amendment of the U.S. Constitution. In the context of cruel and unusual punishment, within Eighth Amendment protections, there is the dimension of whether the death penalty should be used at all as a punishment, and the dimension of how the death penalty should be operationalized if it is imposed as a sentence. From a punishment philosophy standpoint, the debate over the use of the death penalty centers, in part, on deterrence, incapacitation, and retribution. From a nonpunishment philosophy standpoint, moral, religious, personal, and ethical frames drive positions and perspectives.

### Arguments for and Against the Death Penalty

Some arguments in support of capital punishment (in comparison to incarcerating a convicted capital offender for life) include the potential deterrent impact associated with the commission of violent acts, the payback effect associated with imposing consequences on someone who commits an egregious crime, prevention of the further commission of crime by murderers, and a cost-effectiveness argument. Opponents of the death penalty maintain that there is no empirical support for deterrent value, government should not participate in intentional killings, the death penalty is imposed in a discriminatory manner, and innocent individuals have been executed.

### Who Is on Death Row?

Convicted offenders on death row are often men who come from low-income backgrounds and who are poorly educated. The minority composition is much higher than the proportion of minorities in comparison to the general population. Most of the inmates on death row have a prior felony conviction. According to Clear, Reisig, and Cole (2019), approximately 50 women are on death row.

### Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

### Objectives

To successfully complete this learning unit, you will be expected to:

1. Determine the impact that high minority incarceration rates have on minority communities.

2. Analyze the implications of high minority incarceration rates on the effectiveness of the criminal justice system.
3. Correlate the close relationship between politics and criminal justice policy, and issues of race and ethnicity in regard to punishment.
4. Lay out two important steps for reducing racial disparities in punishment.
5. Explain why there is support for the death penalty in the U.S. when it has been abolished in other Western democracies.
6. Analyze two alternatives to death that could achieve the retributive, deterrent, and incapacitative goals of capital punishment.
7. Predict what the future holds for the death penalty, from a criminal justice practitioner perspective.

## Learning Activities

### u09s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 19, "Race, Ethnicity, and Corrections," pages 492–508.
  - This chapter examines the correlation between race and ethnicity in different components of corrections.
- Chapter 20, "The Death Penalty," pages 510–531.
  - This chapter focuses on the Eighth Amendment and the different facets of the death penalty debate.

Use the Capella library to read the following:

- Brace, P., & Boyea, B. D. (2008). State public opinion, the death penalty, and the practice of electing judges. *American Journal of Political Science*, 52(2), 360–372. doi:10.1111/j.1540-5907.2008.00317.x
- Breunig, C., & Ernst, R. (2011). Race, inequality, and the prioritization of corrections spending in the American states. *Race and Justice*, 1(3), 233–253. doi:10.1177/2153368711398716

Use the Internet to read the following:

- Death Penalty Information Center. (n.d.). Retrieved from <http://www.deathpenaltyinfo.org>
  - This site presents current issues related to the death penalty.
- The Sentencing Project. (n.d.). State-by-state data: State data map. Retrieved from <http://www.sentencingproject.org/map/map.cfm>
  - An alternative version of the information from this interactive map is available at: The Sentencing Project. (n.d.). State-by-state data: Detailed state data. Retrieved from <http://www.sentencingproject.org/the-facts/#detail?state1Option=U.S.%20Total&state2Option=0>

## Films on Demand Videos

- Network Ireland Television. (Producer). (2007). Black death in Dixie: Racism and the death penalty in the United States [Video]. Films on Demand.
  - This film highlights issues of race and racism within the criminal justice corrections system and death row in the United States, including the emotional and psychological affects for those on death row who were wrongfully convicted. Included are historical perspectives from the Jim Crow era and the effects of lynching still felt in today's criminal justice system.
  - Running time: 26:00.
- Intelligence Squared US (Producer). (2015). Abolish the death penalty: A debate [Video]. Films on Demand.
  - This film examines the debate on whether or not the United States should abolish the death penalty. There are both supporters and opponents of the death penalty. The issues that drive the controversy for both sides are morality, fairness, whether the death penalty deters crime or not, and whether the death penalty is an appropriate punishment for heinous crimes. The United States is the only remaining English-speaking Western democracy to still have the death penalty, which gives rise to the question, "Should the United States abolish the death penalty?"
  - Running time: 97:00.

## Suggested Resources

Use the Capella library to locate the following:

- McGann, A., & Sandholtz, W. (2012). Patterns of death penalty abolition, 1960–2005: Domestic and international factors. *International Studies Quarterly*, 56(2), 275–289. doi:10.1111/j.1468-2478.2011.00716.x

Use the Internet to read or examine the following:

- Callan, P., & Cevallos, D. (2015, October, 1). Are death penalty decisions fair? Two lawyers debate. Retrieved from <http://www.cnn.com/2015/10/01/opinions/callan-cevallos-death-penalty-debate>
- Hartney, C., & Vuong, L. (2009). Created equal – Racial and ethnic disparities in the U.S. criminal justice system. *National Council on Crime and Delinquency*. Retrieved from [http://www.nccdglobal.org/sites/default/files/publication\\_pdf/created-equal.pdf](http://www.nccdglobal.org/sites/default/files/publication_pdf/created-equal.pdf)

- Kirby, S. (2012). [The top 10 most startling facts about people of color and criminal justice in the United States](https://www.americanprogress.org/issues/race/news/2012/03/13/11351/the-top-10-most-startling-facts-about-people-of-color-and-criminal-justice-in-the-united-states). Retrieved from <https://www.americanprogress.org/issues/race/news/2012/03/13/11351/the-top-10-most-startling-facts-about-people-of-color-and-criminal-justice-in-the-united-states>
- Pullella, P. (2016, February 21). [Pope calls for worldwide abolition of death penalty](http://www.reuters.com/article/us-pope-capitalpunishment-idUSKCN0VU0GH). *Reuters*. Retrieved from <http://www.reuters.com/article/us-pope-capitalpunishment-idUSKCN0VU0GH>

## Optional Resources

You are encouraged to read or examine the following resources:

- Discovery Channel. (n.d.). [Death row – the final 24 hours](https://www.youtube.com/watch?v=wkb14EcOs9U) [Video] | [Transcript](#). Retrieved from <https://www.youtube.com/watch?v=wkb14EcOs9U>
- NBC News. (n.d.). [Convicted murderer dares judge to give him the death penalty!](https://www.youtube.com/watch?v=TBDy7jVWdT4) [Video]. | [Transcript](#) Retrieved from <https://www.youtube.com/watch?v=TBDy7jVWdT4>

### u09s1 - Learning Components

- Examine the impact of high minority incarceration rates.
- Explore the relationship between politics and criminal justice policy, and issues of race and punishment.
- Research why there is support for the death penalty in the United States, when it has been abolished in other Western democracies.
- Explore alternatives to death that could achieve the retributive, deterrent, and incapacitative goals of capital punishment.

### u09d1 - Racial Disparities

## Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.

## Introduction

Race is not an easy topic of discussion. It often sparks strong feelings and emotions. When examining race in the context of disparities in the criminal justice system, there are grouping themes. Some maintain that the disparities are the result of the system operating as a giant sieve to differentiate offenders and, as such, more men of color are placed under correctional authority because they commit more crime. Others maintain that the sieve is racist, with the system treating men of color more harshly in comparison to the way white men are treated. A third group maintains the criminal justice system operates within the broader context of societal racism and represents a mechanism for its expression.

Regardless of the reason, racial disparities are an area of importance in criminal justice. Let us look more closely at the issue.

In your initial discussion post:

- Determine the impact of high minority incarceration rates on minority communities.
- Analyze the implications of high minority incarceration rates on the effectiveness of the criminal justice system.
- Correlate the close relationship between politics and criminal justice policy, and issues of race and punishment.
- Lay out two important steps for reducing racial disparities in punishment.

## Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Determine the impact of high minority incarceration rates on minority communities.
  - Analyze the implications of high minority incarceration rates on the effectiveness of the criminal justice system.
  - Correlate the close relationship between politics and criminal justice policy, and issues of race and punishment.
  - Lay out two important steps for reducing racial disparities in punishment.

## Response Guidelines

Respond to the posts of at least two of your peers. What other impacts do you see high minority incarceration rates having on minority communities? What additional implications can you share in association with high minority incarceration rates' impact on the effectiveness of the criminal justice system? Do you see other correlations between politics, criminal justice policy, race, and punishment? How has your perspective on these correlations changed after reading the posts of other learners? Are there additional measures you can contribute to reducing racial punishment disparities?

#### u09d1 - Learning Components

- Determine the impact of high minority incarceration rates on minority communities.
- Analyze the implications of high minority incarceration rates on the effectiveness of the criminal justice system.
- Correlate the close relationship between politics and criminal justice policy, and issues of race and punishment.
- Lay out two important steps for reducing racial disparities in punishment.

#### u09d2 - The Different Dimensions of the Death Penalty

### Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.

### Introduction

The death penalty has always been a controversial practice. Debate on the issue is not a new phenomenon. There are many vantage points associated with the legalities and debate. The Supreme Court has ruled that death as a punishment is different from other punishments. The legal issues associated with the death penalty include, but are not limited to, execution of the mentally ill, effective assistance of counsel, death qualification of juries, appeals, the impact on international law, and execution methods. The debate is also impacted by sentencing philosophy.

In this discussion, different dimensions of the death penalty will be explored.

In your initial discussion post:

- Explain why there is support for the death penalty in the United States, when it has been abolished in other Western democracies.
- Analyze two alternatives to death that could achieve the retributive, deterrent, and incapacitative goals of capital punishment.
- Predict what the future holds for the death penalty, from a criminal justice practitioner perspective.

### Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Explain why there is support for the death penalty in the United States, when it has been abolished in other Western democracies.
  - Analyze two alternatives to death that could achieve the retributive, deterrent, and incapacitative goals of capital punishment.
- Competency 3: Analyze reform movements related to corrections systems.
  - Predict what the future holds for the death penalty, from a criminal justice practitioner perspective.

### Response Guidelines

Respond to the posts of two peers. What additional insight can you share about the debate on whether the death penalty should be abolished in the United States? Why are alternatives to the death penalty feasible in the United States, or why are they not? How do the legal issues that impact the death penalty influence the future of the death penalty in the United States?

- Explain why there is support for the death penalty in the United States, when it has been abolished in other Western democracies.
- Analyze two alternatives to death that could achieve the retributive, deterrent, and incapacitative goals of capital punishment.
- Predict what the future holds for the death penalty, from a criminal justice practitioner perspective.

## Unit 10 >> Incarceration Trends, Community Justice, and Looking Ahead

### Introduction

### Competencies Addressed in This Unit

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 4:** Utilize criminal behavior assessments.
- **Competency 5:** Communicate effectively in writing.

### Making Connections in Corrections: Incarceration Trends

There are many factors that influence incarceration rates and trends. There are also many stakeholders that impact and direct the use of incarceration as a punishment for crime. The incarceration rates in the United States are very high in comparison to other countries. Despite a decline in the overall crime rate, the U.S. incarceration rate has more than quadrupled since 1980 (Clear, Reisig, & Cole, 2019). That is attributable to many factors, including a more likely sentence of incarceration, a tougher sentencing approach, the war on drugs, and politics. This has sparked debate on many levels.

Incarceration rates have become a political issue. Some people are demanding a moratorium on additional prison construction, with a shift in emphasis to intermediate punishments for those who "do not belong" in prison. Determining which offenders fall into that classification is the source of division. Others maintain that the prison population is elevated because violent crime is high and that the costs of incarceration are less than leaving these criminals on the streets.

### A New Approach Is Needed

It has been maintained that a new approach to corrections is needed. In looking at penal system growth, trends are apparent. The growth has been concentrated among four groups with common characteristics. Focusing on age, most individuals in the penal system are between 20 and 45 years old, with two thirds being minorities and nine tenths being men (Clear, Reisig, & Cole, 2019). The population is predominantly poor, often unemployed, lacking skills, or undereducated. According to Clear, Reisig, and Cole (2019), these characteristics result in an important spatial dynamic in the correctional system, the phenomenon referred to as spatial concentration.

### Community Justice Overview

Community justice is a new idea with considerable support from policymakers and practitioners. Community justice, as a philosophy, acknowledges that crime and the problems associated with crime have a large impact on the quality of community life. Community justice encompasses a response to crime using traditional means and sets a goal of improving a community's life quality. That translates into the establishment of a sense of collective efficacy in the common interest of crime reduction in the community and is impacted by a sense of mutual trust and willingness to take steps to intervene for the common good. The community justice strategy is based on community policing, environmental crime prevention, and restorative justice.

### Community Justice Versus Criminal Justice

There are four distinctions between traditional criminal justice and community justice. Community justice focuses on strategies that align with important differences across neighborhoods in the same jurisdiction, whereas traditional justice focuses on standardized crime problem approaches applied in a uniform manner across different jurisdictions. Community justice is focused on problem solving, emphasizing underlying problems experienced by victims, offenders, and others in the area. Restoration is a key area of focus of community justice. Another area of emphasis in community justice is justice reinvestment, which encompasses reallocating criminal justice system resources to community life improvement projects.

### Where to Go From Here?

Corrections in the United States needs reform, and the U.S. is no longer considered a progressive leader. Although there is consensus on the need for reform, consensus is lacking in determining the best aims of that reform. Dilemmas in corrections include the lack of a clear mission, leadership challenges, ambiguous correctional strategies and techniques, internal and external structural dilemmas, personnel issues, and resources. Four current trends that are likely to impact corrections in the future are evidence-based practices, techno-corrections, falling crime rates, and professionalization. According to Clear, Reisig, and Cole (2019), the U.S. corrections system will change when people with new vision devote themselves to improving it.

## Reference

Clear, T., Reisig, M., & Cole, G. (2019). *American corrections* (12th ed.). Boston, MA: Cengage.

## Objectives

To successfully complete this learning unit, you will be expected to:

1. Explore one corrections dilemma in the context of the corrections-related process.
2. Predict the future direction of reform for corrections, based on a current challenge for corrections.
3. Explain how the future of corrections can impact a criminal justice career.
4. Apply penology and corrections theory.
5. Analyze corrections-related processes.
6. Analyze reform movements related to corrections systems.
7. Utilize criminal behavior assessments.

## Learning Activities

### u10s1 - Studies

## Readings

Use your *American Corrections* textbook to read the following:

- Chapter 18, "Incarceration Trends," pages 474–490.
  - This chapter examines trends in incarceration, including causes and implications.
- Chapter 22, "Community Justice," pages 550–568.
  - This chapter explores distinctions between community justice and criminal justice, including problems and future prospects.
- Chapter 23, "American Corrections: Looking Forward," pages 570–589.
  - This chapter outlines major dilemmas and forces that could impact corrections in the future.

Use the Capella library to read the following:

- Hine, J. (2015). The ideals of community justice. *British Journal of Community Justice*, 13(1), 1–5.
- Lutze, F. E., Johnson, W. W., Clear, T. R., Latessa, E. J., & Slate, R. N. (2011). The future of community corrections is now: Stop dreaming and take action. *Journal of Contemporary Criminal Justice*, 28(1), 42–59. doi:10.1177/1043986211432193

Use the Internet to read the following:

- American Probation and Parole Association. (n.d.). Community justice [Position statement]. Retrieved from [https://www.appa-net.org/eweb/Dynamicpage.aspx?site=APPA\\_2&webcode=IB\\_PositionStatement&wps\\_key=d4eeb872-1163-47da-85f0-e35d0ed2c600](https://www.appa-net.org/eweb/Dynamicpage.aspx?site=APPA_2&webcode=IB_PositionStatement&wps_key=d4eeb872-1163-47da-85f0-e35d0ed2c600)
- Bureau of Justice Statistics. (n.d.). Key facts at a glance. Retrieved from [http://www.bjs.gov/glance\\_redirect.cfm](http://www.bjs.gov/glance_redirect.cfm)

## Suggested Resources

Use the Capella library to locate the following:

- Brown, R., Mactavish, M., & Riveland, C. (1998). Leadership and the corrections executive. *Corrections Management Quarterly*, 2(4), 30.
- Garland, B., Hogan, N., Wodahl, E., Hass, A., Stohr, M. K., & Lambert, E. (2014). Decarceration and its possible effects on inmates, staff, and communities [PDF]. *Punishment & Society*, 16(4), 448–473. doi:10.1177/1462474514539535
- Houseman, L. (2010). Reducing reliance on incarceration in Texas: Does Finland hold answers? *Texas International Law Journal*, 46(1), 209–230.
- Waid, C. A., & Clements, C. B. (2001). Correctional facility design: Past, present and future. *Corrections Compendium*, 26(11), 1–5.

Use the Internet to read or examine the following:

- John Howard Society of Alberta. (n.d.). The effects of prison overcrowding. *Patrick's Crusade*. Retrieved from [http://www.patrickcrusade.org/EFFECTS\\_OF\\_OVERCROWDING.html](http://www.patrickcrusade.org/EFFECTS_OF_OVERCROWDING.html)
- Walters, A. (n.d.). Could this be the solution to America's probation problem? *Aljazeera America*. Retrieved from <http://america.aljazeera.com/watch/shows/america-tonight/america-tonight-blog/2014/2/6/probation-hawaiihope.html>

## Optional Resources

You are encouraged to read or examine the following resources:

- Center for Court Innovation. (n.d.). [Red Hook Community Justice Center](http://www.courtinnovation.org/research/red-hook-community-justice-center-video) [Video] | [Transcript](#). Retrieved from <http://www.courtinnovation.org/research/red-hook-community-justice-center-video>
- Respaut, R. (2016, January 6). [California prison reforms have reduced inmate numbers, not costs](http://www.reuters.com/article/us-california-prison-budget-insight-idUSKBN0UK0J520160106). *Reuters*. Retrieved from <http://www.reuters.com/article/us-california-prison-budget-insight-idUSKBN0UK0J520160106>

#### u10s1 - Learning Components

- Examine trends in incarceration, including the causes and the implications.
- Explore distinctions between community justice and criminal justice, including problems and future prospects.
- Investigate major dilemmas and forces that could impact corrections in the future.

#### u10a1 - Connecting Your Learning

### Competencies Addressed in This Assignment

In this assignment, the criteria in your Connecting Your Learning Scoring Guide are directly aligned to all of the competencies for the course.

- **Competency 1:** Apply penology and corrections theory.
- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.
- **Competency 4:** Utilize criminal behavior assessments.
- **Competency 5:** Communicate effectively in writing.

### Overview

Throughout this course, you have explored the fields of penology and corrections. You have analyzed the evolution of corrections, probation, and parole processes, and evaluated the effects associated with corrections and reform movements. You have also analyzed criminal behavior assessments that help to determine offender placement and incarceration alternatives. Trends and future directions were explored. Connections were made to current events and career opportunities throughout the criminal justice system. In your Unit 10 assignment, you will reflect on these connections.

### Instructions

Prepare a 4–6 page paper focused on the course competencies (1 to 1.5 pages per competency for Competencies 1 through 4). Address two key areas of learning for each competency. Competency 5 will be showcased through your coverage of Competencies 1–4. This paper should showcase your learning proficiency and describe the importance of your learning relative to application in a career context. This assignment should be placed in your ePortfolio for future reference and to demonstrate your learning connections for future employment purposes.

Be sure to review the Connecting Your Learning Scoring Guide to ensure you understand the criteria for this assignment and for the overall course project.

### Requirements

- **Written communication:** Written communication should be free of errors that detract from the overall message.
- **APA formatting:** Resources and citations should be formatted according to current APA style and formatting.
- **Number of references:** 3–5 peer-reviewed references.
- **Length of paper:** 4–6 typed, double-spaced pages.
- **Font and font size:** Times New Roman, 12 point.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

This assignment should be placed in your ePortfolio for future reference and to demonstrate your learning connections for future employment purposes.

#### Course Resources

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[ePortfolio](#)

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[APA Paper Template](#)

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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[RefWorks](#)

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[Smarthinking](#)

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[Capella Writing Center](#)

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[Writing Feedback Tool](#)

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[APA Style and Format](#)

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## u10d1 - Looking Back and Looking Ahead

### Competencies Addressed in This Discussion

- **Competency 2:** Analyze corrections-related processes.
- **Competency 3:** Analyze reform movements related to corrections systems.

### Introduction

Corrections in the United States has many angles and dimensions. Throughout this course, different facets of the corrections system have been explored, focusing on components, roles, responsibilities, purposes, and functions. The dilemmas of corrections include mission, methods, structure, personnel, and costs. In looking ahead, the challenges for U.S. corrections include reinvigorating a new correctional leadership, refocusing investments on what works, and reclaiming the moral and ethical high road.

To better understand the different dimensions of corrections and related potential societal impacts, suppose you have been tasked with addressing the following.

In your initial discussion post:

- Explore one corrections dilemma in the context of the corrections-related process.
- Predict the future direction of reform in corrections, based on a current challenge in corrections.
- Explain how the future of corrections can impact a criminal justice career.

### Discussion Objectives

- Competency 2: Analyze corrections-related processes.
  - Explore one corrections dilemma in the context of the corrections-related process.
  - Explain how the future of corrections can impact a criminal justice career.
- Competency 3: Analyze reform movements related to corrections systems.
  - Predict the future direction of reform in corrections, based on a current challenge in corrections.

### Response Guidelines

Respond to the posts of at least two of your peers. What additional insight can you share about the dilemmas identified by other learners? Are there other corrections-related process connections you can make? How did your predictions about the direction of reform align or vary from the predictions of other learners? Can you point out additional impacts to a criminal justice career, in association with the future of corrections?

Course Resources

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[CJ Discussion Scoring Guide](#)

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[Community of Excellence](#)

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[Criminal Justice Undergraduate Library Research Guide](#)

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[G.R.E.A.T. Discussion Guidelines](#)