

The National Institute of Corrections
in partnership with **California State**
University, Long Beach
is pleased to offer a Certificate Program in the
Management of Correctional Offenders with
an option in either institutional or community-
based corrections *or*
an on-line course for academic credit.

The first "for credit" course will be based on an NIC
video training conference on Psychopaths: Their nature
and impact on corrections.

For information on either program contact:

Program coordinator: Dr. Sam Torres
(562) 985-5134 or e-mail: storres2@csulb.edu

or

University College & Extension Service, California State University,
Long Beach

(800) 963-2250 or e-mail: info@uces.csulb.edu

or

National Institute of Corrections

Mary Ann Karre (need title)

(800) 995-6429 ext. 131 or e-mail: mkarre@bop.gov

Both programs (certificate & academic credit course) will integrate relevant National
Institute of Corrections topics that have been presented through 19 video conferences.
The certificate in the Management of Correctional Offenders will be awarded jointly by
the National Institute of Corrections and California State University, Long Beach.

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California State University, Long Beach and The National Institute of Corrections Certificate Program in the Management of Correctional Offenders

Options:

Institutional Corrections

Community-Based Corrections

Certificate Program

This certificate is being offered in partnership with The National Institute of Corrections and will provide and/or increase the management skills of correctional officers, probation/parole officers, policymakers, private corrections personnel, training academy administrators, security administrators, intelligence officers, wardens and anyone else working with criminal justice offenders either in an institutional or community-based setting. Correctional offenders experience distinctive needs and pose specific management problems. This program will strengthen your proficiency in dealing with offenders generally and special offenders specifically. It will increase your effectiveness in managing with sex offenders, gang members, and violent offenders. While much is said and written about the psychopathic personality, few correctional workers and mental health professionals really understand this very destructive, manipulative, and high risk offender. This certificate program will help you learn to identify the specific personality traits associated with the psychopathic personality and specific techniques to manage this type of offender. Cognitive approaches to changing offender behavior will also be discussed in one of the modules. Participants who complete all of the requirements will receive a *Certificate in the Management of Correctional Offenders* awarded by the California State University, Long Beach and the National Institute of Corrections

Who Should Participate?

- Correctional officers in local, state, and federal institutions who want to learn about specific categories of offenders and techniques for effective management.
- Staff, other than correctional officers, that work in an institutional setting and have frequent contact with inmates and want to improve their understanding and awareness of offenders.
- Counselors and staff employed at community-based halfway houses and work furlough programs who want to learn about specific categories of offenders and how to more effectively manage them as they reintegrate into society.
- Institutional and community corrections supervisors and managers responsible for policy decisions.
- Probation and parole officers who want to improve their understanding of offenders and how to best supervise and provide services in the community.
- Staff employed by profit or non-profit programs that provide contract or non-contract services to offenders who want to improve their knowledge, awareness, and assessment of specific types of offenders in order better match specific treatment modalities with particular offender type.
- Policymakers who want to review and evaluate management strategies that have been found to be effective in other jurisdictions.
- Training academy administrators that want the most current information on offender

management strategies.

You Will Learn:

- How to assess and manage evaluation resources.
- How to understand the different types of evaluation research.
- How to translate research data into usable information.
- What the research has found on punishment and treatment approaches.
- The key components of cognitive skills programs, implementation, and barriers.
- Prediction methods utilized to identify high risk sex offenders.
- Specific predictors and non-predictors of risk assessment for sex offenders.
- To identify the cluster of traits that make-up the psychopathic personality.
- To identify various strategies for managing the psychopathic offender.
- Key components of prison gang management strategies.
- The physical, cognitive, emotional, and social stages of adolescent development.
- What works and what does not work with adult and juvenile offenders.
- Characteristics of “traditional” and “non-traditional” gangs in the community.
- The “myths” versus the reality of gangs and racial violence.
- To develop an effective gang intervention strategy in the community and the components of an effective monitoring system.
- The current state of the research on sex offenders and some common “myths.”
- What special skills are needed to supervise the sex offender in the community.
- The goals and components of sex offender treatment.
- Which special conditions should be imposed for sex offenders under supervision in the community.

How Do I Complete the Certificate

- Complete all the four core modules *and* two modules in either institutional or community-based corrections.
- View the National Institute of Corrections video conference topics on-line.
- Complete all assignments, including an examination at the end of each module and at least one paper/project applying information obtained from one or more of the modules to a case study and/or a work situation.
- The core courses in the certificate program are:
 1. Better Corrections Through Information.
 2. Assessment of Sex Offenders for Sentencing, Supervision, and Treatment.
 3. Cognitive Approaches to Changing Offender Behavior.
 4. Psychopaths: Their Nature and Impact on Corrections
- Two courses for the option in Institutional Corrections are:
 1. Managing Youthful Violent Offenders in Adult Institutions.
 2. Gang Management Within the Institutional Setting.
- Two courses for the option in Community-based Corrections are:
 1. Gangs, corrections, and the community.
 2. Effective Supervision of the Adult Sex Offender in the Community.

All the modules in this program will require that participants view National Institute of Corrections (NIC) video conference tapes on specific topics. These will be available for viewing through the UCES or NIC websites. Specific videos may also be available directly from the NIC.

Dates: TBA

Place: On-line

Fee: TBA

Program Coordinator and Instructor: Sam Torres, Professor of Criminal Justice and former Senior U.S. Probation Officer for the U.S. District Court in the Central District of California at Los Angeles. Dr. Torres has over 30 years experience in the field of corrections, including approximately 25 years of field experience. He has published numerous articles on the effective management and supervision of offenders and his book, *Drug-Involved Adult Offenders: Community Supervision Strategies and Considerations* (1999) was recently published by the American Probation and Parole Association. Dr. Torres has also served as a consultant to the California Department of Corrections, U.S. Probation System, and many community-based correctional programs. He is a member of numerous professional associations including the American Society of Criminology (ASC), Academy of Criminal Justice Sciences (ACJS), American Correctional Association (ACA), and the American Probation and Parole Association (APPA). Dr. Torres has also taught numerous undergraduate and graduate courses in corrections, criminal justice, sociology, and criminology during the past fifteen years

Modules for Fall, 2000

The following four courses are required:

- **Better Corrections Through Information**
- **Cognitive Approaches to Changing Offender Behavior**
- **Psychopaths: Their Nature and Influence on Corrections**
- **Assessment of Sex Offenders for Sentencing, Supervision, and Treatment**

Better Corrections Through Information

The current amount of information on corrections today is voluminous. This module enhances your ability to explore, analyze, and use information to access agency programs, services, and operations. Participants will also learn to select areas in which to collect information and assess departmental needs. Information is critical to determine where departments should put their resources to have the greatest impact. You will learn what to look for in assessing program effectiveness and what tools to use to make improvements in your department. The proper use of information will be addressed to help you differentiate between those things that do not work and those things that do work.

Topics Include:

- Selecting areas in which to collect information
- Assessing department needs.

- Managing evaluation resources.
- Developing and defending result-based budgeting.
- Enhancing accountability & Informing policy makers.
- Better allocation of resources.
- Making improvements pro-actively.
- Reassuring stakeholders.
- Perceived program need.
- Legislative mandate.
- Private providers.
- Necessary resources for evaluation.
- People needed to conduct evaluation.
- Funding for staff, questionnaires/surveys, and data collection.
- Process vs. outcome evaluation.
- Translating data into usable information.

Cognitive Approaches to Changing Offender Behavior

Cognitive approaches to changing offender behavior are premised on the principle that how offenders think control how they behave. In this module you will learn to identify public perceptions of crime and corrections. You will compare the major strategies of punishment versus treatment and examine the research on “what works.” Current data on crime and corrections will be presented and participants will learn to identify the key principles associated with effective cognitive treatment interventions. Participants will also learn to identify and examine the various strategies for overcoming barriers to implementing cognitive treatment programs in institutional and community-based environments.

Topics Include:

- Incarceration levels, rates, and costs.
- Mission for corrections and public opinion.
- Research summary: Punishment vs. treatment.
- Research on offenders: Risk and needs principles.
- Criminogenic targets.
- Effective cognitive interventions.
- Examining recidivism.
- Cognitive program implementation.
- Specific offender populations using cognitive behavioral approach.
- Cognitive treatment can be used to enhance offense-focused treatment.
- Cognitive restructuring programs.
- Cognitive skills programs.
- Barriers to implementation.
- Barriers vs. challenges.
- Barriers: Community-based treatment.
- Program implementation goals.
- Major outcomes.

Assessment of Sex Offenders for Sentencing, Supervision, and Treatment

In this module you will be introduced to state-of-the-art tools and strategies for the assessment of sex offenders. The limitations of traditional assessment tools and the current research on the most effective instruments for predicting risk will be presented and you will learn to define ways to use these various assessment instruments and how to adjust them based on current circumstances. You will also learn how to identify the ways that treatment providers and supervising agents can work together in the assessment and evaluation of sex offenders. The limitations of risk assessment instruments will also be discussed.

Topics Include:

- An intensive supervision strategy utilized by Connecticut.
- How effective are we at predicting risk?
- Actuarial versus clinical prediction methods.
- Case studies addressing the process of developing trust.
- Assessment of risk.
- Issues & challenges in risk assessment.
- Recidivism rates.
- Specific predictors and non-predictors of recidivism.
- Static and dynamic risk factors.
- Types of risk assessment strategies.
- Risk assessment instruments.

Psychopaths: Their Nature and Impact on Corrections

While psychopaths make-up only 1% of the general population, they represent about 15-25% of the offender population. Furthermore, about 56% of those responsible for killing police officers are classified as psychopathic personalities. The average correctional worker, like most people in the general population are not able to accurately describe the traits associated with this particular personality disorder. The psychopathic offender poses unique assessment and programmatic problems for corrections, both within an institutional setting and on community supervision. This module will teach you how to understand and apply processes for identifying, diagnosing, and classifying psychopathic offenders. Most importantly it will teach you how to utilize prediction studies for assessing the risk for violence among psychopaths. Participant will acquire the knowledge and tools to identify the cluster of traits associated with this type of offender and provide suggestions for effective management.

Topics Include:

- What is a psychopath?
- Social predators.
- Personality disorder: Cluster of traits.
- Interpersonal features-traits.
- Emotional features-traits.
- Behavioral features-traits.
- Why are they psychopaths?
- Applications for corrections.
- Implications for treatment, management, & release.
- Identify strategies to address institutional and public safety.
- Violent crimes and psychopaths.

- Antisocial personality disorder vs. psychopathy.
- Assessment tools: The PCL-R (1991).
- Community supervision of the psychopath.
- Evaluate costs associated with managing psychopathic offenders.
- Kansas vs. Hendricks (1997): Commitment beyond sentence.

In addition to the four required courses, participants will select two courses from either the Institutional or Community-based corrections modules.

Institutional Modules:

Correctional Strategies in Gang Management.

This module introduces you to pro-active approaches utilized in several jurisdictions to manage security threat groups, or prison gangs, in order to reduce the associated violence attributed to this category of inmates. The module will review and discuss changes which have occurred in the development of strategies for gang management and will identify key components for control of gang members in institutional settings. You will also identify strategies to reduce the spread of gangs and to provide members with alternative program options

Topics Include:

- An examination of several correctional agencies and gang management:
 Massachusetts Department of Corrections.
 California Department of Corrections.
 Texas Department of Corrections.
 Federal Bureau of Prisons.
 Connecticut Department of Corrections.
- Definition of prison gang.
- Goals of gang management programs.
- Validation process.
- Strategies to reduce the spread of gang violence.
- Interdiction strategies.
- Key components of gang management.
- Evolution of gang management.
- Future gang management concerns.
- Alternative program options.

Managing Youthful Violent Offenders in Adult Institutions

This module will introduce you to critical management strategies for youthful violent offenders in adult institutions. While the focus will clearly be on adolescent offenders, many of the principles and strategies presented will also be applicable to adult offender populations. You will learn to identify adolescent-adult differences aside from chronological age and recognize how the characteristics of adolescents impact management, planning, and programming. An examination of critical elements of successful management and program strategies will be addressed. The connection between effective program interventions and staff, offender, and public concerns will also be discussed in this module.

Topics Include:

- Stages of adolescent development along physical, cognitive, emotional, & social dimensions.
- A management “checklist” prior to implementation of programs for this population.
- A review of the literature & the “movers and shakers.”
- What doesn’t work with offenders?
- What does work with offenders?
- Classification issues.
- Statistical/actuarial predictions vs. clinical/subjective predictors.
- Major obstacle in implementing treatment programs: staff
- Physical plant considerations-platitudes.

Community-Based Corrections Modules:**Gangs, Corrections, & the Community**

Participants will learn how to implement strategies for the identification and management of gangs. After completing this module you will understand how gangs impact the community and the popular myths surrounding gangs as contrasted with reality. You will learn what strategies have been found to be effective within institutional and community settings. The first part of this module will focus on gangs in the community while the second part will examine prison and street gangs within the institution. You will examine how gangs within institutional settings impact gang activity in the community and how gang activity in the community may impact security and stability with the institution. Both segments of the module will address the need for agency collaboration in the identification and monitoring of gangs. You will also learn the most current trends in gang management and available resources to assist you within your own particular situation.

Topics Include:

- Gangs in the community
- Definition of a gang.
- Common lifestyle.
- Characteristics of “traditional” gang members.
- Characteristics of “emerging” or non-traditional gang
- Comparing and contrasting traditional and emerging gangs.
- Preventive measures.
- Hierarchy of gang membership.
- Criminal activity trends.
- Myth vs. reality: Gangs and racial violence
- Gang types - 5 gang structures.
- Examples of community response gangs: Miami and Boston
- Youth violence strike force.
- Developing a gang intervention strategy.
- The 8% early intervention program: Orange County California
- Gangs in correctional settings.
- Components of an effective monitoring strategy.
- Gang member validation criteria.

- Why classify?

Effective Supervision of the Adult Sex Offender in the Community

Participants will learn to supervise sex offenders in the community more effectively. You will learn why sex offenders present unique challenges and develop an understanding of current practices in supervision of this category of offender. Treatment modalities will be discussed and model programs that have demonstrated effectiveness will be examined. You will learn how to implement a collaborative approach to supervising the sex offender in the community and why such a strategy is critical with these cases. Special conditions to enhance "containment" will be discussed.

Topics Include:

- Overview of sex offender research.
- Common "myths."
- Types of sex offenders.
- Description of collaboration.
- Model program: Connecticut.
- Containment "approach."
- Specialized skills needed.
- Specialized conditions.
- Sex offender specific treatment.
- "Traditional" treatment.
- Goals of sex offender treatment.
- Components of treatment.

California State University, Long Beach
Department of Criminal Justice
Psychopaths: Their Nature and Impact on Corrections, CJ499

Fall, 2000

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Class schedule: See catalog

Required Textbook: Hare, Robert D. *Without Conscience: The Disturbing World of the Psychopaths Among Us*. 2nd edition (1999). New York: The Guilford Press.

Course Description:

While psychopaths make up only 1% of the general population, they represent about 15-25% of the offender population. Furthermore, about 56% of those responsible for killing police officers are classified as psychopathic personalities. The average correctional worker, like most people in the general population are not able to accurately describe the traits associated with this particular personality disorder. The psychopathic offender poses unique assessment and programmatic problems for corrections, both within an institutional setting and on community supervision. This course will teach the student how to apply processes for identifying, diagnosing, and classifying psychopathic offenders. Most importantly it will teach the student how to utilize prediction studies for assessing the risk for violence among psychopaths. Students will acquire the knowledge and tools to identify the cluster of traits associated with this type of offender and provide suggestions for effective management.

Course Objectives:

- a. Understand and apply processes for identifying, diagnosing, and classifying psychopathic offenders.
- b. Identify the cluster of traits which define the psychopathic personality.
- c. Differentiate between interpersonal, emotional, and behavioral traits.
- d. Examine and evaluate nature vs. nurture explanations of causation.
- e. Identify prediction studies for assessing the risk for violence among psychopaths.
- f. Identify special considerations for psychopathic sex offenders.
- g. Evaluate costs associated with managing psychopathic offenders.
- h. Understand the implications for treatment, management and release.
- i. Understand and apply the issues of Hendrick vs. Kansas landmark case on commitment beyond sentence.
- j. Identify strategies to address institutional and public policy.

Class Format:

This is an on-line course where you will learn within a “web-based” learning environment. This mode of instruction may include discussion boards, chats, and e-mails which will facilitate communication among class members and the instructor. Students will contribute actively to their own learning by reading the text, viewing a National Institute of Corrections (NIC) video conference on-line on the psychopathic offender (<http://www.nicic.org/inst/videoconfs2000.htm>), examining research (<http://www.hare.org/>), and applying the cluster of traits to a case(s) study to be assigned.

Methods of Evaluation:

There will be 10 on-line sessions for this course and 3 on-line bulletin board sessions. Five points will be awarded for “satisfactory” participation in each of the 3 on-line sessions. Most of the course objectives are performance based, aimed at the development of specific competencies. They will be evaluated by the quality of the student’s performance. Multiple methods of evaluation will be used, including:

1.	Examination #1, Hare, chapters, 1-5	20 points
2.	Examination #2, Hare, chapters, 6-13 + epilogue	20 points
3.	Examination on NIC video tape	20 points
4.	Paper	25 points
5.	On-line participation	<u>15 points</u>
	Total points	100 points

Special assistance:

For many students, the distance learning environment is new and will involve new challenges and perhaps, some problems. Self motivation is a key element in this approach to learning since students will not have the structure and face-to-face guidance of the instructor. Students are strongly encouraged to communicate with the professor in a timely manner to raise any issues which may arise. The professor will be easily accessible through either e-mail and/or phone. For best results, e-mail the instructor at his home e-mail address. Efforts will be made to respond to e-mail and phone messages the same day and no later than the following day, depending on when the message is received.

Paper (25 points possible)

Topic: The Psychopathic Personality: A Case Study of (indicate name)
Applying the cluster of traits to a case study to be assigned by the instructor. Students will be given a choice of viewing one of at least two movies depicting a key character that is a psychopathic personality. Student must assess the “cluster of traits” that are present and the relative strength of the trait.

The following sections **MUST** be included:

Section I: Social History

Describe the social history and/or circumstances of the character as depicted in the movie. What do we know about his/her background, family, education, marital status, employment, arrest history, substance abuse history, physical and mental health, financial situation, etc.

Section II: Circumstances of Offense

Describe the circumstances of the crime committed by the psychopathic character in the movie. Provide details with as much specificity as possible.

Section III: Psychopathic traits present.

List and describe which of the 20 "cluster of traits" are present in this case. Do not merely name and list the traits. Indicate a trait and write a brief paragraph on how this trait was manifested in the character. Use letter subsections: (a). Pathological lying: The character in the movie manifested this trait by.....

Section IV: Conclusion

Provide a summary of the case and any evaluative comments you may have on the case. What kinds of problems would you anticipate this offender will have or would have in an institutional setting and how would you respond/relate to him/her as an inmate. What strategies would be effective in managing them effectively. What might you want to include in their management strategy and what might you want to avoid.

Guidelines for Writing Paper:

- a. Cover page should have student's name, title of paper, date submitted, name of school (spell out) and name of professor.
- b. Paper should be a **minimum of 6 FULL pages**, excluding cover page, with proper margins of approximately **1 inch** on all sides. Font size should not exceed 12 pitch. If you use a McIntosh computer, your paper should be a minimum of **6 full pages** to allow for the larger pitch. Remember, full page, means full page. If a student submits 6 pages with any page being less than a full page, points will be deducted for not meeting the minimum page requirements. **Number your pages** at the bottom, center. Bottom margins should be set at .5 or ½ inch. The page number will then be 1 inch from the bottom and the narrative will be the appropriate 1 inch.
- c. Your paper should follow the outline noted above. That is, students must use the major section, roman numerals, as well as the subsections when identifying the characters traits. Students may also want to use subsections when presenting the social history section. Titles of major headings and subheadings should be consistent with the above format.
- d. **Double-space the entire paper and do not triple space at all.**
- e. **Headings should be in bold print.**
- f. It is essential that you **proof-read** your paper. Be alert to spelling, run-on sentences, sentences that do not make sense, and any messy pages. Papers will be graded on content,

appearance, grammar, spelling, following the required format and, of course, content.

- g. Papers should be **postmarked** by the date which will be posted on the website.
- h. **Do not send your paper as an attachment to an e-mail.** A hard copy of the paper must be received by the instructor by the due date. Be sure to keep a copy of the paper for your records. Students may wish to send their papers by registered mail to confirm that the paper was sent and received.
- i. Include a **self-addressed envelope** with sufficient postage so that the instructor can mail back the paper. This instructor reads every paper carefully and provides a great deal of feedback. Care should be taken to submit a quality paper since this represents 25% of the student's grade.
- j. Papers will be due by on the 8th week of the course unless otherwise noted.

Tentative Class Calendar

Week	Text Chapter	Topics
1	1	"Experiencing" the Psychopath
	2	Focusing the Picture"
	3	The Profile: Feelings and Relationships
2	4	The Profile: Lifestyle
	5	Internal Controls: The Missing Piece
3		Examination #1, chapters 1-5
3		Participate in 1st on-line discussion group
3	6	Crime: The Logical Choice
3		View film for paper/take extensive notes
4	7	White-Collar Psychopaths
	8	Words from an Overcoat Pocket
5	9	Piles in the Web
	10	The Roots of the Problem
	11	The Ethics of Labeling
6	12	Can Anything be Done?
	13	A Survival Guide
	Epilogue	
6		Participate in 2nd on-line discussion group
7		Examination #2, chapters 6-Epilogue
7		Research for paper-should have a rough draft
8		Complete paper have postmarked by date to be provided by instructor.
9		View NIC video conference on psychopathic offender-take extensive notes.
9		Participate in 3rd on-line discussion group.
10		Examination #3 on NIC video conference.