



Course Name: Client Growth and Development

Course number and section: CRJ 119.I50.WN2021

Winter 2021

Number of Credits: In accordance with academic planning

Days Class Meets: On-Line distance learning programs are available at the student's convenience.

Meeting Times: On-Line distance learning programs are available at the student's convenience.

Location/Venue: Distance Learning (online)

Instructor: Shane Gray

Contact Phone: Use email contact only

Contact Email: GrayShaneJ@jccmi.edu

Online Office Hours: No office hours available; email if appointment is necessary.

Course Description

This course will provide a continuing overview of the Corrections component of the Criminal Justice System. We will discuss assessment of prisoners and dealing with the results of those assessments. This includes treatment implications and counseling in a correctional setting.

Prerequisite(s)

In accordance with academic planning.

Course Goals

Develop an ability to comprehend and appreciate the role early environments have on behavior.

Demonstrate the ability to analyze and comprehend the pattern of criminal lifestyles.

Comprehend and use investigative data in written and oral forms

Identify and assess various models of therapy available to the Criminal Justice client.

Assess and classify the criminal justice client to the appropriate security and custody environment.

Course Objectives

- ▲ Define and discuss similarities and differences among interviewing, counseling, and psychotherapy and review who conducts most of the helping sessions.
- ▲ Examine key goals of counseling and psychotherapy: self-actualization, resilience, and resolution of client issues.
- ▲ Examine your identity as a multicultural being, how dimensions of diversity and privilege may affect the session, and the central importance of multicultural competence.
- ▲ Identify multicultural strengths in clients as a path toward wellness and resilience.
- ▲ Develop a solid understanding of how attending behavior, attention, and selective attention form the basis for all counseling and therapy.
- ▲ Understand how basics of neuroscience explain and expand the importance of attention and empathy.
- ▲ Learn how teaching microskills of listening is a useful therapeutic strategy.
- ▲ Understand nonverbal behavior: How do you and your clients behave nonverbally?
- ▲ Note verbal behavior: How do you and your clients use language?
- ▲ Recognize discrepancies and conflict. Much of counseling and psychotherapy is about working through conflict and coping with the inevitable stressful incongruities we all face.
- ▲ Learn about abstract versus concrete language. Where is the client on the “abstraction ladder”?
- ▲ Understand varying individual and cultural ways of verbal and nonverbal expression.
- ▲ Understand the two key styles of questioning: open and closed questions.
- ▲ Value active listening in the communication process.
- ▲ Discover the nature and central importance of reflecting feeling and what to expect when you use this skill.
- ▲ Understand and appreciate affective empathy and its relationship to cognitive empathy and mentalizing.
- ▲ Consider multicultural and individual differences when using confrontation.
- ▲ Understand stress management and how the action influencing skills can be central in building resilience.
- ▲ Become aware of the realities of suicide.
- ▲ Understand the place of case conceptualization, treatment planning, referral, and relapse prevention, closely related to action planning.

Textbook (chose appropriate options below)

- Intentional Interviewing and Counseling : Facilitating Client Development in a Multicultural Society, 9th Edition - by Allen E. Ivey, Ed.D., ABPP; Mary Bradford Ivey, Ed.D., NBCC; Carlos P. Zalaquett, Ph.D., M.A., Lic., LMHC. ISBN-10: 1305865782; ISBN-13: 9781305865785

Textbook Zero Sample language to paste after textbook:

- **Text Book Zero.** This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.

Follett Access

- Please [review the cost of your required materials](#) to determine the best option for you to purchase your materials.
- For more information on the Follett ACCESS Program, you can view the [view the frequently asked questions](#).

If after reviewing the costs, you choose to opt out, you may do so here: www.jccmi.edu/optout. Please note your opt out selection is for your entire semester schedule. You cannot opt out and opt in to individual courses. And you must opt out by the due date for your first class.

Class Starts On:	Opt Out Date:
January 11, 2021	January 14, 2021
February 15, 2021	February 18, 2021
March 15, 2021	March 18, 2021
March 30, 2021	April 2, 2021

If you have questions about materials, please contact the Jackson College Follett bookstore at jackson@bkstr.com. For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu.

Extras

(None needed).

Exam Process- Respondus

Information can be found within the on-line class instruction.

Grading Procedure

Method employed for evaluating student performance. Testing format (essay, objective, portfolio, etc.) and the relative weight each evaluative tool has upon the final grade are helpful explanations for students.

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Failure

Any circumstances under which a student could be dismissed from or failed in the course that is not covered in other college publications. In pass/fail courses, a listing of minimal competencies.

Academic Honesty Policy

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Course Management

To withdraw from classes see the academic calendar. You must initiate a withdrawal in person at the main campus or one of the extension centers.

If the withdrawal from class is instructor-initiated, the student will be notified by letter by the Registrar's office after the withdrawal has been processed to allow an opportunity for the student to appeal the withdrawal from class.

If the withdrawal from class is student-initiated, it is necessary for an advisor or counselor to approve the schedule change. The student's official date of withdrawal will be the date received at the Registrar's office. A student is not considered withdrawn from class until the withdrawal form has been processed (add/drop form).

Makeup Policy

Ways that students can manage their enrollment in a course for special circumstances. Includes withdrawal, and audit and incomplete grading procedures.

Help

Available learning services or opportunities for students seeking help with their course work. May include information about tutors, learning centers, reserved library materials, counseling services.

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Student Responsibilities

Requirements beyond scheduled classes or laboratories, e.g., clinicals, extra credit assignments, TBA sessions, field placement, special project instructions, contract learning conditions, study hours required outside class, unscheduled class meetings, attendance at concerts or other required events.

Attendance- Participation Policy

For online sections

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate within the first couple of days of the term to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Caveat

Some revisions may be necessary during the course. School closing policies, instructor illness and other procedural improbabilities are described for students.

Calendar

A complete list of dates or class periods for the course is stated within the course material on-line.

** Calendar timelines and assignments are an approximation and could be changed.*

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Important Dates:

DATE	EVENT
01/11/2021	CLASS START DATE
02/28/2021	CLASS END DATE