

**ESSEX COUNTY COLLEGE**  
**Social Sciences Division**  
**CJI 211 – Counseling the Addicted Offender**  
**Course Outline**

**Course Number & Name:** CJI 211 Counseling the Addicted Offender

**Credit Hours:** 3.0      **Contact Hours:** 3.0      **Lecture:** 3.0      **Lab:** N/A      **Other:** N/A

**Prerequisites:** Grades of “C” or better in ENG 096 and RDG 096

**Co-requisites:** None

**Concurrent Courses:** None

**Course Outline Revision Date:** Fall 2010

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**Course Description:** This course provides an introduction to the knowledge, skills, attitudes, case management and counseling techniques required for the counseling and treatment of the addicted offender. The course includes a review of the special needs of this population and the focus programs and facilities set up to treat them in addiction and criminal justice settings. This course is a joint offering of the Criminal Justice and Human Services program of the Social Science Division. This course is approved for 36 educational hours toward New Jersey’s Certified Alcohol and Drug Counselor (CADC) certification or recertification.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the mental health care system in the state of New Jersey;
2. describe the child and family services system in the state of New Jersey;
3. describe the criminal justice system in the state of New Jersey;
4. describe the disability services delivery system in the state of New Jersey;
5. describe the employment services system in the state of New Jersey; and
6. describe the addiction recovery process.

**Measurable Course Performance Objectives (MPOs):** Upon successful completion of this course, students should specifically be able to do the following:

1. Describe the mental health care system in the state of New Jersey:
  - 1.1 *describe the various components of the mental health care system in New Jersey;*
  - 1.2 *describe co-occurring service eligibility criteria and explain how to access such services;*
  - 1.3 *identify levels of mental health care for clients with co-occurring disorders;*
  - 1.4 *explain the Psychiatric Emergency Screening System;*
  - 1.5 *effectively utilize appropriate supervision regarding clients who have co-occurring disorders;*  
and
  - 1.6 *explain federal and New Jersey laws pertaining to clients who have co-occurring disorders*

**Measurable Course Performance Objectives (MPOs) (continued):**

2. Describe the child and family services system in the state of New Jersey:
  - 2.1 *describe the various components of the child and family care system in New Jersey;*
  - 2.2 *discuss the child protection system and related laws in New Jersey; and*
  - 2.3 *effectively utilize appropriate supervision with cases having child protection issues related to substance use disorders*
  
3. Describe the criminal justice system in the state of New Jersey:
  - 3.1 *describe the various components of the criminal justice system in New Jersey;*
  - 3.2 *describe service eligibility criteria and explain how to access services for substance use disorders (SUD) within the criminal justice system;*
  - 3.3 *identify levels of involvement with the criminal justice system including drug court, probation, parole, juvenile justice system, incarceration, severity of charges, and legal restitution for clients with SUD;*
  - 3.4 *discuss barriers that prohibit full reintegration back into the community;*
  - 3.5 *effectively utilize appropriate supervision with SUD-presenting cases having criminal justice system involvement; and*
  - 3.6 *explain the laws as they relate to SUD*
  
4. Describe the disability services delivery system in the state of New Jersey:
  - 4.1 *describe the various components of the disability services delivery system in New Jersey;*
  - 4.2 *describe SUD service eligibility criteria and explain how to access services for those with disabilities;*
  - 4.3 *identify the types of disability services for client with SUD;*
  - 4.4 *discuss the needs/challenges and barriers of clients with disabilities;*
  - 4.5 *effectively utilize appropriate supervision with SUD clients with disabilities; and*
  - 4.6 *explain reasonable accommodation laws and issues faced by the disabled community*
  
5. Describe the employment services system in the state of New Jersey:
  - 5.1 *describe the employment and vocational services in New Jersey;*
  - 5.2 *identify vocational issues facing the client in treatment;*
  - 5.3 *identify strategies for promoting employment with clients in treatment;*
  - 5.4 *discuss the importance of employment in the recovery process;*
  - 5.5 *identify indicators of client readiness for employment; and*
  - 5.6 *explain legal issues related to employment*
  
6. Describe the addiction recovery process:
  - 6.1 *explain the difference between substance abuse and substance dependence as per the current Diagnostic and Statistical Manual of Mental Disorders (DSM);*
  - 6.2 *discuss the various models of addiction;*
  - 6.3 *explain to clients the various stages of addiction and recovery; and*
  - 6.4 *define terms pertaining to addiction recovery (e.g., addiction, recovery, harm reduction, self-help groups, relapse prevention, abstinence, sobriety, wellness, and biopsychosocia)*

**Methods of Instruction:** Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments (e.g., logs, reaction papers, theme papers, oral/written presentations, and projects), for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

1. Maintain regular and prompt attendance to all class sessions.
2. Participate in class discussions.
3. Complete all assignments and take all quizzes and exams that are scheduled.
4. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

<b>Grading Components</b>	<b>% of final course grade</b>
<ul style="list-style-type: none"><li>• <b>Attendance/Class Participation</b> Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.</li></ul>	<b>5 – 15%</b>
<ul style="list-style-type: none"><li>• <b>Logs</b> Logs are written exercises designed to heighten student’s awareness of various psychological phenomena that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.</li></ul>	<b>10 – 15%</b>
<ul style="list-style-type: none"><li>• <b>Reaction Papers</b> Reaction papers are 2 – 3 page written exercises in which students read outside sources (e.g., newspapers, magazines, or “self-help” books in psychology), discuss their “emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to assess claims made augmented by scholarly literature.</li></ul>	<b>15 – 20%</b>

**Methods of Evaluation: (continued)**

<b>Grading Components</b>	<b>% of final course grade</b>
<ul style="list-style-type: none"><li>• <b>Theme Papers</b> Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, psychologically-based magazines, or internet sites.</li></ul>	<b>20 – 25%</b>
<ul style="list-style-type: none"><li>• <b>Literature Reviews/Research Papers</b> Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the psychological literature. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.</li></ul>	<b>10 – 20%</b>
<ul style="list-style-type: none"><li>• <b>Introspective Theme Paper/Case Study Analysis</b> The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and demonstrate relevance of various theories to oneself as an emerging theoretical orientation or professional identity. If a child or teenager, adult person(s) or professional is interviewed, students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.</li></ul>	<b>30 – 40%</b>
<ul style="list-style-type: none"><li>• <b>Written/Oral Presentation of Child, Teenager, Adult, Agency, or Professional in the Field</b> The written/oral presentation of the interview of a child, teenager, adult, agency, or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class and related to course objectives.</li></ul>	<b>15 – 25%</b>
<ul style="list-style-type: none"><li>• <b>Oral Presentations</b> Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of psychology and related to course objectives. The instructor may require a written outline to augment the oral presentation.</li></ul>	<b>15 – 20%</b>
<ul style="list-style-type: none"><li>• <b>Quizzes</b> Quizzes will provide evidence of the extent to which students have met course objectives.</li></ul>	<b>10 – 15%</b>
<ul style="list-style-type: none"><li>• <b>Exams</b> (number of exams and dates specified by the instructor) Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.</li></ul>	<b>20 – 30%</b>

**NOTE:** The instructor will determine the specific components as appropriate for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the following texts:

Masters, R. E. (2004). *Counseling Criminal Justice Offenders* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc.

Voorhis, P. V., Braswell, M., & Lester, D. (2009). *Correctional Counseling & Rehabilitation*. (7<sup>th</sup> ed.). New Providence, NJ: LexisNexis Group

**NOTE:** It is the instructor's discretion to recommend other references, as appropriate (e.g., student handbooks, textbooks, resources pertaining to careers in psychology, or style/writing manuals).

<b>Unit</b>	<b>Areas/Topic</b>
1	INTRODUCTION – Define an addicted offender and co-occurring disorders.
2	CRIMINAL JUSTICE SYSTEMS – Explain the criminal justice system specifically to addicted offenders. Distinguish between the drug crimes versus other types of crimes. Identify the various components/services of the criminal justice system for addicted offenders (e.g., drug court, the juvenile justice system, incarceration, severity of charges, and legal restrictions).
3	MENTAL HEALTH CARE SYSTEM – Explain the mental health care system with respect to its history, laws, and levels of care and related criteria.
4	COUNSELING THE ADDICTED OFFENDER – Examine the various counseling techniques used to counsel addicted offenders (e.g., motivational interviewing, cognitive behavioral therapy, and behavioral therapy).
5	CASE MANAGEMENT FOR THE ADDICTED OFFENDER – Identify the various services available to addicted offenders (e.g., addiction treatment services, disability services, employment services, housing services, and medical services).
6 (Optional)	UNDERSTANDING CRIMINAL JUSTICE COUNSELING AND THE CRIMINAL JUSTICE PROCESS
7 (Optional)	DIAGNOSIS AND ASSESSMENT OF CRIMINAL OFFENDERS
8 (Optional)	DIFFERENTIAL COUNSELING OF MALE AND FEMALE OFFENDERS
9 (Optional)	ETHICAL AND LEGAL ISSUES IN COUNSELING OFFENDERS
10 (Optional)	TREATMENT OUTCOME RESEARCH OR EFFECTIVENESS OF CRIMINAL JUSTICE COUNSELING

**NOTE:** In CJ 211, the instructor must cover Units 1 – 5 listed above minimally in any reasonable order throughout the semester/term. The instructor may include additional areas based on his/her expertise and/or interest.