

Case Management and Mentoring Ex-Offenders
CE 409/CFM 509
June 14-18, 2010

Faculty: Henry Wells III, MA, Doctoral candidate
Karen Swanson, Ed.D

Contact Info: henry.wellsiii@yahoo.com
karen.k.swanson@wheaton.edu

Course Description:

The course will examine theories and practices in case management and mentoring for successful reentry of offenders. Assessment and program development will be discussed. Opportunities for role play and application will be utilized.

Course Objectives/competencies:

- Describe the theories and practices for case management and mentoring.
- Integrate evidence-based practices into case management and mentoring.
- Examine the role of the church in providing services and mentors for offenders.
- Demonstrate case management and mentoring skills for working with diverse populations.
- Identify services and intervention styles that maximize client strengths and resources.
- Develop a faith-based mentor program integrating biblical principles and addresses spiritual formation.
- Evaluate a case management or mentor program for exoffenders (Graduate)

Texts:

Walsh, Anthony. *Correctional Assessment, Casework & Counseling*, 4th ed. Alexandria, VA: American Correctional Association, 2006.

Stanley, Paul D. & Clinton, J. Robert. *Connecting: The Mentoring Relationship You Need to Succeed in Life*. Colorado Springs, CO: NavPress, 1992.

Cloud, Henry & Townsend, John. *Making Small Groups Work*. Grand Rapids, MI: Zondervan, 2003.

Course Reader (pdf documents will emailed to students by the Institute for Prison Ministries):

Motivational Interviewing. Innovation Means Prisons and Communities Together (IMPACT). <http://www.equal-works.com/resources/contentfiles/4190.pdf>

Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs. NIC Accession Number: 022984

U.S. Department of Justice, Crime and Justice Institute and the National Institute of Corrections, *Implementing Evidence-Based Policy and Practice in Community Corrections, Second Edition* by contributors Meghan Guevara and Enver Solomon. Washington, DC: GPO, October 2009. NIC Accession Number: 024107
<http://nicic.gov/Downloads/PDF/Library/024107.pdf> (accessed December 10, 2009)

Johnson, Byron. *The InnerChange Freedom Initiative: A Preliminary Evaluation of a Faith-Based Program*. Center for Research on Religion and Urban Civil Society. University of Pennsylvania. 2003. (P. 25-50)

Recommended Resources

This is a list of additional resources that can be helpful in creating your Case Management Handbook

Assessments Tool Main Page. (nicic.org) Accession Number: 023239

Mentoring Adults (learning from Ready 4 Work) (nicic.org)

Payne, Ruby K., Philip E. DeVol and Terie Dreussi Smith. *Bridges Out of Poverty: Strategies for Professionals and Communities*. Rev. Highlands, TX. aha! Process, Inc. 2006.

Ready4Reentry Prisoner Reentry Kit for Faith-Based and Community Organizations. NIC Accession Number 022994 (nicic.org)

Reentry From Jail. (nicic.org)

Reentry Skills Building Handbook, 2008. NIC Accession Number: 022867

Yoon, Jamie, and Jessica Nickel. *Reentry Partnerships: A Guide for States & Faith-Based and Community Organizations*. New York: Council of State Governments Justice Center, 2008.

Assignments:

All assignments are due the first day of class, (completed prior to your arrival for the class). Graduate students are expected to demonstrate a higher level of thinking and writing and an additional assignment.

1. **Readings and Class participation. Worth: 20%**
Provide a written statement acknowledging completion of the reading assignments (see Reading Assignment sheet, p. 6). Be prepared to discuss the readings in class and to integrate principles and concepts into assignments.

2. **Case Management Skills. Worth: 15%**
Interview an individual (offender/ex-offender or homeless person if possible). Create a case file complete with transition plan, case notes and referrals. (See page 7 of syllabus). For additional resources visit http://www.carpentersplace.org/programs_current.htm#Case_Management
Participate in the in-class skill development exercises such as self-exploration exercise, intake interviewing, and motivational interviewing. Here is a website with a list of areas.
3. **Mentor reflection paper. Worth: 10%**
Read *Connecting* and *Mentoring Ex-Prisoners*. Write a 2-3 page reflection paper that discusses the types of mentors that you would benefit from. Reflect on you have benefited from having your spiritual mentor or what can be changed to enhance the effectiveness of this relationship or reflect on your experiences with mentoring ex-offenders. Be sure to integrate the reading into your paper.
4. **Small Group Facilitation. Worth: 15%**
Read Small Group book and develop a small group presentation. Select your topic from the following: money management, anger management, conflict resolution, interviewing, work ethic, middle class hidden rules, life skills, any of the 7 Habits of highly effective people, addictions, suggest a topic. Integrate biblical truth with the content. You will need a lesson plan and any student handouts. The lesson plan should include the objectives (what the student should know, do and feel) by the end of the lesson, the content and any action points.
5. **Final Project: Case Management Handbook. Worth: 40%**
Create a Case Management handbook for your ministry. See the Case Management Handbook Project sheet (p. 8) for a minimum list of what should be included. Be sure to integrate evidence-based practices and biblical principles. *The draft version is due the first day of the course. You will make revisions as the course is delivered and the final project is due **June 25th**.* (20-25 pages).
You do not have to reinvent the wheel – feel free to adapt existing polices, procedures, mentor manuals etc. to fit your needs.

Graduate Credit 10%

Evaluate an existing Case Management or Mentor program utilizing evidenced-based practices and biblical principles. Provide a summary evaluation, critique and recommendations. (2-3 pages)

Schedule

- Monday Laying the Foundation for Case Management**
Theory-Driven Approaches
- Evidenced-Based Practices

- Ethics and of Case Management
- Policies & Procedures
- Understanding You
- Understanding Them

Establishing Effective Case Management

- Data Collection Instruments
- The Risk/Needs Assessments
- Women's issues
- Developing the Transition Plan
- Setting up an audit ready case file
- Documentation

Assignment 1: Walsh Reading (Ch. 1-10) questions/comments and Evidence-Based Practices

Assignment 2: Case Management Skills

Tuesday

Mentoring Approaches

- Levels of Mentoring
- Sponsors
- Recovery Coaches
- Mentor/Discipler

Establishing A Mentoring Program

- Assessing The Feasibility: Identify Community Assets
- Forms, Policies, and Procedures
- Role of the Church and Mentor Recruitment
- Mentor Training
- Mentor Support
- Evaluate other's mentor manual (part of the Case Management Assignment)

Assignment 3: Mentor Reflection Paper

Wednesday Cognitive Behavior Therapy and Motivational Interviewing

- The Art Motivational Interviewing
- Motivational interviewing exercise
- CBT Approaches
- CBT and Group therapy

Facilitating Group Therapy

- Developing a small group presentation plan
- Facilitating small group exercise

Assignment 1: Walsh Reading (Ch. 11-12) questions/comments and Motivational Interviewing Reading

Assignment 4: Small Group Facilitation

Thursday Ministering to ex-prisoners as victims

Understanding victimization
Your role in helping
Steps toward healing

Pre-Release program

Life Skills
Ethnic and gender differences
Transitioning from Poverty
Spiritual Transformation

Assignment 5: Ministering to Ex-prisoners who are victims of crime
Assignment 1: Johnson Reading

Friday Case Management Tools and Collaboration (CCI)

CCI Case Management Tool
Creating collaborations

Expectations and Guidelines:

▪ Attendance policy:

Students are expected to attend all classes. If students are absent, they are to contact the professor prior to class and arrangements will be made to make up the work. Class assignments are due at the assigned date and at the beginning of class unless noted. Late assignments will be penalized half a letter grade for each day late. Contact the professor prior to the deadline if there is a problem.

▪ Participation:

Attendance, preparedness, diligent work, and engaged participation are important for this to be a collaborative and effective learning experience.

▪ Grades:

A	94-100	A-	90-93	B+	87-89
B	84-86	B-	80-83	C+	77-79
C	74-76	C-	70-73	D+	67-69
D	64-66	D-	60-63	F	0-59

▪ Writing Assignments:

Course work is due at the assigned due date unless prior arrangement have been made. Late papers will be penalized half a letter grade for each day late. Written work is expected to be college-level quality, spell checked, and proof read. Failure to do so will affect the grade on the paper. Use the Turabian style manual. Double

space your work, use 12-point type, and 1" margins. Contact the professor prior to the deadline if there is a problem.

▪ **Academic Honesty:**

As students and faculty of Wheaton College, we are members of an academic community with high scholarly standards, a commitment to pursuing truth, a recognition that our actions affect others in the community and a desire to follow Jesus' example of integrity and truthfulness. Academic honesty is essential for establishing and maintaining the trust that is fundamental to the educational process. Examples of academic dishonesty, which will result in disciplinary action, include, but are not limited to . . .

Cheating: using unauthorized material or unauthorized help from another person in work or examination submitted for academic credit

Fabrication: inventing information, citations, reporting participation in activities never done, or inflating the effort put in and/or the effect of various self-reported activities

Facilitating academic dishonesty: providing unauthorized material or information to another person

Plagiarism: representing the work of another as one's own without acknowledging the source

Misrepresentation: giving the impression of having done more significant work than you actually did (e.g., padding references with works not consulted, doing less than your fair share of a group project, or recycling one's own work)

Disciplinary responses will be individualized to reflect the maturity of the student, the severity of the infraction and any evolving patterns.

Professional organizations and other websites

Christian Association for Prisoner Aftercare <http://capaassociation.org/>

National Institute of Corrections <http://www.nicic.org/>

National Criminal Justice Reference Services <http://www.ncjrs.gov/>

American Probation and Parole Association <http://www.appa-net.org/>

American Jail Association <http://www.aja.org/>

American Correctional Association <http://www.aca.org>

Reentry Media Outreach www.reentrymediaoutreach.org/

Office of Justice Programs: Reentry www.reentry.gov

Reentry Policy Council www.reentrypolicy.org

Reading Assignment Sheet

Reading Assignments

- _____ ***Correctional Assessment, Casework & Counseling***
(For each chapter, provide 1 question or comment for class discussion)
- _____ ***Connecting: The Mentoring Relationship You Need to Succeed in Life***
- _____ ***Mentoring Ex-Prisoners: A Guide for Prisoner Reentry Programs***
- _____ ***Making Small Groups Work***
- _____ **Motivational Interviewing**
- _____ **Implementing Evidence-based Policy and Practice**
- _____ **InnerChange Freedom Initiative: (p. 25-50)**

I acknowledge that I have completely read the reading assignments that are checked. For those assignments that I did not completely read, I indicated the amount I read (i.e. $\frac{1}{4}$, $\frac{1}{2}$, etc.)

_____ Name

_____ Signature

Case File/Case Management Skills

This exercise will result in a case file. Listed below are the items that should be present in the case file.

Intake

Admissions

Application

Participant Profile

Case Management Tool

Reintegration Assessment

Church Integration

Pre-Sentence Investigation Report/Parole Eligibility Report

Assessment Summary

Other Documentation

Choice of Cognitive/Biblical Cognitive Therapy

Recipient Rights

Authorizations

Corrections Referral Form

Letter of Acceptance

Releases of Information

Consent of Admission

Transition Plan Evaluation

Transition Plan Developed

Plan Discussed with Agent

Plan Reviewed 60days, 90 days, 120 days, 180 days

Outcome Documentation

Progress Notes

Employment Services

Education Services

Group Services

Referrals

Discharge

Graduate Letter

Certificate of Graduation

Letter of Termination

Discharge Summary

Case Management Handbook: Final Project

- Description of Setting
- Theoretical Framework for Approach
- Target Population
- Goals of the Program
- Overview of Prison System
 - Policies
 - Procedures
 - Stipulations
- Recruitment
 - In-reach
 - In the community
- Intake Process
 - Assessments
 - Case Management Tool
 - Documents and Forms
 - Referrals
- Transition plan
- Group Therapy
- Resource Data-base
- Mentor Match
 - Mentor Recruitment
 - Mentor Training
 - Policies & Procedures
 - Mentor Support
 - Mentor Documentation
- Spiritual Formation Plan
- List of Churches that welcome former prisoners