

Introduction to Correctional Ministries

Course Syllabus

CE301/CFM501 – 3 Credits

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Course Description:

This course will provide an overview of ministry to offenders and their families and the Biblically-based role of the Church in that effort. In addition, the course will examine the basic structure and functions of the criminal justice system and the cultural distinctives that govern it. The primary focus will be on the multiple ministry opportunities present in each of the various phases of the criminal justice system—presentencing, long-term incarceration, and reentry.

Course Objectives: Students will:

- Develop a passion for the lost and for discipleship.
- Identify personal spiritual gifts and strengths.
- Describe the Biblical basis for ministry within the justice system and the historic roots of the Church's efforts in American corrections. Define the mission and goals of the various correctional agencies and identify ways to effectively engage in ministry efforts within those settings.
- Identify the crucial junctures at which inmates and their families are most open to ministry and understand which specific ministry strategies are most appropriate for those points of contact.
- Develop a framework for informing and connecting the Church with justice ministry programs, especially in reentry efforts.
- Describe restorative justice principles and contrast them with current processes within the criminal justice system.
- Critically review writings related to correctional ministry (Graduate Students)

Texts

Beckner, W. Thomas & Jeff Park. *Effective Jail & Prison Ministry for the 21st Century*. Charlotte, NC. Coalition of Prison Evangelists, 1998. (provided by IPM)

Covert, Henry G. *Ministry to the Incarcerated*. Chicago. Loyola Press, 1995. (amazon.com)

Institute for Prison Ministries. *Free From the Inside*. Wheaton, IL: EMIS, 2009. (provided by IPM)

Rath, Tom. *StrengthsFinder 2.0*. New York, NY: Gallup Press, 2007.

ISBN: 9-781595-620156 (amazon.com) **DO NOT BUY A USED COPY.**

Zehr, Howard. *Little Book of Restorative Justice*. Intercourse, PA: Good Books, 2002 (amazon.com)

Course Reader (Articles, Chapters and Government Documents)

Mulholland, Robert. *Invitation to a Journey*. Downers Grove, IL: InterVarsity Press. p. 15-44. (www.googlebooks.com or Blackboard)

Clear, Todd R., Cole, George F. & Reisig, Michael D. Ch. 2 The Early History of Correctional Thought and Practice and Ch. 3 The History of Corrections in America in *American Corrections*, 8th Edition. Wadsworth, 2009. (IPM or Blackboard)

Travis, J., Solomon, A.L. and Waul, M. *From Prison to Home: The Dimensions and Consequences of Prisoner Reentry*. June 2001. www.urban.org or Blackboard

CLASS SCHEDULE M-R 8:30 am – 5:00 pm, F 8:00 am – Noon (lunch noon to 1:00)

June 7, Mon	Spiritual Formation The Frankena Model Leadership Assignment 1
June 8, Tues	Biblical Themes of Justice The American Criminal Justice System History of Corrections in America Correctional Ministry, The Role of the Church in Justice Ministries Assignment 2
June 9, Wed	Ministry to Incarcerated and Their Families Restorative Justice Criminogenic Factors and Evidenced-Based Practices Overview of Correctional Ministry Resources Assignments 3 and 4
June 10, Thurs	Criminal Thinking Patterns, Cognitive Renewal
June 11, Fri (8:30 am-Noon)	Essentials of Reentry Assignment 5

****ASSIGNMENT 6 DUE: JUNE 18, 2010**

REQUIRED ASSIGNMENTS:

ALL assignments must be completed prior to June 7, 2010 except the final correctional ministry philosophy paper. The week on campus is intensive and it will be difficult to complete assignments. Follow the guidelines for writing assignments.

CLASS PARTICIPATION (100 points) DUE: June 7-11

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

ASSIGNMENT 1 (200 points) DUE: June 7

- Read *Invitation to a Journey* by Robert Mulholland, p. 15-44. Write 1-2 page reflection and reaction paper on the reading and evaluate your own spiritual health.
- Complete your spiritual life map and one-minute transformation story. (Follow the examples and guidelines provided in *Free From the Inside*).
- Spiritual Gifts and Strengths Paper. Read Romans 12, 1 Corinthians 12, Ephesians 4 and take a Spiritual Gifts inventory @ www.elca.org/evangelism/assessments/spiritgifts.html. Then verify your spiritual gifts with someone who knows you well.
- Read *Strengths Finder 2.0* and then take the *Strengthsfinder* assessment at www.strengthsfinder.com (your ID code is located at the back of the book and can only be used once).
- Write a 1-2-page reflection and reaction paper. Describe your top three spiritual gifts and describe how you can apply them in correctional ministry. List your top 5 strengths and describe how you can apply them in correctional ministry. Did you agree or disagree with them? Explain why or why not. Were there any strength themes that you think you possess that were not listed in your top five? If yes, which ones and why you think they apply. Share your strengths and explain them with a person that knows you well. What was their reaction?

ASSIGNMENT 2 (100 points) DUE: June 8

- Read *Effective Jail & Prison Ministry* and be prepared to engage in classroom discussions on chapters 1 through 7. Then for chapters 8, 9 and 11, write a brief reaction paper where you either verify and/or disagree with each author's views. Be sure that you provide examples from your personal ministry observations to support your views. (Write 1 page) Finally, review pages 155-56 and prepare your own list of 3 to 5 distinctive characteristics of ministry in local jails that distinguish it from other correctional settings. Be prepared to share your list in class.

ASSIGNMENT 3 (200 points) DUE: June 9

- Read *Ministry to the Incarcerated* by Henry Covert. From the long list of inmate stressors found in chapter two, select three that you would find particularly hard to deal with if you were imprisoned. Consider why—from your perspective—each would be difficult to endure and come to class prepared to identify some specific strategies you would use to overcome these stressors as you served your time. (1-2 pages)
- In chapter three of *Ministry to the Incarcerated*, Dr. Covert introduces the notion of “paradigms.” Look up this word in a good dictionary and be sure you fully understand its meaning. Then carefully examine the three paradigms for ministry mentioned—the dimensions of the cross; the ministry of presence; and the priesthood of service. In a 350-word (1-2 pages) exploration of these, briefly summarize each and explain how each provides a particularly appropriate model with which offenders can identify.
- Read Clear, Cole and Reisig's Ch. 2 The Early History of Correctional Thought and Practice and Ch. 3 The History of Corrections in America. Using this as a backdrop, consider the fact that Christians often point to the fact that penitence for one's sins was a fundamental philosophical notion behind the emergence of American prisons. Yet, there are some strong reasons to question the validity of this point. Using a concordance or other bible searching tool, locate several scriptural passages where words such as

"repentance," "penitent," and variations of these words appear. Study the passages surrounding the words, noting both the conditions for repentance and the environments in which it takes place. Then present either an attack or defense of the use of incarceration as an aid to repentance, using Scripture to support your position. (1-2 pages).

ASSIGNMENT 4 (100 points) DUE: June 9

Read *The Little Book of Restorative Justice*. Apply restorative justice principles to the following scenario. A man shot at his wife but did not hit her. The bullets did come very close to her head. When the gun jammed, she ran to the neighbors for help. He then shot himself in the stomach. He survived and when able to be moved was taken to jail. Prior to the incident, the couple faithfully attended church together. They have two adult children and one grandson. (1-2 pages)

ASSIGNMENT 5 (100 points) DUE: June 11

- Read *From Prison to Home*. Prepare a paper you could distribute to the faith leaders of your church or community in which you outline the ways in which the Church could assist in offender reentry. Be specific about resources and assets in your community, be sure you anticipate objections, and design a practical working strategy the local leadership could embrace. (500 -750 words; 2-3 pages)

ASSIGNMENT 6 (200 points) DUE: June 18

1. DUE AFTER FORMAL CLASS SESSIONS. Correctional Ministry Philosophy. Utilizing the Frankena model, apply Scripture, your readings for this course, and the information gained from the week's in-class sessions to develop your personal philosophy of correctional ministry. (If you are not currently engaged in correctional ministry, create your paper based on what you are feeling led towards at this point in your journey). (undergrads 7-8 pages, graduate students 9-10 pages) See Grading Rubric provided in class.

Graduate Credit: (100 points) DUE: June 11

Course work for graduate students will be expected to demonstrate a higher level of critical thinking than at the undergraduate level.

Graduate students are required to submit an additional reading and reflection/critique paper. Readings must total a minimum of 300 pages and be selected from different categories in the list provided. Readings not on this list must be approved by the professor. For each book read, submit a two page reflection and critique paper (500 words) in which you respond to major themes of the work and discuss ways in which the ideas might impact your ministry efforts. *Readings must be approved PRIOR to June 1, 2010.*

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.

▪ **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 to cite references. Title pages are not required. Put your name and Assignment # at the top right of the first page. Double space your work, use 12-point type, and 1” margins. (250 words equals one-page of writing). *Contact the professor prior to the deadline if there is a problem.* REFLECTION and REACTION PAPERS. Complete the assigned readings and think about what you agreed or disagreed, points made that impacted you (maybe new information or different from your current beliefs), and how you will apply the content to your life or ministry or why you would not apply it.

For a Quick Guide to the Turabian Style visit

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

▪ **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.

Introduction to Correctional Ministries Graduate Reading Assignment

Graduate students are required to submit an additional reading and reflection/critique paper. Readings must total a minimum of 300 pages and be selected from different categories in the list below. Readings not on this list must be approved by the professor. Most books listed can be ordered through Amazon.com

For each book read (the PEW Reports can be combined into one reflection/critique paper), submit a two-page reflection and critique paper in which you respond to major themes of the work and discuss ways in which the ideas might impact your ministry efforts. This assignment is worth 100 points.

CORRECTIONAL MINISTRY

Annie E. Casey Foundation. *What Shall We Then Do? A Family Freedom Kit for Creating Healing*, 2008 (93 pages)

A resource for churches interested in ministering to those in their congregation who are affected by the criminal justice system – whether as defendants, prisoners, victims of crime, or people coming home from prison, and the family members of all.

<http://www.aecf.org/OurWork/SpecialInterestAreas/IncarcerationandReentry/HealingCommunitiesResources.aspx>

Colson, Charles. *Life Sentence*. (300 pages)

A description of Colson's journey as an offender and new believer.

Colson, Charles. *Justice that Restores*. (150 pages)

Colson discusses the basis for justice, the roots of crime, redemption and justice that restores.

CRIMINAL JUSTICE

Challeen, Dennis. A. *Winning at Losing*, 2004. (187 pages)

Judge Challeen describes how the criminal justice system is failing and what does and doesn't work to reduce recidivism. He examines different kinds of criminals, faulty thinking and NORP (Normal Ordinary Responsible People) think. This can be ordered from IPM

Chesney-Lind, Meda & Pasko, Lisa, *The Female Offender: Girls, Women, and Crime*. 2004. (200 pages)

This book examines juveniles and adult female offenders.

Warren, Jennifer. *One in 100: Behind Bars in America*. Pew Report, 2008. (37 pages)

[www.pewcenteronthestates.org/uploadedFiles/One in 100.pdf](http://www.pewcenteronthestates.org/uploadedFiles/One%20in%20100.pdf)

One in 31: The Long Reach of American Corrections, PEW Report, 2009 (48 pages)

Describes the current state of adult corrections (jail, prison, probation and parole), the problems, and suggestions for change.

http://www.pewcenteronthestates.org/uploadedFiles/PSPP_1in31_report_FINAL_WEB_3-26-09.pdf

CRIMINAL THINKING

Samenow, Stanton E. *Inside the Criminal Mind*, 2004. (251 pages)

Considered a classic and is a revised edition of his earlier work with Yochelson. Samenow identifies criminal thinking errors.

Sharp, Boyd. *Changing Criminal Thinking: A Treatment Program, 2nd Ed*, 2006. (252 pages)

The theme of this book is that if the criminal's thinking is different from those of prosocial thinkers, then it makes sense that the treatment approach must be different. The differences are discussed along with ways to hold the criminal responsible and accountable.

FAMILIES AND CHILDREN

Braman, Donald. *Doing Time on the Outside: Incarceration and Family Life in Urban America* (224 pages)

A compelling account of the unintended effects of incarceration on the families of prisoners.

JUVENILES

Larson, Scott and Brendtro, Larry. *Reclaiming our Prodigal Sons and Daughters: A Practical Approach for Connecting with Youth in Conflict*. (190 pages)

This book offers a portrayal of at-risk youth and a plan for reaching them.

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REENTRY/AFTERCARE

Smarto, Don. *Keeping Ex Offenders Free! An Aftercare Guide*. (247 pages)

This book explains how the church can support exoffenders as they readjust to society and help them deal with their fears, needs, and unrealistic expectations.

Travis, Jeremy. *But They All Come Back: Facing the Challenges of Prisoner Reentry* (352 pages). This is a scholarly look at the changes in punishment in American and the challenges prisoners face when returning to society.

RESTORATIVE JUSTICE

Lampman, Lisa Barnes. *God and the Victim* (250 pages)

This book examines the theological reflections on evil, victimization, justice and forgiveness.

Toews, Barb. *The Little Book of Restorative Justice for People in Prison, 2006.* (90 pages)

This book discusses rebuilding the web of relationships affected by crime.

Zehr, Howard. *Changing Lenses: A New Focus on Crime and Justice, 2005.* (262 pages)

A classic book on restorative justice written by Zehr, the primary author of restorative justice.