COURSE SYLLABUS
Therapeutic Communities in a Criminal Justice Setting
DAAC 2301
3 - 0 - 3
Lecture-Lab-Credit

NONE
Prerequisite

This syllabus has been reviewed and is current on the date indicated.

Prepared By                                      Date
Patricia Bundick                                  5/21/15

Reviewed By                                       Date
Andy Weaver                                      08/12/15

Division Director/Desigee
I. Instructor Information
TO BE COMPLETED BY THE INSTRUCTOR OF RECORD

Name: Patricia Bundick Phone: (254) 559 7721

Campus Office: BRK # 113 email: patty.bundick@tstc.edu

Office Hours: By appointment Advisement Hours: As needed

Department Chair: Patty Bundick Chair email: patty.bundick@tstc.edu

II. Class Times, Location
Breckenridge: August 31, 2015-December 11, 2015;
Lecture: M/W; 2:30-3:30
Lab: M/W; 3:30-4:30
RM. 105

III. Program Outcomes
Chemical Dependency Counseling Students will demonstrate competence in their ability
to apply counseling and criminal justice theories; neurobiological, psychological and
social aspects of addiction; cultural sensitivity; ethical boundaries and rules within a
therapeutic counseling setting.

IV. Course Description and Introduction
WECM description: A study of therapeutic communities as an approach to rehabilitation
of incarcerated substance users.

V. Learning Outcomes
LO1: Explain the therapeutic community model of addiction counseling related to
treatment in incarcerated users.
LO2: Apply the ethical standards and laws related to TC
LO3: Integrate relapse prevention and recovery programs
LO4: Explain the overall goals and objectives of the TC and identify the basic
components. Identify contributions made by forerunners of today's TC, describe
distinctive features such as language, "community as method" and rational authority.
LO5: Explain the role of abstinence in developing positive lifestyle changes. Develop an
understanding of the importance of a self-help group such as AA in maintaining
abstinence.
LO6: Identify the importance of integrating social and psychological goals within the
treatment setting.

VI. Assessment Methods & Grading Policy

TSTC Grading Policy:
(Grades for all Major courses must be C or better)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent/Superior Performance Level</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Above Required Performance Level</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Minimum Required Performance Level</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Below Required Performance Level</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
<td>Failure to meet Performance Requirements</td>
<td>0</td>
</tr>
<tr>
<td>IP</td>
<td>--</td>
<td>In Progress</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>--</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>--</td>
<td>Credit</td>
<td>0</td>
</tr>
<tr>
<td>AUD</td>
<td>--</td>
<td>Audit of Course</td>
<td>0</td>
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</table>

See College Catalog for complete descriptions.

Course Assessments & Grading Scheme:

Grading: Final grade is determined by a combination of testing and instructor assessment of skill levels attainment. Instructor assessment will be used to gauge appropriate understanding of the components of the therapeutic community as students actively engage in a series of interactive group projects aimed at integrating the knowledge obtained in a didactic setting. Student will also display knowledge of the distinct language and structure of the therapeutic community by actively communicating these skills in a classroom setting.

Practice Activities will be used to enhance skill level and to develop student understanding of the components of the therapeutic community in a active treatment setting.

Course Grading Policy-The following percentage values have been assigned to the various components of this class.

Affective Assessment  20%
Lab: Role Plays & Project  20%
Module Quizzes  10%
Final Role Play (Demonstration of TC skills)  10%
Unit Exams (4)  40%

Group Project - Research and present the similarities and differences in traditional therapeutic communities and modified therapeutic communities in the criminal justice system. A 500 word paper with references will be submitted along with a 10-15 minute class presentation of the findings.
Lab: Daily Participation and Role Plays: Student's participation in the therapeutic community is an integral part of the learning experience - This community experience cannot be made-up on an individual level and attendance is important to the enhancement of this curriculum. Students will demonstrate skills learned in the community through daily participation and role-plays. Participation is an integral part of the learning experience.

Unit Exams - Students will have 4 unit exams.

Final Role Play- As a part of the final grade, the students will demonstrate TC skills in a 2 hours mock therapeutic community. Students will be graded on their knowledge, skills and grasp of the TC concept.

VII. Textbook/Reference Materials


VIII. Additional Resources and Supplies-Students will not be required to purchase other materials but suggested outside reading that will enhance their understanding of this class may be assigned.

IX. Class Participation Policy and Student Conduct

A. Policy of this Department:

- Students are expected to attend all classes and classroom activities. If a student misses more than 20% of the class periods, the instructor will assign the student an “F”. This policy does not affect the right of the student to drop a course before the mandated deadline or the right of the instructor to assign, with approval of the department chair, an IP under the appropriate extenuating circumstances.
- Responsibility for dropping a course lies solely with the student.
- Refer to the CDC Student Handbook for appropriate student conduct.

B. Instructor’s Policy:

- I will enforce the department’s participation policy. I will allow (2) scheduled make up classes. It will be the student’s responsibility to schedule the make-up class with the instructor.

C. Integrity:

You are expected to maintain absolute integrity in all scholastic work. This is true in the workplace as well. *Therefore, learn and practice it now.* As stated in the Student Code of Conduct, TSTC Catalogue: ‘Any attempt on your part to receive credit for work other than your own – by cheating, plagiarizing, or collusion – will be the basis for disciplinary action. An accessory to an act of cheating shares the guilt with the principal, and is dealt with in the same manner.’ This means a zero will be received on the exam or assignment and/or a failing grade in the course, and/or removal from the program.
D. Behavior:
Students are expected to behave in a manner that is respectful of others in the class. Disruptive behaviors will not be tolerated. You will be asked to leave and will not be allowed to make up any work missed. Continual disruption will result in permanent removal from class.

X. Safety
- Campus building occupants are required to evacuate buildings when a fire alarm activates. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and the building you occupy while receiving instructions. The nearest exit door may not be the door you used when entering the building.
- Students requiring evacuations assistance should inform the instructor during the first week of class.
- In the event of evacuation, follow the faculty's or class instructor's instructions.
- Do not re-enter a building unless given instructions by the Fire Department, Campus/Local Police, or Fire Prevention Services.

XI. Special Needs

If you have a documented disability that will impact your work in this class, please contact the ADA Coordinator, so that appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the federal law, a student requesting accommodations must provide documentation of his/her disability to the ADA Coordinator. For more information call (325)-236-8292 or email amy.freeman@tstc.edu.

XII. Schedule

Week 1- Introductions
Course Syllabus
Module 1 – Introduction to the Therapeutic Community
Lab: Assign Group Project
   Establish TC in Classroom
   Assign the Gateway Philosophy to memorize-
Week 2 Module 2- The History and Evolution of the Therapeutic Community
Lab: Research TC History and develop presentation
   Model and role play TC environment
Week 3 Module 3- TC view of -Treatment and Recovery
Lab: Present Project in class
   Model and role play TC environment
Week 4- Unit 1 Exam (Modules 1-3)
  Module 4: The community-as-Method Approach in the TC
  Lab: Model and role play TC environment
Week 5 Module 5: The TC Social Structure and Physical Environment
  Lab: Model and role play TC environment
Week 6 Module 6: Peer Interpersonal Relationships in the TC
  Lab: Model and role play TC environment
Week 7 Unit 2 Exam (Modules 4-6)
  Module 7: Staff Roles and Rational Authority in the TC
  Lab: Model and role play TC environment
Week 8 Module 8: TC Treatment Methods
  Lab: Model and role play TC environment
Week 9 Module 9: Work as Therapy and Education
  Lab: Model and role play TC environment
Week 10 Unit 3 Exam (Module 7-9)
Module 10: Stages of the TC Program and the Phases of Treatment
  Lab: Model and role play TC environment
Week 11 Module 11: How Residents Change in the TC
  Lab: Model and role play TC environment
Week 12 Field trip to TC community
Week 13 Group Project: Final Role Play in TC
Week 14 Final Exam
## XIII. Instructor CV – Patricia Bundick

### Education

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Degree Earned</th>
<th>Date Earned</th>
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<tbody>
<tr>
<td>Hardin Simmons University</td>
<td>Bachelor of Science</td>
<td>May 1980</td>
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<tr>
<td></td>
<td>Major: Social Work</td>
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<td></td>
<td>Minor: Psychology</td>
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### Certifications

<table>
<thead>
<tr>
<th>Name of Certification</th>
<th>Date Earned</th>
<th>Date Expires</th>
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<tbody>
<tr>
<td>Licensed Chemical Dependency Counselor</td>
<td></td>
<td>December 2014</td>
</tr>
<tr>
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<td></td>
<td>December 1992</td>
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### Industry, Teaching or Training, and Other Experience Relevant To Course

<table>
<thead>
<tr>
<th>Description of Experience Related To Course</th>
<th>Date Ended</th>
<th>Date Began</th>
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<tbody>
<tr>
<td><strong>Texas State Technical College</strong> CDC Department Chair Assisted in developing the Chemical Dependency Counseling Associates Program, Instructor. All Chemical Dependency Counseling Courses. Continuing education courses for corporate college</td>
<td>Current Position</td>
<td>Full time: 2004 Part time 2000</td>
</tr>
<tr>
<td><strong>Gateway Foundation/Walker Sayle TDCJ Unit Assistant Director</strong> 2003-2004 Oversight of clinical program on 644 bed, TDCJ substance abuse treatment facility <strong>Clinical Supervisor</strong> 1997-2003 Oversight of delivery of services to 165 clients &amp; Supervision of 8 clinical staff. Coordinated continuing education for clinical staff Taught courses for continuing education to clinical staff Worked on management team to provide training for Gateway clinical staff throughout Texas</td>
<td>August 2004</td>
<td>July 1994</td>
</tr>
<tr>
<td><strong>Counselor</strong> 1994-1997 Provided substance abuse counseling in a therapeutic prison setting. 20 person caseload</td>
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<tr>
<td><strong>Hospice of North Texas Medical</strong> Social Work Assistant: Assisted treatment team in identifying significant social and emotional factors of ill and chronically ill patients. Assessment of social, emotional, and environmental factors.</td>
<td></td>
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</tr>
<tr>
<td><strong>Stephen/Shackelford Mental health Center Center Director</strong> Management and supervision of mental health and substance abuse services in Stephens /Shackelford Counties. <strong>Caseworker</strong> Center Provided screening, intake, clinical evaluation, treatment planning, and implementation of outpatient services</td>
<td>1984-1990 &amp; 1992-1994</td>
<td></td>
</tr>
<tr>
<td><strong>Girling Home Health Care, Inc. Medical Social Work Assistant</strong> Assisted treatment team in identifying significant social and emotional factors of ill and chronically ill patients. Assessment of social, emotional, and environmental factors.</td>
<td>(part-time contractual) 1984</td>
<td></td>
</tr>
<tr>
<td><strong>American Red Cross Taylor County Chapter Director</strong> Administered all Red Cross service in Taylor County <strong>Caseworker</strong> Counseling and support services to military personnel and their families in emergency situations</td>
<td>July 1982</td>
<td>July 1980</td>
</tr>
<tr>
<td><strong>HONORS/AFFILIATIONS</strong> 2009 (NISOD) National Institute for Staff and organizational Development Award 2006 W.R. Potter Mark of Teaching Excellence Award 2002 Clinical Supervisor of the Year, Gateway Foundation</td>
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Student Acknowledgement:

This is to acknowledge that I have received a copy of the syllabus for the course DAAC 2301, Therapeutic Communities in a Criminal Justice Setting. I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

_______________________   _________________________________
Student Printed Name                  Signature

_________________________________
Date