

# *The Hebrew University of Jerusalem*

## *Syllabus*

### *correctional rehabilitation - 61207*

*Last update 03-09-2017*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: criminology*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. ronenziv*

*Coordinator Email: [Ronenzivuc@gmail.com](mailto:Ronenzivuc@gmail.com)*

*Coordinator Office Hours: 4:00-6:00PM*

*Teaching Staff:*

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Dr. ronon ziv

Course/Module description:

*This course reviews the history of the rehabilitative ideal in corrections and introduces the current scientific knowledge that available for researchers and practitioners. Specifically, the course elaborates the therapeutic approaches that practitioners use to rehabilitate offenders (psychodynamic, behavioral, social learning, cognitive, cognitive-behavioral, and family therapy). In addition, the course introduces the common correctional assessment and classification systems and the correctional paradigms that can guide practitioners toward effective interventions. The course also provides an overview of the treatment options for special populations of offenders (females, mental disorder, substance use, sex offenders, and juvenile delinquency).*

Course/Module aims:

*(1) To assess the context of correctional treatment from a theoretical, planning, and evaluation perspective. (2) To develop an understanding for the major, theoretically-based, approaches to group and individual treatment of offenders. (3) To understand the challenges in translating the theoretical ideas into effective correctional intervention. (4) To evaluate the main approaches to correctional treatment for special populations.*

Learning outcomes - On successful completion of this module, students should be able to:

*(1) Students will develop an understanding of assessment and classification systems, as well as evidence-based theories and approaches to the treatment of offenders. (2) Students will be introduced to treatment options for special populations of offenders. (3) Students will know how correctional programs should be implemented, monitored and evaluated.*

Attendance requirements(%):

*85% (not more than two justified absences)*

*Teaching arrangement and method of instruction: Lecture*

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### Course/Module Content:

WEEK 1: Introduction to the Course.

WEEK 2: Review of Treatment Theory: Psychoanalytic/ psychodynamic.

WEEK 3: Review of Treatment Theory: Radical Behavioral.

WEEK 4: Review of treatment theory: Social learning approaches.

WEEK 5: Review of treatment theory: Cognitive and Cognitive-Behavioral Approaches.

WEEK 6: Review of treatment theory: Family Therapies.

WEEK 7: Correctional Classification and Prediction: Classification and Assessment for Risk and Specific Risk Factors.

WEEK 8: The RNR Model—an evidence-based approach to correctional rehabilitation.

WEEK 9: The GLM—a strength-based approach to correctional rehabilitation.

WEEK 10: Special Populations: Women and Girls.

WEEK 11: Special Populations: Mentally Ill.

WEEK 12: Programming for Substance Abuse.

WEEK 13: Special Populations: Sex offenders.

WEEK 14: Juvenile delinquency.

### Required Reading:

שבוע 1: מבוא — סקירת נושאי הקורס.

• Cullen, F. T. & Gendreau, P. (2000). Assessing correctional rehabilitation: Policy, practice, and prospects. In J. Horney (Ed.), *Criminal Justice 2000: Policies, processes, and decisions of the criminal justice system*. Washington, DC: National Institute of Justice, Department of Justice.

שבוע 2 : סקירת גישות טיפוליות — גישה פסיכודינאמית/ פסיכואנליטית.

• Van Voorhis, P., & Salisbury, E. (2016). *Correctional Counseling and Rehabilitation* (9th edition). New York, NY: Routledge. Chapter 3: Psychoanalytic therapy, pp. 41-58.

שבוע 3: סקירת גישות טיפוליות — גישה התנהגותית רדיקלית.

• Spiegler, M. & Guevremont, D. (2003). *Contemporary Behavior Therapy* (4th edition). Pacific Grove: Brooks Cole. Chapter 6: Stimulus control and reinforcement therapy, pp. 113-139.

• Spiegler, M. & Guevremont, D. (2003). *Contemporary Behavior Therapy* (4th edition). Pacific Grove: Brooks Cole. Chapter 7: Deceleration behavioral therapy, pp. 113-139.

שבוע 4: סקירת גישות טיפוליות — גישות של למידה חברתית.

• Van Voorhis, P., & Salisbury, E. (2016). *Correctional Counseling and Rehabilitation* (9th edition). New York, NY: Routledge. Chapter 8: Social learning models, pp. 151-170.

שבוע 5: סקירת גישות טיפוליות — גישות קוגניטיביות וקוגניטיביות-התנהגותיות.

• Lipsey, M., Chapman, G., & Landenberger, N. (2001). Cognitive Behavioral Programs for Offenders. *The Annals, AAPSS*. 578: 144-157.

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- Latessa, E. J. (2006). Effectiveness of cognitive behavioral interventions for youthful offenders—review of the research. In B. Glick (ed.). *Cognitive Behavioral Interventions for At-Risk Youth*. Kingston, New Jersey: Civic Research Institute.  
שבוע 6: סקירת גישות טיפוליות — תרפיות משפחתיות.
  - Henggeler, S. & Borduin, D. (1990). *Family Therapy & Beyond: A Multisystemic Approach to Treating the Behavior Problems of Children & Adolescents*, Pacific Grove, CA: Brooks/Cole, Ch.1.  
שבוע 7: פרקטיקה טיפולית — סיווג והערכה של גורמי סיכון וצרכים טיפוליים.
  - Bonta, J. (1996). Risk, Needs, Assessment and Treatment. In A. Harland (ed.), *Choosing Correctional Options that Work: Defining the Demand and Evaluating the Supply* (pp. 18-32). Thousand Oaks, CA: Sage.  
שבוע 8: המודל המדעי להשגת התערבות טיפולית אפקטיבית — Model RNR The
  - Ziv, R. (2018). *The Future of Correctional Rehabilitation*. New York, NY: Routledge. Chapter 4: The principles of effective correctional treatment: Theory and technology.  
שבוע 9: מודל החיים הטובים (GLM) — התערבות טיפולית המכוונת לשיפור חיי העברייין.
  - Ziv, R. (2018). *The Future of Correctional Rehabilitation*. New York, NY: Routledge. Chapter 6: Building good lives through correctional intervention.  
שבוע 10: אוכלוסיות מיוחדות — נשים ונערות.
  - Van Voorhis, P., Wright, E., Salisbury, E., & Bauman, A. (2010). Women's Risk Factors and their Contributions to Existing Risk/Needs Assessment: The Current Status of a Gender Responsive Assessment. *Criminal Justice and Behavior*, 37, 261-288.  
שבוע 11: אוכלוסיות מיוחדות — בעלי הפרעות נפש.
  - Adams, K., & Ferrandino, J. (2008). Managing Mentally Ill Inmates in Prisons. *Criminal Justice and Behavior*, 35(8), 913-927.
  - Skeem, J. L., Manchack, M. & Peterson, J. P. (2011). Correctional policy for offenders with mental illness: Creating a new paradigm for recidivism reduction. *Law and Human Behavior*, 35, 110-126.  
שבוע 12: אוכלוסיות מיוחדות — מכורים לסמים ואלכוהול.
  - Taxman, F., Perdoni, M., & Harrison, L. (2007). Drug Treatment Services for Adult Offenders: The State of the State. *Journal of Substance Abuse Treatment*, 32, 239-254.
  - Marlowe, D. (2009). Evidence-Based Sentencing for Drug Offenders: An Analysis of Prognostic Risks and Criminogenic Needs. *Chapman Journal of Criminal Justice*, 1(1), 167-201.  
שבוע 13: אוכלוסיות מיוחדות — עברייני מין.
  - Smith, P., Schweitzer, M., & Ziv, R. (2013). What works with sex offenders. In E. J. Latessa, S. J. Listwan, & D. Koetzle (Eds.), *What Works (and Doesn't) in Reducing Recidivism* (pp. 151-163). Waltham, MA: Anderson.  
שבוע 14: אוכלוסיות מיוחדות — קטינים.
  - Dowden, C. & Andrews, D. A. (1999). What works in young offender treatment: A meta-analysis. *Forum on Corrections Research*, 11, 21-24.

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### Additional Reading Material:

שבוע 1: מבוא — סקירת נושאי הקורס.

• Bonta, J. & Andrews, D. (2017). *The psychology of criminal conduct* (6th ed.). New York, NY: Routledge. Chapter 11: Offender rehabilitation, pp. 223-241.

שבוע 2: סקירת גישות טיפוליות — גישה פסיכודינאמית/פסיכואנליטית.

• Redl, F. & Toch, H. (1979). *The Psychoanalytic Perspective*. In H. Toch (ed.), *Psychology of Crime and Criminal Justice*. New York, NY: Holt, Rinehart & Winston.

שבוע 3: סקירת גישות טיפוליות — גישה התנהגותית רדיקלית.

• Maletzky, B. (1991). *Treating the Sexual Offender*, Thousand Oaks, CA: Sage, Ch 3-6.

שבוע 4: סקירת גישות טיפוליות — גישות של למידה חברתית.

• Goldstein et al., 1998, *Aggression Replacement Training*.

שבוע 5: סקירת גישות טיפוליות — גישות קוגניטיביות וקוגניטיביות-התנהגותיות.

• Goldstein et al., 1998, *Aggression Replacement Training*.

שבוע 6: סקירת גישות טיפוליות — תרפיות משפחתיות.

• Patterson, G. (1974). *Interventions for Boys with Conduct Problems: Multiple Settings, Treatments, and Criteria*. *Journal of Consulting and Clinical Psychology*, 42, 471-481.

שבוע 7: פרקטיקה טיפולית — סיווג והערכה של גורמי סיכון וצרכים טיפוליים.

• Van Voorhis, P., Wright, E., Salisbury, E., & Bauman, A. (2010). *Women's Risk Factors and their Contributions to Existing Risk/Needs Assessment: The Current Status of a Gender Responsive Assessment*. *Criminal Justice and Behavior*, 37, 261-288.

שבוע 8: המודל המדעי להשגת התערבות טיפולית אפקטיבית — Model RNR The

• Andrews, D. & Bonta, J. (2010). *The Psychology of Criminal Conduct*. Cincinnati, OH: Lexis/Nexis. Chapter 2: The empirical base of PCC and the RNR model of assessment and crime prevention through human services, pp. 45-130.

• Gendreau, P., French, S. A., & Gionet, A. (2004). *What works (what doesn't work): The principles of effective correctional treatment*. *Journal of Community Corrections*, 13, 4-6, 27-30..

• Gendreau, P. (1996). *The principles of effective intervention with offenders*. In A. T. Harland (Ed.), *Choosing correctional options that work: Defining the demand and evaluating the supply* (pp. 117-130). Thousand Oaks, CA: Sage.

שבוע 9: מודל החיים הטובים (GLM) — התערבות טיפולית המכוונת לשיפור חיי העבריין.

• Ward, T., & Maruna, S. (2007). *Rehabilitation: Beyond the risk paradigm*. New York, NY: Routledge.

• Willis, G., Ward, T., & Leveson, J. S. (2014). *The good lives model (GLM): An evaluation of GLM operationalization in North American treatment programs*. *Sexual Abuse: A Journal of Research and Treatment*, 26, 58-81.

• Willis, G. M., & Ward, T. (2013). *The good lives model: Does it work? Preliminary evidence*. In L. Craig, L. Dixon, & T. Gannon (Eds.), *What works in offender rehabilitation: An evidence-based approach to assessment and treatment* (pp. 305-317). London, UK: Wiley-Blackwell.

שבוע 10: אוכלוסיות מיוחדות — נשים ונערות.

• Bloom, B., Owen, B., & Covington, S. (2003). *Gender Responsive Strategies:*

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Research, Practice, and Guiding Principles for Women Offenders. Washington, D.C.: National Institute of Corrections.

• Hubbard, D. & Matthews, B. (2008). Reconciling the Differences Between "Gender-Responsive" and the "What Works" Literatures to Improve Services for Girls. *Crime and Delinquency*, 54(2), 225-258.

שבוע 11: אוכלוסיות מיוחדות — בעלי הפרעות נפש.

• Bonner, R. & Vandecreek, L. (2006). Ethical Decision Making for Correctional Mental Health Providers. *Criminal Justice and Behavior*, 33, 542-564.

• Lord, E. (2008). The Challenges of Mentally Ill Female Offenders in Prison. *Criminal Justice and Behavior*, 35(8), 928-942.

שבוע 12: אוכלוסיות מיוחדות — מכורים לסמים ואלכוהול.

• Pearson, F. & Lipton, D. (1999). A Meta-Analytic Review of the Effectiveness of Corrections-based Treatments for Drug Abuse. *Prison Journal*, 79(4), 384-410.

• Kinlock, T., Gordon, M., Schwartz, R., & Grady, K. (2008). A Study of Methadone Maintenance for Male Prisoners: 3-Month Postrelease Outcomes. *Criminal Justice and Behavior*, 35(1), 34-47.

שבוע 13: אוכלוסיות מיוחדות — עברייני מין.

• Hanson, R. Bourgon, G., Helmus, L., & Hodgson, S. (2009). A meta-analysis of the effectiveness of treatment for sexual offenders: Risk, need, and Responsivity. Ottawa, Ont.: Public Safety Canada.

• Mann, R. E., Hanson, R. K., & Thornton, D. (2010). Assessing risk for sexual recidivism: Some proposals on the nature of psychologically meaningful risk factors. *Sexual Abuse: A Journal of Research and Treatment*, 22(2), 191-217.

שבוע 14: אוכלוסיות מיוחדות — קטינים.

• Lipsey, M. W. (1992). Juvenile delinquency treatment: A meta-analytical inquiry into the variability of effects. In T. Cook, H. Cooper, D. Cordray, H. Hartmann, L. Hedges, R. Light, T. Louis, & F. Mosteller (Eds.), *Meta-analysis for explanation* (pp. 83-127). New York: Russell Sage Foundation.

#### Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 80 %

Assignments 20 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

#### Additional information:

The required readings may be updated during the course.