

Online Instructor's Manual and Test Bank
for

Correctional Administration: Integrating Theory and Practice

Second Edition

Richard P. Seiter, Ph.D.
Saint Louis University

Prentice Hall

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Copyright © 2012, 2002 Pearson Education, Inc., publishing as Prentice Hall, Upper Saddle River, New Jersey and Columbus, Ohio. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey.

Many of the designations by manufacturers and seller to distinguish their products are claimed as trademarks. Where those designations appear in this book, and the publisher was aware of a trademark claim, the designations have been printed in initial caps or all caps.

10 9 8 7 6 5 4 3 2 1

Prentice Hall
is an imprint of



www.pearsonhighered.com

ISBN-13: 978-0-13-511363-9

ISBN-10: 0-13-511363-6

Table of Contents

	<u>Page</u>
Part 1: Correctional Management and Administration	
Chapter 1 – Correctional Administration: Past to Present	1
Chapter 2 – Theories of Leadership and Management	7
Chapter 3 – Leadership and Management of Corrections	12
Chapter 4 - Setting the Tone: Vision, Mission, and Strategic Planning	17
Part 2: Managing Correctional Staff	
Chapter 5 - The Role of Staff in Corrections	22
Chapter 6 – Human Resource Management for Corrections	30
Chapter 7 – Staff Organization and Functions	36
Chapter 8 – Supervising and Empowering Employees	42
Part 3: Managing the Environment	
Chapter 9 – Fiscal Management and the Challenge of Cost Containment	47
Chapter 10 – Managing Risk through Offender Classification	53
Chapter 11 – Managing the External Environment	59
Part 4: Managing Prisons	
Chapter 12 – Managing Security in Prisons	63
Chapter 13 – Managing Programs in Prisons	70
Chapter 14 – Managing Basic Services in Prisons	75
Part 5: Issues for Now and the Future	
Chapter 15 – Critical Issues for Correctional Administrators	82
Chapter 16 – The Future of Correctional Administration	90
Test Bank	
Questions for Chapters 1 – 16	95
Answers for Chapter 1 – 16	176

Preface

This textbook has been written to help students learn about and enjoy corrections, the functions of correctional administrators, and the issues that drive them to create new operational approaches to respond to new challenges. As the title indicates, it is an integration of theory and practice, providing the background and theory that guides practice and the administration of correctional agencies. The book is organized into five sections, each providing readers with history and background, an understanding of critical issues, the important functions of correctional operations, and projections for future needs to correctional administration. The goal of the textbook is to provide a framework for understanding and action. As correctional practitioners confront some of the issues presented, they will be able to understand both the historical and managerial perspective, and learn from mistakes of others.

Part 1 of the text (Correctional Management and Administration) provides a discussion of the environment and influences impacting corrections from past to present. It includes a description of management development in the private sector and how that management expertise was transferred and reorganized to meet public sector bureaucracies. There is also a description of the development of correctional administration and how evolving theories and criminal justice philosophies resulted in certain management practices. Part 1 also addresses the important area of leadership. Corrections is a "people business," and leadership style and quality is essential to accomplishing the mission of a correctional agency. Reviewers of the first edition suggested a leadership theory chapter, so Chapter 2 provides these so students can recognize how various leadership approaches can be useful in administering correctional agencies. Chapter 3 describes the practical application of these theories, illustrates how management differs from leadership and how the complex issues of the future will require leaders to modify traditional styles of leadership. Finally, this section describes how administrators can guide their organizations through planning exercises to create a vision and mission while identifying future challenges and appropriate responses. By the end of Part I, students have a solid background of management and leadership, the issues that drive correctional administration, and the approaches to "reach ahead" and proactively confront the future of a correctional agency.

In Part 2, we move into the management and administration of the most important resource for a correctional agency – the staff. We begin with the role of staff in Chapter 5, as students learn of the variety of positions and staff functions in a correctional agency. Chapter 6 reviews the role of human resource activities that must occur to maximize the productivity of staff resource. We address hiring, training and development, succession planning, performance appraisal and staff discipline, and collective bargaining in a correctional agency. We then move to organization, as Chapter 8 describes the principles of organizing staff and functions to meet mandates and produce expected outcomes. Role of headquarters and field organizations are described, with an examination of how a prison and a community corrections agency is organized.

The final chapter in Part 2 focuses on supervising the staff resource. Staff cannot simply be hired, trained, and sent on their way. They must continue to be mentored and coached, guided and encouraged, and be directed and work delegated to them. The traditional ways we supervised staff are no longer effective. Contemporary staff expect involvement and to understand not only what they need to do but why they are doing it. This section includes how to "empower" the workforce and move them toward accomplishing the vision of the organization.

Part 3 is "managing the environment." Correctional administration operates in a very complex and dynamic environment, and must have expertise in many areas that were not important thirty years ago. First, we face an unprecedented budget crisis in our country, and correctional agencies have to deal with significant budget challenges. Chapter 9 describes approaches to address these issues. In Chapter 10, we discuss managing risk and the use of actuarial methods to predict and reduce the risk of additional crime or misbehavior by offenders. And Chapter 11 describes the tremendous challenge of managing the external environment. Today everyone cares about corrections. Administrators must know how to manage issues of the public, elected officials, and the media to successfully lead their organizations through challenging times.

In Part 4, we focus on the management of prisons, and specifically the three main areas of prison operations: security, programs, and services. Chapter 12 identifies the critical security issues of design and physical security, inmate accountability and control of contraband, responding to inmate violation of rules, controlling prison gang activities, and preparing for emergencies and riots. We then focus on prison programs, as the most important responsibility of a prison is to release offenders better prepared to be successful law abiding citizens. Prison education, substance abuse, mental health, work, religious, and recreation are all described. And Chapter 13 explains how administrators manage quality services basic to successful prison operations. These include health care, food service, visiting, mail, and inmate commissary operations.

Finally, our study of correctional administration is concluded with a look to the future. Many issues that will confront correctional administrators over the next decade are presented and discussed. Correctional administration is not a static event; it evolves in anticipation and response to issues that must be confronted. An example includes the management of special offenders (aging, juveniles, women, and sex offenders). A significant issue which developed over the past decade is prisoner reentry. Finally, we conclude our study of correctional administration with questions for the future. Where are we going? How will community supervision of offenders change? How will technology impact correctional administration? And will there be a rebirth of rehabilitation?

This text was written with several goals in mind, but the most important goal was to give those who are considering corrections as a career or who are preparing for the role as a correctional administrator a realistic appraisal of what their intended vocation looks like. I also suggest that if students have not used, they read my book *Corrections: An Introduction* (Third Edition) which is also published by Pearson Education (2011). This text lays a more basic groundwork of the real life activities of someone who works in corrections and the clients served by correctional agencies. There are also outstanding videos we shot of correctional administrators and line staff, elected officials, judges, inmates and offenders under community supervision. These videos really illustrate the practical world of corrections.

For this book *Correctional Administration: Integrating Theory and Practice* (Second Edition), we attempt to convey the difficulty of the work in this arena, as well as the potential enjoyment and fulfillment that can accompany doing a challenging job well, while contributing to the public good. With the combination of background, philosophy, policy, and current practice, students get an authentic and pragmatic understanding of the world of correctional administration.

This text includes a variety of learning tools and aids. Practical Perspectives present real case studies of correctional administrators, the challenges they faced, and the decisions they made to handle a situation in a certain manner. The Key Terms reinforce your understanding of the terminology of corrections and correctional administration. Like any discipline, correctional administration has a language unto itself, and familiarity with the terms and their uses helps you learn and become comfortable in your study.

At the end of each chapter, there are three types of student activities that are recommended for use.

You're The Correctional Administrator – these are opportunities to put students into a real situation that could be faced by correctional administrators. Students can play the role of an administrator that must act and make a decision. The decision is not always simple and there may be no obvious "right" choice. By struggling with the situation, students must use knowledge and resources to respond to the problem and develop a solution. These are provided instructors as a potential exercise to divide the class into groups and ask them to discuss and come to a conclusion of the best way to answer questions or resolve the issue.

Web-Based Exercises – these exercises provide students with Web site addresses that relate to the topics being studied. They are instructed to visit the Web sites and complete the assigned learning activities. Instructors may want to use these as "homework" and either turn in as an assignment or ask certain students to report what they found in class the next session.

Group Exercises – these exercises give students a group assignment that is both a learning opportunity and a great way for a classroom group to work together and learn from each other. One opportunity is for instructors to break the class into small groups and give them ten to fifteen minutes to discuss and report their findings.

Overall, this text is geared toward building knowledge of correctional administration that can be used throughout student careers. The examples and case studies not only convey the types of substantive issues that must be addressed but also the thought processes that are often used in considering optional solutions to problems. Corrections is not a career for those who do not want to be challenged, who do not want to be in a "people business," and who do not want to contribute to the protection and safety of society. It is for those who are willing to expose themselves to public scrutiny, second-guessing, and even life-and-death decision making. This text is designed to prepare students for these career challenges.

I would love to hear from instructors using this book. Your comments and suggestions are great and will be considered as I prepare the third edition. I hope you enjoy using the book and I hope your students are better prepared for their careers as correctional administrators.

Richard P. Seiter, Ph.D.

About the Author

Richard P. Seiter is uniquely prepared to write a book on correctional administration, having spent over thirty years in a career as a correctional administrator. Following receipt of his Ph.D. in Public Administration from the Ohio State University, he was a research associate and Assistant Director of the Crime and Delinquency Center at OSU. In 1976, he began a career with the Federal Bureau of Prisons (BOP), and worked in two federal prisons (the Federal Correctional Institution in Dublin, California and the U.S. Penitentiary in Leavenworth, Kansas), and then was appointed as Director of the BOP Staff Training Center in Denver, Colorado. He later served as warden of two federal prisons (the Federal Prison Camp in Allenwood, Pennsylvania and the Federal Correctional Institution in Greenville, Illinois). In addition, he was the Assistant Director of the BOP and responsible for the Industries, Education, and Training Division. In this role, he also served as the Chief Operating Officer of Federal Prison Industries, a government corporation with sales of over \$400 million per year, in which inmates made products in prisons that were sold to agencies of the federal government. Dr. Seiter was also the first Chief of the NIC National Academy of Corrections in Boulder, Colorado. In addition, during his correctional career, Dr. Seiter was Director of the Ohio Department of Rehabilitation and Correction for almost six years. In this position, he was responsible for all Ohio prisons, the parole board, parole supervision, and many community correctional programs. He managed an annual budget of \$500 million and a staff of 8000, and oversaw the construction of more than 10,000 prison beds at a cost of \$500 million. After retiring from the Federal Bureau of Prisons, he became Professor and Director of Criminal Justice at Saint Louis University. During this time, he authored and published several articles, and expanded the program and course offerings at SLU. In addition to *Correctional Administration: Integrating Theory and Practice* (2002 & 2011), he also is the author of *Corrections: An Introduction* (2005, 2008, 2011) which is used in dozens of college across the country. He has also done extensive consulting for correctional agencies. In 2005, Dr. Seiter became Executive Vice President of Corrections Corporation of America, the largest private prison company in the United States. In this position, Dr. Seiter oversees the operation of the fifth largest prison system in the country, with 65 prisons, 17,000 staff and 79,000 inmates.

PART 1: CORRECTIONAL MANAGEMENT AND ADMINISTRATION

CHAPTER 1

CORRECTIONAL ADMINISTRATION: PAST TO PRESENT

CHAPTER OBJECTIVES

After reading this chapter, students should be able to:

1. Describe correctional administration and why it is important to study it.
2. Discuss the background that is important to modern correctional administration.
3. List the evolutionary stages in the development of corrections that is important to modern correctional administration.
4. Identify changes and the current status of correctional populations.
5. List and describe the goals of corrections.
6. Describe the organization of current correctional agencies.

CHAPTER OVERVIEW

Chapter 1 is the introduction to correctional administration and provides students a good background and a foundation for their study going forward. The chapter begins with a description of what correctional administration is, and defines administration, leadership, and management as they will be used in this textbook. The chapter includes why it is important to study correctional administration today, citing the growth in corrections and the continually developing complexities of managing a correctional agency. The chapter then provides management development from the private to public sector, and how the evolution of correctional philosophy has influenced correctional administration. Finally, the chapter describes commonly accepted goals of corrections (which administrators must balance to accomplish) and explains how contemporary correctional agencies are organized.

LECTURE OUTLINE

The following is a suggested lecture outline.

What is Correctional Administration?

Correctional administration is guiding and directing an agency responsible for the safekeeping of criminal offenders, and includes the traditional management functions of planning, organizing, staffing, directing and controlling. It requires a thorough substantive knowledge of corrections and correctional issues. And, it includes showing leadership by empowering staff and guiding them toward the future. Guiding and directing an agency are used herein to convey a unique aspect of administration. Administration is very complex, as an organization must have a vision, mission and goals, it must have a focus, and staff must work together to move the organization toward accomplishing the goals. Administrators have the very challenging task of bringing together the resources of an agency (staff, budgets, facilities) in a coordinated fashion to put the organization in the best position to accomplish their mission.

For purpose of definition, there are four levels of correctional staff. **Line staff** are employees or personnel responsible for carrying out the prescribed procedures and activities of the agency. **Supervisors** are the next level of staff that oversee and direct the work of line staff. Their specific duty is to assure the work of staff is within required procedures while promoting efficiency and compliance with agency policies. The third level of staff are **managers**, responsible for setting their department or division goals and objectives, and ensuring their successful completion. The final level are **leaders**, who provide direction, empower staff, and deal with external agencies and political leadership. Their external interactions are critical to gain support for allocation of resources and establishment of the authorities under which the agency functions.

Why is it Important to Study Correctional Administration?

Over the past twenty years, corrections is the most rapidly growing public sector function and perhaps, other than information technology, the most rapidly growing “business” in the American economy. Corrections is growing in the number of offenders it handles, it is growing in the staff required to carry out the functions, it is growing in the quantity of tax dollars directed to its operation, and it is growing in public interest. Consequently, the administration of correctional agencies is also becoming more complex, and this complexity may require a need to rethink the traditional ways correctional agencies operate, and our long held beliefs on how we manage and punish criminal offenders. The future challenges for correctional administrators mandates that future correctional leaders will have to be innovative, aggressive and bold as they approach their roles and responsibilities.

The Background of Correctional Administration

It is easily argued that corrections is both influenced by the broader approaches to private and public management, and by public opinion and political reaction regarding the issue of crime. Throughout history, public sector governments have copied the private sector in terms of styles of management and organization. Most private sector companies can trace their work styles and organizational roots back to the prototypical pin factory that Adam Smith described in *The Wealth of Nations*, published in 1796. From his studies of industry, Smith developed what he called the principle of division of labor. Smith's principle embodied his observations that some number of specialized workers, each performing a single step in the manufacture of a pin, could make far more pins in a day than the same number of generalists, each engaged in making whole pins.

Another development in the way in which organizations operate resulted when Americans began to build railroads in the 1920s. To prevent collisions on single-track lines, railroad companies invented formalized operating procedures and organizational structure and mechanisms to carry them out. Management created a rule for every contingency they could imagine, and lines of authority and reporting were clearly drawn. The railroad companies literally programmed their workers to act only in accordance with the rules. Requiring workers to conform to established procedures remains the essence of bureaucracy even today.

Another development came from Alfred Sloan, head of General Motors, creating a management system for Ford to efficiently manage a diverse factory system. Sloan created smaller, decentralized divisions that managers could oversee from a small corporate headquarters simply by monitoring production and financial numbers. The final evolutionary step in the development of corporations came about in the United States between the end of World War II and the 1960's. Through elaborate planning exercises, senior managers determined the various types of businesses in which they wanted the corporation to be involved, how much capital they should

allocate to each, and what returns they would expect the operating manager of these businesses to deliver. Most corporations were organized as a pyramid, well suited to expansion by simply adding workers to the bottom of the organizational chart, and then filling in the management layers above them. This type of organization is also well suited to control and planning, and therefore proliferated through much of the 20th Century.

Following the private sector models, government similarly developed its organization and structure. Government is based on a bureaucratic model with a top-down hierarchy. However, we now live in an era of rapid change. In this rapidly changing environment, bureaucratic institutions often are ineffective. Today's environment demands organizations that are extremely flexible and adaptable, that deliver high quality goods and services, that are responsive to customers, and that empower workers and citizens.

The Evolution of Correctional Philosophy and its Effect on Administration

Throughout the history of corrections, the overriding philosophies and expectations of correctional sanctions influenced what correctional administrators did, and the practices they put in place. From 1870 until 1910, corrections was in the **Reformatory Era**, with an emphasis on reforming offenders, and using the concepts of indeterminate sentencing, emphasizing preparing offenders for release, an opportunity for inmates to gradually reduce control and work their way to a less restricted environment, and release on a conditional basis when administrators determined the offender was prepared to return to the community. Correctional managers in the reformatory era had to change their focus from the punishing the offender while they reflected on their past behavior.

American corrections turned to the **Industrial Prison Era** from 1910 to 1935. During this period, the number of inmates in U.S. prisons grew over 170 percent, and many new prisons were constructed with an emphasis on having inmates work and produce products that could help to make the prisons self-sustaining. However, union opposition to prison made goods resulted in the passage of statutes that tolled the death knell for the industrial prison, and thousands of inmates who had previously been working were forced into idleness. With nothing for inmates to do, prison administrators had to find another approach. From 1935 to 1960 was the **Period of Transition**, as enforced idleness, a lack of professional programs, and the excessive size and overcrowding of prisons resulted in an increase in prisoner discontent and prison riots. As a result of all the problems prisons were experiencing, the U.S. Supreme Court ended its “**hands-off**” doctrine, which had restricted judicial intervention in the operations of prisons and the judgment of correctional administrators.

As such, prisons entered the **Rehabilitative Era** which lasted from 1960 to 1980. During this time, corrections adopted the **medical model** of managing inmates. With the medical model, offenders were believe to be sick, or “inflicted” with problems which caused their criminality, and offenders were diagnosed and treated in a “hospital” like setting. It was believed that offenders’ problems that could be resolved through programming, and they could be returned to the community “well” and able to be successfully crime-free.

While correctional officials realized that while the medical model made sense, it left out the importance of the transition to the community after release, and “reintegration” joined the focus on rehabilitation. **Reintegration** represented the inclusion of the community into the medical model, as it was understood that the transition from prison to free citizen in society was a difficult step for most offenders to make. Community correctional programs were in their heyday, and dollars and ideas on how to bridge the gap from the prison to the community were readily available. Unfortunately, in the early 1970s, Robert Martinson completed a review of all

correctional research to determine what worked in the treatment of offenders. Martinson and his colleagues concluded that while there were a few isolated correlations between a treatment program and a reduction in recidivism, there were no consistent findings of the effect of any single treatment program significantly reducing recidivism. The "**nothing works**" conclusion effectively ended support for the medical model, and the search for reduced costs and making corrections more punitive had their argument. Soon, rehabilitative programs were not being funded in many jurisdictions, and parole was eliminated in several states. The theory was that if these programs did not help keep the public safe or change offender behavior, why spend money on them.

The Last Twenty-Five Years

Resulting from criticism over the medical model, correctional administration sought safe cover, and their retreat led to a philosophy and practice of improving management and focusing on corrections as a part of the criminal justice process. The primary mission became protection of society. Correctional administrators emphasized managing the criminal justice process in an efficient manner, accepting that corrections could not change offenders, and therefore they would do their jobs with competence and professionalism. The practical advantage of this period was that the corrections profession became better managed.

And as crime increased during the 1980's, the public fear of crime and criminals increased, and corrections became very important to the society and elected officials. Political rhetoric emphasized the need to be tough on criminals, keep them away from law-abiding citizens and make them serve "hard" time. This "get tough" approach resulted in administrators avoiding even minimal risks to which could allow offenders to commit new crimes and create a media and political frenzy. Mandatory minimum sentences were adopted by forty-eight states and the federal government. Several states also passed three-strikes laws requiring judges to sentence third-time felons to extremely long prison sentences. These laws were intended to incapacitate habitual and dangerous law violators who commit three felonies so that they could not continue to prey on law-abiding citizens.

Even as a punitive attitude about crime, sentencing, and offenders developed, there has never been a complete withdrawal of support for rehabilitation, as 87 percent of the U.S. voting public was found to favor rehabilitative services for prisoners as opposed to a punishment-only system. Greater than 90 percent of those surveyed support providing a variety of programs by rating job training, drug treatment, mental health services, family support, and housing guidance "important" to be providing to inmates. The new information regarding the effectiveness of correctional treatment has led to increased support by elected officials and policymakers and to a rebirth in rehabilitation. While the public wants criminals punished, there is support for providing offenders rehabilitative programs.

Correctional Populations

As a result of the "get tough on crime" era, incarceration as a criminal sanction has skyrocketed over the past thirty years. In 1980, the rate of sentenced inmates incarcerated per 100,000 population was only 139. By 2008, the rate of sentenced adults incarcerated per 100,000 population had reached 762.

The Goals of Corrections

The most dominant correctional goal has historically been **punishment**, the infliction of pain or suffering. Through punishment, society can maintain order and show fairness to those who do not violate the law. **Deterrence** is a goal focused on future actions (or the avoidance of certain actions) by both individuals and society. The expectation is that, as a result of offenders

receiving punishment, society will be deterred from committing crimes in the future. When an individual commits a crime and receives a punishment, the punishment is designed to result in **specific deterrence** of that offender from committing further crimes. **General deterrence** presumes that others in society will not commit crimes, because they see that there is a punishment for such acts and those individuals do receive the prescribed punishments.

Incapacitation is a goal which reduces offenders' ability or capacity to commit further crimes. Correctional sanctions restrict offenders' opportunity to continue their criminality and, through this restriction, society is protected from potential criminals. The next goal of corrections is **rehabilitation** or to prepare offenders for a crime free and successful life. A final goal is **restitution** or making right by repaying society or victims for the wrongs created by offenders.

Correctional Organizations Today

Correctional administrators face a much different environment than they did 100 or even 25 years ago. There are several ways in which today's situation is different from the past. First, public opinion and political involvement in correctional policy and practice is very active, while in past years it was very passive. Second, correctional budgets make up a large percentage of the total budget of the federal, state and local governments. Finally, because of the extensive media coverage of high-profile crimes and sentencing practices, citizens develop a strong interest and opinion of how criminal should be dealt with. As a result, while corrections received little interest twenty-five years ago, correctional administrators in today's environment face a variety of issues.

STUDENT ACTIVITIES

There are three types of student activities that are recommended for use.

You're The Correctional Administrator created for this chapter:

1. You are a probation administrator in a large metropolitan county. You have been increasingly concerned over the past decade about the trend toward surveillance and monitoring of probationers, and the lack of support for rehabilitative programs like substance abuse and vocational training. There are more and more rules being passed down about the need to do urine tests for drug use, and a "zero tolerance" once someone tests dirty. Probation revocation rates are going up dramatically. While you agree that probationers that fail to meet their responsibilities should be revoked and sent to prison, you think the current reactive approach doesn't put enough emphasis on helping offenders, and many who are trying but have relatively small failures end up being sent to prison. You believe we need a more balanced approach to supervising probationers. How would you do this? What type of public message would you create about rehabilitative programs? How would you try to sell the need for these programs to your politically-sensitive leadership?
2. You are in charge of planning for a correctional agency. You believe that challenges for correctional administration are usually influenced by the development of new correctional philosophies. You have been asked to speculate on the "next era" of correctional philosophy that will develop from the current "get tough" approach. This is important so the agency can begin to consider how the philosophy might impact the operations. How do you go about thinking about the future? What type of information is important to consider? How do you go about the task of predicting the future? Once you decide how you will make the prediction, what do you think is the "next era" of correctional philosophy?

Web-Based Exercises recommended for this chapter:

Go to: <http://www.libraryindex.com/pages/313/History-Corrections-Punishment-Prevention-or-Rehabilitation.html>

1. After opening the webpage you will notice a section called, Additional Topics. Each topic examines a different era in correctional history and addresses the issue of whether it was a punishment or rehabilitative era. Open these short historical accounts and see if you can determine at what times in our history we were more punishment oriented in our dealings with criminal offenders.

Go to: http://justice.uaa.alaska.edu/directory/c/correctional_history.html

2. Upon opening this website click on *Correctional Photo Archives* and examine what is available. Click on *Access the Collections* to see the many different photos depicting correction history from around the United States. After examining these photos, go back to the main page and scroll down to *Louisiana State Penitentiary Museum* to view the resources of the history of Angola Prison. There are some great photos of this infamous prison which should provide an excellent understanding of southern prisons.

Group Exercises for this chapter:

Each group will be assigned a goal of corrections: Protection of Society, Retribution, Incapacitation, Deterrence, and Rehabilitation. Students will present their topic addressing the tenants of each goal, how it is actually operates in corrections, how it relates to sentencing, an historical perspective, how it works in consort with the other goals, how it is ranked in importance in today's correctional environment, and the probable future importance of the goal.

TEST BANK

CHAPTER 1 – Correctional Management and Administration

Multiple Choice

1. Four types of correctional staff as described in the text are:
 - a. Line, supervisor, executive, and political appointments
 - b. Line, supervisor, manager, and leader
 - c. Line, manager, executive, and leader
 - d. Uniformed, service, treatment, supervision

Answer: b

Page number: 2

Level: Basic

2. Correctional administration is complex today due to what factor?
 - a. Corrections is a highly visible activity.
 - b. Corrections requires a large amount of public funding.
 - c. Corrections is an important issue for elected officials.
 - d. All of the above.

Answer: d

Page number: 3-4

Level: Intermediate

3. From 1870 to about 1910, corrections existed in what era?
 - a. Punishment Era
 - b. Medical Model Era
 - c. Reformatory Era
 - d. Penitentiary Era

Answer: c

Page number: 8

Level: Basic

4. Two men recognized as developing the concept of indeterminate sentencing, conditional release, preparing offenders for release, and transitioning to lower classes of classification were which of following?
 - a. Alexander Maconochie and Sir Walter Crofton
 - b. John Locke and David Hume
 - c. John Howard and Austin Wilkes
 - d. Sanford Bates and John Augustus

Answer: a

Page number: 8

Level: Basic

5. One law that had an adverse affect on prison industries in the 1930s was which of the following?
- Teamster v. UNICOR
 - Wolf v. McDonnell
 - Americans with Disabilities Act
 - Hawes v. Cooper Act

Answer: d

Page number: 9

Level: Intermediate

6. The “Medical Model” of managing inmates stemmed from which Era?
- The Industrial Era
 - The Rehabilitative Era
 - The Era of Transition
 - The Reformatory Era

Answer: b

Page number: 10

Level: Basic

7. Which person was responsible for the pronouncement that “nothing works”?
- Thorsten Sellin
 - Donald Clemmer
 - Robert Martinson
 - Richard Quinney

Answer: c

Page number: 11

Level: Basic

8. One reaction during the “just desserts” approach to crime and punishment was what?
- Mandatory minimum sentences
 - Two-strikes laws
 - Honest sentencing laws
 - All of the above

Answer: a

Page number: 12

Level: Basic

9. The number of adults in the U.S. under correctional supervision in 2008 was approximately how many?
- a. 370,000
 - b. 730,000
 - c. 3.7 million
 - d. 7.3 million

Answer: d

Page number: 13

Level: Basic

10. Historically, the most dominant goal in corrections has been which one of the following?
- a. Punishment
 - b. Deterrence
 - c. Incapacitation
 - d. Rehabilitation

Answer: a

Page number: 15

Level: Basic

11. The goal of punishment is related to which of the following concepts?
- a. Deterrence
 - b. Incapacitation
 - c. Retribution
 - d. All of the above

Answer: d

Page number: 15

Level: Basic

12. The Supreme Court case of *Solem v Helm* addressed the “test of proportionality” as a guideline for sentences. This test addresses which one of these objective criteria?
- a. The race of the defendant
 - b. Offender sentencing in neighboring jurisdictions
 - c. The gravity of the offense
 - d. All of the above

Answer: c

Page number: 16

Level: Intermediate

13. We can show that the goal of incapacitation is not completely effective by pointing to which one of the following circumstances?

- a. Some inmates are rehabilitated
- b. Some offenders commit crimes while incarcerated
- c. The recidivism rate is high
- d. All of the above

Answer: b

Page number: 16

Level: Intermediate

14. Selective incapacitation is a concept that would appear to be in the best interests of the public safety by incarcerating what kind of offenders?
- a. Violent, repeat offenders
 - b. Offenders charged with Driving While Intoxicated
 - c. Offenders with mental illnesses
 - d. Confirmed gang members

Answer: a

Page number: 17

Level: Intermediate

15. As a concept, rehabilitation programming in a prison would include all but one of the following items, which one?
- a. Family visitation
 - b. Inmates keeping their cells clean
 - c. Faith-based programs
 - d. Recreational activities

Answer: b

Page number: 17

Level: Intermediate

16. Corrections is viewed differently today than in the past. Which of the following is not a reason for this phenomenon?
- a. Employee unions
 - b. Greater public opinion
 - c. Larger correctional budgets
 - d. More media coverage

Answer: a

Page number: 18

Level: Intermediate

17. In distinguishing the difference of administration and management, which statement is true?

- a. Administration is a term more related to the private sector.
- b. Administration and management are not different.
- c. Management is a term more related to the public sector.
- d. Management is a term more related to the private sector.

Answer: d

Page number: 4

Level: Intermediate

18. Throughout the history of corrections, which is most accurate about the evolution of correctional philosophy?
- a. Punishment has always been at the forefront of correctional philosophy.
 - b. There was a short period when the goal of rehabilitation was paramount.
 - c. The goal of incapacitation has evolved into a meaningless concept today.
 - d. The goal of restitution is at the forefront of today's sentencing.

Answer: b

Page number: 8

Level: Intermediate

19. In the 1980s, the overall correctional management focus could be summed up as one specific approach, which one?
- a. A high focus on rehabilitation efforts
 - b. Restorative Justice was prominent
 - c. The "get tough" approach
 - d. Reentry efforts toward offenders

Answer: c

Page number: 11

Level: Intermediate

20. What happened to the incarceration rate in 2009 that was significant?
- a. The incarceration rate actually went down.
 - b. The incarceration rate and crime rate were identical.
 - c. Incarceration rates for violent crime exceeded that of property crime.
 - d. The incarceration rate for drug offenses doubled.

Answer: a

Page number: 15

Level: Basic

True or False

1. Management and leadership are regarded as the same thing.
- a. True
 - b. False

Answer: False

Page number: 1

Level: Intermediate

2. The growth of corrections is expected to continue into the next decade.

- a. True b. False

Answer: True

Page number: 3

Level: Basic

3. Historically, theory has had little impact on correctional administration.

- a. True b. False

Answer: False

Page number: 4

Level: Basic

4. Historically, public sector governments have copied the private sector in terms of styles of management.

- a. True b. False

Answer: True

Page number: 4

Level: Basic

5. A rule of thumb is that the larger the organization, the more specialization of labor.

- a. True b. False

Answer: True

Page number: 5

Level: Basic

6. Correctional organizations were modeled after traditional, bureaucratic organizations.

- a. True b. False

Answer: True

Page number: 6

Level: Basic

7. The Walnut Street Jail was influential in the history of corrections because it expanded to holding sentenced offenders and was regarded as the first prison.

- a. True b. False

Answer: True

Page number: 8

Level: Basic

8. The Industrial Prison Era was related to the Auburn System of silence and congregate labor.

- a. True b. False

Answer: False

Page number: 8

Level: Intermediate

9. The “Hand-Off Doctrine” was a legal decision in that correctional staff was prohibited from physically touching the inmates.

- a. True b. False

Answer: False

Page number: 9

Level: Intermediate

10. The Medical Model was based on the philosophy that offenders criminality was a result of an illness and could be resolved through treatment programming.

- a. True b. False

Answer: True

Page number: 10

Level: Basic

11. Robert Martinson and his claim that “nothing works” in rehabilitating offenders spelled the end of the medical model.

- a. True b. False

Answer: True

Page number: 10-11

Level: Basic

12. One hallmark of today’s correctional management practices is the implementation of risk assessment instruments.

- a. True b. False

Answer: True

Page number: 11

Level: Intermediate

13. Three Strikes laws are especially useful in controlling misdemeanor crime.

- a. True b. False

Answer: False

Page number: 12
Level: Intermediate

14. Only a small percentage of polled Americans are favorable about correctional rehabilitation.
- a. True
 - b. False

Answer: False

Page number: 13

Level: Basic

15. Crime rates in the U.S. are down since about 1993 and this is the same trend for incarceration rates.
- a. True
 - b. False

Answer: False

Page number: 13

Level: Basic

16. Specific Deterrence refers to specifically deterring other from committing crime.
- a. True
 - b. False

Answer: False

Page number: 16

Level: Basic

17. Incapacitation can refer to community-based sentences as well as incarceration.
- a. True
 - b. False

Answer: False

Page number: 16

Level: Intermediate

18. The goal of incapacitation becomes more effective the longer an offender is incarcerated.
- a. True
 - b. False

Answer: True

Page number: 16

Level: Intermediate

19. The goal of restitution relates to the role that society has in restoring offenders to productive citizens.

- a. True
- b. False

Answer: False

Page number: 17
Level: Intermediate

20. Restorative Justice refers to sentencing practices that will result in the offender repairing the injury to the victim.
- True
 - False

Answer: True

Page number: 18
Level: Basic

Essay Questions

1. Discuss the four primary goals of corrections and provide your thoughts on how effective they are today.

Answer: Answers should contain the following discussion points:

The four goals of corrections are 1) punishment, 2) deterrence (general and specific), 3) incapacitation, and 4) rehabilitation. Students may add restitution or reformation which should be okay as additional, not primary, goals. Their comments should make some statements that punishment, deterrence, and rehabilitation may not be as effective as possible as measured by the recidivism rate. However, recidivism rates in many states are reported in the 40% range, which would indicate that a majority of offenders are staying out of prison as least during the time that recidivism is being measured. Incapacitation appears to be effective, but too many non-violent offenders may be currently incarcerated. Selective incapacitation may be the new mantra of corrections as it appears politically correct to incarcerate violent, repeat offenders. If this means less incarceration for non-violent offenses, this concept appears to be gaining ground.

Page number: 15-18

Level: Difficult

2. The “test for proportionality” as implemented by the U. S. Supreme Court in 1983 is extremely important in sentencing today. Discuss the relevance of the test of proportionality and how might it relate to racial disparity in corrections.

Answer: Answers should contain the following discussion points:

*How the test of proportionality relates to racial disparity is that there is a specter of discrimination on how sentences are imposed, that is, minorities are getting longer sentences and/or more sentences to incarceration than the white majority. This may be accurate, but is it a result of racial inequities or simply sentencing guidelines? Students should address the issues related to the test of proportionality which include: a criminal sentence must be proportionate to the crime for which the defendant has been convicted ... and be guided by objective criteria, including (i) the gravity of the offense and the harshness of the penalty; (ii) the sentences imposed on other criminals in the same jurisdiction; and (iii) the sentences imposed for commission of the same crime in other jurisdictions. Students should also recall that this test was initiated by the U.S. Supreme Court case of *Solem v Helm* (1983).*

Page number: 15-16
Level: Intermediate

