

COURSE SYLLABUS

CM405: Case Management and Mentoring in Reentry

Course Lecturers: Karen Swanson, EdD,
Director of the Institute for Prison Ministries (IPM), Billy Graham
Center for Evangelism at Wheaton College

Robert Vann, MA,
Executive Director and Co-Founder of A Strictly Biblical Perspective
Ministries

Course Description

Welcome to *Case Management and Mentoring in Reentry*, an online undergraduate-level course, which will examine theories and practices in case management and mentoring for successful reentry of offenders. Assessment and program development will be discussed as well as opportunities for developing skills.

All meetings for this course will be conducted online. In terms of academic credit, this is a semester-length course, but it is offered in an intensive 8-week format.

Course Objectives

Upon completion of the course, you should be able to do the following:

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

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturers



Karen Swanson, EdD

Education:

- Northern Illinois University, EdD
- Western Michigan University, MA
- Calvin College, BS
- Cornerstone University, BA

Teaching Career:

- Professor of Correctional Ministries, Christian University GlobalNet
- Faculty member, Christian Formation and Ministry Department, Wheaton College

Other Career Highlights:

- Director of the Institute for Prison Ministries (IPM), Billy Graham Center for Evangelism at Wheaton College
- Overseer of Charles W. Colson scholarship program at IPM
- Christian Association for Prisoner Aftercare Advisory Board
- Developer, Correctional Ministries courses at Wheaton College and Christian University GlobalNet
- Executive director, LifeHouse Ministries reentry program
- Certified in Justice Ministries, Motivational Interviewing, Moral Reconciliation Therapy, Bridges Out of Poverty, Truthought, and Anger Management
- Volunteer teacher in Life Learning Program, Cook County Jail (Chicago, IL)



Robert Vann, MA

Education:

- Wayne State University, MA
- University of Wisconsin, BA

Career Highlights:

- Executive Director and Co-Founder, A Strictly Biblical Perspective Ministries (ASBPM)
- Program Director, Fuqua Hall, a 92-bed, Christ-centered transitional housing program—a ministry of Atlanta Mission in Atlanta, GA
- Addiction counselor, case manager, and program manager/director at Detroit Rescue Mission Ministries, Prison Fellowship Ministries and the Atlanta Mission
- Associate Pastor, Community of Faith Church in Buford, GA

- Author of “A Cognitive Biblical Approach to Understanding and Addressing Addiction and Relapse Prevention,” the “One Step With Jesus Restoration Program,” with mentoring, discipleship and ministry components
- Trainer of over 1,500 mentors throughout the United States and facilitator of workshops across the nation
- Certified Alcohol and Drug Counselor (CADC)

Online Professor

Robert Vann will serve as the online professor for this course. He will be introduced the first week of the course and will guide students through the 8-week study. For the duration of this course, Professor Vann will be available to enrolled students by email and, at set times, by chat room or other real-time technology.

The following will be done by the online professor in order to stimulate student involvement and to facilitate effective learning:

- Post discussion questions for the online forum
- Interact with students in all discussions
- Evaluate student papers and/or assignments as they are submitted
- Provide assistance with technological problems that may occur
- Issue the students’ final grades

For additional help as you work through this course, please read *Succeeding in Your Online Course*, which is provided at the end of this syllabus.

Course Texts

The following textbooks are **required** for this course:

Vann, Robert. *I Am My Brother’s Keeper*. A Strictly Biblical Perspective Ministries, Inc.: Dacula, GA, 2013.

This book can be purchased at Professor Vann’s ministry’s website: <http://www.asbpm.org/>. If you need assistance, contact Professor Vann: asbpm@bellsouth.net

Corbett, Steve and Brian Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor...and Yourself*. Moody Publishers: Chicago, IL, 2012.

Vann, Robert. *My Brother is My Keeper*. (provided in the Reading Assignments in Lesson 13)

Vann, Robert. *Principles for Effective Mentoring of Ex-Prisoners*. Prison Fellowship Ministries, 2000. *Truthought Corrective Thinking Process Pocket Guide* - Provided by IPM.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**
The primary teaching session in each lesson is provided in Flash (FLV) and HTML5 (MP4) format. For international or domestic students who do not have the bandwidth required to view the video (384 Kbps DSL minimum), we provide the option of reading the lesson from a transcript of the teaching video (found in the lesson’s Class Time).
- **Multisensory learning**
Because the primary teaching information is provided in video and PDF text documents, students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.

- **Readings and other media**

Reading from the required textbook(s) will be assigned to students each week.

Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

Discussion Forum

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors and to read and respond to the posts of fellow students.

Reflection

Through blogging, CUGN provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

Course Requirements

This course consists of a mentor relationship, readings, video lectures, online group discussions, writing projects, quizzes, and blogging. The information regarding these course components and expectations is as follows:

Mentor

This course requires that you seek out a mentor in your community with whom you can communicate by e-mail and/or telephone and with whom you can meet face-to-face at least twice during the course. The purpose of this mentoring relationship is to enable you to assimilate the teaching in this course into your life and ministry. Further definition of the mentor's role in this course can be found in the mentor requirements document available in the Before You Begin section of the course.

Reading

Study assignments covered in this course should be read in the context of the lesson in which they are assigned. In addition to the required textbooks, you may be asked to read supplementary materials.

Video Lectures

Each of the lessons in this course features a lecture delivered by Mr. Robert Vann or Dr. Karen Swanson. These instructional lectures are required and can be viewed as many times as needed. The written text of the lecture as well as a guided outline to assist in note taking are made available in

PDF format. There are twenty-four lectures in this course; therefore, three lectures will be presented and discussed each week.

Discussion Forums

Discussion questions related to each week's lectures are integrated into the weekly course

requirements. The Discussion Forum for each week will begin on Monday at 12:01 a.m. Eastern Standard Time (EST) and end on Sunday at 11:59 p.m. EST. You must visit the Discussion Forum at least three times during each week of the course and your attendance will be validated by your posts. You are required to post responses to the questions as noted in the lesson requirements and to respond to at least two of the posts presented by other students each week. Your answers to the discussion questions must be posted by Wednesday at 11:59 p.m. EST and your required peer response posts must be submitted prior to Sunday at 11:59 p.m. EST. Each response should consist of a well-conceived short paragraph or two. In addition, your course professor may comment on your posts, and you should be prepared to respond to those comments as well.

Research and Writing

There are numerous writing assignments throughout this course including several short (1-2 pages) papers and a longer paper (10-12 pages).

ALL ASSIGNMENTS MUST BE TYPED. 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 APA style 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.*

Quizzes

You will take a 10-question, multiple choice and/or true/false quiz at the end of each lecture. There is a "remediation" feature built into all quiz questions that allows you to review questions you missed and locate the specific section of the lecture or reading from which the question was drawn. Once you have reviewed the question again, you can attempt to answer a second time. If you are correct, you will receive half of the normal credit for that question. If you do not attempt to answer the second time, you will not receive credit for that question. You will be given only one attempt to take each quiz. All quizzes are timed (20 minutes) and will be graded automatically.

Reflection

You will be required to keep a blog during the 8 weeks of this course, posting *at least once per week*. Blog entries can be viewed only by you and your online professor, unless you wish to make them available to the rest of the class. The purpose of the blog is to help you reflect on what you are learning, what you believe, and where you may be challenged in your thinking and your life by what is studied in this course. The goal of these reflections is personal spiritual growth. See the *Personal Reflection and Evaluation* section near the end of the syllabus for blogging guidelines.

Due Dates

Each week of the course begins on Monday at 12:01 a.m. EST and ends on Sunday at 11:59 p.m. EST. Unless noted otherwise, all assignments are due at 11:59 p.m. EST on the Sunday of the week in which the assignment is due. For example, if an assignment is due during Week 2, you must complete and submit it by 11:59 p.m. EST on Sunday, the last day of Week 2. It is at your online professor's discretion to penalize late work.

Course Grading and Requirements

All coursework must be completed and turned in to your online professor within five days of the end of Week 8. Please note that it is at your online professor's discretion to penalize late work.

Your grade for the course will be determined as follows:

| | |
|-----------------------|---------------------|
| Online Participation* | 30% of Course Grade |
| Writing Projects | 30% of Course Grade |
| Lesson Quizzes | 25% of Course Grade |
| Reading | 10% of Course Grade |
| Mentor Meetings | 5% of Course Grade |

*Note: All students are expected to attend all online sessions.

Grading scale will be as follows:

| | | | | | |
|---|--------|----|-------|----|-------|
| 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 |

Weekly Topics and Assignments

Week 1:

- Take the Moodle tutorial for online instruction.
- Post introduction of yourself in the Student Introductions discussion forum.
- Listen to the following lectures:
 - #1: *Reentry Overview and Foundations for Case Management and Mentoring*
 - #2: *Foundations of Case Management*
 - #3: *Case Management Models*
- Other assignments:
 - Submit proposed readings which total 500 pages from the Suggested Topics/Readings (found in the Before You Begin section of the course). You may submit a substitute title for approval.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 1, 2, and 3.
- Identify and contact your mentor.

Week 2:

- Listen to the following lectures:
 - #4: *TOP Model*
 - #5: *Case Management Skills I*
 - #6: *Case Management Skills II*
- Read the following:
 - Read from your selected readings.
 - Read Vann's *Principles for Effective Mentoring of Ex-Prisoners*, pages 91–112.
 - Read the *Truthought Corrective Thinking Process* Pocket Guide.
- Write and submit the following:
 - Research and list the resources (name, address, services, hours) in your area for housing and employment for reentry. Identify any housing for sex offenders.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 4, 5, and 6.
- Have first meeting with your mentor.

Week 3:

- Listen to the following lectures:
 - #7: *Motivational Interviewing I*
 - #8: *Motivational Interviewing II*
 - #9: *Motivational Interviewing III*
- Watch the following:
 - *MI Interview video*
- Read the following:
 - Read from your selected readings.
 - Coaching Packet: Shaping Offender Behavior
 - Motivational Interviewing Glossary (as a review)
- Write and submit the following:
 - Practice MI and reflect on your experience
- Participate in the Discussion Forum and Blog.
- Complete quizzes 7, 8, and 9.

Week 4:

- Listen to the following lectures:
 - #10: *Spiritual Strengths*
 - #11: *Establishing a Mentor Program I*

#12: Establishing a Mentor Program II

- Read the following:
 - Read from your selected readings.
- Write and submit the following:
 - Submit summary/critique of first 250 pages of readings
- Participate in the Discussion Forum and Blog.
- Complete quizzes 10, 11, and 12.

Week 5:

- Listen to the following lectures:
 - #13: Laying a Biblical Foundation for Mentoring*
 - #14: Understanding the Role God's Fourfold Purpose Plays in the Ministry of Mentoring*
 - #15: The Role Fellowship With God Plays in the Ministry of Mentoring*
- Read the following:
 - Corbett's and Fikkert's *When Helping Hurts*, pages 54-68
 - Vann's *Principles for Effective Mentoring of Ex-Prisoners; I Am My Brother's Keeper*, pages 29-37, 37-53, and 54-100; and *My Brother Is My Keeper*, pages 56-69
 - Genesis Chapter 3
 - Read from your selected readings.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 13, 14, and 15.

Week 6:

- Listen to the following lectures:
 - #16: The Role of Character Development in the Ministry of Mentoring*
 - #17: Understanding the Role the Ministry of Mentoring Plays in Service*
 - #18: The Ministry of Mentoring: God's Plan for Reproduction*
- Read the following:
 - Vann's *I Am My Brother's Keeper*, pages 101-141, 142-183, and 184-204
 - 2 Peter 1:1-10
 - Read from your selected readings.
- Participate in the Discussion Forum and Blog.
- Complete quizzes 16, 17, and 18.

Week 7:

- Listen to the following lectures:
 - #19: The Dynamics of Mentoring: Attraction, Responsiveness, and Accountability*

#20: *The Levels and Vital Functions in the Mentoring Process*

#21: *Mentoring: A Ministry on the Cutting Edge of Spiritual Warfare*

- Read the following:
 - Vann's *I Am My Brother's Keeper*, pages 203–220, 219-232, and 233-285
 - Read from your selected readings.
- Write and submit the following:
 - Submit summary/critique of second 250 pages of readings
- Participate in the Discussion Forum and Blog.
- Complete quizzes 19, 20, and 21.

Week 8:

- Listen to the following lectures:
 - #22: *Identifying Strongholds in the Lives of Returning Citizens*
 - #23: *Assisting Returning Citizens in Overcoming the Effects of Addiction*
 - #24: *Understanding the Department of Corrections, Mentoring Implications, and Documentation*
 - Read the following:
 - Vann's *I Am My Brother's Keeper*, pages 267–284, 285-323, and 328-331; *Principles for Effective Mentoring of Ex-Prisoners*, pages 91-112
 - Write and submit the following:
 - Develop a Christian Mentor program for returning citizens that integrates biblical principles, course readings and addresses the spiritual development of the mentee. Include the following: Program description (objectives), mentor job description, recruiting and screening process for mentors and mentees, how mentors will be matched, evaluation process, training, and forms. (10-12 pages)
- OR
- Develop a case management program for the incarcerated or returning citizens that focuses on one of the phases of case management (Institutional Phase, Transition Phase or Community Phase). (10-12 pages)
 - Participate in the Discussion Forum and Blog.
 - Complete quizzes 22, 23, and 24.
 - Have final meeting with your mentor.

Week 8 Follow-Up:

- Complete and post all reflective blog entries.
- Complete Discussion Participation, Reading Completion, and Mentor Meetings Validations.
- Complete and submit course survey form.

Personal Reflection and Evaluation

The following guidelines may be of help to you as you prepare to make blog entries throughout the course.

To integrate academic studies with the walk of faith, you are asked to reflect on the content of the course and evaluate your life in light of what has been learned. These questions may help to guide your reflection process.

Step 1: Review

Think about the material you have studied in the course. Then ask these questions: What are two things you learned that you did not know before this study? What, if anything, in the course made you look at the church or something in the Bible in a new way?

Step 2: Assess

Think about your life, both past and present. Given the insights or understanding that you gained in this course, what changes do you need to make in the way you think or behave?

Step 3: Apply

What specific steps will you take in order to put these positive changes (from Step 2) into practice in your life?

Step 4: Record

Write your responses to the above reflections in your blog.

Notes Regarding This Syllabus

This syllabus is designed to provide learners with an overview of the course. CUGN will provide specific instructions related to assignments for each lesson, specific discussion question postings, and interactive involvement with all students.

Succeeding in Your Online Course

1. Remember that this is a full semester's study completed in eight weeks. Therefore, expect that there will be a significant time commitment needed in order to complete all the requirements.
2. If you have any questions about the Moodle program, the course requirements, schedule, or assignments, please contact the online professor who is ready and willing to help you have a successful online learning experience.
3. Technological problems may occur. Be sure to have a back-up plan in case of computer failure or late arrival of textbooks.

4. The satisfaction you get from this course will, in large part, depend on relationships you develop with other participants. So interact honestly, thoughtfully, considerately, and often. Lively discussion challenges the mind and energizes the soul!
5. Before you post a comment or a response to another student's comment, be sure you have read the material and listened to the lectures related to the topic under discussion.
6. Think about how you can promote additional discussion by the comments you post.
7. When you post, respond directly to the question under consideration and express your points clearly and concisely, making only one main point per post.
8. Participate in the threaded discussion at least three different times during each week.
9. Engage fellow students and the professor in dialogue, responding to comments made to your posts.
10. If you find sources related to the topic being discussed, please share them with the class. By the end of the course, we may be able to build a bibliography of books, articles, and Internet sources related to our topic.
11. Practice good "netiquette": Disagree respectfully, stay on point, and don't post anything that is derogatory or inflammatory.
12. Enjoy, learn, challenge, and be challenged!