CORRECTIONAL SCIENCE WORK EXPERIENCE PROJECT

Submitted by: Don Seaver
August 1, 1975

PURPOSE:

The purpose of this project was to set up a Work Experience class for the newly developed Correctional Science Program.

Through discussions with Mr. Elkins the following criteria were agreed upon:

1. Twenty-five students would be involved.
2. Since this class was not developed for those students already employed full time in the field of corrections, it can be assumed that the majority of the students will not possess any practical experience in the correctional science field. Therefore, the emphasis in the class would be on educational value rather than monetary gain and no pay would be involved.

The following goals were also established:

1. To survey all public and private correctional agencies in the Santa Barbara area in order to determine which agencies would be willing to work cooperatively with Santa Barbara City College in this program.
2. To submit a report on my findings as well as a course of study outline for this class.

DELIMITATIONS OF STUDY:

1. Each participating agency should be involved in the correctional science field, providing either custodial care or supportive services to correctional clients.
2. All correctional agencies contacted would be within a fifty mile radius of Santa Barbara City College campus.

PROCEDURE:

This course allows the students to enroll for 2 - 4 units depending on the number of hours the students choose to work each week. From five to fifteen hours per week will be spent in a structured on - the - job training sight with the students receiving one unit of credit for each seventy - five hours of work experience in addition to the one hour of credit for the seminar.

Originally it was proposed that the students be assigned job stations on an eight week rotating basis that would enable the students to become familiar with at least two correctional agencies. In light of my recent survey, the original eight week rotation system has been somewhat modified. Those agencies which provide custodial care to correctional clients (Los Priefos, Juvenile Hall, jail) agreed that the students would benefit by being assigned to two different institutions during the semester. However, those agencies that provide casework services (Probation, Parole, supportive agencies) were opposed to the rotation of students. Their feelings were based on two primary factors:

1. It would not give the participating agency sufficient time to train the students assigned to them.
2. Most of the agencies indicated that they expected the training process to be a "two way" venture, meaning that they would expect the students to assume a certain amount of responsibility once they were trained. They felt that an eight week segment would not allow enough time to accomplish these goals.

In view of these findings, it would be my recommendation to establish an eight week rotation system (this is based on a sixteen week semester allowing for Christmas or other vacations and an orientation period for the course) for those students assigned to an institutional setting. Those students placed in agencies that provide casework services would remain in their assigned work stations for the full semester. It should be noted that even if the students are placed with one agency, he/she would still come in contact with other correctional agencies, as well, because of the nature of the duties to which they would be assigned.

LOGISTICS:

My primary concern was to identify a large variety of work stations that would best meet the students' needs and aptitudes. I realized that I might have more work stations than students, but this is necessary, I think, because it gives the instructor a chance to better meet the needs of the students. For example, if a student has a desire to work with juveniles in the community and the only existing work stations are in "lock up" facilities, then placing that student in such a facility would not be meeting his needs and it would also be a disservice to the participating agency.

It should also be noted that a few agencies place a heavy emphasis on group counselling which would require the student in such a work station to become involved in such encounters; therefore, there is a distinct possibility that a few agencies would only be used on an infrequent basis. Here again, though, I think the important factor to bear in mind is that the students will have the opportunity to become involved in an agency of his/her choice.*

CLASSIFICATION OF CORRECTIONAL AGENCIES:

The correctional agencies in the Santa Barbara area can be divided into the following general categories:

1. Private, non-profit organizations
2. Institutions (custodial care)
3. Public correctional agencies - casework service oriented

RESPONSIBILITIES OF PARTICIPATING AGENCIES

Each participating agency would provide assigned students the opportunity to observe the duties of the various correctional personnel working in that particular agency as well as permitting the students to participate in some meaningful capacity in the overall

*See attached sheet explaining the assignment of work stations
operation of the agency. The students would meet with their employers during the first assigned work week for the purpose of arranging work hours and to establish what would be expected of the students. Some of the agencies indicated that they wanted to interview all students assigned to them for the purpose of determining whether or not the student would be acceptable to the agency. Due to the inherent security risks involved with some of the agencies, a background check may be conducted by some of the participating agencies. All students would be notified in advance that such a security check might be requested.

The employer would use the regular Work Experience record card, modified somewhat, for this program (no pay), and would evaluate the students at the end of each working period. Those students assigned to an institutional work station would receive evaluations from two different employers because they would be functioning on an eight week rotating basis from one agency to another. All students assigned to "Public Correctional Agencies - Casework Service Oriented" would remain with their assigned work station for the duration of the semester, and would only receive one evaluation at the end of the semester. For his part, the student would submit the regular Work Experience report to the college teacher - coordinator, following which the teacher - coordinator would visit the employer briefly to pick up the Work Experience card and discuss the student report with the employer, if appropriate. Toward the end of the semester, the instructor - coordinator would contact all employers and involved staff to evaluate the total program. There would be no commitment on the part of the employers to hire any students at any future date. This would be explained fully to the students at the first classroom meeting.

CONTACTING CORRECTIONAL AGENCIES:

Probably one of the most difficult tasks was trying to identify all of the correctional agencies as well as all of the supportive organizations, that exist primarily to service the needs of correctional clients. This task was accomplished by making telephone calls to the most obvious correctional agencies (jail, juvenile hall, Los Angeles probation, parole) and setting up appointments with these departments. These agencies would in turn refer me to other lesser recognized correctional facilities. Frequently, I would find it necessary to contact several individuals within each agency which required a substantial amount of time.

All of the employers were receptive to the idea of establishing a correctional science work experience program once they realized that the participating agencies would not be required to provide financial assistance. The majority of the agencies were openly anxious to become involved in such a program while a few were more reserved. Some of the employers indicated that they had participated in such programs before, and they were inclined to think the students often became too much of a nuisance.

Several of the employers felt it would be best if the students could spend ten hours per week with an agency; although the majority agreed to accept students even if it were only for five hours per week. Since most of the facilities are open seven days per week and twenty-four hours per day, the employers stated they were quite flexible as far as establishing work hours for the students' needs. It was agreed upon that it would be in the best interest of the students and agencies if the hourly blocks
were no less than five hours on a particular day. Since most students will be full
time students and many will have part time jobs, the recommended five hour blocks may
pose a problem for some students. Hopefully, the wide range of possible work hours
will eliminate any conflicts in this area.

The employers also expressed concern about the possibility of being held liable for
any injuries incurred by a student while on the premises of a correctional agency. I
was informed by Dr. Silvera's office that those students participating in the Correctional
Science Work Experience Program would be covered by school insurance, and I relayed
this message to the concerned employers.

SUMMARY:

The attached list of correctional agencies in the Santa Barbara area have agreed to
participate in the Correctional Science Work Experience Program during the Fall 1975
semester under the following conditions: (the number of available work stations will
vary with each agency)

1. Employer will have the opportunity to interview each student assigned to his/her
agency (if this is desired by the employer) before the student's placement is
confirmed by the instructor - coordinator.

2. The student will meet with employer the week preceding the start of the
station assignment to arrange work hours. These hours will be arranged
individually with each student at the convenience of both student and
employer. (Number of hours student works per week will depend on the
number of units he/she has enrolled for) A student may work from five to
fifteen hours for a total of two to four units.

3. Each student assigned to an "institution" will work eight consecutive weeks
(excluding school vacations) for the assigned employer, and the employer will
be responsible for evaluating the student and reporting his evaluation to
the instructor - coordinator. After completing the first eight week segment,
the student will be transferred to another institution, and the same procedures
as above will be followed.

Those students who are place in a "Private, Non - Profit Organization" or "Public
Correctional Agency - Casework Service Oriented" would remain with that assigned
Agency for the entire semester. (Sixteen weeks - allowing for school vacations and an
orientation period) The employer would provide the instructor - coordinator with
an evaluation of the student at the end of the semester.

4. The students will not receive any pay.

5. Employers will provide the students with the opportunity to view the everyday
activities within a given correctional setting along with a chance to
participate in some meaningful activities within the framework of corrections.

6. The instructor - coordinator will be in contact with the employers throughout
the semester to discuss the progress of the students and to assist if any
problems should arise. Instructor - coordinator will also contact all
participating agencies at the end of the semester to evaluate the total
program.
PERSONAL VIEWPOINTS:

1. Correctional agencies were very receptive to becoming involved in the Correctional Science Work Experience Program. I think this is extremely important because this is an excellent way to get the community actively involved in City College activities. By personally contacting these people working in the correctional science field, I was also able to make more people aware of the existence of the new Correctional Science Program being offered at City College.

2. City College is also meeting the needs of the various correctional agencies simply by getting more people involved in matters pertaining to the field of corrections. Traditionally, a major problem in the correctional science field has been public indifference along with a lack of knowledge of the persistent problems facing correctional personnel.

3. While the primary goal of this project was to establish work stations for the students, I was also able to become familiar with and informed about the majority of the correctional agencies in the Santa Barbara area, which will assist me in presenting current materials to my students.

4. I think those students who enroll in the upcoming Correctional Science Work Experience Program will benefit from such a learning process in a number of ways:
   a. It allows the student to relate classroom learning to on-the-job experiences. I feel that this is extremely important because too often students become "burned out" with school because they get tired of the classroom learning situation without the opportunity to participate in the actual occupational field of their choice. Hopefully, the experiences a student encounters in his/her field placement will encourage him/her to complete the educational requirements that will enable him/her to eventually become employable in the field of his/her choice.
   b. By enabling the student to become directly involved with correctional clients as well as those people working in the correctional science field, it will better prepare the student in his/her attempt to choose a self-satisfying occupational career.
   c. If a student chooses to enter the field of corrections as a full time occupation, the experience he/she gains from such a program will be very valuable, especially when asked by a prospective employer if he/she has ever had any experience in the correctional science field.
ASSIGNMENT OF WORK STATIONS:

- Number of weeks in semester = sixteen weeks (allowing for school vacations and an orientation period)
- Total number of students = twenty - five
- Total number of possible work stations = thirty - five
- Available agencies = thirteen (This would vary according to students' needs and availability of agencies)
- Five to fifteen hours of lab per week in addition to a one hour per week seminar
- "Public Correctional Agencies - Casework Oriented" and "Private, Non - profit Organizations" = to remain with a prospective agency for the entire semester
- "Institutional" placements = eight week rotation system (Students choosing to work in an "institutional" setting would be rotated in eight week intervals. The agencies involved in this rotation system include:

1. La Morada Girls Residence
2. La Posada Juvenile Hall
3. Los prietos Boys Camp
4. Santa Barbara County Jail
### Survey of Community-Based Correctional Agencies:

<table>
<thead>
<tr>
<th>Correctional Agency and Contact Person</th>
<th>Possible Number of Work Stations</th>
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<tbody>
<tr>
<td>1. Mr. Duerson</td>
<td>1</td>
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<tr>
<td>California Youth Authority</td>
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<tr>
<td>249 Lambert Road</td>
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<td>Summerland</td>
<td></td>
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<tr>
<td>Telephone: 969-5006</td>
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<tr>
<td>2. Mr. Leonard Yates</td>
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<tr>
<td>California Youth Authority</td>
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<td>115 N &quot;A&quot;</td>
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<tr>
<td>Oxnard</td>
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<tr>
<td>Telephone: 483-7609</td>
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<tr>
<td>3. Ms. Pam Meaker</td>
<td>3</td>
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<tr>
<td>Human Relations Center</td>
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<tr>
<td>6586 Madrid Road</td>
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<tr>
<td>Isla Vista</td>
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<tr>
<td>Telephone: 961-3922</td>
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<td>4. Mr. Paul Smyth</td>
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<tr>
<td>Klein Bottle</td>
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<td>20 W. De La Guerra Street</td>
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<td>Santa Barbara</td>
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<tr>
<td>Telephone: 963-8775</td>
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<tr>
<td>5. Mrs. Faith Ryan</td>
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<tr>
<td>La Morada Girls Residence</td>
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<tr>
<td>66 San Antonio Road</td>
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<tr>
<td>Santa Barbara</td>
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<tr>
<td>Telephone: 967-8717</td>
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<tr>
<td>6. Mr. Hancock</td>
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<tr>
<td>Los Pritos Boys Camp</td>
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<tr>
<td>Star Route</td>
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<td>Santa Barbara</td>
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</tr>
<tr>
<td>Telephone: 967-2125</td>
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<td>7. Mr. Innocenti</td>
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<tr>
<td>La Posada Juvenile Hall</td>
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<tr>
<td>4500 Hollister Avenue</td>
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<tr>
<td>Santa Barbara</td>
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<tr>
<td>Telephone: 967-1410</td>
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</tbody>
</table>
8. Mr. Marvin Messer
Santa Barbara County Drug Abuse Program
444 W Calle Real
Santa Barbara
Telephone: 964-6713

9. Inspector Patterson
Santa Barbara County Jail
4436 Calle Real
Santa Barbara
Telephone: 964-6725

10. Mr. Bret Harney
Santa Barbara County Probation Department
(Special Supervision)
1006 Anacapa
Santa Barbara
Telephone: 963-1341

11. Mr. Saragosa
Santa Barbara County Probation Department
(Investigating Unit - Adults)
123 E. Anapamu
Santa Barbara
Telephone: 966-4164

12. Mr. Bristy
Santa Barbara County Probation Department
(Juvenile - Supervision)
123 E. Anapamu
Santa Barbara
Telephone: 966-4164

13. Mr. Larry Coy
Santa Barbara County Probation Department Day Care
Treatment Center (Villa Esperanza)
4500 Hollister Avenue
Santa Barbara
Telephone: 967-7214

14. Ms. Shelley Barclays or Mr. Richard De Francesco
Social Advocates for Youth
5973 Encino Road
Goleta
Telephone: 967-2343
15. Mr. Sam Barrett  
United States Federal Probation and Parole  
836 Anacapa  
Santa Barbara  
TelephoneNumber: 963-3575

16. Mrs. Flood  
Zenith House*  
249 Lambert Road, Summerland  
Santa Barbara  
TelephoneNumber: 969-5006
I. General Information
   A. Location: 249 Lambert Road, Summerland or 115 N. "A", Oxnard, approximately 40 miles from SBCC campus
   B. Telephone: 969-5006, Summerland office 483-7609, Oxnard office
   C. Supervisor: Mr. Duerson
   D. Practical hours: to be arranged
   E. Number of positions: two students (one per office)

II. Purpose and Characteristics

The CYA is a state governed correctional agency that is utilized to detain those juveniles who are considered too dangerous to remain free in the general society. There are numerous CYA institutions dispersed throughout the state of California which are all defined as closed facilities. (lock up) The CYA also provides the Court wards with aftercare services once they are released from the institution. The aftercare services are provided by parole agents who try to help the individuals become re-integrated into the mainstream of life with as few difficulties as possible.

III. Possibilities for the Student

The student would gain a basic understanding of the specific problems which beset the correctional client who has just been released from a state institution. The student would accompany a parole agent during a regular work day so he could observe the various duties of a parole agent. The student would be exposed to various casework approaches (counseling techniques, surveillance, family group therapy, narcotic detection testing) as well as gaining valuable insight into how the judicial system functions in dealing with parole violators. ("Morrissey Hearings")
HUMAN RELATIONS CENTER

I. General Information

A. Location: 6586 Madrid Road, Isla Vista
B. Telephone: 961-3922
C. Supervisors: Steve Aizenstat, Pam Meaker
D. Practical Hours: to be arranged (five hours per week)
E. Number of positions: three students
F. Interview required
G. Special requirements: commitment to continue working as a volunteer for
   at least one additional semester (two to three hours per week)

II. Purpose and Characteristics

The Human Relations Center, now in its fifth year, is an incorporated non-
profit community mental health agency. The Center provides numerous services

to the community including individual counselling, peer counselling training
program, group counselling techniques, as well as providing juvenile offenders
with "Big Brother" volunteers.

III. Possibilities for Student

One of the greatest advantages of being assigned to this agency is the fact
that the student will be able to utilize what he learns at the Center in

everyday life, regardless of what career he may later pursue. The student
will attend an eight week peer counselling training program (two evenings

per week) which will help the student develop better listening and communicative

skills. Much of the training will evolve around a group setting with approx-
imately fifteen people participating. Such an experience can be very rewarding

to an individual because it allows one to develop a certain degree of self-

awareness, which is extremely important for anyone entering a helping profession.
Upon completion of the training program, the student will have the opportunity
to work with a youngster who is on formal probation.
I. General Information

A. Location: 20 W. De La Guerra Street, Santa Barbara
B. Telephone: 963-8775
C. Supervisor: Paul Smyth
D. Practical hours: to be arranged
E. Number of positions: one
F. Interview required

II. Purpose and Characteristics

The Klein Bottle is a private, non-profit corporation. The program is designed as an alternative counselling center which consists of a number of different services for troubled young people and their families. A short and long term residency, from two weeks to two years is offered, which is patterned after the therapeutic community model. Drop-in/crisis intervention counselling, twenty-four hours a day for all ages, non-resident group and individual counselling and parent/family counselling are also available.
Approximately fifteen people reside at the Klein Bottle. Their ages range from fourteen to forty, with the average age being nineteen. Many are placed in the program by the courts or by parents.

III. Possibilities for the Student

Intensive group therapy is an integral part of the Klein Bottle program; therefore, the student would have an opportunity to participate in the various group counselling sessions with the residents. The student will also be exposed to crisis and individual counselling techniques.

IV. Special requirements

Due to the nature of the intensive counselling program offered at the Klein Bottle, the student would be carefully screened by the Klein Bottle personnel before being permitted to participate in their program.
A student accepting a position at the Klein Bottle must be willing to be open and honest with his or her own feelings. Because the program does not make a distinction between "we and they", the staff is continually exposed to residents and vice versa.
LA MORADA GIRLS RESIDENCE

I. General Information

A. **Location:** 66 San Antonio Road, Santa Barbara, just off Hollister Avenue near San Marcos High School
B. **Telephone:** 967-8717
C. **Supervisor:** Mrs. Faith Ryan
D. **Practical Hours:** to be arranged (afternoon and evening hours 2:30 - 9:30 p.m.
E. **Number of positions:** two female students
F. **Interview required**

II. Purpose and Characteristics

La Morada residence for teenage girls is an open facility for delinquent girls (approximately fifteen) located in Santa Barbara and administered by the county probation officer and operates as a division of that department. The girls are all residents of Santa Barbara County and range in age from twelve to eighteen years. They are committed to La Morada by the Superior Court under Sections 601 and 602 of the Juvenile Court Law for an indefinite period of time. La Morada was established to meet the needs of those teenaged girls who require restructuring and redirection in their behavior and personality development and who are unable to accomplish this on probation, in their own homes, or in foster homes. The program at La Morada is designed to offer each girl the opportunity for expression within the limits of the home. Treatment is stressed as the focal point in the program. The purpose of La Morada is to provide a therapeutic setting to facilitate in the rehabilitation and redirection of the young residents in preparation to their return to the community.

III. Possibilities for the Student

The student will work as an aide to the staff and her responsibilities will vary with the girls' daily activities. The student will find that more opportunities to interact with the girls are available when she is working or playing with them. Therefore, her activities would include preparing meals, directing recreation, helping with sewing, tutoring and being involved in any type of normal home activity. Group therapy and counselling are also integral parts of the program and students would be able to participate in these activities as well.
LA POSADA JUVENILE HALL

I. General Information

A. Location: 4500 Hollister Avenue, Santa Barbara
B. Telephone: 967-1110
C. Supervisor: Mr. Innocenti
D. Practical hours: to be arranged (evenings preferred)
E. Number of positions: five students

II. Purpose and Characteristics

Juvenile hall is defined as a short term detention facility for juveniles. Detention of a short term nature is primarily for safeguarding the juvenile and community while alternative programs are sought. However, the La Posada Juvenile Hall has made an effort to develop various programs in an attempt to make the minors' stay at juvenile hall as constructive as possible. The daytime activities consist primarily of school activities and court appearances, while the afternoon and evening hours consist of a variety of programs: recreational activities (volleyball, swimming, arts and crafts, basketball, etc.), group counseling, and guest lectures (law enforcement agencies, drug abuse).

III. Possibilities for the Student

Students will be exposed to a short term detention facility that is modeled after the behavior modification approach. Students will be expected to participate in most activities with the minors, i.e., recreational activities, general "rap" sessions etc. There will also be an opportunity for the student to work with the children on a one-to-one basis. The student will also be exposed to group therapy sessions which are conducted during the evening hours. On occasion, the student may be allowed to attend a juvenile court hearing; however, the student must first obtain permission from the instructor and the juvenile court referee. (Mr. Cogan)
LOS PRIETOS BOYS CAMP

I. General Information

A. Location: take San Marcos Pass to Paradise Road and turn right. Los Prietos is located at the end of the road - approximately a thirty - five minute drive from SBCC
B. Telephone: 967-2125
C. Supervisor: Mr. Hancock is the camp superintendent
D. Practical hours: to be arranged. The hours are very flexible, inasmuch as Los Prietos is a twenty-four hour placement facility. Generally, the best training hours are from 9 a.m. to 9 p.m., seven days a week.
E. Number of Positions: five students

II. Purpose and Characteristics

Los Prietos Boys Camp is a treatment center for male juvenile offenders between the ages of thirteen and eighteen. The camp is situated in a forest camp-type setting and provides the boys with a program which emphasizes development of self-discipline as well as providing opportunity for counselling on a group and individual basis. Most of the boys participate in the camp's school programs. The Los Prietos program is designed to rehabilitate rather than punish, and the boys learn to value their privileges. Los Prietos has established a nine month program for boys committed to the facility. However, the time a boy spends at the camp varies from three to nine months because the boy's length of stay depends on how well he behaves during his camp commitment. The average length of stay is approximately five to six months.

III. Possibilities for the Student

Since the majority of the boys are involved in school programs (vocational and academic), extensive tutoring in remedial subjects is a primary consideration for work experience students. Counselling and testing are also available programs. Both male and female students can participate in the program at Los Prietos. The student would also be involved in general supervision of the boys in recreation programs, dormitory living and work programs. Los Prietos also strives to involve the boys' entire families in the treatment program by conducting family counselling sessions during the evening hours. The student would have an opportunity to participate in the family counselling sessions, as well as group therapy sessions with the boys.
I. General Information

A. Location: Calle Real, on Santa Barbara General Hospital grounds
B. Telephone: 964-6713
C. Supervisor: Mr. Marvin Messer
D. Practical Hours: to be arranged
E. Number of Positions: one student
F. Interview required.

II. Purpose and Characteristics

The Office of Drug Abuse offers a multi-modality program to drug-related clients. In addition, services are provided for persons incarcerated at the County Jail. The programs include methadone maintenance (2 clinics), community programs (17), Camarillo State Hospital residential drug abuse rehabilitation program, counseling, research and rehabilitation.

III. Possibilities for the Student

Students who may be interested in a specific project at the County Jail are invited to offer their suggested ideas and negotiations will be possible. Also, those students who are interested in drug abuse related work are requested to generate an idea list for consideration during the initial interview. The Drug Abuse Program is an ideal situation for the student to learn the complexities of the criminal justice system and its impact on people.
I. General Information

A. Location: 4436 Calle Real, Santa Barbara, north on Highway 101 to the El Bueno turnoff
B. Telephone: 964-6725
C. Supervisor: Inspector Patterson
D. Practical hours: to be arranged. The hours are very flexible inasmuch as the county jail is a twenty-four hour placement facility.
E. Number of positions: five students (male or female)

II. Purpose and Characteristics

The Santa Barbara County Jail is defined as a short term confinement facility (one year or less) that is used primarily to house convicted misdemeanants and those individuals who are being detained pending the outcome of their trial. In conjunction with the main jail, there is also an honor farm and a work furlough unit that allows qualified offenders to participate.

III. Possibilities for the Student

The student would be involved with all phases of the jail operation, which would include the main jail as well as the honor farm and work furlough program. The student would observe and participate in the basic duties of a correctional officer: booking, receiving, processing, and supervising the inmates. Various programs are made available to the inmates during the evening hours (educational, religious, re-motivation groups), and the student would also be able to participate in these activities as well.
I. General Information

A. Location: 123 E. Anapamu, Santa Barbara
B. Telephone: 966-4164
C. Supervisor: Mr. Brisby
D. Practical Hours: to be arranged
E. Number of positions: one student
F. Special requirements: Student must be willing to remain with this department for two semesters (with credit)

II. Purpose and Characteristics

One of the main functions of the juvenile supervision unit is to provide supportive services to those youngsters who have been referred to the juvenile justice court and subsequently were placed on informal or formal probation. This unit deals primarily with children under eighteen years of age who have been referred to the court's attention for a variety of offenses: beyond parental control, truancy, runaways, petty theft, burglary, drug abuse, etc.

III. Possibilities for the Student

The student would become directly involved with the everyday activities of a juvenile supervising probation officer. After becoming familiar with some of the basic procedures of the juvenile supervision unit, the student would be expected to perform some of the regular duties of a probation officer: initial interviews, home contacts, accompanying juveniles to court and also providing some of the youngsters with one-to-one counselling. The student would also become familiar with all facets of the juvenile justice system as well as being exposed to various counselling techniques.
I. General Information

A. Location: 1006 Anacapa, Santa Barbara
B. Telephone: 963-1341
C. Supervisor: Bret Harney (supervising probation officer)
D. Practical hours: 8 a.m. - 4 p.m., to be arranged
E. Number of positions: three students
F. Interview required

II. Purpose and Characteristics

Within the field of corrections, many people feel that state institutions accomplish little in the way of "rehabilitation", and in fact, more and more people believe that all but the violent offenders should be handled within the community. As a result of this current philosophy, the state-established agencies such as Special Supervision Services with the intention of "treating" the offender within the community instead of committing him to a state institution. Each probation officer has a maximum of fifty cases which is less than that of the regular supervising probation officer; consequently, the probation officer has more time to spend with the individuals on his caseload.

III. Possibilities for the Student

Each student will be assigned to a probation officer, which will allow the student to become well-acquainted with the various duties of that officer. The student will become familiar with the various court procedures in regards to probationers (filing of petitions, issuing of warrants, investigating reports), as well as being taught various casework techniques (interviewing and counselling skills).

In addition to these activities, the student will be able to participate in the many projects that have been set up by the Special Supervision Office to cater to individual needs. (tutoring youths, athletic events, foster home activities)
I. General Information

A. Location: 4500 Hollister Avenue, Santa Barbara
B. Telephone: 967-721h
C. Supervisor: Mr. Larry Coy
D. Practicable hours: to be arranged (ten hours per week)
E. Number of positions: one student (mature female minimum age of twenty-one or
   male minimum age of twenty-three)
F. Interview required

II. Purpose and Characteristics

The Day Care Treatment Center operates on the understanding that adolescents who
are wards of the court are best off remaining with their own families or at
least in their own community whenever possible. Consequently, whereas in the
past, juveniles have been placed in institutions for certain kinds of behavior,
it is Villa Esperanza's intention to work with some of those juveniles whose
behavior and attitudes bring them into conflict at home and at school.
Academics are important to each student but the Center is a counselling program
first and an academic program second. The Center places an emphasis on individual
and peer group counselling as well as family group therapy.

III. Possibilities for the Student

The student would become familiar with many different aspects of the juvenile
justice system (juvenile hall, juvenile court, supervision of juveniles) as well
as participating in the various duties at the Day Care Treatment Center:
   a. Instructing arts and crafts program (pottery, drawing, painting)
   b. Assisting on specialized excursions in the community
   c. Supervising physical education and recreational activities
   d. Tutoring math and language skills
   e. Establishing successful rapport with adolescent court wards
SOCIAL ADVOCATES FOR YOUTH

I. General Information
A. Location: 5973 Encino Road, Goleta (near the Fairview Shopping Center)
B. Telephone: 967-2343
C. Supervisors: Richard De Francesco and Shelley Barclay
D. Practical hours: to be arrange (five hours per week)
E. Number of positions: three students
F. Interview required

II. Purpose and Characteristics
Social Advocates for Youth is a private, non-profit organization involved in crisis prevention for boys and girls aged seven to fourteen. Social Advocates for Youth's (SAY) approach involves the mobilization of public and private agencies and professional and non-professional people. SAY takes referrals and works closely with schools, probation departments, mental health, and parents themselves. The heart of the program is a one-to-one relationship being built between the child referral and the adult volunteer or "advocate." The fundamental function of the volunteer is to build up an accumulative trust with the child. The young person has many positive potentials that aren't being realized or reinforced. It is hoped that an extended relationship with a responsible adult will act as a catalyst for constructive behavior. Essentially, the advocate strengthens the child's feelings about himself so he can deal with his environment. The volunteer advocates work with a young person for a period of nine months to one year.

III. Possibilities for the Student
Students will be orientated to the SAY philosophy by attending a training course of approximately six weeks. This course will help the student develop sensitive listening skills, informal counselling techniques as well as exposing the student to various group therapy techniques in an attempt to make the student more aware of his/her own feelings and needs. Students can also participate in the in-service workshops for the advocates. These workshops are directed by local professionals and the staff of SAY.
When working with the youth referred to SAY, the student may select a young person with whom they might like to work with for an extended period of time, and as such, be this youth's advocate.
SAY is a flexible program and is always looking for new and creative ideas in its approach to working with young people.
I. General Information

A. Location: 836 Anacapa Street, Room 203, Santa Barbara
B. Telephone: 963-3575
C. Supervisor: Mr. Barrett
D. Practical hours: to be arranged
E. Number of positions: one student

II. Purpose and Characteristics

The Federal Probation and Parole Agency deals with offenders that have been convicted of a federal offense. These officers' caseloads are comprised of those offenders who have been placed on probation and have remained in the community as well as those individuals who have been released from a federal prison on parole. A federal probation officer's duties consist of preparing investigative reports for the federal courts along with providing the probationer and parolees with supportive services.

III. Possibilities for the Student

The student would gain a basic understanding of how the federal probation and parole agency functions. The student would accompany a probation officer while he made field contacts with his clients, which would enable the student to witness the regular duties of a federal probation officer. Not only would the student be introduced to various counselling techniques but he/she would also see all the necessary steps that are involved in preparing investigative reports.
I. General Information

A. Location: 249 Lambert Road, Summerland
B. Telephone: 969-5006
C. Supervisor: Ms. Flood
D. Practical hours: to be arranged
E. Number of positions: one student
F. Interview required

II. Purpose and Characteristics

The Zenith House is a twenty-four hour residential therapeutic community designed to deal with drug abuse and is funded and operated by the California Youth Authority. It is an "in lieu of" program and constitutes an alternative to traditional incarceration. It is located in Summerland on three acres of land and has a resident capacity of fifteen in a co-educational setting. The program is based on the Camarillo State Hospital Family Therapeutic Drug Program which leans heavily on behavior modification techniques such as those employed by Synanon.

III. Possibilities for the Student

The Zenith House requires all house residents including staff to become active participants in the "House programs." The student would also be expected to commit himself/herself to the "House Rules," which would include being completely honest and open with his or her own feelings. Such a placement would enable the student to become familiar with the behavior modification treatment modality since this is the approach that is primarily used to help the House residents overcome their addiction to heroin. Being involved in such a program would provide the student with insight into the many dilemmas confronting drug addicts.
The following list includes the names of those correctional agencies contacted who could not participate in the Correctional Science Work Experience Program at Santa Barbara City College:

Casa de Vida
132 State Street
Santa Barbara
Telephone: 965-4921

Catholic Social Services
609 E. Haley
Santa Barbara
Telephone: 965-7039

Drug Abuse Prevention Center
24 W. Arrelaga
Santa Barbara
Telephone: 962-6767

La Casa Nuestra
325 W. De La Guerra Street
Santa Barbara
Telephone: 965-5793

Parole and Community Services Division
122 W. Figueroa Street
Santa Barbara
Telephone: 962-0066

Phoenix House
107 E. Micheltorena
Santa Barbara
Telephone: 965-3434

*The residents left for the summer; therefore, I was unable to contact anyone regarding their program

Santa Barbara County Juvenile Court
4500 Hollister Avenue
Santa Barbara
Telephone: 967-7811

*No students will be placed with the juvenile court for a regular work station assignment; however, Referee Cogan granted permission for students participating in the Correctional Science Work Experience Program to sit in on some of the juvenile hearings so that they can gain a better understanding of the overall juvenile justice system.

Santa Barbara County Methadone Clinic
1414 Calle Real
Santa Barbara
Telephone: 964-6713
Santa Barbara County Welfare Department
(Child Protective Services)
921 Anacapa
Santa Barbara
Telephone: 962-9161

Santa Ynez Ranch School
3535 Baseline Avenue
Santa Ynez
Telephone: 688-7114

Sea and Summit
3 E. De La Guerra
Santa Barbara
Telephone: 962-6314
SANTA BARBARA CITY COLLEGE

Course of Study Outline

CORRECTIONAL SCIENCE 61 A-B - Correctional Science Work Experience (2-4) F, S

A. Nature of the Course

1. Description:
   a. The course consists of a structured on-the-job training experience that permits the student to become acquainted with at least one correctional agency in the community. Training is under the supervision of professionals in the corrections field. The students will meet once a week for a seminar-type discussion of their experiences and/or problems and will be given guidance as necessary. From five to fifteen hours per week will be spent in on-the-job training. Students will receive one unit of credit for each seventy-five hours of work experience in addition to the one hour of credit for the seminar. The course has a two unit minimum and a four unit maximum credit allowed, and may be taken two consecutive semesters.

2. Freshman or Sophomore

3. Hours per week: one hour seminar, five to fifteen hours of on-the-job training

4. Organization: Class meets one hour per week; five to fifteen hours per week, to be arranged cooperatively between the instructor-coordinator, the employer, and the student. If student is placed in an institutional setting (juvenile hall, Los Priteos, jail, La Morada) then he/she will rotate from one institutional work station to another at the end of eight weeks. However, students who are assigned to agencies that provide casework services (probation, parole, halfway houses, supportive agencies) would remain with their original assignment work station for the entire semester.

5. Prerequisite: Minimum completion of two Correctional Science courses and permission of the instructor-coordinator

6. Corequisite: Must be enrolled in no less than eight units including Correctional Science Experience

B. Aims and Objectives

1. General: To provide the student with practical on-the-job training in a correctional agency

2. Skills and Abilities:
   a. To provide the student with practical experience within the field of corrections, so he will be better prepared when he seeks full time paid employment.
   b. To broaden the student's knowledge of the field of corrections through direct exposure.
   c. To familiarize the student with client problems and treatment techniques that are utilized in the field or corrections.
   d. To allow the student to relate classroom learning to job experience.
3. Attitudes and Appreciations:
   a. To enable the student to better understand the responsibilities related to effective job performance.
   b. To allow the student to recognize the duties of the people who work within the various correctional agencies.
   c. To enable the student to gain insight into the many problems that beset the correctional client.

C. Content and Organization

1. Students will meet regularly once a week with the instructor-coordinator during the semester. Initially student will write his or her personal objectives.
2. Students will contact their station employer the week prior to the start of each assignment to arrange the time of their working hours per week.
3. Employers will complete an evaluation of each student at the end of each work assignment (either on an eight week basis or full semester) and return the evaluation to the instructor-coordinator.
4. Students will complete a report at the end of each work assignment and return same to the instructor-coordinator.
5. The instructor-coordinator will visit each employer during the work sessions in an attempt to anticipate and solve any problems that might arise.
6. At the end of the semester the student will write a report on his/her achievement of his/her original personal objectives.

D. Texts, References and Supplementary Aids

1. T. A. Simple by Claude Steiner
2. The SECC library will supply special texts and materials relating to the Administration of Justice. Also, pamphlets, brochures, and articles will be available both in the seminar classroom and at the places of employment, for student use.

E. Required Assignments

1. Completion of Cooperative Work Experience Student-Employer Record and presentation of same to employer the week prior to the start of the job assignment.
2. Five to fifteen hours of reliable work per week during the semester.
3. Attendance at seminar classes.
4. Submission of report on personal objectives and final report on achievement of these goals.
5. Completion of a short paper(s) on current counselling techniques being utilized within the field of corrections.

F. Basis of Student Evaluation

1. Students will receive an evaluation by each of their employers which they may see by making an appointment with the instructor-coordinator
in the period following each work assignment. The Student Rating Sheet on the Student-Employer Record card covers the areas of evaluation. Attendance and participation in seminar meeting as well as any quizzes or papers assigned will also be a part of student evaluation.

G. Provision for Special Needs of Students
   1. Instructor-Coordinator's assistance as required
   2. Employer's assistance as required

H. Contribution to General Education
   1. Increased understanding of society's problems in dealing with Corrections.
   2. Increased understanding of the clients' problems in our present day society, and effective ways to deal with same.
   3. Increased awareness of a citizen's responsibilities in modern society.