

Justice Institute of British Columbia
COURSE OUTLINE

Course Code: SOAP105
Course Title: STATIC-99R: Sex Offender Needs Assessment
Prerequisite Courses: None
School: School of Public Safety & Security
Division/Academy/Centre: Corrections & Community Justice Division
Previous Course Code & Title: None
Course First Offered: October, 2010

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| # of Credits: | 1.5 |
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Course Description:

Estimates of the recidivism risk of sexual offenders can have important influence on how they are treated by the criminal justice system and civil society. Research has demonstrated that structured, actuarial risk measures are more accurate than unstructured professional judgment for predicting recidivism risk. Given that the risk factors for sexual recidivism are not the same as the risk factors for general criminal recidivism, specialized risk scales are useful when evaluating sexual offenders.

STATIC-99R (including STATIC-99) is the most widely used actuarial risk scales for the assessment of sexual offenders. The STATIC-99R contains ten (10) items, which can be combined to give group estimates of the probability of sexual and violent recidivism. The STATIC-99R is widely applicable and can be scored using easily retrieved demographic and criminal history information.

In this course, participants learn how to score and interpret the STATIC-99R risk assessment scale with adult male sexual offenders. This course will be of interest to those conducting risk assessments with sexual offenders, including probation officers, institutional classification officers, law enforcement personnel, psychologists, social workers and psychiatrists. Although it is primarily directed to those with no prior experience with static risk assessment tools, the course would also be of interest to current users of STATIC-99 and STATIC-99R seeking to refine and consolidate their expertise.

This training is intended as a prequel to certified STABLE-2007 and ACUTE-2007 sex offender needs assessment training.

Learning Outcomes:

Upon successful completion of this course, the participant will be able to:

- Identify the populations to which STATIC-99R applies and does not apply.
- Score the ten (10) STATIC-99R items and compute a total score with 90% rater reliability.
- Demonstrate an understanding of the latest key research supporting the STATIC-99R.
- Translate the STATIC-99R scores into risk ratings.
- Present STATIC-99R results in applied risk assessment.
- Recognize the strengths and limitations of STATIC-99R as a risk assessment tool.

Course Topics/Content:

1. **MODULE 1: BACKGROUND, DEVELOPMENT AND VALIDITY**
 - 1.1. Introduction
 - 1.2. Why Assess Risk?
 - 1.3. What Approach Works Best?
 - 1.4. The Best Methods of Predicting Sexual Recidivism
 - 1.5. Empirical Risk Factors
 - 1.6. The Evolution of STATIC-99R
 - 1.7. The STATIC-99R
 - 1.8. The Problem of Older Sexual Offenders
 - 1.9. The Accuracy of STATIC-99R
 - 1.10. A Closer Look at Accuracy and Error
 - 1.11. General Research Support for STATIC-99R
 - 1.12. Numeric Indicators of Quality
 - 1.13. Differences Between Recidivists and Non-Recidivism
 - 1.14. Absolute Recidivism Rates
 - 1.15. Evaluating Predicted Values
 - 1.16. Generalizability
 - 1.17. Inappropriate Populations
 - 1.18. Variation in Base Rates
 - 1.19. Strengths and Weaknesses
 - 1.20. Module 1 Review
2. **MODULE 2: CODING THE STATIC-99R**
 - 2.1. Overview
 - 2.1.1. Who Can I Use the STATIC-99R With?
 - 2.1.2. Categories A and B
 - 2.1.3. Coding the STATIC-99R
 - 2.2. Demographics
 - 2.2.1. Age
 - 2.2.2. Ever Lived With
 - 2.2.3. Exercise 1 – Scoring Demographics
 - 2.3. Offence History
 - 2.3.1. Sexual Offence Overview
 - 2.3.2. Identifying the Index Sex Offence
 - 2.3.3. Exercise 2 – Identifying the Index Offence
 - 2.3.4. Sexual vs. Non-sexual Violence

- 2.3.5. Index Non-sexual Violence
- 2.3.6. Prior Non-sexual Violence
- 2.3.7. Prior Sex Offences
- 2.3.8. Exercise 3 – Scoring Prior Offences
- 2.3.9. Prior Sentencing Dates
- 2.3.10. Conviction for Non-contact Sex Offences
- 2.3.11. Exercise 4 – Scoring Offence History
- 2.4. Victim Information
 - 2.4.1. Victim questions Overview
 - 2.4.2. Any unrelated victims
 - 2.4.3. Any stranger victims
 - 2.4.4. Any male victims
 - 2.4.5. Exercise 5 – Scoring the Victims Questions
- 2.5. STATIC-99R Total Score
- 2.6. Module 2 Review
- 3. MODULE 4: CASE STUDIES AND SCORING PRACTICE
 - 3.1. Case Study 1
 - 3.2. Case Study 2
 - 3.3. Case Study 3
 - 3.4. Case Study 4
 - 3.5. Case Study 5
 - 3.6. Case Study 6
 - 3.7. Case Study 7
 - 3.8. Case Study 8
 - 3.9. Case Study 9
 - 3.10. Case Study 10
 - 3.11. Module 3 Review
- 4. MODULE 3: INTERPRETATION & PRESENTATION
 - 4.1. Introduction
 - 4.2. Presenting STATIC-99R Scores
 - 4.3. Years Offence-free in the Community
 - 4.4. Standard Paragraphs
 - 4.5. Relative vs. Absolute Risk
 - 4.5.1. Relative Risk
 - 4.5.2. Absolute Risk
 - 4.6. STATIC-99R Norms
 - 4.6.1. Routine Correctional Samples
 - 4.6.2. Pre-selected Treatment Needs
 - 4.6.3. Pre-selected High Risk/Needs
 - 4.6.4. Non Routine Sample
 - 4.7. Selecting a Sample and Case Examples
 - 4.8. Interpreting the STATIC-99R
 - 4.9. Module 4 Review
- 5. MODULE 5: FINAL COMMENTS AND EXAM

Text and Resource Materials:

All materials and resources are included in the online course.

Note: Course content and other material have been made available through an Intellectual Property Agreement between the JIBC and authors of the STATIC-99 Sex Offender Risk Assessment Tool (vis-à-vis, Dr. R. Karl Hanson) with the Public Safety and Emergency Preparedness Canada.

Course Level:

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|---|------------|--|---|--|------------|--|-------------|
| | First Year | | Second Year | | Third Year | | Fourth Year |
| X | Graduate | | Other (describe): Sex Offender Awareness Training: http://www.jibc.ca/sexoffender | | | | |

Class Delivery Methods:

| Delivery Methods | Class Option A (Hours) | Class Option B (Hours) | Class Option C (Hours) | Class Option D (Hours) |
|------------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Classroom/Lecture/Discussion | | | | |
| Simulation/Lab | | | | |
| Practicum/Fieldwork | | | | |
| Online | 21 | | | |
| Correspondence | | | | |
| Total Class Hours | 21 | | | |

Comments on Delivery Methods: None

Course Grading System:

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| | Letter Grades | | Percentage | X | Pass/Fail |
| | Complete/Incomplete | | Attendance Only | | |

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| Passing Grade: | Pass |
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Evaluation Activities and Weighting:

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|--------------|-----|-------------|-----|-----------|-----|------------------|------|
| Final Exam | 50% | Assignments | 25% | Project | % | Capstone Project | % |
| Midterm Exam | % | Portfolio | % | 50 | 25% | Other | % |
| Quizzes/Test | % | Simulations | % | Practicum | % | TOTAL | 100% |

Comments on Evaluation Activities and Weighting:

1. Course Participation – submission of risk assessment scores for ten case studies and satisfactory participation as required in online discussions (P/F).
2. Final Online Quiz Parts 1 - 5 (Case Studies): 80% minimum for each part.
3. Final Online Quiz Part 6 (Theory): 80% minimum for this part.

Other Course Guidelines, Procedures and Comments:

This course is available for:

- Professionals conducting risk assessments with sexual offenders, including probation officers, parole officers, institutional classification officers, law enforcement personnel, forensic social workers, psychologists and psychiatrists. Although it is primarily directed to those with no prior experience with STATIC-99R, the course would also be suitable to current users of STATIC-99 and STATIC-99R seeking an opportunity to refine and consolidate their expertise.
- **CEU Credits:** This STATIC-99R is approved by the Canadian Psychological Association to meet their licensure requirements for 21 credits. Some states in the US do not pre-approve continuing education providers or programs. Others may require the licensee to seek pre-approval for programs not expressly recognized by that licensure board before undertaking the activity. You are encouraged to check with your licensing agency or board if you have any questions about the applicability of these hours before engaging in the coursework.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. View core competencies in the JIBC Academic Plan online at:

<http://www.jibc.ca/sites/default/files/main/pdf/JIBC-Academic-Plan.pdf>