SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: SECURITY TECHNIQUES

Code No.:   COR 300

Program: CORRECTIONAL WORKER

Semester: THIRD

Date: SEPTEMBER 1989

Author: JOHN E. JONES

New: __X__   Revision: _____

APPROVED: _K. D. Rosario_____   _Sept. 5/89_
              Chairperson   Date

SECURITY TECHNIQUES   COR 300
_____
Course Title   Course No.

Instructor: John E. Jones
Total Credit Hours: 45
Prerequisite(s): None

COURSE PHILOSOPHY/GOALS

This course is designed to inform the student of the primary,
legal responsibility of ensuring security in a correctional
facility, and to provide the student with an understanding of an
ability to apply the security techniques available.

STUDENT PERFORMANCE OBJECTIVES

Upon successful completion of the course, the student will be able
to:
1.   define and discuss the differences between static and dynamic
     security.

2.   differentiate between security techniques to use in a given
     situation and justify the decision based on sound security
     philosophy.

3.   conduct each security technique in a practical exercise
     without error.

4.   outline an understanding of the consequences of lapses in
     security.

5.   demonstrate an ability to use restraint equipment.

6.   demonstrate an ability to preserve evidence and provide
     reasons based on law for the preservation.

7.   demonstrate a familiarity with legislation that impacts on
     security and search.

8.   demonstrate the principles of offender supervision and
     discipline during role play.

9.   demonstrate the effective use of the interpersonal
     Communication Model for Correctional Workers.

10. demonstrate the use of the various types of
     instructions/orders given to offenders.

11. describe, differentiate, and demonstrate the levels of
     control used to manage offenders.

SECURITY TECHNIQUES   COR 300
_____
Course Title   Course No.

TOPICS TO BE COVERED

1.   Definition of static and dynamic security.

2.   Legislative base for security.

3.   Security techniques of area/person search, key control,
      contraband, counts, security checks, escorting,
      handcuffing/leg irons, operation of two-way radio, and
      admission/discharge.

4.   Principles of supervision and discipline.

5.   Types of instructions and their uses.

6.   Interpersonal Communications Model for Corrections Workers.

7.   Control level matrix for offenders.

8.   Preservation of evidence.

LEARNING ACTIVITIES	REQUIRED RESOURCE
1.0 LEGISLATION	
Upon successful completion of this unit, the student will be able to:	Criminal Code of Canada
1.1 Define and describe the legislation for security, searching, photographing and fingerprinting	Ontario Corrections Act Identification of Criminals Act
2.0 SECURITY	
Upon successful completion of this unit, the student will be able to:	Handout Jail Officer's Manual ACA CO Self Instructional Course-Part 3 ACA Resource Guide Sound/slide carousels
2.1 Define static security and name items that make up static security in an institution.	
2.2 Define dynamic security and name the personal attributes that are required for positive dynamic security.	Video

SECURITY TECHNIQUES   COR 300

_____
Course Title   Course No.

2.3 Demonstrate each security technique   Work Book
with 0% error rate.

2.4 Appropriately choose a security
technique during a role play situation.

2.5 Explain why, where, and when each
security technique is used.

2.6 Discus the consequences of lapses
in security.

2.7 Demonstrate an ability to use
restraint equipment.

3.0 <u>EVIDENCE</u>

Upon successful completion of this unit,
the student will be able to:

3.1 Outline the continuity of evidence   Handout
process.   Canada Evidence Act
                                               Sound/slide carousels

3.2 Physically preserve evidence.

3.3 Obtain receipts for evidence from
proper authorities.

4.0 <u>INSTRUCTIONS/ORDERS</u>

Upon successful completion of this unit,
the student will be able to:

4.1 List the seven basic elements of an   Handout
instruction.

4.2 List the four basic types of
instruction.

4.3 Successfully apply the correct
type of instruction in role play.

4.4 Discuss the reasons for poor
instructions.

Course Title	Course No.

4.5 Outline the pitfalls to avoid in giving instructions.

5.0 SUPERVISION & DISCIPLINE

Upon successful completion of this unit, the student will be able to:

5.1 Define supervision and discipline.   Handouts
                                                          Workbooks

5.2 List the principles of good supervision and discipline.

5.3 List the techniques of correction.

5.4 Apply the principles of supervision and discipline and the techniques of correction in role play.

6.0 RESTRAINT EQUIPMENT

Upon successful completion of this unit, the student will be able to:

6.1 Choose the appropriate restraint device for a given situation.

6.2 Correctly apply restraint devices in role play.

6.3 Discuss the pros and cons of using restraint devices.

7.0 INTERPERSONAL COMMUNICATION MODEL

Upon successful completion of this unit, the student will be able to: Handout

                                                          Video

7.1 List the three stages and sub-stages of the model.

7.2 Apply the model in a role play.

Course Title	Course No.

8.0 CONTROL LEVEL MATRIX

Upon successful completion of this
unit, the student will be able to:

8.1 List the methods of control that
apply to various situations in
Correctional facilities.   Handout

8.2 Apply the methods of control in
a role play

METHOD OF EVALUATION

A final grade will be derived from the results of two tests and a
dyadic role play video tape weighted as follows:

Mid-Term Test   20%
Final Test   30%
Role Play Tape   50%
TOTAL   100%

COLLEGE GRADING POLICY

90 - 100% =   A+
80 - 89%   =   A
70 - 79%   =   B
60 - 69%   =   C
Below 60   =   R

REQUIRED STUDENT RESOURCES

One VCR cassette tape.

Guidelines for the Development of a Security Program.

ADDITIONAL RESOURCE MATERIAL

Provided by the instructor.

SPECIAL NOTES

The role play tape will include all security techniques,
application of restraint equipment, giving instructions,
supervision and discipline scenario and the use of the
Interpersonal Communication model.