

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: PROGRAM PLANNING/CASE MANAGEMENT

CODE NO: COR 302

SEMESTER: 3

PROGRAM: CORRECTIONAL WORKER - DIPLOMA

AUTHOR: JOHN E. JONES

DATE: AUGUST, 1989

PREVIOUS OUTLINE DATED: NONE

APPROVED: _____ DATE

TOTAL CREDIT HOURS: 45

PREREQUISITE(S): COMPLETION OF PRINCIPLES OF BEHAVIOR MANAGEMENT COURSE.

I. PHILOSOPHY/GOALS: This course is designed to familiarize students with some aspects of the many behavior management programs in operation in correctional settings. Advantages/disadvantages and legal/ethical issues will be examined. The course will build upon the student's knowledge from the course Principles of Behavior Management. Students will apply principles of behavior change in the design of programs for rehabilitation and control. Students will utilize the process of program development beginning with concepts and need statements and processing through to design, implementation and evaluation. The role of teamwork in this entire process will be a main focus. A wide variety of examples from different settings will be presented and critiqued. Theoretical perspectives will be centered around social learning theory and others which have applicability to the correctional worker (e.g., reality therapy).

II. STUDENT PERFORMANCE OBJECTIVES

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

1. Define and describe the behavior management programs used in correctional settings
2. Outline the program planning process (classification)

3. Apply social learning theory to correctional programming
4. Apply the team approach concept to program planning case management
5. Define the caseworker role and function
6. Define the intervention role and function
7. Define a typical client
8. Describe the delivery of correctional treatment
9. Describe treatment modalities used in corrections
10. Describe the generic case management process used in corrections
11. Utilize a case management and assessment interview guide
12. Describe the case management process used by Ontario Corrections and CSC
13. Design and present a program proposal

III. TOPICS TO BE COVERED

1. Review of learning theory
2. Behavior management programs in corrections
3. Program planning (Classification)
4. Client assessment
5. Caseworker/interventionist role and function
6. Case management process

IV. LEARNING ACTIVITIES

REQUIRED RESOURCES

1.0 Review of learning theory

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

- 1.1 define learning
- 1.2 differentiate between learning

Chapter 12, THEORETICAL CRIMINOLOGY, George B. VOLD and Thomas J. BERNARD

PROGRAM PLANNING/CASE MANAGEMENT

COR 302

and instinct

- 1.3 define and describe Associationism theory
- 1.4 define and describe TARDE's law of imitation
- 1.5 define and describe SUTHERLAND's differential association theory
- 1.6 define and describe cultural and subcultural theory
- 1.7 describe the learning process and its relationship to criminality
- 1.8 define and describe GLASER's differential anticipation theory
- 1.9 define and describe AKER's social learning theory.

2.0 Behavior management programs

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

- 2.1 describe each program in detail
- 2.2 discuss the pros/cons of each program
- 2.3 define the type of client in each program based on need

3.0 Program planning

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

- 3.1 define need
- 3.2 define and describe needs assessment methods
- 3.3 complete a needs assessment
- 3.4 outline the generic classification process

4.0 Client assessment

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

- 4.1 outline the four parts of the guide
- 4.2 describe the purpose of the guide and its parts
- 4.3 apply the guide to an assessment situation

COGNITIVE MODEL OF

CRIME AND DELINQUENCY
PREVENTION AND
REHABILITATION -
INTERVENTION TECHNIQUES
Robert R. ROSS and
Elizabeth A. FABIANO

EFFECTIVE CORRECTIONAL
TREATMENT, Robert R.
Ross and Paul GENDREAU

CORRECTIONAL TREATMENT
Clemens BARTOLLAS

Chapter 13, CORRECTIONS
IN CANADA, John W.
EKSTEDT and Curt T.
GRIFFITHS

Chapter 7, HELPING
LEARN and CHANGE,
Russel D. ROBINSON

Chapter 4, TRAINING FOR
RESULTS, Malcolm W.
WARREN

GMCC CLIENT ASSESSMENT
and CASE MANAGEMENT
INTERVIEW GUIDE

- 4.4 complete a written assessment of a client's strengths and weaknesses as part of program planning
- 5.0 Caseworker/interventionist role Chapters 11 and 12
Upon successful completion of this unit, the student will be able to:
- 5.1 define the roles of a caseworker CORRECTIONAL TREATMENT Handout, INTERVENTION ROLES
- 5.2 define the role of interventionist Chapter 3, CORRECTIONAL CASEWORK AND COUNSELLING, Hayes A. HATCHER
- 5.3 list and define the traditional roles
- 5.4 list and define the components of the change grid
- 5.5. list and describe the five interventionist roles
- 5.6 place themselves on the change grid and decide their predominant role style.
- 6.0 Case management process
Upon successful completion of this unit, the student will be able to:
- 6.1 define the characteristics of inmate groups
- 6.2 obtain an inmate profile, by:
- 6.2.1 completing a correctional adjustment checklist
- 6.2.2 completing a checklist for the analysis of life history records
- 6.2.3 synthesizing checklist scores into classification profile
- 6.3 outline the case management process by,
- 6.3.1 explaining the purpose
- 6.3.2 listing the steps
- 6.3.3 explaining the purpose of each step
- 6.3.4 completing appropriate forms
- 6.3.5 completing a mock exercise
- MANAGING ADULT INMATES, Herbert L. QUAY
- CASE MANAGEMENT MANUAL

V. METHOD OF EVALUATION

A final grade will be derived from the results of two tests, written case assessment plan on a client from field placement and the development of a program plan.

Mid term test

25%

PROGRAM PLANNING/CASE MANAGEMENT

COR 302

Final test	25%
Case assessment plan	25%
Program plan	25%

The grading system used will be in accordance with College policy; A+=90-100% A=80-89% B=70-79% C=60-69% R=59% or less

VI. REQUIRED STUDENT RESOURCES

Correctional Treatment, Theory and Practice

VII. ADDITIONAL RESOURCE MATERIAL

Handouts provided by instructor

VII. SPECIAL NOTES