

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

COURSE OUTLINE

Course Title: SECURITY TECHNIQUES

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Course No.: COR 300 - 3

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Program: CORRECTIONAL WORKER

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Semester: THREE

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Date: SEPTEMBER 1992

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Instructor: ROD LARIVÉE

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APPROVED:

K. DeRosario  
K. DeRosario, Dean  
School of Human Sciences  
and Teacher Education

DATE:

Sept. 9/92



SECURITY TECHNIQUES

COR 300

Instructor: Rod Larivee

Total Credit Hours: 45

Prerequisite(s): Introduction to Corrections (COR 200)

**I. 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, and an ability to apply the security techniques available.

**II. 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 the 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. outline the requirements for Security Program.
8. demonstrate the principles of offender supervision and discipline during role play.
9. demonstrate the use of the various types of instructions/orders given to offenders.
10. describe, differentiate, and demonstrate the levels of control used to manage offenders.

SECURITY TECHNIQUES

COR 300 COR 300

LEARNING ACTIVITIES

REQUIRED RESOURCES

TOPICS TO BE COVERED

1. Definition of static and dynamic security.
2. Security Program.
3. Security techniques of area/person search, key control, contraband, counts, security checks, escorting, handcuffing/leg irons, and admission/discharge.
4. Principles of supervision and discipline.
5. Types of instructions and their uses.
6. Control level matrix for offenders.
7. Preservation of evidence.

Handout  
 Jail Officer's  
 Manual  
 Course Book  
 AIA Security  
 Video  
 Work book

III. LEARNING ACTIVITIES

REQUIRED RESOURCE

1.0 SECURITY PROGRAM

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

Textbook

- 1.1 outline the foundations of Security
- 1.2 outline the organization and management of security
- 1.3 list the factors involved in physical design of an institution
- 1.4 Describe the purpose of a Control Centre
- 1.5 Outline the purpose of Special Management units
- 1.6 Outline the relationship of Security to Food Services
- 1.7 List and describe Institutional Security Procedures
- 1.8 List and describe Innate Management and Control Processes

Handout  
 Canada Evidence Act

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

- 1.1 list the seven basic elements of an instruction.

Handout



III. LEARNING ACTIVITIES

REQUIRED RESOURCES

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

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

2.3 Demonstrate each security technique with 0% error rate.

Work Book

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 Discuss the consequences of lapses in security.

2.7 Demonstrate an ability to use restraint equipment.

3.0 EVIDENCE

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

3.1 Outline the continuity of evidence process.

Handout  
Canada Evidence Act

3.2 Physically preserve evidence.

3.3 Obtain receipts for evidence from proper authorities.

4.0 INSTRUCTIONS/ORDERS

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

4.1 List the seven basic elements of an instruction.

Handout

## III. LEARNING ACTIVITIES

## REQUIRED RESOURCES

- 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.
- 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.  
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.

Handouts

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 CONTROL LEVEL MATRIX**

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

- 7.1 List the methods of control that apply to various situations in Correctional facilities.
- 7.2 Apply the methods of control in a role play

Handout

**IV. 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:

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

**V. COLLEGE GRADING POLICY**

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

**VI. REQUIRED STUDENT RESOURCES**

One VCR cassette tape.

Guidelines for the Development of a Security Program, James D. Henderson & W. Hardy Rands; American Correctional Association

**VII. ADDITIONAL RESOURCE MATERIAL**

Provided by the instructor.



**VIII. SPECIAL NOTES**

The role play tape will include all security techniques, application of restraint equipment, giving instructions, supervision and discipline scenario. 80% attendance is required to pass the course.

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.