

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Introduction to Corrections
CODE NO. : CJS 221 **SEMESTER:** IV
PROGRAM: Law and Security Administration
AUTHOR: John Jones
DATE: Fall, 2001 **PREVIOUS OUTLINE DATED:** Aug, 2000
APPROVED: _____
TOTAL CREDITS: 4 **DEAN** **DATE**
PREREQUISITE(S): None
HOURS/WEEK: 4 hours per week

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- I. **COURSE DESCRIPTION:** An examination of the nature and functions of the principal components of correctional services in Canadian society. Students will examine the history of corrections, correctional law, current models of correctional policy, policy making, correctional structures, treatment programs and their delivery, community based corrections, and the future of corrections in Canada.

II. **LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Describe the system of Corrections in Canada
Potential Elements of the Performance:
 - a. define corrections
 - b. outline the legislative framework of corrections
 - c. describe the split in correctional jurisdiction
 - d. describe the exchange of services agreement
 - e. describe the private, not for profit agencies involved with corrections
 - f. describe the challenges facing corrections
 - g. describe the trends in corrections
2. Describe the various statutes the impact on Corrections federally and provincially
Potential Elements of the Performance:
 - a. list and describe the statutes that impact the operations of correctional jurisdictions
 - b. describe the level of law making for correctional statutes and the implication correctional jurisdictions
 - c. describe the purpose and major points of each statute as it impacts on correctional jurisdictions
3. Outline and discuss the evolution of punishment and corrections in Canada
Potential Elements of the Performance:
 - a. discuss the process of correctional change
 - b. outline and discuss the various perspectives on punishment and corrections
 - c. describe the emergence of punishment and corrections over the past 150 years
 - d. highlight the differences between the ideal correctional world and the reality of corrections

4. Outline alternatives to confinement in prisons/penitentiaries
Potential Elements of the Performance:
 - a. identify and outline traditional alternatives the incarceration
 - b. identify and outline intermediate sanctions
 - c. identify and outline the effectiveness of intermediate sentences
 - d. identify and outline the principles and purpose of restorative justice
5. Outline and discuss institutional corrections
Potential Elements of the Performance:
 - a. identify the types of correctional institutions
 - b. discuss the structure and operations of institutions
 - c. identify and describe prison architecture
 - d. discuss the social organization of institutions
 - e. identify and discuss the challenges of operating institutions
6. Outline the role and difficulties of being a correctional officer
Potential Elements of the Performance:
 - a. discuss the recruitment, training and roles of officers
 - b. identify and discuss the attitudes and orientation of officers
 - c. describe the relationship between officers, treatment staff , administration to each other and inmates
 - d. identify and discuss sources of stress to correctional employees
 - e. identify and discuss the issues and role of female correctional officers
7. Outline and describe the inmate typology and factors affecting serving time inside a correctional institution.
Potential elements of the Performance:
 - a. outline and discuss the impacts of entering and living inside a correctional institution
 - b. list and discuss the inmate social system/code
 - c. list and describe coping mechanisms used by inmates
 - d. understand the patterns of violence and exploitations used by inmates
 - e. list and discuss inmate suicides
8. Outline and describe classification , case management and treatment processes
Potential elements of the Performance
 - a. outline and describe the tools and techniques used to classify inmates
 - b. outline the case management process
 - c. understand and state the principles of effective treatment
9. Describe the releases processes from institutions
Potential elements of the Performance
 - a. describe the purpose and principles of release
 - b. describe and discuss release options
 - c. describe the decision making process for early release

10. Identify and discuss issues affecting reentry to society and life after prison for inmates

Potential elements of the Performance

- a. describe the reintegration process
- b. describe and explain the pains of reentry for newly released inmates
- c. Identify and discuss parole supervision
- d. discuss revocation of parole of conditional release

III. TOPICS:

1. System of Corrections in Canada
2. Correctional Law Statutes
3. Evolution of punishment in Canada
4. Alternatives to confinement
5. Institutional corrections
6. Correctional Officers
7. Inmates
8. Treatment processes
9. Release from Institutions
10. Reentry and Release from institutions

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Canadian Corrections, Curt T. Griffiths and Alison Cunningham,
Nelson/Thomson Learning, 2000
Correctional Law, CCJA, 2000

V. EVALUATION PROCESS/GRADING SYSTEM:

Correctional Law test	20 marks (Learning Objective 2)
Mid-term exam	25 marks (Learning Objectives 1,3,4,5)
Final exam	25 marks (Learning Objectives 6-10)
Take home assignment	30 marks (Learning Objectives 1-10)

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	

U	Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Test or exam rewrites are not permitted.

**All assignments must be typed, double spaced, with a cover page
Failure to notify the professor of test/exam absence prior to the test
or exam will result in a "0" mark. Students may be asked to provide
a doctor's note or other documentation for missed tests/exams.**

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

Correctional Law Test (20 marks)

Learning objective 2

Mid term exam (25 marks)

Learning objectives 1, 3, 4, and 5

Final Exam (25 marks)

Learning Objectives 6, 7, 8 ,9 ,and 10)

Take home assignment (30 marks)

Learning Objective 1 to 10)

- | | |
|------------------------------|--|
| Learning Objective 1 | - Chapter 1
- Class notes/handouts |
| Learning Objective 2 | - Correctional Law Statutes
- class notes/handouts
- Class notes |
| Learning Objective 3 | - Chapter 3
- Class notes/handouts |
| Learning Objective 4 | - Chapter 4
- Class notes/handouts |
| Learning Objective 5 | - Chapter 5
- Class notes/handouts |
| Learning Objective 6 | - Chapter 6
- Class notes/handouts |
| Learning Objective 7 | - Chapter 7
- Class notes/handouts |
| Learning Objective 8 | - Chapter 8
- Class notes/handouts |
| Learning Objective 9 | - Chapter 9
- Class notes/handouts |
| Learning Objective 10 | - Chapter 10
- Class notes/handouts |

**LASA PROGRAM
RESEARCH/PRESENTATION PROJECT
CJS 221
INTRODUCTION TO CORRECTIONS
SPRING 2002**

TOPIC CHOICE

Attached is a list of topic questions/issues from which you and a partner (two partners) will be required to choose in a draw. Topics/issues will be assigned by drawing a number that corresponds to the attached list. The number drawn will also indicate the order of presentation. This drawing will insure that groups will not have to argue over topics or order of presentation.

Groups may exchange topics/issues (as well as the presentation spot) after the draw.

OBJECTIVES

1. To research a current issue or question about Canadian Corrections.
2. To incorporate the research into an essay paper of 2,000 to 2,500 words in length.
3. To present to the class an oral synopsis of the results of the research.
4. To produce a one page typed synopsis of the research paper.

THE TASK

You and your partner(s) are to research the topic chosen. Sources for your material include the College library, Algoma University, Lake Superior State University and textbooks used in the program. If you are finding it difficult to locate material, please see me and I will lend you some of my personal books.

Your essay **MUST** be typed, double spaced, and include a title page and bibliography of resource material used. You may use quotes, but will lose marks if all you do is connect many quotes with a few original sentences. I would suggest that you limit your use of quotes to five or less.

Your 20 minute presentation **MUST** be a synopsis of the major points of your research. Each member of the group **MUST** participate equally in the presentation. You may use handouts, overheads, audio visual material or any other media to make your presentation. You are required to turn in a one page, TYPED presentation synopsis and any material(s) used in your presentation.

DUE DATES

Your essay is due at the start of class on 8 April, 2002.

Presentations will start on the class date closest to the due date and continue each class until completed. Presentations will occur in the numerical order of the research topic. You can expect to have two presentations in each one hour class.

MARKING GUIDE

1. Research Essay (20 marks)

- clarity
- conciseness
- content
- depth of research
- English and style

2. Presentation (10 marks)

- typed synopsis
- clarity
- use of audio/visual resources
- ability to answer student/instructor questions

NOTES

- 1. I would suggest that you see me when you have completed your research so that I can review and provide any assistance if needed.**
- 2. Make a copy of your research paper before turning it in. You will need a copy to assist you in preparing for your presentation.**
- 3. Research essays and presentation synopsis/material are due on the dates stipulated. Late assignments will not be accepted for marking without a valid reason.**

RESEARCH TOPICS

1. DO OFFENDERS GO TO PRISON FOR PUNISHMENT OR AS PUNISHMENT?
2. OUTLINE AND DISCUSS THE SKILLS, KNOWLEDGE AND ATTITUDES NEEDED TO BE CORRECTIONAL WORKER.
3. COMPARE AND CONTRAST THE USE OF INSTITUTIONS VERSUS COMMUNITY CORRECTIONAL FACILITIES.
4. EXAMINE THE STATEMENT, "CORRECTIONAL TREATMENT, NOTHING WORKS".
5. DISCUSS THE CONFLICTING ROLES THAT PROBATION AND PAROLE OFFICERS HAVE.
6. DISCUSS ABORIGINAL OFFENDERS AND THE CANADIAN CORRECTIONAL SYSTEM.
7. DISCUSS FEMALE OFFENDERS AND THE CANADIAN CORRECTIONAL SYSTEM.
8. SHOULD CORRECTIONAL INSTITUTIONS OR PARTS OF INSTITUTIONS BE PRIVATIZED?
9. DESCRIBE AND DISCUSS OFFENDER RIGHTS.
10. DISCUSS THE OFTEN CONFLICTING CORRECTIONAL MANDATES OF CUSTODY AND TREATMENT.
11. DISCUSS THE PROS AND CONS OF ELECTRONIC MONITORING OF OFFENDERS.
12. DISCUSS STAFF AND INMATE SUB-CULTURES. ARE THEY SIMILAR OR DIFFERENT? JUSTIFY YOUR ANSWER.
13. OUTLINE THE DIFFERENCES BETWEEN RIOTS AND DISTURBANCES. WHAT CAUSES EACH AND HOW DO WE PREVENT THEM FROM HAPPENING?
14. OUTLINE THE INMATE DISCIPLINE PROCESS AND DISCUSS THE PURPOSE OF THE PROCESS.
15. DISCUSS THE PROS AND CONS OF BOOT CAMPS FOR YOUNG AND ADULT OFFENDERS.

INTRODUCTION TO CORRECTIONS
CJS 221
SPRING, 2001

PRESENTATION SCHEDULE

<i>Names of Presenters</i>	<i>Date of Presentation</i>	<i>Research Topic</i>
		1. DO OFFENDERS GO TO PRISON FOR PUNISHMENT OR AS PUNISHMENT?
		2. OUTLINE AND DISCUSS THE SKILLS, KNOWLEDGE AND ATTITUDES NEEDED TO BE CORRECTIONAL WORKER.
		3. COMPARE AND CONTRAST THE USE OF INSTITUTIONS VERSUS COMMUNITY CORRECTIONAL FACILITIES.
		4. EXAMINE THE STATEMENT, "CORRECTIONAL TREATMENT, NOTHING WORKS".
		5. DISCUSS THE CONFLICTING ROLES THAT PROBATION AND PAROLE OFFICERS HAVE.
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		8. SHOULD CORRECTIONAL INSTITUTIONS OR PARTS OF INSTITUTIONS BE PRIVATIZED?
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		14. OUTLINE THE INMATE DISCIPLINE PROCESS AND DISCUSS THE PURPOSE OF THE PROCESS.
		15. DISCUSS THE PROS AND CONS OF BOOT CAMPS FOR YO AND ADULT OFFENDERS.

NOTE: RESEARCH ESSAY IS DUE AT 0830 HRS ON 8 April, 2002

Student Responsibilities

Student Responsibilities: Students have the right to seize the responsibility for their own destiny and should be encouraged to do so. With every right comes responsibility!

I have the responsibility to come to every class prepared to listen, to participate, and to learn.

I have the responsibility to read the text carefully, noting important ideas and rephrasing concepts in my own words.

I have the responsibility to work examples in the textbook and those given in class.

I have the responsibility to consult other students, the teacher, an assistant, and other resources whenever I need the extra help.

I have the responsibility to understand that the teacher is not primarily responsible for making me understand, but that it is my job to study and to learn.

I have the responsibility of keeping an open mind and trying to comprehend what the teacher is trying to get across.

I have the responsibility to do every bit of assigned homework with proper attention and thought.

I have the responsibility to view my teacher as a partner in my education.

I have the responsibility to understand that I am not the only student in my class, and that if I fall behind the class, not all of my catching up is appropriate for the classroom setting.

I have the responsibility to act as a competent adult.

I have the responsibility of trying to integrate the concepts being taught into other courses and other areas of my life.

I have the responsibility to be polite and open to my teacher and classmates.

I have the responsibility to accept that my work will be evaluated in terms of what skills any student in the course is expected to master.

"You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives." Clay P. Bedford

"The teacher opens the door. One must walk through the door himself." Chinese Proverb

Guidelines and Thoughts for Academic Success

Successful students can be distinguished from the average student by their attitudes and behaviours. Below are some profiles that typically distinguish between an "A" student and a "C" student. Where do you fit in this scheme?

The "A" Student: An Outstanding Student

The "C" Student - An Average Student

ATTENDANCE:

"A" students have virtually perfect attendance. Their commitment to the class is a high priority and exceeds other temptations.

"C" students are often late and miss class frequently. They put other priorities ahead of academic work. In some cases, their health or constant fatigue renders them physically unable to keep up with the demands of high-level performance.

PREPARATION:

"A" students are prepared for class. They always read the assignment. Their attention to detail is such that they occasionally can elaborate on class examples.

"C" students may prepare their assignments consistently, but often in a perfunctory manner. Their work may be sloppy or careless. At times, it is incomplete or late.

CURIOSITY:

"A" students demonstrate interest in the class and the subject. They look up or dig out what they don't understand. They often ask interesting questions or make thoughtful comments.

"C" students seldom explore topics deeper than their face value. They lack vision and bypass interconnectedness of concepts. Immediate relevancy is often their singular test for involvement.

RETENTION:

"A" students have retentive minds and practice making retentive connections. They are able to connect past learning with the present. They bring a background of knowledge with them to their classes. They focus on learning concepts rather than

memorizing details.

"C" students retain less information and for shorter periods. Less effort seems to go toward organizing and associating learned information with previously acquired knowledge. They display short-term retention by relying on cramming sessions that focus on details, not concepts.

ATTITUDE:

"A" students have a winning attitude. They have both the determination and the self-discipline necessary for success. They show initiative. They do things they have not been told to do.

"C" students are not visibly committed to class. They participate without enthusiasm. Their body language often expresses boredom.

TALENT:

"A" students demonstrate a special talent. It may be exceptional intelligence and insight. It may be unusual creativity, organizational skills, commitment - or a some combination. These gifts are evident to the teacher and usually to the other students as well.

"C" students vary enormously in talent. Some have exceptional ability but show undeniable signs of poor self-management or bad attitudes. Others are diligent but simply average in academic ability.

EFFORT:

"A" students match their effort to the demands of an assignment.

"C" students are capable of sufficient effort, but either fail to realistically evaluate the effort needed to accomplish a task successfully, or lack the desire to meet the challenge.

COMMUNICATIONS:

"A" students place a high priority on writing and speaking in a manner that conveys clarity and thoughtful organization. Attention is paid to conciseness and completeness.

"C" students communicate in ways that often limit comprehension or risk misinterpretation. Ideas are not well formulated before they are expressed. Poor listening/reading habits inhibit matching inquiry and response.

RESULTS:

"A" students make high grades on tests - usually the highest in the class. Their work is a pleasure to grade.

"C" students obtain mediocre or inconsistent results on tests. They have some concept of what is going on but clearly have not mastered the material.

Successful Students

Successful students exhibit a combination of successful attitudes and behaviours as well as intellectual capacity. Successful students . . .

1. . . . are responsible and active. Successful students get involved in their studies, accept responsibility for their own education, and are active participants in it!

Responsibility means control. It's the difference between leading and being led. Your own efforts control your grade, you earn the glory or deserve the blame, you make the choice. Active classroom participation improves grades without increasing study time. You can sit there, act bored, daydream, or sleep. Or, you can actively listen, think, question, and take notes like someone in charge of their learning experience. Either option costs one class period. However, the former method will require a large degree of additional work outside of class to achieve the same degree of learning the latter provides at one sitting. The choice is yours.

2. . . . have educational goals. Successful students have legitimate goals and are motivated by what they represent in terms of career aspirations and life's desires.

Ask yourself these questions: What am I doing here? Why have I chosen to be sitting here now? Is there some better place I could be? What does my presence here mean to me? Answers to these questions represent your "Hot Buttons" and are, without a doubt, the most important factors in your success as a college student. If your educational goals are truly yours, not someone else's, they will motivate a vital and positive academic attitude. If you are familiar with what these hot buttons represent and refer to them often, especially when you tire of being a student, nothing can stop you; if you aren't and don't, everything can, and will!

3. . . . ask questions. Successful students ask questions to provide the quickest route between ignorance and knowledge.

In addition to securing knowledge you seek, asking questions has at least two other extremely important benefits. The process helps you pay attention to your professor and helps your professor pay attention to you! Think about it. If you want something, go after it. Get the answer now, or fail a question later. There are no foolish questions, only foolish silence. It's your choice.

4. . . . learn that a student and a professor make a team. Most instructors want exactly what you want: they would like for you to learn the material in their respective classes and earn a good grade.

Successful students reflect well on the efforts of any teacher; if you have learned your material, the instructor takes some justifiable pride in teaching. Join forces with your instructor, they are not an enemy, you share the same interests, the same goals - in short, you're teammates. Get to know your professor. You're the most valuable players on the same team. Your jobs are to work together for mutual success. Neither wishes to chalk up a losing season. Be a team player!

5. . . . don't sit in the back. Successful students minimize classroom distractions that interfere with learning.

Students want the best seat available for their entertainment dollars, but willingly seek the worst seat for their educational dollars. Students who sit in the back cannot possibly be their professor's teammate (see no. 4). Why do they expose themselves to the temptations of inactive classroom experiences and distractions of all the people between them and their instructor? Of course, we know they chose the back of the classroom because they seek invisibility or anonymity, both of which are antithetical to efficient and effective learning. If you are trying not to be part of the class, why, then, are you wasting your time? Push your hot buttons, is there something else you should be doing with your time?

6. . . . take good notes. Successful students take notes that are understandable and organized, and review them often.

Why put something into your notes you don't understand? Ask the questions now that are necessary to make your notes meaningful at some later time. A short review of your notes while the material is still fresh on your mind helps you learn more. The more you learn then, the less you'll have to learn later and the less time it will take because you won't have to include some deciphering time, also. The whole purpose of taking notes is to use them, and use them often. The more you use them, the more they improve.

7. . . . understand that actions affect learning. Successful students know their personal behaviour affect their feelings and emotions which in turn can affect learning.

If you act in a certain way that normally produces particular feelings, you will begin to experience those feelings. Act like you're bored, and you'll become bored. Act like you're disinterested, and you'll become disinterested. So the next time you have trouble concentrating in the classroom, "act" like an interested person: lean forward, place your feet flat on the floor, maintain eye contact with the professor, nod occasionally, take notes, and ask questions. Not only will you benefit directly from your actions, your classmates and professor may also get more excited and enthusiastic.

8. . . . talk about what they're learning. Successful students get to know something well enough that they can put it into words.

Talking about something, with friends or classmates, is not only good for checking whether or not you know something, it's a proven learning tool. Transferring ideas into words provides the most direct path for moving knowledge from short-term to long-term memory. You really don't "know" material until you can put it into words. So, next time you study, don't do it silently. Talk about notes, problems, readings, etc. with friends, recite to a chair, organize an oral study group, pretend you're teaching your peers. "Talk-learning" produces a whole host of memory traces that result in more learning.

9. . . . don't cram for exams. Successful students know that divided periods of study are more effective than cram sessions, and they practice it.

If there is one thing that study skills specialists agree on, it is that distributed study is better than massed, late-night, last-ditch efforts known as cramming. You'll learn more, remember more, and earn a higher grade by studying in four, one hour-a-night sessions for Friday's exam than studying for four hours straight on Thursday night. Short, concentrated preparatory efforts are more efficient and rewarding than wasteful, inattentive, last moment marathons. Yet, so many students fail to learn this lesson and end up repeating it over and over again until it becomes a wasteful habit. Not too clever, huh?

10. . . . are good time managers. Successful students do not procrastinate. They have learned that time control is life control and have consciously chosen to be in control of their life.

An elemental truth: you will either control time or be controlled by it! It's your choice: you can lead or be led, establish control or relinquish control, steer your own course or follow others. Failure to take control of their own time is probably the no. 1 study skills problem for college students. It ultimately causes many students to become non-students! Procrastinators are good excuse-makers. Don't make academics harder on yourself than it has to be. Stop procrastinating. And don't wait until tomorrow to do it!