

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: Dennis Ginter

DATE: Jan, 2013 **PREVIOUS OUTLINE DATED:** Jan, 2012

APPROVED: "Angelique Lemay" Dec/12

DEAN

DATE

TOTAL CREDITS: 4

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 (Chapter 1)

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 (Correctional Law Statutes)

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 (Chapter 2 Self Study)

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 (Chapter 4)**
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 (Chapter 5)**
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 (Chapter 6)**
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. (Chapter 7)**
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 (Chapter 8)**
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 (Chapter 9)**
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 (Chapter 10 Self Study)**
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:

None

Students may wish to download legislation from the Internet

V. EVALUATION PROCESS/GRADING SYSTEM:

<i>Correctional Law test</i>	20 marks (Learning Objective 2)
<i>Mid-term exam</i>	30 marks (Learning Objectives 1,4,5)
<i>Final exam</i>	30 marks (Learning Objectives 6-9)
Take home assignment	20 marks (Learning Objectives 3 and 10)

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.**

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F	49% 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 Policies & Procedures Manual – Deferred Grades and Make-up).

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.
W	Student has withdrawn from the course without penalty.

NOTE: For such reasons as program certification or program articulation, this course requires a minimum greater than 60% to achieve a passing grade.

The program requires an minimum GPA of 2.0 in order to graduate.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.