

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ON**

**COURSE OUTLINE**

**COURSE TITLE: FIELD PLACEMENT**

**CODE NO.: CJS 321-20**

**SEMESTER: III or IV**

**PROGRAM: CORRECTIONAL WORKER - DIPLOMA**

**AUTHOR: J. E. JONES**

**DATE: May, 1996**

**PREVIOUS OUTLINE DATED: May, 1995**

**APPROVED:**

*L. DePasaria*  
DEAN

*May 29/96*  
DATE

**TOTAL CREDITS 20**

**PREREQUISITE(S):**

**CJS 221 Introduction to Corrections  
CJS 322 Offender Management I  
CJS 323 Offender Treatment Processes  
Valid First Aid and CPR certificates  
Completed Criminal Record Check**

**LENGTH OF COURSE: 40 hours/8 weeks TOTAL CREDIT HOURS: 320**



**I. COURSE DESCRIPTION:**

**A supervised work placement in a selected Justice agency. Students become directly involved in Justice service and sub-systems within the community and experience socially responsible patterns of professional Justice work. There will be direct interaction with clientele in individual and group situations.**

**A seminar in the middle of the placement will assist in the integration of theory and practice and broaden the student's knowledge and skill base. Ongoing contact between the instructor, student and agency supervisor will provide the student with assistance and feedback on performance.**

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

**(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date. In general, this course addresses generic outcomes in communication, interpersonal skills and analytical skills.)**

**A: LEARNING OUTCOME**

- 1. Successfully interact in a static and dynamic security process with individual offenders and offender groups.**
- 2. Successfully interact in a static and dynamic security process with individual staff and staff groups.**
- 3. Understand the operation and dynamics of the field placement agency.**
- 4. Apply knowledge, skills, and attitudes learned in the classroom.**
- 5. Exhibit professionalism in the application of acquired knowledge, skills and attitudes.**

**B. LEARNING OUTCOMES AND ELEMENTS OF PERFORMANCE**

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

- 1) **Successfully interact in a static and dynamic security process with individual offenders and offender groups.**

Potential Elements of the Performance:

- **demonstrate effective interviewing/counselling skills**
- **demonstrate effective communication skills**
- **demonstrate effective interpersonal skills**
- **apply static security processes**
- **apply dynamic security processes**
- **integrate knowledge and application of offender sub-culture, values and life style to interaction with offenders and offender groups**

- 2) **Successfully interact in a static and dynamic security process with individual staff and staff groups.**

Potential Elements of the Performance:

- **participate in the day to day operation of agency**
- **balance academic and applied static and dynamic security processes**
- **interact with individual and staff groups**
- **demonstrate an understanding of staff/offender relations**
- **Analyze and evaluate staff performance**
- **evaluate and assess their individual competencies against staff performance**

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE  
(Continued)**

**3) Understand the operation and dynamics of the field placement agency.**

Potential Elements of the Performance:

- **identify the structure of the agency**
- **understand the legislative and policy and procedures of the agency**
- **recognize the goals and objectives of the agency**
- **assess the reality of existing factors of space, personnel procedures, fiscal policy, administrative procedures, political factors and community pressures on the field placement agency**

**4) Apply knowledge, skills, and attitudes learned in the classroom.**

Potential Elements of the Performance:

- **apply learned, academic knowledge to offenders, staff and field placement agency processes**
- **apply learned, applied skills to offenders, staff and field placement agency processes**
- **exhibit attitudes that support offender, staff, and agency goals**

**5) Exhibit professionalism in the application of acquired knowledge, skills and attitudes.**

Potential Elements of the Performance:

- **apply moral and ethical standards to offender and staff interactions and assigned work**
- **accept the values and beliefs of the field placement agency**
- **apply humane processes to offender interactions**
- **adhere to requirements of confidentiality**
- **comply to agency policy with respect to the conduct of work**
- **comply with dress codes of agency**
- **exercise self-control and maintain sense of equilibrium during placement**

**III. TOPICS:**

- 1. Interaction with offenders and offender groups**
- 2. interaction with staff and staff groups**
- 3. Knowledge of Field Placement Agency**
- 4. Application of Knowledge, Skills and Attitudes**
- 5. Professionalism**

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

**None**

**Students should review all course material from first and second year of the program prior to starting field placement.**

**Copies of evaluation forms, log book, and policy manual will be provided to students prior to starting field placement.**

**V. EVALUATION PROCESS/GRADING SYSTEM**

**A final grade will derived from the results of student journals, written assignment and a student evaluation.**

**The grading system used will be in accordance with the College Policy; Satisfactory or Unsatisfactory Performance.**

**VI. SPECIAL NOTES:**

- **Special Needs**  
If you are a student with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities), you are encouraged to discuss required accommodations with the instructor and/or contact the Special Needs Office, Room E1204, Ext. 493, 717, 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 post-secondary institutions.

- Late assignments **will not be accepted** for marking.
- The Instructor will make frequent visits to each student at their placement agency.
- All hours **must** be completed before a grade will be assigned. Hours missed, regardless of reason, must be made up.
- Due to the diverse nature of field placement agencies, not all learning objectives may be met. Students **must** meet the objectives of the assigned institutional or non-institutional field placement agency.
- Days, times and shifts are assigned by the field placement agency. Changes **must** be approved by the instructor and agency.
- This course meets the College Standards and Accreditation Council Standards for the Correctional Worker Program in the following areas:
  - Professional (1.1 to 1.10)
  - Security (2.1 to 2.10)
  - Counselling (3.1 to 3.10)
  - Supervision (4.1, 4.2)
  - Crisis Prevention (5.1, 5.2, 5.3)
  - Program (6.1, 6.2, 6.3)
  - Theoretical (7.1 to 7.10)

## **VII. PRIOR LEARNING ASSESSMENT**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

- Certified employment within a Correctional environment
- Certified Training courses that meet the course objectives