

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: Jan, 2010

PREVIOUS OUTLINE DATED: Jan, 2009

APPROVED: "Angelique Lemay"

Dec/09

CHAIR, COMMUNITY SERVICES

DATE

TOTAL CREDITS: 4

PREREQUISITE(S): None

HOURS/WEEK: 4 hours per week

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*For additional information, please contact John Jones
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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:

Canadian Corrections, 3rd Edition, Curt T. Griffiths, Nelson/Thomson Learning

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:

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.

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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

This course is not connected to webCT or LMS. The Professor may be contacted at extension 2440, room E2211, or at john.jones@saultcollege.ca

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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.