

CJ BEHAVIOUR MANAGEMENT

CRIM 211

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Office: Young 205
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Class: Young 227; Mondays, 2:30-4:20pm
Labs: Young 222; Fridays, 11:30-12:20pm
Fridays, 12:30-1:20pm

CALENDAR DESCRIPTION:

This experiential course builds on the knowledge and skills gained in CRIM 205. Students apply elements of case and behaviour management to criminal justice clients and evaluate the success of interventions. Students will further develop interviewing and report-writing skills. Pre-requisite: C or higher grade in CRIM 205.

LEARNER OUTCOMES:

After successful completion of this course, you will be able to:

1. Describe behaviour management strategies specific to a variety of situations and evaluate effectiveness of interventions.
2. Apply intervention techniques in a manner that supports individual differences, using appropriate problem-solving and goal-setting strategies.
3. Critique the effectiveness of intervention strategies.
4. Write professional reports consistent with legal and organizational requirements.
5. Use effective interviewing skills.

REQUIRED READINGS:

- All reading sources are available online and linked through the D2L. It is your responsibility to download or print out the materials as required. Handouts will also be used and will be distributed on the appropriate week for each. Please note that additional readings or handouts may be added by the instructor during the course.

COURSE CONTENT & SCHEDULE:

The primary purpose of this course is to introduce students to general criminal behavioural scenarios and needs as they are experienced within criminal justice and human services related professions. Each Monday, students will be introduced to the concepts associated with that week's material. Lab sessions (Fridays) will be more skills based and time will be used to discuss specific skills related to behavioural management strategies and evaluate their effectiveness.

The assigned readings will play a significant role in helping you to master the subject matter of this course. It is important that each be read prior to the scheduled class as this is the assumption under which I will be instructing.

It is very important that you come to class prepared to discuss what you already know about that weeks subject matter through your experience in other courses, volunteerism, your work life or within your personal life. The purpose is to integrate all of what you have learned during your time at Camosun and apply it to practical behavioural scenarios faced when working within the criminal justice system.

CLASS SCHEDULE OF TOPICS AND READINGS

(subject to revision)

Week #1 January 7th & 11th

- Introduction to the course
 - Website for course
 - Expectations of assigned readings
 - Classroom design and participation expectations
 - Overview of assignments
 - Course expectations

Week #2 January 14th & 18th

- Introduction to Behaviour Management
- Identify and outline your own behavioural modification for the semester
- No Reading this week

Week #3 January 21st & 25th

- Understanding Behaviour Management in a Criminal Justice Context
- Understanding the Roots of Violence and the Emotional Spectrum as it relates to Violent Behaviour
- Video: "Manhood and Violence: Fatal Peril" HQ 1090.3 M25 2006
- Read:
- <http://www.heretohelp.bc.ca/publications/visions/criminal-justice> Read articles by Stephen Hart and Kim Meier

Week #4 January 28th & February 1st

- Understanding Mental Health and its impact on the Justice System
- Read:
- <http://www.heretohelp.bc.ca/publications/visions/criminal-justice> Read articles by David Simpson, Howard Sapers, Camia Weaver, Rennie Hoffman & Curtis Arthur
- http://www.camhcrosscurrents.net/archives/summer2011/evil_ill.html
- http://www.camhcrosscurrents.net/archives/autumn2007/collaborative_care_works.html

Working With Specific Behavioural Difficulties

Week #5 February 4th & 8th

- Addictions issues
- Types of drugs and their behavioural characteristics
- Recognition of drug using behaviour and symptomology
- Comorbidity of addictions and mental health
- Working with people under the influence of drugs and alcohol
- Read:
- http://www.collectionscanada.gc.ca/obj/s4/f2/dsk1/tape4/PQDD_0029/MQ64375.pdf pages 1-10
- <http://www.heretohelp.bc.ca/publications/visions/criminal-justice> Read article by Ray Baker.

Week #6 February 15th

- **February 11th College Closed- Family Day**
- Report Writing review
- Critical Incident Report Exercise

Week #7 February 18th

- **Critical Incident Report due**
- Addiction issues, cont'd
- Treatment options and typologies
- Supporting the person in recovery
- Understanding the recovery process
- Understanding harm reduction
- Read:
- http://www.collectionscanada.gc.ca/obj/s4/f2/dsk1/tape4/PQDD_0029/MQ64375.pdf pages 44-55
- <http://www.cfdp.ca/roots.pdf>

Week #8 February 25th & March 1st

- Fetal Alcohol Spectrum Disorder
- Head/Brain Injuries
- Attention Deficit Hyperactivity Disorder
- Behavioural indicators
- Understanding the operation of the brain and the uniqueness of brain injury
- Working with and supporting a person with brain injury
- **February 22nd College Closed- Reading Break**

- Read:
- <http://fasdjustice.ca/> Read all the 'Basics' and 'Behaviour' sections.
- http://fasiceberg.org/newsletters/Vol14Num2_Apr2004.htm#warehouse Go to: Prison: A warehouse for individuals with FASD
- Handout: "C.A.R.E.S."
- Handout: "Brain Injury Fact Sheet" South Okanagan Similkameen Brain Injury Society.
- Handout: "Rehabilitation Problem Solving Process to Increase Success After Brain Injury"

Week #9 March 4th & 8th

- **Examination #1- March 4th**
- Borderline Personality Disorder

- Read:
- <http://www.heretohelp.bc.ca/sites/default/files/images/visions-bpd.pdf> pages 5-15.

Week #10 March 11th & 15th

- Conduct Disorder and Psychopathy
- Behavioural progression and traits.
- Understanding the PCL-r
- Current research and debates
- Working in a case management context

- Read:
- <http://www.arkancide.com/psychopathy.htm>
- Handout: Antisocial Personality Disorder- treatment, management and prevention.

Week #11 March 18th & 22nd

- Schizophrenia and Bipolar disorders
- Types and behavioural manifestations
- Support services and behaviour management
- Read:

- http://www.camhcrosscurrents.net/archives/summer2009/meeting_challenge.html
- http://www.camhcrosscurrents.net/archives/summer2009/first_steps_psychosis.html
- <http://www.mental-health-today.com/bp/biart.htm>
- http://effectivehealthcare.ahrq.gov/ehc/products/406/1259/SMI-in-CJ-System_ResearchProtocol_20120913.pdf Section 1 only (pages 1-6)

Week #12 March 25th

- Sex Offenders
- Differentiating sex offence typologies
- Understanding Pedophilias
- Understanding Sexual Assault typologies
- Understanding the variety of Paraphilias related to the justice system
- Working and managing risk with Sex Offenders
- Treatment types and behavioural reinforcement
- **March 29th College Closed-Good Friday**

- Read:
- http://www.csc-scc.gc.ca/text/rsrch/special_reports/shp2007/paraphil08-eng.shtml

Week #13 April 5th

- **April 1st College Closed- Easter Monday**
- Behavioural Modification

- Read:
- http://www.heretohelp.bc.ca/sites/default/files/visions_cognitivetherapy.pdf
Pages 6-9 and 25-26.

Week #14 April 8th & 12th

- Dealing with lying and deception
- Dealing with re-offences of clients
- Self care when dealing with clients in a justice setting
- Wrap-up
- Putting it all together☺

- Read: Handout “Dealing with Lying and Deceptive Clients”

METHODS OF EVALUATING YOUR LEARNING

1. Participation (10%)

Regular attendance and active participation is required. It is expected that you will arrive on time, be attentive, non-disruptive, constructive and respectful. Any cellular phone use will not be tolerated and phones should be off and put away when in class. If you are using your phone during class you will be asked to leave.

You are expected to complete the assigned readings before coming to class. You will also be expected to find additional resources and information about your selected topic and create a ten minute discussion about your selected topic for the class. It is expected that this be pertinent and relevant to that weeks discussion and be a summary from a credible and useful source. Please provide the instructor with a copy of the original source document on the date you are to present. This additional resource and you presentation of it will make for 5% of your participation grade. Topics will be selected during the first week of the semester.

You are also expected to participate in class discussions and activities based on the readings. This is a key component of this course as this will be a more collaborative learning environment than you will be familiar with. Active and pertinent discussion and insights will make up the other 5% of the participation grade.

2. Individualized Learning Journal (50%)

This Journal is meant to be a reflection of your insights and observations throughout the semester. The purpose is to monitor your learning and integrate it within the other learning you have done during your other courses. The requirements are to

1. Have a minimum one page of insights or reflections on the subject matter for each week. (12 entries)
2. Outline and discuss your own behavioural modification experience (1-2 pages)
3. Outline a community or institutional based program that works in the case management and behavioural modification of individuals involved in the justice system. Discuss what type of behaviour modification is used and the effectiveness of the program (min. 2 pages)
4. Write a reflective essay on how you will be able to integrate the learning from this course with the learning you gained in the Case Management course for your future career in the Criminal Justice System. (min. 2 pages)

The grading for your Journal will be as follows (Total 115 points):

Weekly Entries: (x12) 5 points each. An entry receiving full marks would include a reflective insight into the material for that week that integrates the course reading, learning from other courses and/or personal insight/experience with issue from one volunteerism, work life or personal experiences.

Outlining your own Behavioural Modification experience: 10 points. To receive full marks for this entry, you will want to implement a detailed analysis of the change you are making, give regular updates and outline goals and objectives for your behavioural change. This will not be graded on the success of the change you are attempting. The goal is to gain insight into the difficulty of altering seemingly maladaptive behaviours. Therefore, gaining a better understanding of the difficulty CJ clients might experience in the behavioural change process.

Outline a community or institutional based behavioural modification program: 15 points. Full marks would entail a thorough description of the program and the targeted behaviours.

Reflective Essay: 15 points. Full marks would describe, in detail, the connections between the Case Management course and this course. How does this information interact and enable client empowerment and community safety.

Formatting: 5 points

Spelling, grammar and sentence structure: 10 points

Due: April 12th, 2012

3. Critical Incident Report (10%)

You will view a sample critical incident that occurs in a prison setting. The assignment will be to take notes of the incident that you will witness in class and write a Critical Incident Report based on the information you observed during the incident. Please use the Critical Incident Report template provided on the D2L to complete this assignment.

Grading for this assignment will be based accuracy of details, pertinence of details, ability to use clear, concise report writing style and using professional, unbiased language. The template is in four sections and the grading for each will be as follows:

Background:	4 points
Incident:	7 points
Action taken by staff on scene:	7 points
Reporting staff:	2 points

Due: February 18th, 2012

4. Exams (x2) (40%)

Dates: March 4th and during final exam week

*****The midterm will be worth 15% of the overall course grade and the final will be 25% and will be comprehensive of the entire course.**

INSTRUCTIONAL POLICIES

1. Attendance & Participation

Regular attendance and active participation is required. It is expected that you will arrive on time, be attentive, non-disruptive, constructive and respectful.

For example, using headphones, engaging in text messaging, looking at voice messages, surfing the internet or using any means of disengaging with the class and the learning process is not accepted in this class. You will be asked to leave the classroom setting.

2. Class Preparation

You are expected to complete the assigned readings before coming to class. This often becomes increasingly more difficult as the semester moves along and as the completion of assignments and preparation for exams takes a great deal of your time. I would strongly recommend that you use some type of daybook where you can keep track of each week assignments, readings, exams and other expectations being placed on you.

You are also expected to participate in class discussions and activities based on the readings.

3. Late Penalty

All assignments must be completed and submitted on the date and at the time assigned. Late penalties are 10% per day starting from the time each assignment is due (This will be the beginning of the class on the due date unless otherwise noted). Extensions will be given if they are legitimately warranted and approved by me at least 48 hours in advance of the assigned due date. There will be a maximum of one extension per student for the semester.

4. Plagiarism, Cheating & Academic Dishonesty

Please see the College calendar

<http://camosun.ca/policies/Educatio-Academic/E-2-Student-Services-&-Support/E-2.5.pdf>

Plagiarism is theft!

5. Course Completion Requirements

You **must** complete all evaluative requirements (two exams, learning journal, and the Critical Incident Report) to receive a passing grade in this course. Unfortunately, if you do not complete all requirements, you will receive an F grade. All late work must be handed in by the beginning of the final exam or you will not be allowed to write it.