



CAMOSUN COLLEGE
School of Arts & Science
Department of Criminal Justice

CRIM-211-001AB
CJ Behaviour Management
Winter 2018

COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/crim.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

1. Instructor Information

(a) Instructor	Blair Fisher
(b) Office hours	11:30-12:30 Mondays & Wednesdays
(c) Location	Young 210b
(d) Phone	250 370-3335 Alternative: _____
(e) E-mail	fisherb@camosun.bc.ca
(f) Website	online.camosun.ca

2. Intended Learning Outcomes

Upon completion of this course the student 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.

3. Required Materials

- (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.

4. Course Content and 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 (Wednesdays) 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 8th & 10th

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

Week #2 January 15th & 17th

- Introduction to Behaviour Management
- Identify and outline your own behavioural modification for the semester

Week #3 January 22nd & 24th

- 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

Week #4 January 29th & 31st

- Understanding Mental Health and its impact on the Justice System

Week #5 February 5th & 7th

- Report Writing review
- Critical Incident Report Exercise
- Addictions issues
- Focus on personal behaviour modification

Working With Specific Behavioural Difficulties

Week #6 February 12th & 14th

- No Classes-Reading Break

Week #7 February 19th & 21st

- Critical Incident Report due- Feb 19th
- 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

Week #8 February 26th & 28th

- Addiction issues, cont'd
- Treatment options and typologies
- Supporting the person in recovery
- Understanding the recovery process
- Understanding harm reduction

Week #9 March 5th & 7th

- Examination #1- March 5th
- Borderline Personality Disorder

Week #10 March 12th & 14th

- 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

Week #11 March 19th & 21st

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

Week #12 March 26th & 28th

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

Week #13 April 4th

- Sex Offenders
- Differentiating sex offence typologies

- Understanding Pedophilias
 - Understanding Sexual Assault typologies
 - Understanding the variety of Paraphelias related to the justice system
 - Working and managing risk with Sex Offenders
- April 2nd – Easter Monday (no class)

Week #14 April 9th & 11th

- Behavioural Modification Programs
- Treatment types and behavioural reinforcement
- 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☺

6. Basis of Student Assessment (Weighting)

1. Participation (15%)

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, academic and useful source. Please provide the instructor with a copy of the original source document at least 24 hours prior to the date you are to present. This additional resource and you presentation of it will make for 10% 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 (35%)

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.
(11 entries)

2. Outline and discuss your own behavioural modification experience (1.5-2 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 110 points):

Weekly Entries: (x11) 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: (25 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, the targeted Behaviours and the process used for behavioural change.

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.

Due: April 11th, 2018 by 6:00pm (Weekly Journals are due weekly and will be submitted in the D2L Dropbox each week.)

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 19th, 2017

4. Exams (x2) (40%)

Dates: March 5th 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.**

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

7. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

A. GRADING SYSTEMS <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7

77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

B. Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy at <http://camosun.ca/about/policies/index.html> for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.