



**CAMOSUN COLLEGE**  
**School of Arts & Science**  
**Department of Criminal Justice**

**CRIM-211-001A/B**  
**CJ Behaviour Management**  
**Winter 2019**

**COURSE OUTLINE**

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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.

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**1. Instructor Information**

(a) Instructor	Blair Fisher
(b) Office hours	10:30-11:30 Mondays & Wednesdays- Drop in any time my door is open☺
(c) Location	Young 210b
(d) Phone	250 370-3335 <b>Alternative:</b> _____
(e) E-mail	fisherb@camosun.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**

- Ksenych, E. (2011) Exploring Deviance in Canada: A Reader. Don Mills: Oxford University Press.
- Additional online and handout readings will be distribute on the D2L site or in class.

## 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 7<sup>th</sup> & 9<sup>th</sup>**

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

#### **Week #2 January 14<sup>th</sup> & 16<sup>th</sup>**

- Introduction to Behaviour Management
- Identify and outline your own behavioural modification for the semester
- Report writing review
- Critical Incident Report Exercise

#### **Week #3 January 21<sup>st</sup> & 23<sup>rd</sup>**

- 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 28<sup>th</sup> & 30<sup>th</sup>**

- Understanding Mental Health and its impact on the Justice System

**Week #5 February 4<sup>th</sup> & 6<sup>th</sup>**

- Addictions issues
- Problematic substance use vs Recreational substance use
- The use of medications, drugs, substances in society

## **Working With Specific Behavioural Difficulties**

**Week #6 February 11<sup>th</sup> & 13<sup>th</sup>**

- 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 #7 February 19<sup>th</sup> & 21<sup>st</sup>**

- **No Classes-Reading Break**

**Week #8 February 25<sup>th</sup> & 27<sup>th</sup>**

- Addiction issues, cont'd
- Treatment options and typologies
- Supporting the person in recovery
- Understanding the recovery process
- Understanding harm reduction
- **Midterm Examination February 27<sup>th</sup>**

**Week #9 March 3<sup>rd</sup> (Noon to 4pm)**

- Opioid Crisis Interdisciplinary Experiential Event
- **Classes cancelled March 4<sup>th</sup> and 6<sup>th</sup>**

**Week #10 March 11<sup>th</sup> & 13<sup>th</sup>**

- 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 18<sup>th</sup> & 20<sup>th</sup>**

- 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 25<sup>th</sup> & 27<sup>th</sup>**

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

**Week #13     April 1<sup>st</sup> & 3<sup>rd</sup>**

- 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

**Week #14     April 8<sup>th</sup> & 10<sup>th</sup>**

- Behavioural Modification Programs
- Treatment types and behavioural reinforcement
- Dealing with lying and deception
- Dealing with re-offences of clients
- Wrap-up
- Putting it all together☺

## **5. 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 and will lose 1% off your overall course grade.

You are expected to complete the assigned readings before coming to class. There will grades assigned to notes on the readings and answering questions integrating the readings with the course materials. This will make up 10% of your participation grade and are required to be drop-boxed prior to the beginning of class.

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 (40%)**

This Journal is 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 two page of insights or reflections on the subject matter for those weeks assigned. (4 entries)
2. Outline and discuss your own behavioural modification experience (Minimum 2 pages)
3. Opioid Dialogue event reflection and learning (min. 3 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 100 points):

Weekly Entries: (x4) 10 points each. An entry receiving full marks would include a reflective insight into the material from those weeks that integrates part of the course reading, learning from other courses and/or personal insight/experience with issues from your volunteerism, work life or personal experiences. For full marks you will want to integrate the assigned readings and learning from other courses into your reflections.

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.

Opioid Dialogue: (25 points). Reflect on the experiences you had during the Opioid Dialogue event and connect them to the information that had been discussed in class.

Reflective Essay: (10 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 10<sup>th</sup>, 2019 by 6:00pm (Opioid Dialogue due March 6<sup>th</sup> at 6pm. Journals weekly entries due by 6pm on January 25<sup>th</sup>, February 8<sup>th</sup>, March 15<sup>th</sup> and March 29<sup>th</sup> by 6pm.**

\*\*Bonus marks for journal. Read a chapter from the textbook that has not already been assigned as a reading to anyone and write a 2-page essay on how it pertains to what we are learning in this course and how it pertains to case managing an individual in the CJS. (Up to 10 bonus marks)\*\*

### **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: January 21<sup>st</sup>, 2019**

#### **4. Exams (x2) (40%)**

**Dates: February 27<sup>th</sup> and during final exam week**

**\*\*\*The midterm will be worth 10% 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

### **8. 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.