



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

**CRIM-211-001 A&B**  
**CJ Behaviour Management**  
**Winter, 2020**

## **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	Eva Silden		
(b) Office hours	M,T,W 1:30-2:20		
(c) Location	Young 200		
(d) Phone	250 370-3331	Alternative:	
(e) E-mail	silden@camosun.bc.ca		

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### **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**

- Handouts and/or articles posted to D2L will be used. Please note that it is the responsibility of the student to obtain handouts.

## 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 Tuesday, students will be introduced to the concepts associated with that week's material. Lab sessions (Thursdays) 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
  - Expectations of assigned readings
  - Classroom design and participation expectations
  - 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

#### **Week #3 January 21<sup>nd</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>**

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

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

- **Critical Incident Report due- Feb 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 – Reading break – no classes**

**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

**Week #9 March 3<sup>rd</sup> & 5<sup>th</sup>**

- **Examination #1- March 5<sup>th</sup>**
- Borderline Personality Disorder

**Week #10 March 10<sup>th</sup> & 12<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 17<sup>th</sup> & 19<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 24<sup>th</sup> & 26<sup>th</sup>**

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

**Week #13     March 31<sup>st</sup>, & April 2<sup>nd</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 7<sup>th</sup> & 9<sup>th</sup>**

- 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.

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. Behavioral modification journal (10%)

Outlining your own Behavioural Modification experience: 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.

Due: February 7<sup>th</sup>, and again March 27<sup>th</sup>

## 3. Interview (15%)

With a partner, you will conduct an interview and record it. Using interviewing skills learned in CRIM 205, as well as skills from CRIM 204, you will apply your skills to support your 'client' while using appropriate problem-solving and goal setting strategies.

Due: March 13<sup>th</sup>

## 4. 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 13<sup>th</sup>, 2020**

## 5. Exams (x2) (50%)

**Dates: March 5<sup>th</sup> and during final exam week**

**\*\*\*The midterm will be worth 20% of the overall course grade and the final will be 30% 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.