

COURSE NAME: CJS151 Programming and Community Development

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): None
Corequisite Course(s): None

COURSE DESCRIPTION

This course will introduce participants to the basic principles of psychological assessments, including personality and intelligence assessments. The relationship between assessment and program planning or case management will be discussed. The assessment of behavioural risk such as recidivism, self-injurious behavior, suicide attempts and aggression will be examined in detail. As well as exploring the applications and techniques of assessment and the relationship of assessment to casework and counselling, participants will participate in a variety of exercises using formal assessment instruments. Program development, program evaluation and writing a program proposal will be addressed.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Explain the role played by program evaluation in fulfilling the mandate and policies of the correctional organization.</p> <ul style="list-style-type: none">1.1 Identify the rationale and purpose of program evaluation for correctional organizations.1.2 Explain how evaluation fits within the continuum of management process.1.3 Explore primary philosophies, mission statements, policies and procedures which govern evaluation process in corrections.1.4 Distinguish between summative evaluation and formative evaluation.1.5 Discuss quantitative and qualitative analysis.1.6 Describe the importance of validity, reliability and objectivity in the evaluation process.1.7 Illustrate primary data collection methods for conducting evaluations. <p>2.0 Identify the ingredients of an effective correctional program assessment process.</p> <ul style="list-style-type: none">2.1 Explain the importance of individualizing the assessment process.2.2 Explore the major principles that govern the assessment process. | <p>3.0 Apply individual goal setting to case management as applied in correctional settings.</p> <ul style="list-style-type: none">3.1 Define case management from a correctional perspective.3.2 Define intake/assessment in corrections.3.3 After reviewing a pre-sentence report:<ul style="list-style-type: none">3.3.1 Select relevant information contained.3.3.2 Prioritize areas of concern.3.3.3 Separate program needs into short- and long-term goals.3.3.4 Identify resources needed.3.3.5 Write a client activity plan, utilizing measurable objectives. <p>4.0 Demonstrate how to prepare, conduct, and evaluate an assessment process.</p> <ul style="list-style-type: none">4.1 Explain the purposes and contents of;<ul style="list-style-type: none">4.1.1 Pre-sentence report.4.1.2 Intake assessment.4.1.3 Level of supervision inventory.4.1.4 Initial placement report.4.1.5 Classification record.4.1.6 Parole report.4.2 Conduct preliminary case preparation by completing the appropriate documents specific |
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to the field of corrections.

4.3 Explain the importance of frequent and ongoing evaluations for the assessment process in corrections.

4.4 Describe the types of information that can be used to evaluate the correctional assessment process.

5.0 Review the stages of the assessment process in correctional programs.

5.1 Explain the process of correctional case preparation and preliminary research.

5.2 Describe the process of intake assessment and initial placement in corrections.

6.0 Indicate different types of assessment and methods of testing and apply them in correctional settings.

6.1 List the major approaches to assessment in the correctional setting.

6.2 Explain the skills required to conduct effective correctional assessments.

6.3 Identify the primary considerations in selecting particular tests and measures and relate these to the correctional setting.

6.4 From a case scenario, apply the classification process accordingly

7.0 Explain terms and phrases frequently used

in correctional assessment.

7.1 Explain what is meant by the following:

7.1.1 explain the brokerage system

7.1.2 explain the multi-discipline approach

7.1.3 c. link client issues to the appropriate internal and external service delivery model

7.1.4 Multidisciplinary team approach to counseling.

7.1.5 Classification.

7.1.6 Level of supervision inventory.

7.1.7 Needs identification (assessment).

7.1.8 Psychometry.

7.1.9 Special needs clients/special needs units.

7.1.10 Protective custody.

7.1.11 Psychological assessment.

7.1.12 Psychiatric assessment.

7.1.13 Medical assessment.

7.1.14 Case management.

7.1.15 Treatment.

7.1.16 Therapeutic community.

7.1.17 Special management inmates.

8.0 Identify stakeholders in your local community and de-brief their primary and secondary purpose

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Community And Justice Services

1. work and communicate in a manner consistent with professional ethics and practice, a respect for self, others, and relevant law and legislation.
4. observe, monitor, record, and assess client behaviour accurately, and respond appropriately in compliance with legal and organizational requirements.
5. assist in the prevention and resolution of conflict, crisis, and emergency situations using methods consistent with legal requirements and organizational policy.
6. establish and maintain constructive relationships with clients, staff, professionals, and the community.
7. participate in program planning, implementation, assessment, and evaluation to meet the needs of clients, staff, and administration within the organizational environment.
8. apply knowledge of social sciences concepts when interacting with clients, staff, professionals, and the

public.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Test # 1 = 30%

Test # 2 = 30%

Data Collection Assignment = community research & interviews = 20%

Problem identification & writing a survey questionnaire = 20%

PROGRAM SPECIFIC GRADING

50% pass requirement

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required: Provincial and federal correctional policies and procedures

Recommended:

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lectures, group discussions, assignment, community involvement, research and media

DELIVERY MODE

In class - 1 x 2 hours

Applied community research = 1hr x week

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies

- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.