

**Justice Institute of British Columbia
COURSE OUTLINE****Course Code:** ACO122**Course Title:** Self Confidence and Positive Office Role Modeling**Prerequisite Courses:** N/A**Sponsoring Division:** Corrections and Community Justice Division**Previous Course Code & Title:****Course Effective Date:** April 01, 2009

# of Credits:	
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Course Description:

This module is intended to explore issues related to self-confidence and how confidence can be impacted when working in the correctional environment. The exploration will start with an inward reflection of how one becomes self-confident. It is also important to examine how a challenging environment, such as the correctional environment, can impact an individual's self-esteem and self-confidence. Discussions will revolve around environmental, peer, work team, and supervisory related issues. Finally, students will use the information and tips learned at each stage, in practice sessions to develop mechanisms to ensure self-confidence and positive officer modeling.

The following Correctional Officer objectives are meant as a guide. The objectives will be met through a combination of online pre-reading, in-class instruction and course binder material.

Course Goal(s):**Course Learning Objectives:**

Upon successful completion of this course, the learner will be able to:

1. Describe what is meant by self-confidence and positive correctional officer modeling.
2. Identify the role that self-reflection plays in developing a positive image and how this contributes to self-confidence.
3. Explain the role that knowledge plays in building self-confidence and the role that peers or teams can have on maintaining a positive self-image.
4. Analyze the possible effects that the correctional environment can have on personal self-esteem and self-confidence.
5. Explain the relationship that exists between self-confidence, passion, courage, character, honesty, and integrity.
6. List the various ways in which individuals can positively model appropriate behaviour irrespective of their rank or position.

7. Examine the possible outcomes of demonstrating positive Correctional Officer modeling within a Correctional environment.
8. Distinguish between personal values and those identified by the employer and identify how these may impact individual self-confidence.

Course Topics/Content:

- Importance of Self-Reflection
- Self-confidence
- Success
- Positive Officer Modeling

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guideline:](#)

Required:

- Blank assignment answer sheets will be provided to students prior to the start of the online pre-reading module. Students are required to bring their completed Assignments and Quizzes to the face-to-face training session.

Recommended:

- QBQ - The Question Behind the Question

Course Level:

x	First Year	Second Year	Third Year	Fourth Year
	Other (describe):			

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	3.5			
Simulation/Lab				
Practicum/Fieldwork				
Online	3.5			
Correspondence				

Total Class Hours	7			
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Comments on Delivery Methods:

This course is divided up into the following sections:

- Pre-reading online - The pre-reading will consist of articles provided in the course manual, online articles and other suggested reading that is optional. The mandatory pre-reading will be supplied online in the course. The reading should be no more than hours (if spread out over the course of 2 weeks, this should not be a hardship).
- Work sheets - Work sheets are completed in advance to encourage participants to contemplate the principles of self-confidence and positive officer modeling. These sheets will be brought to class and used in training. The quizzes are not an evaluation tool but they are needed to develop content and techniques in class. The work sheets will take less than one hour of the student's time.
- Classroom training - The in-class section will be 3.5 hours and will take place in conjunction with the Leadership in-class work.

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Related Program(s): (where applicable)

Credit Transfer exists at: (List Institutions with official transfer agreements and name equivalent courses)

Course Grading System:

Check the system that applies to this course:

	Letter Grades		Percentage		Pass/Fail		Credit/No Credit
x	Complete/Incomplete		Attendance Only		Not Applicable		

Passing Grade:

JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range
A+	4.33	90-100
A	4.00	85-89
A-	3.67	80-84
B+	3.33	76-79
B	3.00	72-75
B-	2.67	68-71

Letter Grade	Grade Points	% Range
C+	2.33	64-67
C	2.00	60-63
C-	1.67	56-59
D	1.00	50-55
F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	50%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	50%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation:

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records