

## **Justice Institute of British Columbia COURSE OUTLINE**

<b>Course Code:</b>	<b>YJ102</b>
<b>Course Title:</b>	<b>Overview of the Youth Justice System</b>
<b>Prerequisite Courses:</b>	<b>None</b>
<b>School:</b>	<b>Public Safety &amp; Security</b>
<b>Division/Academy/Centre:</b>	<b>Corrections &amp; Community Justice Division</b>
<b>Previous Course Code &amp; Title:</b>	<b>YPO102: Overview of the Youth Justice System</b>
<b>Course First Offered:</b>	<b>2012</b>

<b># of Credits:</b>	<b>.5</b>
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### **Course Description:**

In this 7-hour course, students will be introduced to the youth justice system in British Columbia, and learn how it fits within the context of the Canadian criminal justice system. By the end of the course, students will be able to describe the key personnel and services within the youth justice system in B.C. and, using the basic concepts of criminal law, explain how a youth progresses through the youth justice system.

### **Course Goal(s):**

Describe how the youth justice system in British Columbia fits within the context of the Canadian criminal justice system, identify the key personnel and services involved in the youth justice system in B.C., and using the basic concepts of criminal law, explain how a youth progresses through the youth justice system, from offence to non-disclosure of record.

### **Learning Outcomes:**

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

1. Identify key historical events in the evolution of youth justice in Canada.
2. Describe the basic concepts of criminal law.
3. Describe the significance of the *Constitution Act*, including the *Canadian Charter of Rights and Freedoms* to the youth justice system.
4. Describe the court structure in B.C.
5. Identify the different personnel and services in the youth justice system in B.C.
6. Explain the youth justice system process from the time of the offence through to the non-disclosure of the record.

### **Course Topics/Content:**

- A Brief History of Youth Justice in Canada
- Basic Legal Concepts
- Key Personnel and Services in the Youth Justice System in B.C.
- Case Study
- Some Basic Facts About Youth Crime

**Text and Resource Materials: All content online**

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other (describe): Preparatory course for Youth Probation Officer Training Program and Youth Supervisor Basic Training Program				

**Equivalent Course(s) within the JIBC: YPO102, YCS102 (YJ102 replaces both courses)**

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	7			
Correspondence				
<b>Total Class Hours</b>	7			

**Course Grading System:**

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	80% minimum on final quiz
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**Other Course Guidelines, Procedures and Comments:**

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.