

Course Syllabus
KNP2511HF – Chaplaincy in Corrections
Knox College
Toronto School of Theology
Summer 2020

COVID-19 Notice: In the event of a public health or other event requiring physical distancing, this course may shift to a remote delivery method. In such a circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. If you have questions about what remote delivery might mean for you, please feel free to contact the course instructor, the Knox College registrar, or visit: <https://tinyurl.com/yc8m3ccr>.

Instructor Information

Instructor: Brad Shoemaker, PhD, Adjunct Professor
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Course Identification

Course Number: KNP2511HF
Course Format: *Online due to CoVid*
Course Name: Chaplaincy in Corrections
Course Location: Zoom
Class Times: Tuesdays, 8:30 am – 12:00 pm
Prerequisites: Preference but not required for students to have completed KNP1512 (Foundations in Counselling).

Course Description

This course will survey the role of a correctional chaplain in Canada. Consideration will be given to purposes and types of prisons, mental health and spiritual care policies and security concerns. The multi-disciplinary environment in corrections is unique and rapidly changing. Care for staff, volunteers and prisoners is investigated through a variety of methods, including direct client contact, programs, studies, and literature. Grief and loss, guilt and shame, and temptation and suffering will be explored in tandem with effective psycho-spiritual care. As rehabilitation programs within corrections are considered essential, this course will endeavor to aid the student in the development of a program from the planning stage through to completion. This course will include weekly readings, class lectures and discussion, a class presentation and a 2500 word research paper.

Course Resources

Required Course Texts/Bibliography

- Yvonne Jewkes, Jamie Bennett, & Ben Crew, *Handbook on Prisons* (2nd ed.; New York: Routledge, 2016)
- David M. Schilder, *Inside the Fence: A Handbook for Those in Prison Ministry* (New York: Alba House, 1999). Please Note: **The Schilder text is out of print and students will need to purchase used copies through on-line used book stores.**

Required Readings will be posted on the Quercus course site.

- Beaudette, J. N., & Stewart, L. A. (2016, April 5). [National prevalence of mental disorders among incoming Canadian male offenders](#). Retrieved October 15, 2020, from doi/full/10.1177/0706743716639929
- Becvar, D.S. (2001). *In the Presence of grief: Helping family members resolve death, dying, and bereavement issues*. The Guilford Press. (pp. 3-23)
- Brown, G. P., Hirdes, J. P., & Fries, B. E. (2013). [Measuring the prevalence of current, severe symptoms of mental health problems in a Canadian correctional population](#). *International Journal of Offender Therapy and Comparative Criminology*, 59(1), 27-50. doi:10.1177/0306624x13507040
- Cook, F. (2018) Understanding grief after an overdose death [Video]. YouTube <https://www.youtube.com/watch?v=-8HxC3QV-Q>
- Howorun, C., (2017). Inmates, staff in Ontario jails still getting hurt with contraband weapons. City News. Retrieved March 19, 2021 from <https://toronto.citynews.ca/2017/12/01/contraband-weapons-ontario-jails/>
- Mansbridge, P. (2013). Inside Canada's prisons: CBC news big picture special. [Video]. YouTube https://www.youtube.com/watch?v=1GbMsNap0_0
- McLaughlin, T. (2019, January 6). Smuggling drugs into Ontario's jails. *Toronto Sun*. <https://torontosun.com/news/provincial/smuggling-drugs-into-ontarios-jails>.
- Messner, S.B., Kaslow, N.J. (2019). [Current issues in psychotherapy theory, practice, and research](#). In S.B. Messner, N.J. Kaslow (Eds.), *Essential Psychotherapies: Theory and Practice* (4th Ed.) The Guilford Press. (pp. 3- 32).
- Ministry of the Solicitor General. (2018, September 17). *Corrections - inmate guide*. Inmate information guide for adult institutions. https://www.mcscs.jus.gov.on.ca/english/corr_serv/PoliciesandGuidelines/CS_Inmate_guide.html.
- Ministry of the Solicitor General. (2018, February 20). *Salle de presse de l'Ontario*. Ontario newsroom. <https://news.ontario.ca/en/release/48256/ontario-transforming-adult-correctional-system>.
- Ministry of the Solicitor General. (2019, March 15). *Rates of recidivism*. Rates of recidivism | Ministry of the Solicitor General. <https://www.mcscs.jus.gov.on.ca/english/Corrections/RatesRecidivism.html>.
- Navansky, M., O'Connor, K., (2020). The new asylums: Frontline - mentally ill in prison. [Video]. YouTube <https://www.youtube.com/watch?v=CD09Xx1CBb4>

- Psychology Today. (2020, January 1). *Therapy types and modalities*. Psychology today. <https://www.psychologytoday.com/intl/basics/therapy/therapy-types-and-modalities>.
- Psychology Today. (2020, January 1). *Types of therapy*. Psychology today. <https://www.psychologytoday.com/ca/types-of-therapy>.
- Ricciardelli, R., Power, N., & Medeiros, D. S. (2018). [Correctional officers in canada](#). *Criminal Justice Review*, 43(4), 458–476. <https://doi.org/10.1177/0734016817752433>
- Worden, J.W. (2009). *Grief Counselling and Grief Therapy: A Handbook for the Mental Health Practitioner*. Springer Publishing Company. (4th Ed.) (pp. 37-56)

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask [insert college contact] for further help.]

Course Learning Objectives/Outcomes

Knox College

BD Level

Students successfully completing this course will be able to demonstrate the following learning outcomes. (Not all categories will be required for all courses.)

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

Identify and describe the unique role of spiritual care and rehabilitation programs in the field of corrections.

Able to articulate how grief and trauma intersect with the social location of inmates and impact the kind of psycho-spiritual support and therapy that is offered with this population.

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

Describe the relationship to theological understandings of sin, punishment, restitution and forgiveness to the conceptualization of crime and serving a sentence.

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

Demonstrate the ability to engage persons from a variety of faith backgrounds and provide spiritual care and psycho-spiritual therapy

Confront personal myths and biases concerning the prison environment, persons associated with corrections including inmates, and the notions of restorative justice.

Demonstrate an ability to connect with the grief and trauma associated with crime for all those who are impacted including the convicted and their families.

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

Able to appraise the suitability of types of leadership and spiritual care interventions that can be offered by spiritual care practitioners within different contexts in the corrections system to inmates, their families or loved ones, and to the corrections staff.

Evaluation

Requirements

The final grade for the course will be based on evaluations in three areas:

Basic Degree Students:

(1) Participation (10%) – *In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to ask insightful questions and provide equally insightful answers during class discussion.*

(2) Seminar papers (50%) – *Students are expected to present a group project with another student (or individual depending on numbers) on either a specific mental health disorder or a specific therapeutic treatment chosen from the list below and submit an individual paper for a specific mental disorder AND a chosen therapeutic treatment. The grade will be a combination of the group presentation grade worth 30% and the two individual student paper grades worth 10% each.*

The presentations and/or papers on the mental disorder due May 25th, should include a description of the disorder, how it is identified, and similar disorders and the challenges the client might endure as a consequence. The Mental Health Disorders to choose from are, Bipolar Disorder, Attention-Deficit Hyperactivity Disorder (ADHD), Antisocial Personality Disorder, and Schizophrenia Personality Disorder.

The presentations and/or papers on the therapeutic treatment due June 1st, should include a description of the therapy and the circumstances and prison environments where it may be most effective. The Therapeutic Treatments to choose from are Cognitive Behavioural Therapy (CBT), Dialectical Behavioural Therapy (DBT), Narrative Therapy and Solution Focused Bereavement Therapy.

Presentations are to be 25 minutes in length and papers are to be 5 pages. Papers will be double spaced with one inch margins. Please include a cover page. (1200 – 1500 words)

(3) Final paper (40%) due July 15th – *The final research paper will describe a unique program that you will design for inmates incarcerated in a maximum security remand centre. It will encompass all that you have learned. This is an opportunity to use your creativity. The paper will have the following sections:*

Introduction of the problem you want to address (include peer reviewed research journal articles and book references) and how this issue has been addressed in the past and why there is a need. This is akin to naming the research problem that you are addressing.

Method – what you propose to do. Include an appendices of any materials that are developed to be used in your program. Include enough information for the reader to get a clear picture of the program you are proposing. Include how you will evaluate the effectiveness of the program (or measure whether it is having the intended impact).

Discussion – Since you will not be carrying out the program, the discussion is a thorough presentation of how your proposed program interacts with the content of the course from reading material and class presentations.

Papers are to be 10 pages. Papers will be double spaced with one inch margins. Please include a cover page. (2400 – 3000 words)

References – cite according to APA or Chicago style.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Later work will be docked by 5% per day. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour*

on Academic Matters <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe College <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Week 1

Tuesday, May 11th Role of a Correctional Chaplain - Course Overview
Aims and Types of Jails/Challenges
Reading: Handbook on Prisons Ch 3,10
1 Hr. watch the 1st half of "[Inside Canada's Prisons](#)" YouTube

Week 2

Tuesday, May 18th Security
Reading: Handbook on Prisons Ch 13
[Correctional Officers in Canada: Interpreting Workplace Violence, Inmates, staff in Ontario jails still getting hurt with contraband weapons, Smuggling drugs into Ontario's jails](#)
Common Concerns of Those New to Jail
Reading: Handbook on Prisons 33
1 Hr. watch the 2nd half of "[Inside Canada's Prisons](#)" YouTube

Week 3

Tuesday, May 25th

Mental Health in Jail

Reading: Handbook on Prisons Ch 11

[Mental Disorders among Canadian Male Offenders](#)

[Prevalence Severe Mental Health in Canadian Corrections](#)

Prisoner's Rights

Reading: Handbook on Prisons Ch 18, Inside the Fence Ch 1,8

Websites to review: [Inmate Information Guide](#),

[Ontario Transforming Adult Correctional System](#)

1 Hr. watch "[The New Asylums: Frontline- Mentally ill in Prison](#)" YouTube

Week 4

Tuesday, June 1st

Spiritually Integrated Treatment Considerations

Reading: Inside the Fence Ch 6

[Therapy Types and Modalities](#),

[List of Common Therapies in Use](#)

Messner, S.B., Kaslow, N.J., [Current Issues in Psychotherapy Theory, Practice, and Research](#). In Essential Psychotherapies (pp. 3- 32). Free download of 1 chapter.

Outside Support

Reading: Handbook on Prisons Ch 34, 35

[Rates of Recidivism](#)

1 Hr watch Recording of "Outside support"

Week 5

Tuesday, June 8th

Supporting Staff/ Volunteers and Other Chaplains

Reading: Handbook on Prisons Ch 15, Inside the Fence Ch 4

1 Hr watch "Complicated Grief Impact and Interventions" - YouTube

Week 6

Tuesday, June 15th

Multifaith/Volunteers

Reading: Inside the Fence Ch 2,5,10

1 Hr watch Recording of "Volunteer Perspectives"

Week 7

Tuesday, June 22nd

Grief and Loss

Reading: Grief Counselling, Grief Therapy Ch 2, In the Presence of Grief Ch 1

Watch "[Understanding Grief After an Overdose Death](#)" YouTube.

Week 8

Tuesday, June 29th

Building the Meta-Program/Wrap up

Reading: Handbook on Prisons Ch 39-40, Inside the Fence Ch 7

Watch "Chaplains on Programs."

Exam Week

There is no exam for this course. Final paper is due July 15th, 2021