

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: CRIM 414		Number of Credits: 3 Course credit policy (105)													
Course Full Title: Intervention Techniques in Corrections Course Short Title: Correctional Interventions															
Faculty: Faculty of Social Sciences		Department/School: Criminology and Criminal Justice													
Calendar Description: Examines the techniques that corrections personnel and associated professionals use to change criminal behaviour and reduce recidivism (e.g., counselling, therapy, behaviour modification). Analyzes the effectiveness of various intervention techniques for different types of incarcerated populations.															
Prerequisites (or NONE):		60 university-level credits including CRIM 252 and six additional credits of 100- or 200-level CRIM.													
Corequisites (if applicable, or NONE):		None.													
Pre/corequisites (if applicable, or NONE):		None.													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Letter grades Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 27													
Typical Structure of Instructional Hours <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td>45</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td>Total hours</td> <td>45</td> </tr> </table>		Lecture/seminar	45									Total hours	45	Prior Learning Assessment and Recognition (PLAR) PLAR is available for this course.	
Lecture/seminar	45														
Total hours	45														
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: No		Transfer Credit (See bctransferguide.ca) Transfer credit already exists: Yes Submit outline for (re)articulation: Yes <i>(If yes, fill in transfer credit form.)</i>													
Department approval		Date of meeting: March 11, 2026													
Faculty Council approval		Date of meeting: April 10, 2026													
Undergraduate Education Committee (UEC) approval		Date of meeting: June 19, 2026													

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

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

1. Articulate the importance and relevance of designing intervention techniques for use with incarcerated populations.
2. Explain the theoretical foundations of intervention techniques.
3. Explain the purpose and methods of assessment in incarcerated populations.
4. Compare different intervention techniques used in correctional settings.
5. Articulate new and innovative approaches to rehabilitating incarcerated populations.
6. Evaluate the unique needs of subgroups of incarcerated populations, including women and Indigenous groups.
7. Critically review the effectiveness of intervention techniques for different groups of incarcerated populations.
8. Critically assess the impact of different intervention techniques on Indigenous, racialized, and vulnerable populations.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Quizzes/tests/midterm:	20%	Final exam:	30%	Assignments:	50%
	%		%		%

Details:

Assignments may include in-class participation activities, case studies, critical analysis writing assignments, research papers, and presentations.

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Typical Instructional Methods *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Class lectures, discussions, case study analyses, and guest speakers.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Craig, L.A., Dixon, L., & Gannon, T.A.	What works in offender rehabilitation: An evidence-based approach to assessment and treatment (Wiley-Blackwell)	2013
2. Online resource	Correctional Service Canada	Structured Intervention Units	2019
3. Journal	Andrews, D.A., & Bonta, J.	Rehabilitating Criminal Justice Policy and Practice, Psychology, Public Policy, and Law, 16(1), 39-55	2010
4. Online resource	Zinger, I.	Ten Years Since Spirit Matters: A Roadmap for the Reform of Indigenous Corrections in Canada (Office of the Correctional Investigator)	2023
5. Journal	Bhuller, M., Dahl, G.B., Loken, K.V., & Mogstad, M.	Incarceration, Recidivism, and Employment, Journal of Political Economy, 128(4), 1269-1324	2020

Course Content and Topics

- Historical overview of corrections
- Legislation, policies, and practices that govern correctional institutions
- Provincial versus federal corrections
- Principles of risk, need, and responsivity
- Theoretical foundations and offender assessment
- The helper role and cognitive behavioural therapy-based approaches
- Motivational interviewing
- Stages of change in treatment and rehabilitation
- Re-entry, reintegration, and desistance
- Program and interventions
- Interventions for sexual offenders
- Trauma-informed practice
- Cultural factors in corrections
- Working with Indigenous groups
- Working with females who are incarcerated
- Working with justice-involved youth
- Multi-agency and integrative approaches
- Innovative programs (e.g., problem solving courts, animal therapy-based programs)
- Occupational effects of working in correctional settings (e.g., vicarious trauma, compassion fatigue)