COURSE OBJECTIVES:
Prison Health (PH) aims to educate students from a variety of disciplines to respond to current health issues within the Canadian correctional system. Through readings, guest presentations and class discussions, students will learn about the complexities of prison health and will gain understanding and skills in order to apply inter-disciplinary approaches to prison health care.

LEARNING OUTCOMES:
Upon successful completion of this course, students will be able to:
1. Discover the structures and functions of prisoner healthcare in Canada
2. Examine common complexities and challenges of prisoner health
3. Explain the health of diverse populations in prison and their continuity of care in the community
4. Analyze practitioner ethics, self-care and collaboration
5. Evaluate policy initiatives and/or other opportunities to improve and enhance the quality of prisoner healthcare and ‘throughcare’ in Canada
6. Appraise the value of developing collaborative interprofessional approaches to prisoner healthcare

COURSE FORMAT:
Students participate in assigned readings and online posting of weekly question(s) in addition to 3 hours of instructional time each week.

The course will include three hours of instructional time each week, for thirteen weeks: a 1 ½ hour lecture presentation, followed by a 1½ hour seminar-based discussion. Lecture presentations will be given by members of various academic and non-academic disciplines, including members of correctional organizations and individuals with incarceration experience. The final weeks will consist of student paper presentations and peer feedback and discussion.

COURSE REQUIREMENTS:
There are no specific pre-requisites for this course. Prison Health is a high-level 4th year undergraduate course, open to students of all disciplines. Students will be accepted into the course if they have satisfied the requirements to enter a 4th year undergraduate course within their own discipline. This course is also open to graduate students of various disciplines, with permission of the instructor.

ASSESSMENT, EVALUATION, AND GRADING
Please refer to the ‘Course Assignments and Activities’ document for more detail.

Weekly Reading and On-line Question(s) and Discussion 10%
You will develop and post at least one question, based on the weekly readings, to the discussion board on
Connect Blackboard. You will also post a response to one student peer’s question to the discussion board on Connect Blackboard. Your mark will be based on reading the weekly readings, posting a weekly question(s) and posting a response by the expected time (10%).

**Class Attendance 10%**
Your class attendance mark will be based on your attendance of the 3-hour classes (10%).

**In-Class Participation and Discussion 30%**
Your participation and discussion mark will be based on the alignment of your class participation and discussion contributions with the stated learning objectives of the course, and includes your questions posed to the presenters, your contributions to the provided discussion cases and your peer review comments during student presentations (30%). Please refer to the ‘Grading Rubric for In-Class Participation and Discussion’ for more detail.

**Outline, Presentation and Paper 50%**
You will submit one paper over the course of the semester that is based tangentially or directly on any one of the weeks’ objectives. For example, your paper might explore a question that arose from the literature, or examine a focused, specific issue related to a course objective. In addition, you should approach your outline, presentation and paper, with at least one of the following six themes:

1. the structures and functions of prisoner healthcare in Canada
2. complexities and challenges of prisoner health
3. health of diverse populations in prison and their continuity of care in the community
4. practitioner ethics, self-care and collaboration
5. policy initiatives and/or other opportunities to improve and enhance the quality of prisoner healthcare or ‘throughcare’ in Canada
6. value of developing interprofessional approaches to prisoner healthcare

To assist you in developing your paper, you will be also asked to submit a one-page outline of your paper (during week 7) and to give a scheduled presentation on your outline during class time. You will be able to incorporate the feedback, which you receive from student peers, teaching assistant and course instructor, into your written paper.

1. Submit to Connect Blackboard a one-page outline of your proposed paper by 11:59PM on Friday of Week 7 (i.e. Friday Feb 19th).
2. Give a 10-minute presentation, based on your paper outline. Please sign up for your class presentation time when the schedule is released following the January 18th class.
3. Your written paper is due by 11:59PM on the Friday of the week following the last class (i.e. Friday April 14th). Early submissions are welcome. Submit your paper to Connect. Word document, no more than 2000 words (excluding references and sub-headings), double spaced, Times New Roman, 12 point font, 1 inch margins.

Your grade will be based on Outline (10%), Presentation (10%) and Paper (30%). Please refer to ‘Grading Rubric for Final Paper’and ‘Grading Rubric for Paper Outline’ for more detail.

**GRADING CRITERIA**

1. Readings and On-line Questions and Responses 10%
2. Class Attendance 10%
3. In-Class Participation and Discussion 30%
4. Outline, Presentation and Paper 50%
5. Total 100%

**REQUIRED AND RECOMMENDED READINGS**
Required textbooks *(selected readings will be assigned)*:

Required readings will also be selected from current prison health academic publications.

**COURSE SCHEDULE (subject to change, due to availability of guest presenters)**
- **Week 1:** Introduction to Prison Health
- **Week 2:** Children, Mothers and Prison Health
- **Week 3:** Healthcare Delivery in Prisons in Canada
- **Week 4:** Practitioner Ethics and Law
- **Week 5:** Indigenous and Holistic Prison Health
- **Week 6:** Continuity of Prison Healthcare and ‘Throughcare’
- **Week 7:** Mental Health and Prison Health
- **Week 8:** Spring Break
- **Week 9:** Advocacy and Restorative Justice for Prison Health
- **Week 10:** Interprofessional Collaboration in Prison Health
- **Week 11:** Addiction, Communicable Disease and Prison Health
- **Week 12:** Health of Diverse Prison Populations (e.g. youth, elderly, women, LBGTQ)
- **Week 13:** *Wild Card*
- **Week 14:** TBA and Student Presentations

**ACADEMIC INTEGRITY**
The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at [http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,1110](http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,1110).