SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

CICE COURSE OUTLINE

COURSE TITLE: Crisis Intervention in Law Enforcement

CODE NO. : CJS313   **SEMESTER:** Winter
MODIFIED CODE: CJS0313

PROGRAM: Protection, Security and Investigation

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DATE: Jan. 2014   **PREVIOUS OUTLINE DATED:** Jan. 2013

APPROVED: "Angelique Lemay"   Jan. 2014

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                         Dean, School of Community Services   **DATE**
                              and Interdisciplinary Studies

TOTAL CREDITS: 3

PREREQUISITE(S): PFP0303, PFP0401

HOURS/WEEK: 3

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I.   COURSE DESCRIPTION:

This course deals with the stress and crisis of Law Enforcement. With the assistance of a Learning Specialist, the CICE student will examine and acquire a basic knowledge in regard to the relationship of the Law Enforcement officer with his/her own stress and the ability to respond to crisis situations. Along with the theories related to intervention, students will also examine use of force legislation and policies, the use of force continuum and defensive tactics when non-violent attempts fail.

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

1. Stress

- Describe the physical and mental changes produced by stress.

- Describe the signs and symptoms of a person in crisis.

- Identify strategies for effective crisis intervention

- Identify stressors common to law enforcement duties

- Differentiate between intrapersonal and interpersonal stressors.

- Identify strategies that may be used to reduce the negative effects of stress

- Explain how post-traumatic stress disorder arises and describe its potential effects.

- Identify some strategies that may be used to assist with reducing the effects of Post-Traumatic Stress Disorder

2. Crisis and Conflict Management

- Differentiate between a conflict and a crisis.

- Identify your conflict management style.

- Identify and select the conflict management style most suited to situation management

- Identify basic criteria for effective communication in a conflict or crisis situation.

- Apply the components of effective listening.

- Identify effective verbal communication techniques.

- Identify common non-verbal communications

- Recognize indicators of potential violence.

- Mentally prepare for violent encounters.

- Describe the common personality traits of a violent person.

- Identify visible signs of a possibly violent person

- Explain how the potential for violence during encounters can be reduced.

- Apply effective communication techniques for de-escalating conflict and crisis situations.

- Identify and demonstrate the components of the mediation process and describe how the mediation process can facilitate problem solving.

3. Problem Solving Models

- Identify, explain and apply each component of the SARA, CAPRA, and PARE problem-solving models

4. Mental Illness and Psychological Disorders

- Identify mental illness from a law enforcement perspective.

- Identify some of the common symptoms of mental illnesses.

- Identify personality disorders commonly encountered by law enforcement officers.

- Identify effective techniques for safely intervening with mentally ill persons.

- Identify symptoms of excited delirium.

5. Suicide

- Identify how age, gender, and other factors affect suicidal behaviour.

- Identify factors that may contribute to increased incidents of suicide by persons incarcerated in correctional institutions.

- Identify the provisions of the *Criminal Code* and *Mental Health Act* of Ontario that apply to suicide.

- Identify suicide intervention techniques.

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Handouts/notes from class

V.   EVALUATION PROCESS/GRADING SYSTEM:

Mid Term Exam 30%

Assignments 2x10% 20%

Quizzes 4x5% 20%

Final Exam 30%

This evaluation process is subject to change

<u>RE-Writes and Exams</u>
Re-write of a test or exam is not permitted.
All assignments must be typed, double spaced with a cover page.
Failure to notify the Professor of an absence prior to the test or exam will result in a "zero" grade being assigned. Students may be required to produce a Doctor's note.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

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COURSE OUTLINE ADDENDUM

1. **Course Outline Amendments:**
    The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. **Retention of Course Outlines:**
    It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. **Prior Learning Assessment:**
    Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

    Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

    Substitute course information is available in the Registrar's office.

4. **Disability Services:**
    If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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5. **Communication:**
The College considers ***Desire2Learn (D2L)*** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. **Plagiarism:**
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. **Tuition Default:**
Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured as of the first week of March) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. **Student Portal:**
The Sault College portal allows you to view all your student information in one place. mysaultcollege gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to https://my.saultcollege.ca.

9. **Electronic Devices in the Classroom:**
    Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:
Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.

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3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.