

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE: Conflict Management**

**CODE NO. : PFP405**

**SEMESTER: 4**

**PROGRAM: Police Foundations**

**AUTHOR: James Pardy**

**DATE: January 01**

**PREVIOUS OUTLINE DATED: Jan.00**

**APPROVED:**

*J. M. P.*  
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DEAN

*Jan 05/01*  
DATE

**TOTAL CREDITS: Three**

**PREREQUISITE(S): PFP301, PFP302, PFP303, PFP304**

**LENGTH OF COURSE:**

**15 Weeks**

**TOTAL CREDIT HOURS: 45**

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*School of*  
*(705) 759-2554, Ext.*

**I. COURSE DESCRIPTION:**

This course is designed to develop the ability of the participant to intervene in conflict and crisis situations with competence and confidence. The conflict situation will be examined from its inception through intervention by police. Various problem solving skills and non violent intervention techniques will be discussed along with intervention strategies directed toward specific incidents. The student will be taught to recognize behaviour patterns that may lead to violent encounters and the appropriate legal responses to these encounters. These responses will emphasize officer safety through awareness and preparation.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Assess the factors that may contribute to conflict and crisis situations.

**Potential Elements of the Performance:**

- identify the contribution of stress to conflict and crisis situations
- identify the effects of stress on the performance of a police officer
- recognize common characteristics of a person in crisis
- recognize events that may lead to a crisis situation

2. Identify the potential and possible causes of violence long with personal preparation for interventions with potentially violent persons using techniques consistent with legislation and accepted police methods.

**Potential Elements of the Performance:**

- explain different levels of officer awareness and mental/physical preparation
- recognize verbal and non-verbal behaviour that may assist in reducing the violence potential
- compare profiled levels of resistance and the appropriate response to each level
- apply effective communication techniques to de-escalate conflict/crisis situations

3. Defuse, mediate and respond to conflict and crisis situations by using effective communication skills and applying an accepted problem-solving model (such as the C.A.P.R.A. model)

Potential Elements of the Performance:

- use effective communication techniques to de-escalate conflict/crisis situations
- implement the mediation process
- identify and apply each component of a problem-solving model such as C.A.P.R.A (Client, Acquiring, Information, Partnership, Response and Assessment)

4. Apply accepted techniques of intervention and problem-solving in commonly encountered police interventions.

Potential Elements of the Performance:

- recognize different types of domestic disputes including abuse, and custody disputes
- distinguish between types of abuse, physical (including sexual), psychological, emotional and neglect
- identify common characteristics of physical and sexual offenders/abusers
- identify and provide for the needs of the victim of abuse/sexual assault
- recognize common psychological disorders including bi-polar disorder, depression, schizophrenia, cognitive disorders, personality disorders
- assess the risk of harm to affected persons, self and the public
- recognize common warning signs that may lead to suicide
- assess the risk potential of persons contemplating suicide
- apply appropriate intervention and problem solving techniques to specific conflict situations
- identify appropriate legislation, arrest authorities and use of force options in specific situations
- refer to appropriate community agencies
- Demonstrate knowledge of legislation, arrest authorities and use of force when dealing with conflict/crisis situations.

5.

Assess "everyday" occurrences that may have the potential to escalate if improperly investigated or unsatisfactorily resolved

Potential Elements of the Performance

- identify the potential for violence in commonly encountered non-violent situations
- identify the difference between public (police) and private conflicts
- apply appropriate defusing and intervention techniques
- recommend appropriate course of action

6.

Recognize situations that are "emotionally charged" and very stressful for the persons involved.

Potential Elements of the Performance

- identify which occurrences are likely to cause emotional problems including; break and enter, missing persons, child in need of protection, notification of injured family member, sudden death and stalking /criminal harassment.
- evaluate the potential for escalation
- refer to appropriate community agencies

7.

Identify the needs of victims of crimes

Potential Elements of the Performance

- recognize the perception of fault incurred by some victims
- respond to situations with empathy
- refer to victim assistance/community service programs

8.

Recognize and deal with post traumatic stress disorder in other officers, self and victims.

Potential Elements of the Performance

- identify factors that may contribute to PTSD
- identify signs and symptoms of PTSD
- identify behaviour patterns and physical characteristics of a person suffering PTSD
- Seek or advise person to seek appropriate treatment for this anxiety disorder.
- Explain the role of the critical incident stress debriefing team

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Required Text : Conflict Management in Law Enforcement  
Emond Montgomery Publications

Criminal Code of Canada 2000 (Martin's Recommended)

Recommended Text : Provincial Offences – Emond Montgomery

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject Areas	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

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**Method of Evaluation;**

<b>In class Quizzes</b>	<b>2 x 10%</b>	<b>20%</b>
<b>Mid Term Exam</b>		<b>30%</b>
<b>Final Exam</b>		<b>40%</b>
<b>In Class Scenario(s)</b>		<b>10%</b>

**SPECIAL NOTES:**

**VI.**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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.

Plagiarism

Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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, as may be decided by the professor. 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.

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.

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

Students not participating in classroom scenarios must be present to receive grade percentage.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.