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: Jan.2009   **PREVIOUS OUTLINE DATED:**   Jan.2008

APPROVED:

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                                   CHAIR   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   PFP303 PFP401

HOURS/WEEK:

I.   COURSE DESCRIPTION:

This course will introduce you to the process of conflict management from the perspective of law enforcement intervention. The course will examine some occurrences commonly encountered by police officers and will examine the use of relevant legislation and problem management techniques to assist with effectively managing such occurrences..

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Students receiving credit for this course will have demonstrate their ability to:

1. Assess factors that may contribute to conflict and crisis situations
    1. identify the contribution of stress to conflict and crisis situations
    2. identify the effects of stress on the performance of a police officer
    3. recognize common characteristics of a person in crisis
    4. recognize events that may lead to a crisis situation

2. Recognize and deal with post traumatic stress disorder in other officers, self and victims.
    1. identify factors that may contribute to PTSD
    2. identify signs and symptoms of PTSD
    3. identify behaviour patterns and physical characteristics of a person suffering from PTSD
    4. seek or advise person to seek appropriate treatment for this anxiety disorder.
    5. explain the role of the critical incident stress debriefing team

3. Identify the potential and possible causes of violence along with personal preparation for interventions with potentially violent persons using techniques consistent with legislation and accepted police methods.
    1. explain different levels of officer awareness and mental/physical preparation
    2. recognize verbal and non-verbal behaviour that may assist in reducing the violence potential
    3. compare profiled levels of resistance and the appropriate response to each level
    4. apply effective communication techniques to de-escalate conflict/crisis situations

4.   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. and P.A.R.E. models).
1.   use effective communication techniques to de-escalate conflict/crisis situations
2.   implement the mediation process
3.   identify and apply each component of problem-solving models

5.   Apply accepted techniques of intervention and problem-solving in commonly encountered police interventions.
1.   recognize different types of domestic disputes including abuse, and custody disputes
2.   distinguish between types of abuse: physical (including sexual), psychological, emotional and neglect
3.   identify common characteristics of physical and sexual offenders/abusers
4.   identify and provide for the needs of the victim of abuse/sexual assault
5.   recognize common psychological disorders including bi-polar disorder, depression, schizophrenia, cognitive disorders, personality disorders
6.   assess the risk of harm to affected persons, self and the public
7.   recognize common warning signs that may lead to suicide
8.   assess the risk potential of persons contemplating suicide
9.   apply appropriate intervention and problem solving techniques to specific conflict situations
10. identify appropriate legislation, arrest authorities and use of force options in specific situations
11. refer to appropriate community agencies
12. demonstrate knowledge of legislation, arrest authorities and use of force when dealing with conflict/crisis situations

6.   Assess "everyday" occurrences that may have the potential to escalate if improperly investigated or unsatisfactorily resolved.
1.   identify the potential for violence in commonly encountered non-violent situations
2.   identify the difference between public (police) and private conflicts
3.   apply appropriate defusing and intervention techniques
4.   recommend appropriate course of action

7.   Recognize situations that are "emotionally charged" and very stressful for the persons involved.
1.   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
2.   evaluate the potential for escalation
3.   refer to appropriate community agencies

8. Identify the needs of victims of crimes.
   1. recognize the perception of fault incurred by some victims
   2. respond to situations with empathy
   3. refer to victim assistance/community service programs

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Conflict Management in Law Enforcement 2nd edition, Emond Montgomery
Selected Provincial Statutes
Criminal Code of Canada

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid Term   30%
Assignments   20%
Quiz   10%
Final   40%

The following semester grades will be assigned to students in post-secondary courses:

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.

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

Students enrolled in Police Foundations or Law and Security Administration will require a minimum of 60% (C) as a passing grade in each course.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI.   SPECIAL NOTES:

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.

Communication:
The College considers *WebCT/LMS* 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 the *Learning Management System* communication tool.

Re-writes:
Under exceptional circumstances such as documented illness, rewrites may be permitted, at the discretion of your instructor.

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 post-secondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in the *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.

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.

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

VII.   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.

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