

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Crisis Intervention in Criminal Justice

**CODE NO. :** CJS 313                      **SEMESTER:** IV

**PROGRAM:** Law and Security Administration

**AUTHOR:** John Jones  
**FACULTY:** Rick Gadde

**DATE:** Jan, 2011      **PREVIOUS OUTLINE DATED:** Jan, 2010

<b>APPROVED:</b>	“Angelique Lemay”	Dec. 2010
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	<b>CHAIR, COMMUNITY SERVICES</b>	<b>DATE</b>

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3 hours per week/16 weeks

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*For additional information, please contact Angelique Lemay, Chair*  
*School of Health and Community Services (Criminal Justice)*  
*(705) 759-2554, Ext. 2440*

**I. COURSE DESCRIPTION:**

This course deals with stress, conflict and crisis associated with Criminal Justice/practitioners by examining interventions for self and others. Students will examine several intervention models, stress relief processes, conflict, crisis and the control level matrix/use of force continuum.

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

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

**1. Attitudes in the Workplace**Potential Elements of the Performance:

- list and discuss the process of becoming a professional
- list and describe the Johari window and its implications on performance
- list and explain the ABC model of attitudes
- list and explain the sources of attitudes
- list and explain attitudes and the relationship of officer attitude typology and the workplace

**2. Stress**Potential Elements of the Performance:

- define the concept of stress
- list and describe Seyle's model of stress
- understand the continuum of personality types and their relationship to stress
- list and describe stressors found in the Criminal Justice system that impacts upon our performance as employees
- list and describe desirable condition of work
- list and describe critical life events for Criminal Justice employees
- complete various in-class or out of class exercises to understand the stresses in one's personal and professional life

**3. Conflict**Potential Elements of the Performance:

- define the term conflict
- list and describe the inevitability and consequences of conflict
- list and describe the functional beliefs for managing and resolving conflict
- list and discuss attitudes that foster conflict resolution
- list and describe the types of conflict, issues in conflict, conflict styles and gender differences in the perception of communication styles to manage conflict

**4. Crisis**Potential Elements of the Performance:

- define the term crisis
- list and describe the four stages of crisis
- list and describe the characteristics of crisis
- list and describe the types of crisis
- define the terms crisis management and crisis intervention
- list and discuss intervention techniques
- list and discuss life span crisis events
- understand the differences between “psychological first aid” and crisis therapy
- list and describe the five stages of psychological first aid

**5. Crisis Issues for Criminal Justice**Potential Elements of the Performance:

- list and describe the dynamics of date and acquaintance rape
- list and describe the dynamics of sexual abuse in the family
- list and describe the cycle of violence theory and its stages
- list and describe the crisis of addictions
- list and describe the crisis of hostage taking
- list and describe crisis of lethality

**6. Burnout of Criminal justice Practitioners**Potential Elements of the Performance:

- Define the term burnout
- List and describe the stages of burnout

**7. Control Level Matrix**Potential Elements of the Performance:

- list and describe client behaviors and appropriate response levels
- list and discuss CCC. sections as they apply to use of force

**8. Model of Managing Behaviors**Potential Elements of the Performance:

- list and describe the skills of leadership
- list and discuss the three competencies of leadership
- list and describe the process of decision making and problem solving
- list and discuss the proxemics of space and client control
- list and describe the sizing up the situation, communicating process and the controlling of behaviors model

**III. TOPICS:**

1. Attitudes in the Workplace
2. Stress
3. Conflict
4. Crisis
5. Crisis Issues for Criminal Justice
6. Burnout
7. Control Level Matrix
8. Models of Managing Behaviors

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

Handouts/notes from class

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

Mid-term Exam (Learning Objectives 1-4)	50 marks
Final Exam (Learning Objectives 5-8)	50 marks

**RE-Writes and Exams**

**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 in post secondary courses:***

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 - 59%	1.00
F	49% or less	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 Policies & Procedures Manual – Deferred Grades and Make-up).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	
W	Student has withdrawn from the course without academic penalty	

**NOTE: For such reasons as program certification or program articulation, this course requires a minimum mark greater than 59% to achieve a passing grade. The program requires a minimum GPA of 2.0 in order to graduate.**

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

**VI. SPECIAL NOTES:**

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

*It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.*

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.