

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: Conflict Management

CODE NO. : PFP405 **SEMESTER:** Four

PROGRAM: Police Foundations

AUTHOR: James Pardy

DATE: Jan 2011 **PREVIOUS OUTLINE DATED:** Jan2010

APPROVED: "Angelique Lemay" Dec. 2010

	CHAIR	DATE
TOTAL CREDITS:		

PREREQUISITE(S): PFP303 PFP401

HOURS/WEEK: Three

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*For additional information, please contact
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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
 - 1.1 Identify the contribution of stress to conflict and crisis situations
 - 1.2 Identify the effects of stress on the performance of a police officer
 - 1.3 Recognize common characteristics of a person in crisis
 - 1.4 Recognize events that may lead to a crisis situation
2. Recognize and deal with post traumatic stress disorder in other officers, self and victims.
 - 2.1 Identify factors that may contribute to PTSD
 - 2.2 Identify signs and symptoms of PTSD
 - 2.3 Identify behaviour patterns and physical characteristics of a person suffering from PTSD
 - 2.4 Seek or advise person to seek appropriate treatment for this anxiety disorder.
 - 2.4 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.
 - 3.1 Explain different levels of officer awareness and mental/physical preparation
 - 3.2 Recognize verbal and non-verbal behaviours indicative of violent reactions
 - 3.3 Compare profiled levels of resistance and the appropriate response to each level
 - 3.4 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).
 - 4.1 Use effective communication techniques to de-escalate conflict/crisis situations
 - 4.2 Implement the mediation process
 - 4.3 Identify and apply each component of problem-solving models

5. Apply accepted techniques of intervention and problem-solving in commonly encountered police interventions.
 - 5.1 Recognize different types of domestic disputes including abuse, and custody disputes
 - 5.2 Distinguish between types of abuse: physical (including sexual), psychological, emotional and neglect
 - 5.3 Identify common characteristics of physical and sexual offenders/abusers
 - 5.4 Identify and provide for the needs of the victim of abuse/sexual assault
 - 5.5 Recognize common psychological disorders including bi-polar disorder, depression, schizophrenia, cognitive disorders, personality disorders
 - 5.6 Assess the risk of harm to affected persons, self and the public
 - 5.7 Recognize common warning signs that may lead to suicide
 - 5.8 Assess the risk potential of persons contemplating suicide
 - 5.9 Apply appropriate intervention and problem solving techniques to specific conflict situations
 - 5.10 Identify appropriate legislation, arrest authorities and use of force options in specific situations
 - 5.11 Refer to appropriate community agencies
 - 5.12 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.
 - 6.1 Identify the potential for violence in commonly encountered non-violent situations
 - 6.2 Identify the difference between public (police) and private conflicts
 - 6.3 Apply appropriate defusing and intervention techniques
 - 6.4 Recommend appropriate course of action
7. Recognize situations that are “emotionally charged” and very stressful for the persons involved.
 - 7.1 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
 - 7.2 Evaluate the potential for escalation
 - 7.3 Refer to appropriate community agencies
8. Identify the needs of victims of crimes.
 - 8.1 Recognize the perception of fault incurred by some victims
 - 8.2 Respond to situations with empathy
 - 8.3 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 evaluation process is subject to change.

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
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: 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.

VII. COURSE OUTLINE ADDENDUM:

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