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 2013** **PREVIOUS OUTLINE DATED:**		**Jan 2012**
APPROVED:	*Angelique Lemay*		Apr/13
	DEAN		**DATE**
TOTAL CREDITS:	3		
PREREQUISITE(S):	**PFP303 PFP401**		
HOURS/WEEK:	**Three**		

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 post-traumatic stress disorder in others, 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 child abuse, spousal abuse and elder abuse.
    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 and self-harming behaviours
    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 3rd , Emond Montgomery Publications
Selected Provincial Statutes
Criminal Code of Canada

V. EVALUATION PROCESS/GRADING SYSTEM:

Mid Term Exam   30%
Assignments 2x10%   20%
Quizzes 4x5%   20%
Final Exam   30%

The evaluation process is subject to change.

The following semester grades will be assigned to students:

Grade	Definition	Grade Point Equivalent
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 (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: A minimum grade of 60% is required to receive credit toward a Criminal Justice Studies Diploma.

VI. SPECIAL NOTES:

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.

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.

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.

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.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

    (i)   issue a verbal reprimand,
    (ii)   make an assignment of a lower grade with explanation,
    (iii)   require additional academic assignments and issue a lower grade upon completion to the maximum grade "C",
    (iv)   make an automatic assignment of a failing grade,
    (v)   recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to https://my.saultcollege.ca.

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.

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.