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|  **SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY** **SAULT STE. MARIE, ONTARIO**New Logo - College BWCOURSE OUTLINE |
| **COURSE TITLE:** | Conflict Management |
| **CODE NO. :** | OEL812  | **SEMESTER:** |  |
| **PROGRAM:** | Police Foundations |
| **AUTHOR:** | James Pardy |
| **DATE:** | Dec. 2012 | **PREVIOUS OUTLINE DATED:** | Sept. 2012 |
| **APPROVED:** |  |  |
|  | \_\_\_\_\_\_"Laurie Poirier"\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Chair | **\_\_\_\_\_\_\_****DATE** |
| **TOTAL CREDITS:** | 3 |
| **PREREQUISITE(S):** | (Police Powers 1) PFP303, (Provincial Offences)PFP401 |
| **HOURS/WEEK:** | 3 |
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| *For additional information, please contact the Chair of Continuing Education,* |
| *(705) 759-2554, Ext. 2665* |
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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.    identify the contribution of stress to conflict and crisis situations2.    identify the effects of stress on the performance of a police officer3.    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 PTSD2.    identify signs and symptoms of PTSD3.    identify behaviour patterns and physical characteristics of a person suffering from PTSD4.    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 preparation2.    recognize verbal and non-verbal behaviour that may assist in reducing the violence potential3.    compare profiled levels of resistance and the appropriate response to each level4.    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 situations2.    implement the mediation process3.    identify and apply each component of problem-solving models |

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|  | 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 disputes2.    distinguish between types of abuse: physical (including sexual), psychological, emotional and neglect3.    identify common characteristics of physical and sexual offenders/abusers4.    identify and provide for the needs of the victim of abuse/sexual assault5.    recognize common psychological disorders including bi-polar disorder, depression, schizophrenia, cognitive disorders, personality disorders6.    assess the risk of harm to affected persons, self and the public7.    recognize common warning signs that may lead to suicide8.    assess the risk potential of persons contemplating suicide9.    apply appropriate intervention and problem solving techniques to specific conflict situations10.  identify appropriate legislation, arrest authorities and use of force options in specific situations11.  refer to appropriate community agencies12.  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 situations2.    identify the difference between public (police) and private conflicts3.    apply appropriate defusing and intervention techniques4.    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 harassment2.    evaluate the potential for escalation3.    refer to appropriate community agencies |
|  | 8. | Identify the needs of victims of crimes.1.    recognize the perception of fault incurred by some victims2.    respond to situations with empathy3.    refer to victim assistance/community service programs |

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| **IV.** | **REQUIRED RESOURCES/TEXTS/MATERIALS:**Pardy, James (2012). Conflict Management in Law Enforcement, Third Edition. Emond Montgomery Publications. ISBN: 978-1-552-391-8Selected Provincial Statutes (most current)Criminal Code of Canada (most current) |

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| **V.** | **EVALUATION PROCESS/GRADING SYSTEM:**Test 1 (online)                                                  5%Test 2 (online)                                                  5%Test 3 (online)                                                  5%Test 4 (online) 5%Assignment 1 (online)                                      5%Assignment 2 (online) 10%Midterm Exam (online) 25%Final Exam (paper-based and invigilated) 40% Your registering college will convert the percentage grade to the letter grade. |
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| **VI.** | **SPECIAL NOTES:**If you are a student with a disability please identify your needs to the tutor and/or the Centre for Students with Disabilities at your registering college.  Students, it is your responsibility to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.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.  |