



COURSE OUTLINE: CJS0313 - CRISIS INTERVENTION

Prepared: James Pardy

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	CJS0313: CRISIS INTERVENTION IN CRIMINAL JUSTICE
Program Number: Name	1120: COMMUNITY INTEGRATN 1225: PROTECTION SECURITY
Department:	C.I.C.E.
Semesters/Terms:	20W
Course Description:	This course examines conflict and crisis situations associated with law enforcement. Students will examine the nature of conflict and stress along with intervention and problem solving models and strategies that may be used to manage conflict and crisis situations.
Total Credits:	4
Hours/Week:	3
Total Hours:	45
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1225 - PROTECTION SECURITY
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Work in compliance with established standards and relevant legislation in the protection, security and investigation fields.
	VLO 2 Make decisions in a timely, effective and legally defensible manner to uphold protection and security.
	VLO 4 Act equitably and justly with diverse populations.
	VLO 6 Prevent and resolve crisis, conflict and emergency situations by applying effective techniques.
	VLO 8 Monitor, evaluate and accurately document behaviours, situations and events.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.
General Education Themes:	Social and Cultural Understanding



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Personal Understanding

Course Evaluation:

Passing Grade: 60%, C

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Stress - examine the nature of stress.	1.1 Describe the physical and mental changes produced by stress. 1.2 Describe the signs and symptoms of a person in crisis. 1.3 Identify strategies for effective crisis intervention. 1.4 Identify stressors common to law enforcement duties. 1.5 Differentiate between intrapersonal and interpersonal stressors. 1.6 Identify strategies that may be used to reduce the negative effects of stress. 1.7 Explain how Post-Traumatic Stress Disorder arises and describe its potential effects. 1.8 Identify some strategies that may be used to assist with reducing the effects of Post-Traumatic Stress Disorder.
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Identify and apply crisis and conflict management skills applicable to law enforcement situations.	2.1 Differentiate between a conflict and a crisis. 2.2 Identify your conflict management style. 2.3 Identify and select the conflict management style most suited to situation management. 2.4 Identify basic criteria for effective communication in a conflict or crisis situation. 2.5 Apply the components of effective listening. 2.6 Identify effective verbal communication techniques. 2.7 Identify common non-verbal communications. 2.8 Recognize indicators of potential violence. 2.9 Mentally prepare for violent encounters. 2.10 Describe the common personality traits of a violent person. 2.11 Identify visible signs of a possibly violent person. 2.12 Explain how the potential for violence during encounters can be reduced. 2.13 Apply effective communication techniques for de-escalating conflict and crisis situations. 2.14 Identify and demonstrate the components of the mediation process and describe how the mediation process can facilitate problem solving.
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Identify and apply problem solving models to law enforcement situations.	3.1 Identify, explain and apply components of the SARA, CAPRA, and PARE problem-solving models.
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Recognize indicators and symptoms of mental health illnesses.	4.1 Identify mental illness from a law enforcement perspective. 4.2 Identify some of the common symptoms of mental illnesses. 4.3 Identify personality disorders commonly encountered by



	law enforcement officers. 4.4 Identify effective techniques for safely intervening with mentally ill persons. 4.5 Identify symptoms of excited delirium.
Course Outcome 5	Learning Objectives for Course Outcome 5
5. Recognize indicators of potential suicidal behaviour and intervention techniques.	5.1 Identify how age, gender, and other factors affect suicidal behaviour. 5.2 Identify factors that may contribute to increased incidents of suicide by persons incarcerated in correctional institutions. 5.3 Identify the provisions of the Criminal Code and Mental Health Act of Ontario that apply to suicide. 5.4 Identify suicide intervention techniques.

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments (2x10)	20%
Final Exam	30%
Mid Term Exam	30%
Quizzes (4x5%)	20%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.

2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: December 19, 2019

Addendum: Please refer to the course outline addendum on the Learning Management System for further information.

