

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 with the assistance of a Learning Specialist will demonstrate a basic understanding of:

1. Attitudes in the WorkplacePotential 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. StressPotential 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. ConflictPotential 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. CrisisPotential 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 JusticePotential 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 PractitionersPotential Elements of the Performance:

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

7. Control Level MatrixPotential 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 BehaviorsPotential 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

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.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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 post secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. 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.

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.

Substitute course information is available in the Registrar's office.

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.

Communication

This course is not connected to WebCT or LMS. The Professor can be contacted at extension 2440, office E2211, or at

john.jones@saultcollege.ca

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Chair's secretary. Students will be required to provide a transcript and course outline related to the course in question.

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. 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.

B. 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.

C. 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

D. Evaluation:

Is reflective of modified learning outcomes.