

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 will demonstrate the ability to:

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

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.

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.

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:

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:

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

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.

It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.