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**Lethbridge College provides high quality, innovative programs and services enabling learners to achieve their educational and career goals.**

# CJP 281

Conflict Management

COURSE OUTLINE

Spring Intensive April 26th to April 30th, 2010

Centre:Health, Justice, and Human Services

Chair: Marty Thomsen, School of Justice Studies

Program:Policing Diploma & Correctional Studies Diploma

Instructor: Suzanne Petryshyn

AN1727

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Class Times/Locations: Monday to Friday 8:30am – 4:20pm (AN1750)

Credit Value: 3 Pre-requisites: None Co-requisites: None

Course Description:

Conflict Management is an introductory course that examines and focuses on strategies and practical applications for a variety of conflict situations. Officer discretion is an integral part of implementing conflict management practices such as mediation, community justice forums, youth justice committees, and “circles” while working with community partners.

Course Outcomes:

Upon completion of this course, the learner should be able to:

1. Discuss the effectiveness of the criminal justice system.
2. Discuss alternatives to the criminal justice system.
3. Appropriately deal with conflict.
4. Discuss the importance of Mediation.
5. Discuss the advantage of Restorative Justice.
6. Discuss the advantage of Community Justice Forums.
7. Discuss the advantage of Youth Justice Committees.
8. Discuss the advantage of Sentencing Circles.

Student Work Based Experience:

* Students will be required to participate in group discussions. There will be a Reflective Journals Project, an In Class Presentation and a Major Research Paper required. There will be in-class role plays and case studies for conflict management and understanding considerations for implementing conflict management strategies.

Required Text(s) and Materials:

* APA Student Guide (Available online at <http://www.lethbridgecollege.ab.ca/go/apaguide.pdf> or you can buy the book at the Lethbridge College book store.)
* Handouts for Readings will be provided by Instructor both in class and on Angel.

Course Activities Due Dates (Week) and Grading Value(s):

* Reflective Journals (2 x 10% each) 20%
  + - In Class time Monday, Due Monday 10pm by ***email***
    - In Class time Friday, Due Sunday, May 2nd 10pm by ***email***
* Conflict Cycle Activity 20%
  + - Due Tuesday 10pm by ***email***
* Force Field Analysis Activity 20%
  + - Due Wednesday 10pm by ***email***
* Case Analysis 20%
  + - In Class time Wednesday, Due Thursday 10pm by ***email***
* Final Exam (Friday Afternoon) 15%
* Participation 5%

Academic Expectations:

* ALL written assignments are due on the dates listed for each. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED AND STUDENTS WILL RECEIVE 0% MARK FOR LATE SUBMISSIONS. NO PAPER COPIES WILL BE ACCEPTED BY THE INSTRUCTOR.**
* ALL writings and submitted materials are to follow APA (Version 3) guidelines. Information about APA can be found at: <http://www.lethbridgecollege.ab.ca/go/apaguide.pdf>

Student Behavioral Expectations (Electronics):

* Students may not use any audio, video or telecommunication devices to record any portion of this course, including the instructors’ lectures. The use of laptops in the class is restricted to taking notes only. If this policy is not adhered to, the instructor has the right to limit the student’s accessibility to the device. Use of cell phones or other electronic messaging devices during class is prohibited, unless a student obtains permission from the instructor because of a potential emergency situation.

Instructor’s Teaching and Learning Styles (Practices):

* + Lecture Developmental
  + Group Discussion
  + Videos & Online Activities

Grading System:

|  |  |  |
| --- | --- | --- |
| A+  Excellent  4.0 Grade Points | 100% | A+ |
| 99% | A+ |
| 98% | A+ |
| 97% | A+ |
| A  Excellent  4.0 Grade Points | 96% | A |
| 95% | A |
| 94% | A |
| 93% | A |
| A-  Excellent  3.7 Grade Points | 92% | A- |
| 91% | A- |
| 90% | A- |
| B+  Good  3.3 Grade Points | 89% | B+ |
| 88% | B+ |
| 87% | B+ |
| B  Good  3.0 Grade Points | 86% | B |
| 85% | B |
| 84% | B |
| 83% | B |
| B-  Good  2.7 Grade Points | 82% | B- |
| 81% | B- |
| 80% | B- |
| C+  Satisfactory  2.3 Grade Points | 79% | C+ |
| 78% | C+ |
| 77% | C+ |
| C  Satisfactory  2.0 Grade Points | 76% | C |
| 75% | C |
| 74% | C |
| 73% | C |
| C-  Satisfactory  1.7 Grade Points | 72% | C- |
| 71% | C- |
| 70% | C- |
| D+  Minimal Pass  1.3 Grade Points | 69% | D+ |
| 68% | D+ |
| 67% | D+ |
| 66% | D+ |
| 65% | D+ |
| D  Minimal Pass  1.0 Grade Points | 64% | D |
| 63% | D |
| 62% | D |
| 61% | D |
| 60% | D |
| F  Failure  If a failed course is successfully repeated, the original F and the passing grade will both show on the student’s permanent record. The lower grade is removed from the GPA calculation.  0.0 Grade Points | 59% | F |

Course Work Used as Examples:

Should your instructor wish to use your work in future educational purposes, you will be asked to complete and sign a Student Release Form, authorizing both the instructor and/or the College to use your course work. This form, along with a copy of your work, is retained in the official copyright files located in the College’s Intellectual Property Office. If you have any questions regarding Copyright and/or Intellectual Property, please contact the Intellectual Property Office.

Retention of Assignments and Exams:

Examinations / assignments NOT intended to be returned to students will be retained for at least one year from the end of the term.  Examinations / assignments intended to be returned to students but are not picked up by students will be retained to the end of the final grade appeal period.  After the appropriate retention period, records will be destroyed in a secure manner.

Attendance Policy:

Attendance in this course is in accordance with the general attendance policy of Criminal Justice. From the student’s final mark achieved, one percent (1%) will be deducted for each **unexcused** absence. Excused absences will not result in any deduction from the student’s grade, however in order to qualify as an excused absence, the student must notify the instructor in ***advance*** of the missed class or immediately on return to class following the absence. Excused absences ***must*** be supported by written documentation.

Excused absences include the following:

* 1. Job interviews and/or testing: a memo outlining the necessity to be absent is required **prior** to date absent.
  2. Sickness: a doctor’s medical note is required.
  3. Court requirements: a copy of the summons or subpoena must be shown to the instructor **prior** to the date of absence.

Memos explaining absences, but not falling into the above categories may be considered as excused absences at the discretion of the instructor.

Failure to attend on dates scheduled for exams will result in a “0" grade for that exam. Discretion is allowed to the instructor IF THE STUDENT CONTACTS THE INSTRUCTOR PRIOR TO THE EXAM and alternative arrangements are made.

In accordance with Justice Studies policy, students will not be admitted to class after the class has started. Missing a class because of being late will be considered as an unexcused absence unless written documentation is provided supporting a valid reason for being late.

Supplemental Examination:

Not available for supplemental.

Academic Honesty:

Academic Honesty is necessary to achieve excellence.  Lethbridge College supports and demands academic honesty in all academic learning activities.  Plagiarism is a serious offence and will be handled in accordance with the Students Rights and Responsibilities Policy 3.12.

Lethbridge College uses plagiarism detection software such as Turnitin.com.  Students should be aware that if their paper is submitted to a plagiarism detection service, a copy of their paper is retained as a source document in its reference database.  As the author, the student retains ownership of the paper submitted.

Always turn in original work and be careful to cite sources for information derived from other writers. Even paraphrased text must credit the original author. You are accountable for furnishing upon request all sources and preliminary work (such as notes and rough drafts) as well as a list of all individuals you consulted in preparing assignments. If you cannot produce these written materials upon request, you cannot receive a satisfactory evaluation on the assignment.

As a member of the academic community, you have the ethical obligation to understand plagiarism and to be as honest as you can about using another person’s writing or ideas. If you have any questions regarding plagiarism, please ask.

**Note: Students may not use any audio, video or telecommunication devices to record any portion of this course, including the instructors’ lectures. The use of laptops in the class is restricted to taking notes only. If this policy is not adhered to, the instructor has the right to limit the student’s accessibility to the device. Use of cell phones or other electronic messaging devices during class is prohibited, unless a student obtains permission from the instructor because of a potential emergency situation.**

Reflective Journals (20%)

Objectives:

1. To help you reflect upon your experiences
2. To help you identify your strengths and areas for improvement as well as your personal preferences, values, biases an emotional reactions to various events
3. To help you evaluate your learning and development throughout your professional career
4. To facilitate the integration of theory and practice
5. To help you become a reflective practitioner

How to Keep the Journal:

1. With each entry, include the date and a brief description of the situation or learning event and a reflective comment about your learning, assumptions, insights, feelings, questions and when possible, follow up action, resources or other ‘to do’ information.
2. This is a personal experience with personal reflections and will reflect your personality, your interests and your unique perspectives on your practice. Creativity, honesty is just as important as being thorough and challenging to yourself in your reflections.
3. If you feel comfortable/ safe, invite others you trust to read entries to provide feedback that will help further your professional development.

Getting Started:

Begin your journal with some reflective questions for you to begin analyzing your role in a conflict situation. Here are some examples of reflective questions:

1. What three things do I believe about conflict, about people in conflict and about the value of the conflict management processes and coaching role?
2. What metaphors, images or expressions would I use to describe the conflict?
3. What is my pattern of behavior when involved in a conflict situation? With what aspects of the pattern am I comfortable, uncomfortable?
4. What worries me most when I am involved in conflict?
5. What would I most like to change about how I deal w/ conflict?
6. What are three areas of conflict management practice and processes do I want to learn more about?
7. What strengths, knowledge and skills do I bring to conflict management coaching? What are my limitations and the growing edges of my learning?

Additional Inclusions:

You may want to include and reflect upon the following:

1. A critique of readings dealing with conflict, conflict management processes and/or conflict management coaching?
2. Reactions to particular ideas or comments raised by others during discussions.
3. Newspaper clippings about current conflict and your analysis on how it was handled?
4. The recounting and analysis of a conflict in your personal or professional life- what worked for you, what didn’t and why?
5. Any brain waves (new ideas, comments, aha’s) that may have occurred to you.
6. Insights about your values, biases, personal preferences and conflict style.

Length: 4 pages and 1 title page.

APA Format

ALL submissions to your Instructor are kept confidential.

Marking Guidelines:

* Has met the length requirement (10 points)
* Has demonstrated an ability to engage in a reflective analysis of the topic (35 points)
* Has demonstrated good writing skills in format (APA v.3) and grammar (5 points)