

Justice Institute of British Columbia COURSE OUTLINE

Course Code:	CCR108
Course Title:	Managing the Hostile Individual
Prerequisite Courses:	None
School:	Community & Social Justice
Division/Academy/Centre:	Conflict Resolution
Previous Course Code & Title:	CR108-Managing the Hostile Individual
Course First Offered:	June 1, 2008

# of Credits:	1.0
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Course Description:

This course provides you with alternatives for managing hostile individuals constructively. Many people find themselves the target of hostile or aggressive behaviour as a regular part of their jobs. Dealing with these encounters requires emotional energy and frequently results in increased stress. During the course, attention is given to risk factors and ensuring personal safety. You will have an opportunity to identify factors that escalate the level of hostility, identify personal responses to hostile behaviour, learn and practice a model for defusing hostility and increase your skills in constructively confronting problem behaviour. *Instructor: Mario Govorchin*

Course Goal(s):

At the completion of this 2-day (14-hour) course, the learner will be able to:

- Defuse hostility and constructively confront problem behaviour.

Learning Outcomes:

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

1. Describe an ecological view of angry behaviour.
2. Identify factors that escalate the level of hostility.
3. Identify personal responses (constructive and not constructive) to hostile behaviour.
4. Apply self-management skills to facilitate constructive responses to threatening behaviour.
 - Manage body stress
 - Self talk
5. Constructively confront problem behaviour.

6. Apply a model for defusing hostility.
7. Use verbal and non-verbal responses to hostility.
 - Use attending body language.
 - Use empathy.
 - Use questioning.
 - Use reframing.
 - Use assertive communication.
8. Use defusing strategies flexibly.

Course Topics/Content:

Day One:

- Post-crisis hostility.
- Defining and responding to hostility.
- The arousal cycle.
- Self-management
- Non-verbal and verbal defusing.
- Behaviours that defuse anger.
- Guidelines for reflective listening.
- Assertion strategies.

Day Two:

- Physical violence risk assessment.
- Personal safety strategies.
- Supporting other staff in crisis intervention.
- Responding to abusive telephone behaviour.
- Responding to intoxicated individuals.
- Breaking up fights.
- Single staff intervention.

Practice defusing high intensity scenarios and asserting in lower intensity scenarios.

Text and Resource Materials:

Required: This manual and any course material will be provided to you on the first day of class.
Govorchin, M. (2006). *Managing the Hostile Individual*. New Westminster: Justice Institute of BC.

Recommended:



Course Level:

X	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC: None

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	14			

Comments on Delivery Methods:

Course Grading System:

	Letter Grades		Percentage	X	Pass/Fail
	Complete/Incomplete		Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	40%	Other	%
Quizzes/Test	%	Simulations	60%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting: Criterion-referenced evaluation.

Other Course Guidelines, Procedures and Comments:

1 or 2-Day Course: Learners must attend the full course to receive credit.

All Courses: If the course involved a coached skills-practice role-play, the learner must complete the role-play, or they will receive a status of “no credit granted” for the course on their student record. This status can be upgraded to “credit granted” by attending a Use It or Lose It Clinic.

Course Outline Changes: All changes to course outlines communicated to learners in class.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.