OFFICIAL COURSE OUTLINE

Course Code:	CRES-1308
Short Title:	Managing the Hostile Individual
Long Title:	Managing the Hostile Individual
Prerequisites:	None
Co-requisites:	None
School:	Health, Community and Social Justice
Division/Academy/Centre:	Centre for Conflict Resolution
Previous Code & Title:	CCR108 – Managing the Hostile Individual
Course First Offered:	

Credits:	1.0

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 and increase your skills in constructively confronting problem behaviour. *Instructor: Mario Govorchin*

Course Goals

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.
    a. Manage body stress
    b. Self-talk
5. Constructively confront problem behaviour.
6. Apply a model for defusing hostility.
7. Use verbal and non-verbal responses to hostility.
    a. Use attending body language.
    b. Use empathy.
    c. Use questioning.

d. Use reframing.
e. 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 & 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.

Equivalent JIBC Courses

N/A

Instructional Method(s) *(select all that apply)*	Hours
☒ Direct Instruction (lecture, seminar, role plays, independent study, etc.)	14
☐ Supervised Practice (includes simulations & labs)	
☐ Practice Education, Field Placement, Internship or Co-op	
Total	14

Course Evaluation

The evaluation criteria used for this course are represented below. Specific course evaluation information will be provided by the instructor at the start of the course.

Criterion	% of Final Grade (may be represented as a range)
Course work (activities, assignments, essays, reports, etc.)	
Quizzes and exams	
Simulations/Labs	60%
Attendance/Participation (in class or online)	40%
Practice Education/Internships	
Total	**100%**

Comments on Evaluation

Course Grading Scheme*

☐ **JIBC1 (A to F)**　　☐ **JIBC2 (MAS/NMA)**　　☐ **JIBC3(CM/IN)**　　☒ **JIBC4 (P/F)**

(* http://www.jibc.ca/policy/3304 Grading policy)

Other Course Guidelines, Procedures and Comments

Learners must attend the full course to receive credit.

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

Student Policies:

http://www.jibc.ca/about-jibc/governance/policies

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

Grading 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.

☐ **Globally minded:** Self-aware of own identity and culture, recognize the interconnectedness of world events and issues; interact respectfully and authentically across cultures; value multiple perspectives; utilize curiosity to learn with and from others.

☐ **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 ourselves; recognize and acknowledge the needs and emotions of others including those with diverse cultures, 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.