

Course Outline

COURSE: JLE 163 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2016 **CURRICULUM APPROVAL DATE:** 02/22/2016

SHORT TITLE: SPECIAL THREATS

LONG TITLE: Special Threats

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5	17.5	Lecture:	.45	7.88
		Lab:	.91	15.93
		Other:	0	0
		Total:	1.36	23.8

COURSE DESCRIPTION:

This course is designed to give the student a heightened state of awareness, both on and off duty. This class explores the times that we can be most vulnerable, how to avoid deadly confrontations, accidents, and compromising situations while at the same time elevating awareness and maintaining vigilance. The students will be provided with various methods that they may choose to utilize in a variety of situations which will enhance their situational awareness. This is a pass/no pass course.

PREREQUISITE: POST Certified basic law enforcement academy or equivalent as determined by the Dean of Academy Instruction.

Note: Approval of equivalent training is not a guarantee state regulatory or licensing agencies will also grant equivalency.

Prior to beginning this course students must already be familiar with, and be able to demonstrate all of the skills listed below. These will not be taught in the course, rather, they will be the starting point for advanced officer training that builds upon them. These minimum knowledge and skill levels are regarding:

1. Officer safety
2. Knowledge of lifetime fitness
3. Knowledge of techniques for stress management
4. Ability to recognize behavioral indicators specifically associated with developmental disabilities.
5. Knowledge of gang characteristics and crime trends.
6. Familiarity with the effects of drugs on the human body.
7. Knowledge of the areas of the body which require maximum protection
8. Familiarity with control holds and takedown techniques
9. Knowledge of tactical considerations when confronted by an armed subject.
10. Knowledge of basic ground control positions when controlling a subject.
11. Knowledge of the elements of a lawful arrest
12. Familiarity with public safety information sharing systems used in counterterrorism efforts.
13. Knowledge of the safe and effective use of chemical agents such as Oleoresin Capsicum , Chloroacetophenone , and Ortho-chlorobenzylidene-malononitrile
14. Ability to achieve a qualifying score during tactical handgun shooting
15. Ability to achieve a qualifying score during shotgun shooting

16. Ability to achieve a qualifying score during AR15 shooting
17. Familiarity with the use of reasonable force and the considerations to be taken regarding the use of deadly force
18. Familiarity with crowd diffusion techniques
19. Knowledge of the role of law enforcement at incidents involving explosive devices

PREREQUISITES:

Completion of JLE 100, as UG, with a grade of C or better.

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Recognize potential threats against law enforcement and demonstrate a variety of techniques for safely handling these threats during classroom scenarios.

Measure: Student application of expected skills, practical application of techniques, Role play

PLO:

ILO: 2, 5, 7

GE-LO:

Year assessed or anticipated year of assessment: 2015

2. Identify and articulate the techniques of mental conditioning and the importance of mental conditioning in survival of critical incidents.

Measure: Class written assignments, discussion, POST test

PLO:

ILO: 1, 3, 7

GE-LO:

Year assessed or anticipated year of assessment: 2015

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/22/2016

I. Welcome, Registration (2 Hours)

A. Introduction

1. Background

2. Goals of the course

3. Application to the job

II. Survival Principles and Concepts

A. Overcoming Adversity

1. Commitment

2. Faith

3. Pride

B. Situational Awareness

1. Principals and concepts

SPO: Students will be able to identify the importance of vigilance and awareness and commitment to being safe as it relates to officer safety and officer survival.

Assignment: Review instructor handouts regarding principles and concepts of situational awareness.

III. Awareness Orientation (2 Hours)

A. Situational Awareness and Hyper vigilance

1. Survival formula

2. The effects of complacency

3. The results of overreaction and under reaction

4. Response versus reaction

5. Anticipation versus expectation

B. Preparation for on-duty contacts

C. The 5%er mind set

1. Maintaining vigilance

2. Maintaining tenacity

3. Resiliency

IV. Unknown Risks and Mental Conditioning

A. Handling Unknown Risks

1. The mental aspects of survival

2. Surviving investigative contacts

B. Mental Conditioning

1. Col. Cooper's Color Codes

2. Lt. Col. Dave Grossman's study on the effects of adrenaline and stress

3. Dr. Bruce Seddle's study on the effects of hyper vigilance

4. Creating Control

SPO: Students will examine the effects of hyper vigilance and the devastating effects of complacency personally and professionally. Students will understand and be able to articulate what it takes to develop and maintain the 5%er mind set.

Assignment: Read assigned chapters in "On Combat" regarding the effects of adrenaline and stress.

V. Preparing for the Encounter (2 Hours)

A. Crises rehearsal

1. Pre-programming the pathways of our minds

a. What we practice is what we do

B. Transitions

1. Condition Grey

2. Distractions

3. Tactical retreats

4. Situational awareness

C. Current Trends

VI. Special Threats Class Exercise

A. Students will be provided and review articles relating to current trends in officer safety and survival.

B. Students will discuss and compare safety and survival trends and will develop salient points on each. Students will report orally to the class on their findings for further class

discussion.

VII. Other Environments

A. Off duty survival

1. Teaching our loved ones
2. Maintaining the edge off duty

B. Court room survival

SPO: Students will report orally to the class on their findings on safety and survival trends for further class discussion.

Assignment: Review articles given in class related to current trends in officer safety and survival.

VIII. Surviving High Risk Contacts (1 Hour)

A. Emotionally Disturbed Persons

1. Influences
 - a. Drugs and alcohol
 - b. Mental conditions
 - c. Medical conditions

B. Contact with gang members

1. What to look for
2. What gang members respect
3. Talking with gang members
4. Body language

SPO: Students will be exposed to elements involving the criminal culture specifically emotionally disturbed or impaired persons and gang members. They will be able to articulate the mindset and keys needed by the officer to overcome and survive contacts with these criminal sub-cultures.

Assignment: Review instructor handouts regarding successful interaction with gang members.

IX. Psychological Survival For Officers (1 Hour)

A. Recognizing the effects of stress

1. Welcome to Hell!

B. Decompressing

1. Techniques to relax

C. Balance

1. Keeping our lives in tune

2. Maintaining balance

X. Class Close

A. Summary

B. Questions

C. Positive Influence

SPO: Students will be able to discuss the importance of developing basic survival components for surviving a critical incident. They will also be able to recognize the effects of stress and hyper vigilance and its toll on our human systems

Assignment: Practice stress relieving techniques taught in class.

XI. Introduction / Sudden Attack Survival Class Exercise (1 Hour)

A. Defining an ambush or a sudden attack.

B. Discuss techniques they may utilize to survive an ambush

SPO: The students will participate in group sessions each group will report their findings and the class will come to a consensus on a working definition for what a modern day ambush is.

Assignment: Review techniques, discussed in class, that a student could utilize in order to survive an ambush.

XII. Principles and Philosophy (4 Hours)

A. Modern day ambush tactics

- B. The survival mind Set
 - 1. Avoiding pitfalls
 - 2. Creating survival skills
- C. Tactical retreat versus a retreat
 - 1. Definition
- D. 4-seconds to live
 - 1. The Stacy Lim story
- XIII. Lessons Learned
 - A. Anticipation versus expectation
 - 1. Definition
 - B. Our minds and managing fear
 - 1. Causes of fear
 - 2. Turning fear into action
 - C. The tactical survival star
 - 1. Preparation and action
 - D. Planned, practice, responses
 - 1. Preparation versus paranoia
- XIV. Ambush Tactics
 - A. Positioning
 - 1. Use of Angles
 - B. OODA Loop
 - 2. Mind mapping
 - C. A plan for winning
 - D. Counter ambush tactics
 - 1. Field techniques
 - E. Preparing for armed encounters
 - 1. Pre-programming the pathways of our minds
 - F. Commitment
 - G. Response versus reaction
 - 1. Definition
- XV. Surviving a Sudden Attack or Ambush
 - A. Attackers Strategy
 - B. Our Actions
 - 1. Tactical Considerations
 - C. Color Zones
 - 1. Staying Vigilant
 - D. Fighting through hell
 - E. The 5 physiological reactions to adrenalin
 - 1. Autogenic breathing
- XVI. Case Studies
 - A. Officer Daryl Black Incident, Long Beach
 - 1. Background and outcomes
 - 2. Lessons Learned
 - B. Officer Yap and Officer Wade incident, Long Beach
 - 1. Background and outcomes
 - 2. Lessons Learned
 - C. Rock Hill Incident
 - 1. Background and outcomes

2. Lessons Learned

D. Ukiah Incident

1. Background and outcomes

2. Lessons Learned

XVII. Regional Case Studies

A. Utah

B. Nevada

C. Texas

D. Montana

E. Tennessee

F. Vermont

H. Montana Chase Shootout (I.L.D.)

I. Tennessee Ambush (I.L.D.)

SPO: Students will be exposed to modern day ambush tactics that are being utilized against law enforcement. Students will be able to articulate the difference between a tactical retreat and a retreat.

Assignment: Review instructor handouts regarding physiological reactions to adrenalin.

XVIII. Hostile Contacts (11 Hours)

A. Wolf pack attacks

1. Recognition set up

B. Multiple attackers

2. Tactics to survive

XIX. The Warrior Mind Set

A. The 7 C's for survival

B. Body Language

1. Aggressive indicators

C. The warrior mind set

1. Disciplining the mind

XX. California Case Studies

A. Northern California

1. Shasta County Sheriff

2. Calaveras County Sheriff

3. Red Bluff's Police Department

4. Oakland Police Department

5. Sacramento Police Department

6. CHP I-580 Golden Gate Area Office

B. Central California

1. East Palo Alto Police Department

2. Salinas Police Department

3. Seaside Police Department

4. Greenfield Police Department

5. CHP San Luis Obispo Area Office

C. Southern California

1. La Habra Police Department

2. Long Beach Police Department

3. Los Angeles Police Department

4. Los Angeles County Sheriff

5. Riverside County Sheriff

6. National City Police Department

XI. Class Close

- A. Summary
- B. Final Questions
- C. Contact Information
- D. Positive Influence
- E. Evaluations

SPO: Students will be able to list aggressive indicators and will be exposed to the 7C's for survival.

Assignment: Review instructor handouts concerning body language and aggressive indicators.

METHODS OF INSTRUCTION:

Lecture
Lab
Scenario Training
Skills Demonstration
Audio/Visual Aids
Discussion

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 20 % to 25 %

Written Homework

Reading Reports

CATEGORY 2 - The problem-solving assignments required:

Percent range of total grade: 25 % to 30 %

Homework Problems

Field Work

Quizzes

CATEGORY 3 - The types of skill demonstrations required:

Percent range of total grade: 25 % to 45 %

Class Performance/s

Performance Exams

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 10 % to 25 %

Multiple Choice

True/False

REPRESENTATIVE TEXTBOOKS:

Required:

Dave Grossman. On Combat. Warrior Science Publication, 2011. Or other appropriate college level text.

ISBN: 978-0964920545

Reading level of text, Grade: 12 Verified by: Doug Achterman

Other textbooks or materials to be purchased by the student:

Remsburg, Charles. Blood Lessons: What Cops Learn from Life-or-death Encounters. San Francisco, Calif.: Calibre, 2008.

Sherwood, Ben. The Survivors Club: The Secrets and Science That Could Save Your Life. New York: Grand Central Pub., 2010.

Instructor Handouts

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201070

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: JLE

CSU Crosswalk Course Number: 163

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000522453

Sports/Physical Education Course: N

Taxonomy of Program: 210550