

Course Outline

COURSE: JLE 180 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2017 **CURRICULUM APPROVAL DATE:** 10/10/2016

SHORT TITLE: LAW ENFORCEMENT SEMINAR

LONG TITLE: Law Enforcement Seminar

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 TO 2	17.5	Lecture:	.57 TO 1.02	9.98 TO 17.85
		Lab:	.34 TO 3.54	5.95 TO 61.95
		Other:	0	0
		Total:	.91 TO 4.56	15.93 TO 79.8

COURSE DESCRIPTION:

This course is designed to provide students that the necessary updates to skills and information required of police officers have been provided and those previously learned skills are maintained and reinforced. This course satisfies requirements from the Commission on Peace Officers Standards and Training (POST). Modules will be combined to complete 16 - 80 hours annually. Repetition of this course is necessary for a student to meet legally mandated training.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

P - Pass/No Pass

REPEATABILITY: R - Course may be repeated

Maximum of 99 times

SCHEDULE TYPES:

02 - Lecture and/or discussion

03 - Lecture/Laboratory

04 - Laboratory/Studio/Activity

STUDENT LEARNING OUTCOMES:

1. Identify legislative changes and legal updates and department policies

Measure of assessment: POST Written Exam

Year assessed, or planned year of assessment: Fall 2016

2. Identify the common vulnerabilities and idiosyncratic triggers for suicidal and violent behavior can lead to improved intervention outcomes

Measure of assessment: Written Assignment, Scenario, Discussion, POST Test

Year assessed, or planned year of assessment: Fall 2016

3. Identify trends of drug abuse in today's youth.

Measure of assessment: Written Assignments, Discussion

Year assessed, or planned year of assessment: Fall 2016

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

Curriculum Approval Date: 10/10/2016

Lecture content:

Homicide Investigations

I. Introduction

A. Opening Ceremonies

B. Agenda Review

II. Case Study: Big Block vs. West Mob

A. History of the BIG BLOCK Street Gang

B. Violence occurring prior to the initiation of our investigation associated with BIG BLOCK and their rivals.

C. Techniques utilized during the investigation.

D. Arrests and subsequent cases and arrests that were a direct result of this investigation.

E. Homicide rates in the area after this investigation.

III. Case Study: Cold Case investigation by forensic anthropology

A. Case studies involving skeletal remains and/or decomposing bodies

a. CSI vs. Anthropologist

b. Recovery mistakes

c. Unique recovery methods

B. Skeletal analysis

a. Pathologist vs. Anthropologist

b. Recovery mistakes

C. Lessons learned

IV. Case Study: World Jai Alai (Active to Cold Case)

A. Case Introduction

a. Gangs involved

b. Additional U.S. Departments involved

B. Investigation

a. Other homicides associated with this case

C. Major case management

D. Formation of the International Association of Cold Case Investigators

a. How this group assists with cold cases

E. Software developed regarding this case

V. U-visa training

A. U-Visa history

B. Types of crimes

C. Benefits of possessing a U-Visa

D. Qualification for U-Visa

VI. Case study: Target Blue: Police Officers killed in the line of duty 1960 through 1970

A. Historical background

a. Introduction of the task force

B. Introduction of the groups involved

a. Politically motivated groups

b. Racially motivated groups

C. Cold Case investigation

a. Historical overview

b. Witness location

c. Evidence retrieval

d. Officer Safety considerations

D. Improvised Explosive Devices

a. Historical overview

b. Case analysis of Southern California Judge and officer

VII. Case study: Sandra Cantu Abduction and Homicide

A. Case introduction

B. Agencies involved

C. Investigation

a. Abduction vs. homicide

b. Witnesses identified

c. Persons of interest identified

d. 1400 tips chased down

D. Wiretap initiated

E. Search warrants issued

F. Dealing with the media

Lab Content:

CONTENT: Forensic Mental

Health

I. CIT: Are We Giving Our Officers the Best (Crisis Intervention Training)

A. Introduction

1. An overview of Crisis Intervention Team (C.I.T.) programs

2. History of C.I.T.

3. Understanding the relationships between mental health, law enforcement and mental health service groups

B. An overview of required courses for a C.I.T. program

C. How C.I.T. reduces incarceration and injuries

II. Successful Supervision Outcomes Through Evidence-Based Practices

A. Introduction

1. Review the current literature on Evidence-Based Practices (EBP)

2. Trace the implementation of EBP at the federal level over several years

B. Data

1. Outcomes data demonstrates successful supervision outcomes for federal offenders on community supervision with recidivism at 30% compared to the national rate of 50%.

2. Employment data on the same offender population compares favorably to local unemployment rates and limited national and state data on offender unemployment.

C. Effective principles for collaboration between probation/parole officers and mental health treatment providers when supervising and treating mentally ill offenders in the community

III. An Empirical Understanding of Patients Who Are Repeatedly Violent and Suicidal

A. Introduction

1. Common vulnerabilities underlie patients who are both frequently suicidal and frequently violent.

a. "Hard-wired" deficits

b. Acquired deficits

2. Vulnerabilities can be seen in both historical or chronic risk factors as well as triggered or acute responses

3. Over time, a process of habituation occurs in vulnerable patients, making both suicidal and violent behavior more likely

4. Understanding the common vulnerabilities and idiosyncratic triggers for suicidal and violent behavior can lead to improved intervention outcomes

B. Characteristics of multiple suicide attempters

C. Characteristics of repeatedly violent persons

D. Vulnerabilities that frequently suicidal and frequently violent patients have in common

IV. Personality Attributes of Male Serial Murderers in a Correctional Mental Health Setting a Preliminary Investigation

A. Introduction

1. Discuss research on serial murders (literature review)

2. Discuss test measures used for examination for personality characteristics

B. Present descriptive sample

C. Discuss findings to date

D. Future directions and questions

CONTENT: Child Abuse and Sex Crimes for First Responders

I. Introductions

II. Outline of the class

A. General overview of sex offenders ? types and commonly used terms/definitions

B. First responders and initial investigative techniques

C. Pretext or covert calls and scenarios

D. Interviewing suspects

III. Offenders, definitions and terms

A. Types of offenders and common characteristics

B. Emphasize age requirements for 288P.C. and new law changes

IV. First responders roles

A. General roles of the first responder to sex crimes and child abuse

B. Discussion on the sex of the officer (female vs. male officer) and how it is more a problem for, and being created by, the requestor (parent) than it is ever for the officer male or female.

V. Child Abuse calls for service

A. Reporting

B. Establish positive relationship with the assigned social worker

C. Ask yourself ?Is the child protected and are there others who may not be?(siblings)

D. Must establish that a crime occurred.

- E. Responding officers should also determine suspect related questions that will dictate the next course of action on the part of investigations.
- F. Reassurance for the victim
- G. Evidence
- H. Victim's basic necessities
- VI. Case I child abuse scenario
 - A. Initial circumstances of the call
 - B. Follow-up
 - C. Show images of the victim's injuries and the suspect's booking photograph.
- VII. Case II child abuse scenario
 - A. Initial circumstances of the call.
 - B. Explain additional circumstances as call progresses
- VIII. Sexual assault calls for service
 - A. Degree of seriousness and in the highly unusual occasion when the suspect is present, or enroute to your location, get assistance and contact investigators/detectives immediately.
 - B. Certain aspects will dictate the urgency of the call
 - C. Physical Evidence
 - E. Explain how hearing from the suspect via coverts, emails, texts, letters, and other ruses will later be explained in detail.
- IX. Case III child molest scenario
 - A. Piecemeal the circumstances of the call, stopping to inquire, "What are you thinking?" to various members of the audience.
 - B. Scenario debriefing
- X. CAST Child Abuse Services Team
 - A. Describe in detail what CAST is and what its objectives are.
 - B. The settings and the accommodations for the children as well as the family.
 - C. Encourage participants to attend at least one interview at some point in their career and visit the facility at a minimum.
 - D. Explain suspect sympathizer?
 - E. Show the drawing of a sex toy, produced by a six year old and explain the circumstances behind the case, the drawing and how it led to the suspect's ultimate eight-year state prison sentence.
- XI. Case IV rape scenario
 - A. As the initial responder, your actions will be dictated by the manner in which the call is dispatched: in progress, just occurred or within the last few hours. Extended delays (days, months or years) will normally be dealt with by a report only and be very cognizant and note the (initial) reasons for the delay.
 - B. Key components
 - C. Locating the suspect
- XII. Laws governing your actions with these particular calls
 - A. CPC 11166(a) - mandated reporter law for child abuse/molest calls. Requires you call CAR within 36 hours and complete report and send.
 - B. CPC 11166(b) - misdemeanor
 - C. CPC 637.4(a) - mandate, you can't even ask the victim to take a polygraph
 - D. CPC 637.4(b) - penalty = fine or actual damages or both
 - E. CPC 293 - confidentiality for victims of sex crimes, child abuse, felony domestic violence and stalking

- F. CPC 679.04 - requires YOU accommodate your victim with a victim advocate i.e.: "both calls"
- G. CPC 13823.11 - mandates consent to perform a SART exam so what do you do with a minor, unconscious, incapacitated (FNS protocol = 12 hour wait)
- H. FC 6920 - states a 12 year or older can consent to a SART exam.

XIII. Covert (pre-text) phone calls

- A. Covert Calls
- B. Define term ?covert?
- C. Get the suspect to discuss the allegation and your imagination is your limitation.
- D. Prepping the caller.

XIV. Covert Examples

- A. Synopsis of multiple cases and how the covert was employed.

XV. Interrogations

- A. The caveats of interrogations with respect to sex offenders or child abusers. Interviewing is a skill that must be continually honed and refined.
- B. Interviewing Sex offenders
- C. The interview should never be taken lightly - preparation is key
- D. NEVER display disgust or disdain for the suspect or the crime. You want incriminating evidence.
- E. Predictable reactions from the offender
- F. Explain again how an interview takes patience and practice and that this is not a class on the "how to" for interviewing. List several other considerations for interviewing suspects.
- G. Class exercise: Videos of interviews conducted by the instructors with an explanation of the cases, the convictions and the resulting state prison sentences.

CONTENT: Drug Abuse

Resistance Education - D.A.R.E.

I. Introduction

- A. Opening Ceremonies
- B. Agenda overview
- II. Preventing School Shootings
 - A. The problem in context
 - B. Case study
 - C. Facts about school shooting
 - 1. 10 major findings
 - 2. Implication for prevention
 - D. Threat Assessment in Schools
 - 1. Why threat assessment?
 - 2. Threat assessment functions
 - 3. Threat assessment principles
 - 4. Threat assessment teams

III. Gang

Update

- A. Introduction and Overview
 - 1. S.T.E.P. Act
 - 2. P.C. Section 186.22
- B. Current gang Trends
 - 1. Nuestra Familia/Raza
 - 2. Mexican mafia
 - 3. Black Guerilla Family

4. Kumi 415
5. Bloods
6. Crips
7. Asian and other Non-Aligned Gangs
8. Aryan brotherhood
- C. Recognizing Gang Members
 1. Dress/Tattoos/Symbols
 2. Behaviors and slang
- D. Interrogating Gang Members/Affiliates
- IV. Anger Management
 - A. Anger
 1. Aggressive anger
 2. Passive anger
 3. Passive-aggressive anger
 4. Assertive behavior
 5. Self-assessment
 - B. Anger Role Models
 1. Anger's influence upon behavior
 2. Focusing anger energy for good
 - C. AHA Tool-kit
 1. Healthy ways to deal with anger
 2. Neuro-Linguistic Programming
 - D. Anger management techniques for use in high pressure, quick response situations
 1. Utilization of at least three anger intervention methods
- V. CA National Guard Drug Demand Reduction and Coalition Building
 - A. National Drug Control Strategy
 1. One Direction
 2. ONDCP
 - B. Mission and Vision
 1. Purpose
 2. DDR Fiscal Year 2010 Vision
 - C. Capabilities and Strategies
 1. Creating sustainability throughout communities
 - D. Strategic Prevention Framework (SPF) Overview
 1. Risk and protective factors
 2. Five guiding principles
 - E. Infusion of SPF
 - 1.State systems
 - 2.Community coalitions
 - 3.General public
 - F. Coalition Support
 - 1 .Definition
 2. Foundation of a coalition
 3. Coalition development
 4. Collaboration
 - G. Overview of DDR Activity Support
 1. Alternative activities support
 2. Educational support

- 3. Informational support
- 4. Community-based support
- 5. Environmental support
- H. Prevention Campaigns, Training and Networking
 - 1. Guard Your Medicine Cabinet
 - 2. DDR Online
 - 3. My Prevention Community
- I. Staffing locations
- J. Fiscal Year 2010 Goals
- K. Summary
- VI. Keepin' it REAL
 - A. Introduction
 - 1. Introduce presenters
 - 2. Introduce participants
 - B. Training
 - 1. Become familiar with the KIR curriculum design and gain an understanding of the curriculum content
 - 2. Emphasize the use of interactive teaching skills
 - 3. Understand the role of videos in the curriculum
 - C. Curriculum Introduction
 - 1. Overview of curriculum design
 - 2. Key elements of curriculum
 - D. Youth culture---How they communicate
 - E. Characteristics of Middle School Students
 - 1. Facilitate a discussion of middle school students
 - 2. Effective teaching strategies and understanding youth culture
 - F. Background/Philosophy of KIR
 - 1. Research based
 - 2. Kid-Centric
 - G. Interactive
 - H. Non-judgmental
 - 1. No moralizing, no fear messages
 - 2. Focus on understanding youth culture
 - I. Directed Reading Activity
 - 1. Students will preview curriculum
 - 2. Students will complete questions to guide their comprehension
 - J. Define and Process of Lesson 1 Video Intro
 - 1. Educator will facilitate the define and process form for lesson 1
 - K. Define and Process Lessons 2
 - 1. Educator and Facilitator will continue to facilitate define and process forms.
 - L. Reflection and closing
- VII. D.A.R.E. Enhancement Lessons
 - A. D.A.R.E.'s Helping Communities Respond to Rx/OTC Drug Abuse
 - 1. Trends and scope of youth abuse of Rx/OTC drugs
 - 2. Orientation to D.A.R.E.'s Helping Communities Respond to Rx/OTC Drug Abuse
 - 3. Rx/OTC Drug Abuse
 - a. Elementary school lessons
 - b. Middle school lessons

- c. High school lessons
- d. Community education component
- B. D.A.R.E.'s Bullying program
 - 1. Trends and scope of youth bullying
 - 2. Orientation to D.A.R.E.'s Bullying program
- a. Elementary school lessons
- b. Middle school lessons
- c. High school lessons
- d. Community education component
- VIII. D.A.R.E. Website and social networking
 - A. www.dare.org Officers section
 - 1. Home page
 - 2. Kids page
 - 3. Parents/Caregivers page
 - B. [Facebook.com/dareamerica](https://www.facebook.com/dareamerica)
 - C. [Twitter.com/DARWEAMERICA](https://twitter.com/DARWEAMERICA)
 - D. [Youtube.com/DAREAMERICA](https://www.youtube.com/DAREAMERICA)
- IX. Lucky Kat TV
 - A. Lucky Kat TV
 - 1. www.luckykattv.com
 - 2. Luckykat TV features
 - B. D.A.R.E. Headquarters
 - 1. Games to enhance D.A.R.E. lessons
 - 2. Upload your D.A.R.E. activities
- X. Lockdown Preparation for Schools
 - A. Introduction
 - B. Obstacles to law enforcement involvement in school lockdowns
 - 1. School/school district culture
 - 2. Administrative autonomy
 - 3. Administrative apathy
 - 4. Financial implications
 - 5. Time restraints
 - 6. Perceived negative impacts upon students, staff and community
 - C. Gaining support for lockdown training
 - 1. Rapport with decision makers
 - 2. Sharing information
 - 3. Reasonable requests
 - D. Positive outcomes
 - E. Where to start
 - 1. Single classroom
 - 2. Single school
 - 3. School and law enforcement agency
 - 4. Grants
 - F. Tabletop lockdown exercise
 - 1. School participants
 - 2. Law enforcement agency participants
 - 3. Responsibilities
 - G. Staff lockdown drill

1. Staff briefing
 2. Tabletop exercise
 3. Role play
- XI. Be a Hero! Teaching Safety & Self Esteem
- A. The responsibility of being a hero to students
 - B. Effectively dispensing safety & self-esteem lessons
 1. Informative
 2. Engaging
 - C. School safety
 1. Bullying
 2. Internet safety
 3. Predators
 4. Drugs
- XII. The Dark Side of the Internet
- A. Current youth internet and other technologies use as it relates to youth risk behaviors:
 1. alcohol,
 2. tobacco and
 3. other drug use, gangs,
 4. violence,
 5. racism,
 6. gambling,
 7. sex, and
 8. bullying
 - B. Introducing adults to monitoring activity and rule establishment
 1. Monitoring techniques and tools
 2. Common sense rules to protect kids
- XIII. What is the Color of Your Character
- A. Incorporating character concepts into presentations
 1. Respect
 2. Integrity
 3. Trust
 4. Teamwork
 5. Loyalty
 6. Perseverance
 - B. Using media literacy as a learning modality
- XIV. Drug Update
- A. Drug Categorization
 1. Seven major drug types
 - B. Pharmaceutical drugs of abuse
 - C. Commonly abuse research drugs
 - D. New Stimulants
 1. Yaba
 2. Khat
 3. Captagon
 - E. Gama Hydroxy Butyrate & Analogs
 - F. Legal Hallucinogenics
 - G. Training resources

METHODS OF INSTRUCTION:

Instructional methods will include lecture, discussion, demonstration, practical exercises, and field problems.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 40.00 %

Percent range of total grade: 40 % to 55 % Written Homework; Reading Reports

Problem-solving assignments

Percent of total grade: 40.00 %

Percent range of total grade: 40 % to 55 % Homework Problems

Objective examinations

Percent of total grade: 20.00 %

Completion of POST developed exams

REPRESENTATIVE TEXTBOOKS:**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 199930

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: 180

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: B

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000525809

Sports/Physical Education Course: N

Taxonomy of Program: 210500

