

**Course Outline**

**COURSE:** JLE 302                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2016                      **CURRICULUM APPROVAL DATE:** 11/09/2015

**SHORT TITLE:** COUNSELOR OFFICER TRAINING

**LONG TITLE:** Counselor Officer Training

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5 TO 4	18	Lecture:	.57 TO 1.71	10.26 TO 30.78
		Lab:	.8 TO 7.54	14.4 TO 135.72
		Other:	0	0
		Total:	1.37 TO 9.25	24.66 TO 166.5

**COURSE DESCRIPTION:**

Provides the training for Gang, Homicide, Counselors specializing in officer positions. Includes expectations, legal issues, child development, programs, youth development, safety and emergency procedures, active shooter and evacuations. The training ranges from active listening and behavioral management to lecture and case scenarios. Training complies with POST, American Association Standards for Counselors and ADA.

**PREREQUISITE:** JLE 100, 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 knowledge and skill levels are regarding:

- Recognize and respect the complexities of cultural diversity to develop skills necessary for identifying and responding to California's changing communities
- Familiarity with what terrorist threats are; the definitions, tactics, groups, and potential targets
- Effective verbal communication used in policing
- Effective non-verbal communication used in policing
- Familiarity with case law pertinent to policing
- Familiarity with the indicators of gang involvement in order to assess and respond to gang-related criminal activity.

**PREREQUISITES:**

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

**COREQUISITES:**

CREDIT STATUS: C - Credit - Degree Non 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. Identify and distinguish among the job duties, types of leadership, communication styles.

Measure: Class Scenarios, Quizzes

PLO: 2, 3, 7

ILO:

GE-LO:

Year Assessed: 2015

2. Demonstrate child interview techniques presented in class during scenarios.

Measure: Class Scenarios, Skills Demonstration

PLO: 1, 2, 4

ILO:

GE-LO:

Year Assessed: 2015

3. Differentiate among the five essential practices of leadership.

Measure: Class Scenarios, Quizzes

PLO: 1, 6

ILO:

GE-LO:

Year Assessed: 2015

4. Develop and enhance public speaking style, including tailoring the presentation to the audience.

Measure: Oral Presentation

PLO: 1, 4

ILO:

GE-LO:

Year Assessed: 2015

5. Identify and compare the basic concepts of human development, emotional and psychological maturity of children, gang affiliation signs, and gang membership signs.

Measure: Class Scenarios, Quizzes

PLO: 3, 7

ILO:

GE-LO:

Year Assessed: 2015

6. Assess and evaluate safety procedures during scenarios, assemble at a safe distance and designate a scene commander during class exercise.

Measure: Class Scenarios, Skills Demonstration

PLO: 2, 7

ILO:

GE-LO:

Year Assessed: 2015

7. Identify and compare the basic concepts of human development, emotional and psychological maturity of children, gang affiliation signs and gang membership signs.

Measure: Class Scenarios, Skills Demonstration

PLO: 1, 4

ILO:

GE-LO:

Year Assessed: 2015

8. Demonstrate appropriate response during an Active Shooter Scenario.

Measure: Class Scenarios, Skills Demonstration

PLO: 1, 2, 5

ILO:

GE-LO:

Year Assessed: 2015

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

Curriculum Approval Date: 11/09/2015

1.5-8.0 Hours

Content:

I. Expectations of Counselors / Officers

A. Job duties

B. Risk management

C. ACA Accreditation Standards

D. Budget

1. Basic accounting principles

2. Importance of a budget in the planning process

E. Negligence

1. Court Case Reviews

F. Personal Improvement

1. Weaknesses and Strengths

2. Conducting Interviews

a. Expectations

b. Interview Techniques

G. Types of Leadership

1. Personal Leadership Styles

a. Management Skills and Techniques

b. High control (more traditional, stabilizing, strong sense of responsibility, and disciplined processes)

2. Communication Styles

Student Performance Objectives (SPO): Differentiate among the five essential practices of leadership.  
Out-of-Class Assignments: Review and practice interview techniques.

2.5-12.0 Hours

Content:

II. Vision/ Philosophy Mission

A. Presentation Techniques

1. Outcomes

2. Time Management

B. Presentations

1. Public Speaking

2. Knowing your audience

C. Realistic expectations

D. Roles

1. Counselor Training Subject Reviews

a. Situational Review

2. Expectations

3. Team Building

a. How to work with fellow counselors

b. Group dynamics

Student Performance Objectives (SPO): Develop and enhance public speaking style, including tailoring the presentation to the audience.

Out-of-Class Assignments: Review public speaking and time management techniques.

2.5-12.0 Hours

Content:

III. Children in Gangs

A. Age Characteristics

1. Child Communications

2. Child Interviews

B. Conflict Resolution

1. Behavior Management

2. Active Listening

C. Gang Affiliation

1. Tattoos

2. Behavior

D. Gang Membership

1. Behavior

2. Monikers

Student Performance Objectives (SPO): Identify and compare the basic concepts of human development, emotional and psychological maturity of children, gang affiliation signs, and gang membership signs.

Out-of-Class Assignments: Review signs of childhood gang affiliation.

3.0-25.0 Hours

Content:

#### IV. Emergency Procedures and Evacuations

##### A. Emergency Procedures

1. High-risk behaviors
2. Violence
3. Hazardous materials

##### B. Evacuation

1. Persons with disabilities or special needs
2. Routes and contact person

##### C. First Aid/ CPR (Lab)

Student Performance Objectives (SPO): Assess and evaluate safety procedures during scenarios, assemble at a safe distance and designate a scene commander.

Out-of-Class Assignments: Review and practice First Aid and CPR techniques.

#### 3.0-25.0 Hours

Content:

##### V. Active Shooter

- A. Operational Control
- B. Plan of action and primary objective, response
- C. Law Enforcement on Scene
- D. Communication
- E. Human Resources Facilities Management
- F. Managing consequences of active shooters

Student Performance Objectives (SPO): Demonstrate appropriate response during an Active Shooter Scenario.

Out-of-Class Assignments: Review instructor handouts pertaining to active shooter response.

#### 7.0-50.0 Hours

Content:

##### VI. Scenarios

- A. Risk Assessment
  1. Establish rapport
  2. Danger to self
  3. Danger to Others
- B. Interviews and Assessment- Role Play and Demonstrations
  1. Child, teen, adult
  2. Homicide suspects, gang members, victims, criminals
  3. Listening skills
  4. Conflict resolution
  5. Personal safety
- C. Leadership Styles
  1. High control
  2. Communication styles
  3. Team building

Student Performance Objectives (SPO): Demonstrate the ability to respond appropriately to various scenarios involving homicide suspects, gang members, victims, criminals, etc.

Out-of-Class Assignments: Review scripts for classroom scenarios.

4.5-30.0 Hours

Content:

VII. Evaluations

A. Presentation

1. Presentation demonstrations and critiques

B. Active Shooter

1. Assessment, communication and coordination scenario

2. Initial response

3. Team response

4. Officer and student safety

Student Performance Objectives (SPO): Demonstrate strong public speaking skills during an in-class presentation.

Out-of-Class Assignments: Create and practice in class presentation.

**METHODS OF INSTRUCTION:**

Lecture, Lab Activity, Audio-visual, Skills Demonstration, Discussion, Group Activity

**METHODS OF EVALUATION:**

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade:    % to    %

If this is a degree applicable course, but substantial writing assignments are NOT appropriate, indicate reason

Course primarily involves skill demonstration or problem solving

CATEGORY 2 - The problem-solving assignments required:

Percent range of total grade: 20 % to 30 %

Field Work

Other: Skills Exam

CATEGORY 3 - The types of skill demonstrations required:

Percent range of total grade: 50 % to 90 %

Class Performance/s

Field Work

Performance Exams

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

Percent range of total grade: 30 % to 50 %

Other: Skills Demonstration

**REPRESENTATIVE TEXTBOOKS:**

Instructor Handouts

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

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 2 Stand-alone

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours: 4

Minimum Hours: .5

Course Control Number:

Sports/Physical Education Course: N

Taxonomy of Program: 210550