



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: JLE 212 DIVISION: 50 ALSO LISTED AS:

TERM EFFECTIVE: Fall 2021 CURRICULUM APPROVAL DATE: 06/8/2021

SHORT TITLE: DE-ESCALATION

LONG TITLE: De-Escalation and Tactical Decision Making

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
.5	18	Lecture:	.45	8.1
		Lab:	.9	16.2
		Other:	0	0
		Total:	1.35	24.3
		Total Learning Hrs:	40.5	

COURSE DESCRIPTION:

This course is to deliver and develop decision-making and cognitive skills that focus on de-escalation, gaining voluntary compliance, rapport building, sense making, officer safety, trust building, persuasive tactics, priorities and other cognitive strategies that enhance policing methodologies. Prerequisite: JLE 100 Basic Police Academy

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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed
- 73 - Dist. Ed Internet Delayed LAB

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Improve the decision-making skills of novice police officers within a Guardian mindset in situations characterized by ambiguity, uncertainty, unpredictability, changeability, time-pressure, competing/changing goals, and potential danger.

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

Curriculum Approval Date: 06/8/2021

LECTURE CONTENT:

I. Course Themes. (4 Hours)

- A. De-escalation
- B. Warrior vs. Guardian mindset
- C. Officer safety
- D. Risk vs. reward assessment
- E. Priority of life
- F. Teamwork
- G. Spatial and temporal awareness
- H. Tactical communication
- I. Officer-created jeopardy

1052(e)(1)(B) - Secondary instructor will review questions asked in the chat during this

segment and ensure student understanding.

LAB CONTENT:

II. The Eleven LE Cognitive Decisions-Making Strategies. (20 Hours)

Previous research by ShadowBox Training, LLC, has identified 11 cognitive skills required for effective Guardian policing. Those cognitive skills are targeted in this course. They are:

A. Sense-making - The ability to quickly size up a situation, attribute meaning to incoming information and determine what

needs to be achieved.

1. What do I have?
2. What's being done?
3. What needs to be done?

4. Re-assess upon new information.

B. Tactics - The ability to use influence and persuasion vs. authority and force to obtain a desirable outcome.

1. Evaluate your current tactics vs. situation dynamics.
2. Explore less authoritative approaches to reach goals.
3. Provide alternative solutions other than law enforcement responses, citations, arrest, etc.

4. Tactical Repositioning.

C. Priorities - The ability to prioritize the important cues of an incident and align those cues with goals and positive outcomes.

1. Understand why you are at scene.
2. Keep priorities in focus.
3. Priorities must include law, policy/procedures and optional problem-solving strategies.
4. Remain unbiased when identifying goals and solutions.

5. Operational Environment

D. Problem-detection and Diagnosis - The ability to realize that initial incident information may be false, look for anomalies and

understand most problems are fluid. Learning what is plausible and what is not.

1. Align current resources with reasonable tactics.
2. Verify important information especially if indicators are not consistent with other cues.
3. Understand chaos creates false information.
4. Be flexible as new information becomes available.

E. Teamwork Skills - The ability to maintain a larger situational awareness and relay appropriate information to appropriate persons.

1. Allow additional perspectives to broaden understanding of incident.
2. Listen and seek all available information from appropriate sources.
3. Disseminate information timely.

F. Anticipating/Forecasting - The ability to read a situation and anticipate what might happen next. Not to see an incident in real

time but to see what it looks like in the near future.

1. Understand most incidents are fluid and will change over short term.
2. Events evolve in predictable ways.
3. Use tactics to move incident towards desirable goals.
4. Identify factors that may change dynamics of incident. (Time, weather, human factors)

G. Spatial Reasoning - The ability to visualize the layout of a scene and generate contingencies to deal with the -what if's.?

This skill improves incident containment and defines parameters.

1. Understand incidents require a broader sense of space and time.
2. Chaotic events usually expand vs. contracting and contingency planning is required.
3. Align containment with resources.
4. Limit undesirable influences that may adversely affect incident.

H. Workarounds - The ability to think beyond the scope of rules and procedures and decipher how they can manipulate the

situation. How to be creative in your problem-solving approaches.

1. Treating the symptoms vs. the cause.
2. Does incident require LE response or problem solving.
3. Is the incident an inside the box (law, policy and procedures) vs. outside the box (creativity).
4. Creativity is fostered by diverse views and input.

I. Perspective Taking - The ability to look at a situation from another person's perspective. Recognizing what is motivating the

other person's actions.

1. Giving voice to incident participants.
2. Show respect and see participants respond.
3. Be unbiased in responses to include verbal and non-verbal actions.
4. Convey a problem-solving mindset.

J. Voluntary Compliance - The ability to persuade and/or influence others to take a corrective course of action opposed to

coercive compliance.

1. De-escalation tactics
2. Active listening
3. Open minded vs. closed minded.
4. Eliminate pre-determined bias and opinions.
5. Effective Communication

6. Slow event down

K. Building Rapport - The ability to identify common ground and search for shared goals and minimize differences during

incidents.

1. Build trust based upon common goals and desired outcomes.
2. Competing goals must be prioritized.
3. Solve the problem vs. searching for results.

Learning Outcome: Students will be able to identify and apply the eleven cognitive strategies to unusual occurrences presented in a classroom setting. Each cognitive skill will be demonstrated via instructor experiences and application.

1052(e)(1)(B) - Instructor will initiate discussions for break out rooms and ask students to discuss a time when they utilized a create problem-solving strategy during their career that generated a desirable outcome. Then each group will provide an example to the class. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

III. Methodology. This is an experiential learning course. Students individually completed a total of 16 online exercises using a scenario-based decision-making exercise designed to exercise the themes and cognitive skills identified above. The scenario advanced to a decision point (DP), at which point the student is required to make a decision and provide a rationale for that decision. The student then gets to see how a group of pre-selected, recognized experts handled the same DP. The student learns first by being exposed to the thought processes of the experts and second through a guided discussion. Finally, the students will consolidate the learning by synthesizing the lessons they have learned into their own personal -Rules for Guardian Policing.-

IV. Course Structure. Each 16 blocks are followed by a guided discussion with a course instructor/subject-matter expert (SME). For the purpose of the guided discussion, the class will be broken down into smaller discussion groups of 5-8 students that will meet at different times. Total instructional time is 24 hours. The course is structured as follows:

- A. Pre-Course Surveys
- B. Introductory Class
- C. Block 1
- D. Block 1 Guided Discussion
- E. Block 2 (4 hours)
- F. Block 2 Guided Discussion
- G. Block 3(4 hours)
- H. Block 3 Guided Discussion
- I. Block 4 (4 hours)
- J. Block 4 Guided Discussion
- K. Post-Course Surveys
- L. Wrap-Up Class
- V. Delivery Formats. All will be 24 hours of instruction.

A. Online with Synchronous Guided Discussions. The base format will be delivered online, with the Introductory Class,

Wrap-Up Class, and Guided Discussions all being conducted synchronously at regularly scheduled days and times via

Google Classroom.

VI. Pre-Course Surveys. Prior to taking the course, all students will take two online surveys:

- A. An anonymous -Demographic Survey- to gather information about age, education, work experience as a basis for analyzing course data.
- B. An -Opinions on Policing- survey to gather information about student pre-course mindsets.

VII. Block 1 Exercises By the appointed deadline, each student individually completes the first four exercises online. The

Exercise are:

A. 1A ? 426 Lancelot (Use of Force)

1. Decision 1
 - a. Sense-Making
 - b. Problem-Detection/Diagnosis
 - c. Priorities
2. Decision 2
 - a. Tactics
 - b. Sense-Making
 - c. Teamwork
3. Decision 3
 - a. Tactics
 - b. Perspective Taking
4. Decision 4
 - a. Rapport Building
 - b. Tactics
5. Decision 5
 - a. Tactics
 - b. Teamwork
 - c. Priorities
6. Decision 6
 - a. Tactics
 - b. Perspective Taking
 - c. Rapport Building

Learning Outcome: Students will understand how to make sense of information that is confusing and misleading. The learner will develop problem detection strategies and set priorities for initial incident decision making. Scenario number one utilizes seven of the cognitive strategies with emphasis upon the application of proper tactics.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

- B. 1B - Geraghty Industrial Systems (Active Shooter)
 - 1. Decision 1
 - a. Priorities
 - b. Tactics
 - c. Spatial Reasoning
 - 2. Decision 2
 - a. Tactics
 - b. Perspective Taking
 - c. Sense-Making
 - 3. Decision 3
 - a. Tactics
 - b. Sense-Making
 - c. Teamwork
 - 4. Decision 4
 - a. Tactics
 - b. Teamwork
 - c. Priorities
 - 5. Decision 5
 - a. Sense-making
 - b. Priorities
 - 6. Decision 6
 - a. Sense-making
 - b. Priorities

Learning Outcome: Scenario number 1B develops student's ability to prioritize essential cues for improved decision making. This exercise consists of seven cognitive strategies with emphasis upon Prioritization. 1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

C. 1C ? 142 Pomona (Hostage)

1. Decision 1
 - a. Sense-Making
 - b. Spatial Reasoning
 - c. Priorities
2. Decision 2
 - a. Teamwork
 - b. Spatial Reasoning
3. Decision 3
 - a. Tactics
 - b. Sense-Making
4. Decision 4
 - a. Perspective taking
 - b. Priorities
5. Decision 5
 - a. Perspective taking
 - b. Priorities
6. Decision 6
 - a. Sense-making
 - b. Priorities
 - c. Tactics
7. Decision 7
 - a. Sense-making
 - b. Priorities
 - c. Tactics

Learning Outcome: Students will understand the importance of building rapport and teamwork. Scenario number 1C utilizes four of the cognitive strategies with emphasis upon tactics.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

D. Scenario Number- 1D New Years Eve (Crowd Control/Drunken Activity)

1. Decision 1
 - a. Voluntary Compliance
 - b. Rapport
 - c. Spatial Reasoning
2. Decision 2
 - a. Persuasion
 - b. Teamwork
3. Decision 3
 - a. Priorities
 - b. Teamwork
4. Decision 4
 - a. Teamwork
 - b. Spatial Reasoning
 - c. Persuasion
 - d. Priorities

Learning Outcomes: Scenario number 1D has six cognitive strategies and will improve student's abilities for rapport building voluntary compliance. This scenario places a higher importance upon teamwork and improving student's skills for collaborative problem solving.

1052(e)(1)(B) Groups A through D complete facilitated discussion with SME/Instructor for Scenarios A1 through D3. Scenarios A1 through D3 cover all eleven cognitive strategies while focusing upon Tactics, Prioritizing and Teamwork.

XI. Block 1 Guided Discussion. A 75-minute Zoom call by small group of 6-8 students plus an instructor and SME to discuss the lessons of the four Block 1. Students must have completed all four Block 1 prior to the meeting.

- A. Discussion guided by a separate Facilitator's Guide.
- B. Discussion of each exercise will start with one student providing a summary report of the situation.
- C. All students must be prepared to discuss 2-3 ?Rules of Guardian Policing? that they have developed based on the experience of the four exercise.

XII. Block 2 Exercises . By the appointed deadline, each student individually completes the second set of four exercises online. The exercises are:

A. 2A - 1810 Lilac Street (Active Shooter/Hostage)

1. Decision 1

- a. Sense-Making
- b. Priorities
- c. Problem Detection & Diagnosis

2. Decision 2

- a. Sense-Making
- b. Anticipation
- c. Tactics

3. Decision 3

- a. Tactics
- b. Persuasion
- c. Priorities
- d. Sense-Making

4. Decision 4

- a. Tactics
- b. Anticipation
- c. Problem Detection & Diagnosis
- d. Teamwork

5. Decision 5

- a. Tactics
- b. Anticipation
- c. Priorities

B. Scenario Number 2B - 234 Honeysuckle (Possible Burglary)

1. Decision 1
 - a. Sense-Making
 - b. Priorities
2. Decision 2
 - a. Perspective Taking
 - b. Sense-Making
 - c. Priorities
3. Decision 3
 - a. Sense-Making
 - b. Perspective Taking
4. Decision 4
 - a. Persuasion
 - b. Sense-Making
5. Decision 5
 - a. Sense-making
6. Decision 6
 - a. Sense-making
 - b. Tactics
7. Decision 7
 - a. Sense-making
8. Decision 8
 - a. Tactics
 - b. Anticipation
 - c. Perspective taking

Learning Outcomes: Scenario number 3A incorporates all eleven cognitive strategies within the five decision points. Students will be able to recognize and apply these decision-making skills even during chaotic events such as an active shooter. This scenario places emphasis upon tactics and officer safety.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

C. Scenario Number 2C - Public Parking (Disturbance)

1. Decision 1

- a. Priorities
- b. Tactics
- c. Spatial Reasoning

2. Decision 2

- a. Tactics
- b. Perspective Taking
- c. Sense-Making

3. Decision 3

- a. Tactics
- b. Sense-Making
- c. Teamwork

4. Decision 4

- a. Spatial reasoning
- b. Priorities
- c. Anticipation

Learning Outcome: Scenario number 2C develops student's ability to prioritize essential cues for improved decision-making. This exercise consists of seven cognitive strategies with emphasis upon Prioritization.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their

responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

D. 2D - Little League (Pursuit - Man with Gun)

1. Decision 1

- a. Teamwork
- b. Sense-Making
- c. Priorities

2. Decision 2

- a. Tactics
- b. Anticipation
- c. Teamwork

3. Decision 3

- a. Priorities
- b. Tactics
- c. Anticipation

4. Decision 4

- a. Spatial Reasoning
- b. Anticipation
- c. Teamwork
- d. Sense-Making

5. Decision 5

- a. Sense-making
 - b. Priorities
 - c. Teamwork
 - d. Tactics
 - e. Spatial reasoning

6. Decision 6

- a. Tactics
- b. Teamwork
- c. Spatial Reasoning
- d. Anticipation
- e. Perspective taking

Learning Outcome: This scenario has seven cognitive strategies embedded in the exercise with emphasis upon the importance of teamwork. Students will learn how to anticipate problems and sense-making.

- A. Discussion guided by a separate Facilitator's Guide.
- B. Discussion of each exercise will start with one student providing a summary report of the situation.
- C. All students must be prepared to discuss 4-6 "Rules of Guardian Policing" that they have developed based on the experience of the first eight exercises.

XIV. Block 3 Exercises. By the appointed deadline, each student individually completes the third set of four exercises online. The exercises are:

A. 3A - Fortuna Residence Community (Assault with Deadly Weapon)

1. Decision 1

- a. Sense-Making
- b. Spatial Reasoning
- c. Problem Detection & Diagnosis

2. Decision 2

- a. Rapport Building
- b. Anticipation
- c. Priorities

3. Decision 3

- a. Tactics
- b. Voluntary Compliance
- c. Spatial Reasoning

4. Decision 4

- a. Priorities
- b. Teamwork

5. Decision Point Five

- a. Tactics
- b. Priorities
- c. Prospective Taking

Learning Outcomes: Scenario 2A has eight cognitive strategies embedded within this short exercise. It focuses upon recognizing proper priorities and spatial reasoning. Students will learn how to size-up a situation and use the cognitive skills to obtain desired outcomes.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

B. 3B - 3027 Central (Verbal Threat)

1. Decision 1

- a. Sense-making
- b. Anticipation
- c. Priorities

2. Decision 2

- a. Tactics
- b. Rapport Building
- c. Teamwork

3. Decision 3

- a. Rapport Building
- b. Persuasion
- c. Problem Detection

4. Decision 4

- a. Tactics
 - b. Teamwork
 - c. Persuasion
 - d. Sense-making

Learning Outcomes: Scenario 3B emphasis rapport building and voluntary compliance techniques. Students will better understand the use of communication skills to gain rapport and compliance as well as sense-making.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

C. 3C - 1124 Beeker St.

1. Decision 1
 - a. Sense-making
 - b. Priorities
2. Decision 2
 - a. Sense-making
 - b. Priorities
 - c. Voluntary compliance
 - d. Rapport building
3. Decision 3
 - a. Sense-making
 - b. Tactics
 - c. Voluntary compliance
 - d. Rapport building
4. Decision 4
 - a. Sense-making
5. Decision 5
 - a. Tactics
 - b. Teamwork
 - c. Voluntary compliance
 - d. Rapport building

Learning Outcomes: Scenario 3C emphasis rapport building and voluntary compliance techniques. Students will better understand the use of communication skills to gain rapport and compliance as well as sense-making.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

D. 3D - Main & 4th (Knife Fight at Crowded Bus Stop)

1. Decision 1

- a. Sense-making
- b. Priorities
- c. Tactics
- d. Spatial Reasoning

2. Decision 2

- a. Voluntary Compliance
- b. Priorities
- c. Teamwork

3. Decision 3

- a. Sense-Making
- b. Tactics
- c. Spatial Reasoning
- d. Priorities

4. Decision 4

- a. Sense-making
- b. Priorities
- c. Tactics

5. Decision 5

- a. Tactics
- b. Teamwork
- c. Priorities

6. Decision 6

- a. Tactics
- b. Teamwork
- c. Priorities

Learning Outcomes: Scenario 3D focuses on tactics and officer safety. It also allows the student to improve upon five additional cognitive skills that include Sense-Making, Prioritization, Teamwork, Anticipation and Persuasion.

1052(e)(1)(B) Groups A through D complete facilitated discussion with SME/Instructor for Scenarios 3A through 3D. Scenarios 3A through 3D cover all eleven cognitive strategies while focusing upon Tactics, Prioritizing and Teamwork.

XV. Block 3 Guided Discussion. A 75-minute Google Classroom discussion by small group of 6-8 students plus an instructor and SME to discuss the lessons of the four Block

- A. Discussion guided by a separate Facilitator's Guide.
- B. Discussion of each exercise will start with one student providing a summary report of the situation.
- C. All students must be prepared to discuss 6-9 ?Rules of Guardian Policing? that they have developed based on the experience of the 12 exercises so far.

XVI. Block 4 Exercises. By the appointed deadline, each student individually completes the final four exercises online. The exercises are:

A. 4A - 1412 Azalea (Possible OIS)

1. Decision 1

- a. Tactics
- b. Sense-making
- c. Anticipation
- d. Spatial Reasoning

2. Decision 2

- a. Voluntary Compliance
- b. Priorities
- c. Teamwork

3. Decision 3

- a. Sense-making
- b. Priorities
- c. Improvisation
- d. Rapport Building

4. Decision 4

- a. Tactics
- b. Sense-making
 - c. Teamwork
 - d. Anticipation

Learning Outcomes: Scenario 4A focuses upon sense-making and identifying proper priorities. The scenario also requires proper tactics and problem detection as well as ample rapport building and de-escalation.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

B. 4B - 834 7th Street - Verbal Threat

1. Decision Point One

- a. Sense-making
- b. Anticipation
- c. Priorities

2. Decision Point Two

- a. Tactics
- b. Rapport Building
- c. Teamwork

3. Decision Point Three

- a. Rapport Building
- b. Persuasion
- c. Problem Detection

4. Decision Point Four

- a. Tactics
- b. Voluntary Compliance
- c. Priorities

Learning Outcomes: Scenario 4B emphasis rapport building and voluntary compliance techniques. Students will better understand the use of communication skills to gain rapport and compliance as well as sense-making.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

C. Scenario Number 4C - 402 Canyon (911 Calls)

1. Decision 1
 - a. Perspective taking
 - b. Sense-Making
2. Decision 2
 - a. Perspective taking
 - b. Sense-Making
3. Decision 3
 - a. Tactics
 - b. Priorities
 - c. Sense-making
 - d. Teamwork
4. Decision 4
 - a. Priorities
 - b. Tactics
 - c. Sense-Making
 - d. Teamwork
5. Decision 5
 - a. Tactics
 - b. Teamwork
 - c. Priorities
6. Decision 6
 - a. Sense-making
7. Decision 7
 - a. Sense-making
 - b. Tactics
 - c. Teamwork
 - d. Voluntary compliance
 - e. Rapport building

Learning Outcomes: Scenario number 4C has nine of the eleven cognitive strategies within the exercise. Student will enhance their rapport building skills as well as problem detection and proper prioritization. Students will also understand the importance of creative problem-solving techniques and how to anticipate event development.

1052(e)(1)(B) Instructor will initiate discussions for break out rooms to assess student learning by providing the following scenarios. Groups may be called upon to share their responses. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

D. 4D - Summit Fest - (Armed Individual)

1. Decision 1
 - a. Sense-making
 - b. Priorities
 - c. Tactics
2. Decision 2
 - a. Priorities
 - b. Anticipation
 - c. Improvisation
3. Decision 3
 - a. Sense-Making
 - b. Tactics
 - c. Teamwork
4. Decision 4
 - a. Improvisation
 - b. Priorities
 - c. Sense-making
5. Decision 5
 - a. Perspective taking
 - b. Sense-making
 - c. Spatial reasoning
6. Decision 6
 - a. Teamwork
 - b. Tactics
 - c. Anticipation
 - d. Spatial reasoning
 - e. Perspective taking

Learning Outcomes: Scenario number 4D requires creative problem solving and rapid sense-making. Priorities must be recognized, and teamwork is essential for corrective actions.

1052(e)(1)(B) Groups A through D complete facilitated discussion with SME/Instructor for Scenarios 4A through 4D to assess student learning. Session two scenarios cover all eleven cognitive skills with emphasis on Tactics and Teamwork.

XVII. Block 4 Guided Discussion. A 75-minute meeting small group of 6-8 students plus an instructor and SME to discuss the lessons of the four Block 1. Students must have completed all four Block 1 SBXs prior to the meeting.

A. Discussion guided by a separate Facilitator's Guide.

B. Discussion of each exercise will start with one student providing a summary report of the situation.

C. All students must be prepared to discuss their individual "Rules of Guardian Policing," which is under construction and by this point should consist of no more than 9 rules that they have developed based on the experience of all 16 exercises.

XVIII. Post-Course Surveys. After taking the course, all students will take two online surveys:

A. An "Opinions on Policing" survey to gather information about student mindsets after having taken the course.

B. A "Subjective Course Evaluation" survey to gather student feedback on the quality of the course.

XIX. Wrap-Up Class. This one-hour session introduces the students to the objectives, requirements, methodology, key concepts,

and structure of the course. Topics include:

- A. Review course Objectives, Purpose and Key Concepts.
- B. As a final exercise, view and analyze one of several body-cam use-of-force videos based on course themes and cognitive skills.
- C. Present and review final student ?Rules of Guardian Policing.?

METHODS OF INSTRUCTION:

Lab and lecture via Google Classroom

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 18

Assignment Description:

Reading assignments.

METHODS OF EVALUATION:

Problem-solving assignments

Percent of total grade: 100.00 %

Instructor will initiate discussions for break out rooms and ask students to discuss a time when they utilized a create problem-solving strategy during their career that generated a desirable outcome. Then each group will provide an example to the class. There will be SME's assigned to the class with one lead instructor who will work with each student's team on a rotation basis.

REPRESENTATIVE TEXTBOOKS:

Department . Department Policy . Department ,2020.

All Use of Force Policies will be reviewed during class.

Reading Level of Text, Grade: 12

Required Other Texts and Materials

Instructor Handouts and department Policy Student Manual to refer to during online course.

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: N

Program Status: 1 Program Applicable

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:

Minimum Hours:

Course Control Number: CCC000633241

Sports/Physical Education Course: N

Taxonomy of Program: 210500