



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

REVIEW: 2004-2005

NEXT REVIEW: 2009-2010

STATUS: A

COURSE TITLE:

COMMON COURSE NUMBER: CJD0781

CREDIT HOURS:

CONTACT HOUR BREAKDOWN
(per 16 week term)

CLOCK HOURS: 48
(Voc. Course ONLY)

Lecture:

Lab:

Clinic:

Other:

PREREQUISITE(S): Student must have completed the Corrections Basic Program

COREQUISITE(S): CJD0723, CJD0730, CJD0731, CJD0734

PRE/COREQUISITE(S):

COURSE DESCRIPTION: (600 characters, maximum)

With all co-requisites, this course enables a certified correctional officer to sit for the state law enforcement certification examination. This course meets all requirements of the Florida Criminal Justice Standards and Training Commission.

UNIT TITLES

1. Ethical and Professional Behavior
2. Civil and Criminal Liability
3. Courtroom Demeanor and Testimony
4. Attempt/Conspiracy/Solicitation
5. Probable Cause
6. Arrest Laws
7. Search and Seizure Concepts
8. Privileged Communication
9. Civil Law
10. Drug and Controlled Substance Law
11. Baker Act
12. Obstruction of Justice
13. Pornography/Obscenity
14. Gambling/Gaming
15. Assault/Battery
16. Kidnapping
17. Florida Contraband Forfeiture Act
18. Report Writing
19. Radio Procedures, Equipment, and Codes



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- 20. Interpersonal Skills**
- 21. Interviewing and Interrogation Techniques**
- 22. Courtesy**
- 23. Human Behavior/Human Needs**
- 24. Juveniles and Youthful Offenders**
- 25. Problems of the Elderly**
- 26. Persons With Mental Disorders**
- 27. Mentally Retarded Persons**
- 28. Physically Handicapped Persons**
- 29. Recognizing and Responding to Substance Abusers**
- 30. Orientation to Crisis Intervention Techniques**
- 31. Domestic Violence Intervention**



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UNITS

Unit 1 Ethical and Professional Behavior

General Outcome:

- 1.0 The student shall:** comprehend the Law Enforcement Code of Ethics and the Canons of Police Ethics.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1 Explain the importance of ethical conduct in law enforcement to include:
a) an officer wins the support of more citizens by making daily ethical judgments which, in turn may save the life of an officer; whereas losing support may cost an officer's life
- 1.2 Identify portions of the Law Enforcement Code of Ethics: As a Law Enforcement Officer, my fundamental duty is to serve mankind; to safeguard lives and property; to protect the innocent against deception, the weak against oppression or intimidation, and the peaceful against violence or disorder; and to respect the Constitutional rights of all men to liberty, equality and justice.
- a) I will keep my private life unsullied as an example to all; maintain courageous calm in the face of danger, scorn, or ridicule; develop self-restraint; and be constantly mindful of the welfare of others. Honest in thought and deed in both my personal and official life, I will be exemplary in obeying the laws of the land and the regulations of my department. Whatever I see or hear of a confidential nature or that is confided to me in my official capacity will be kept ever secret unless revelation is necessary in the performance of my duty.
- b) I will never act officiously or permit personal feelings, prejudices, animosities or friendships to influence my decisions. With no compromise for crime and with relentless prosecution of criminals, I will enforce the law courteously and appropriately without fear or favor, malice or ill will, never employing unnecessary force or violence and never accepting gratuities.
- c) I recognize the badge of my office as a symbol of public faith, and I accept it as a public trust to be held so long as I am true to the ethics of the police service. I will constantly strive to achieve these objectives and ideals, dedicating myself before God to my chosen profession...law enforcement.
- 1.3 Identify portions of Canons of Police Ethics:
- a) **ARTICLE I - PRIMARY RESPONSIBILITY OF JOB**
The primary responsibility of the police service, and of the individual officer, is the protection of the people of the United States through the upholding of their



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laws; chief among these is the Constitution of the United States and its amendments. The law enforcement officer always represents the whole of the community and its legally expressed will and is never the arm of any political party or clique.

b) ARTICLE II - LIMITATIONS OF AUTHORITY

The first duty of a law enforcement officer, as upholder of the law, is to know its bounds upon him in enforcing it. Because he represents the legal will of the community, be it local, state, or federal, he must be aware of the limitations and proscriptions which the people, through law, have placed upon him. He must recognize the genius of the American system of government, which is given to no man, groups of men, or institutions, absolute power, and he must insure that he, as a prime defender of that system, does not pervert its character.

c) ARTICLE III - DUTY TO BE FAMILIAR WITH THE LAW AND WITH RESPONSIBILITIES OF SELF AND OTHER PUBLIC OFFICIALS

The law enforcement officer shall assiduously apply himself to the study of the principles of the laws which he is sworn to uphold. He will make certain of his responsibilities in the particulars of their enforcement, seeking aid from his superiors in matters of technicality or principle when these are not clear to him; he will make special efforts to fully understand his relationship to other public officials, including other law enforcement agencies, particularly on matters of jurisdiction, both geographically, and substantively.

d) ARTICLE IV - UTILIZATION OF PROPER MEANS TO GAIN PROPER ENDS

The law enforcement officer shall be mindful of his responsibility to pay strict heed to the selection of means in discharging the duties of his office. Violations of law or disregard for public safety and property on the part of the officer are intrinsically wrong; they are self-defeating in that they instill in the public mind a like disposition. The employment of illegal means, no matter how worthy the end, is certain to encourage disrespect for the law and its officers. If the law is to be honored, it must first be honored by those who enforce it.

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e) ARTICLE V - COOPERATION WITH PUBLIC OFFICIALS IN THE DISCHARGE OF THEIR AUTHORIZED DUTIES

The law enforcement officer shall cooperate fully with other public officials in the discharge of authorized duties, regardless of party affiliation or personal prejudice. He shall be meticulous, however, in assuring himself of the propriety, under the law, of such actions and shall guard against the use of his office or person, whether knowingly or unknowingly, in any improper or illegal action. In any situation open to question, he shall seek authority from his superior officer, giving him a full report of the proposed service or action.

f) ARTICLE VI - PRIVATE CONDUCT

The law enforcement officer shall be mindful of his special identification by the public as an upholder of the law. Laxity of conduct or manner in private life, expressing either disrespect for the law or seeking to gain special privilege, cannot but reflect upon the police officer and the police service. The community and the service require that the law enforcement officer lead the life of a decent and honorable man. Following the career of a policeman gives no man special requisites. It does give the satisfaction and pride of following and furthering an unbroken tradition of safeguarding the American Republic. The officer who reflects upon this tradition will not degrade it. Rather, he will so conduct his private life that the public will regard him as an example of stability, fidelity and morality.

g) ARTICLE VII - CONDUCT TOWARD THE PUBLIC

The law enforcement officer, mindful of his responsibility to the whole community, shall deal with individuals of the community in a manner calculated to instill respect for its laws and its police service. The law enforcement officer shall conduct his official life in a manner such as will inspire confidence and trust. Thus, he will be neither over-bearing nor subservient, as no individual citizen has an obligation to stand in awe of him nor a right to command him. The officer will give service where he can, and require compliance with the law. He will do neither from personal preference or prejudice, but rather as a duly appointed officer of the law discharging his sworn obligation.

h) ARTICLE VIII - CONDUCT IN ARRESTING AND DEALING WITH LAW VIOLATORS

The law enforcement officer shall use his powers of arrest strictly in accordance with the law and with due regard to the rights of the citizen concerned. His office gives him no right to prosecute the violator or to mete out punishment for the offense. He shall, at all times, have a clear appreciation of his responsibilities and limitations regarding detention of the violator; he shall conduct himself in such a manner as will minimize the possibility of having to use force. To this end he shall cultivate a dedication to the service of the people and the equitable upholding of their laws in the handling of law violators or in dealing with the law-abiding.



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i) ARTICLE IX - GIFTS AND FAVORS

The law enforcement officer, representing government, bears the heavy responsibility of maintaining, in his own conduct, the honor and integrity of all government institutions. He shall, therefore, guard against placing himself in a position in which any person can expect special consideration or in which the public can reasonably assume that special consideration is being given. Thus, he should be firm in refusing gifts, favors, or gratuities, large or small, which can, in the public mind, be interpreted as capable of influencing his judgment in the discharge of his duties.

j) ARTICLE X - PRESENTATION OF EVIDENCE

The law enforcement officer shall take special pains to increase his perception and skill of observation, mindful that in many situations his is the sole impartial testimony to the facts of a case.

The law enforcement officer shall be concerned equally in the prosecution of the wrongdoer and the defense of the innocent. He shall ascertain what constitutes evidence and shall present such evidence impartially and without malice. In so doing, he will ignore social, political and all other distinctions among the persons involved, strengthening the tradition of the reliability and the integrity of an officer's word.

k) ARTICLE XI - ATTITUDE TOWARD PROFESSION

The law enforcement officer shall regard the discharge of his duties as a public trust and recognize his responsibility as a public servant. By diligent study and sincere attention to self-improvement, he shall strive to make the best possible application of science to the solution of crime and, in the field of human relationships, strive for effective leadership and public influence in matters affecting public safety. He shall appreciate the importance and responsibility of his office, hold police work to be an honorable profession rendering valuable service to his community and his country.



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Unit 2 Civil and Criminal Liability

General Outcome:

2.0 The student shall: define legal terms associated with civil and criminal liability. The student will identify and describe situations that are likely to result in liability suits and various options an officer could use to defend against them.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1.** Define “default judgment” as a decision of the civil court that is made when the defendant fails to appear, plead or otherwise defend within the allotted time.
- 2.2** Explain that an officer may use immunity and acting in good faith as defenses against a civil liability charge.
- 2.3** Identify duties an officer performs that tend to incur civil liability, to include:
- a) unlawful arrest
 - b) unlawful search and seizure
 - c) excessive force
 - d) improper use of weapons
 - e) negligent vehicle operation
 - f) improper first aid
 - g) acts of omission



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Unit 3 Courtroom Demeanor and Testimony

General Outcome:

- 3.0 The student shall:** comprehend the responsibilities of an officer with regard to court proceedings, the proper appearance of an officer, the appropriate behavior and techniques that an officer should employ when testifying in court. The student will apply these techniques in a moot court setting.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1.** Observe and/or discuss a role-play of a deposition.



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Unit 4 Attempt/ Conspiracy/Solicitation

General Outcome:

- 4.0 The student shall:** comprehend the terms “attempt,” “conspiracy,” and “solicitation” as provided within Florida Statutes.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Identify basic elements of attempt from s. 777.04(1), F.S., which include doing any act with intent toward the commission of the offense, but failing or being intercepted or prevented in executing the offense.
- 4.2.** Identify basic elements of criminal conspiracy from s. 777.04(3), F.S., which include agreeing, conspiring, combining or confederating with another person or persons to commit a crime.
- 4.3.** Explain that a law enforcement officer who performs “conspiratorial activities” in his/her legal capacity as part of an official investigation cannot be convicted of a conspiracy offense.
- 4.4.** Identify basic elements of criminal solicitation from s. 777.04(2), F.S., which include commanding, encouraging, hiring or requesting another person to engage in specific conduct which would constitute a criminal offense or an attempt to commit that offense.
- 4.5.** Explain that, generally, attempts, conspiracies or solicitations to commit an offense are punished as a crime one degree below the offense attempted, conspired to or solicited. (s.777.04(4), F.S.)
- 4.6.** Explain that the crime of conspiracy requires proof of conspiratorial activity between two or more parties who are neither law enforcement officers or persons working under the direction of such officers.



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Unit 5 Probable Cause

General Outcome:

- 5.0 The student shall:** comprehend the concept of probable cause and how this concept relates to detaining a suspect.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1.** Name other standards which courts have recognized as valid for some purposes, but do not by themselves constitute probable cause, to include:
- a) reasonable grounds or cause
 - b) beliefs
 - c) special circumstances
 - d) articulable suspicion
 - e) founded suspicion
- 5.2.** Explain that combinations of the above-listed standards may lead to the establishment of probable cause.
- 5.3** Identify factors that an officer should consider to determine probable cause, to include:
- a) reasonable suspicion
 - b) something out of the ordinary did or will occur
 - c) related to crime
 - d) person is connected to activity



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Unit 6 Arrest Laws

General Outcome:

- 6.0 The student shall:** comprehend the Florida laws of arrest and how these laws impact law enforcement.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 6.1** Identify when an arrest may be made without a warrant by an officer.
- 6.2** Describe the method of making an arrest with a warrant.
- 6.3** Describe the method of making an arrest without a warrant, to include:
- 6.4** Explain the exceptions to making a misdemeanor arrest without a warrant, when not committed in the presence of an officer.
- 6.5** Identify the elements of an arrest in fresh pursuit, generally, per s.901.25, F.S., as follows:
- 6.6** Define “Miranda rights” as a requirement based on the U.S. Supreme Court Miranda case where, prior to custodial interrogation, the person charged with a crime is advised of certain specified legal rights.
- 6.7** Discuss recent changes in court decisions and/or cases regarding Miranda.



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Unit 7 Search and Seizure Concepts

General Outcome:

- 7.0 The student shall:** know legal concepts relative to search and seizure. The student will comprehend the scope and purpose of search and seizure authority and items that can legally be seized relative to the various types of searches.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 7.1** Identify that searches and seizures generally must be based upon probable cause unless a recognized legal exception permits otherwise.
- 7.2** Define “search warrant” as an order signed by a judge authorizing law enforcement officers to search a particular person or place for particular items.
- 7.3** Explain that searches and seizures should be conducted by means of a warrant, when practical.
- 7.4** Define terms relative to search and seizure.
- 7.5** Define the types of legally authorized searches.
- 7.6** Define the following terms as:
- a) **stop** - the temporary detention of an individual based upon “reasonable, articulable, suspicion” that the individual has committed, is committing or is about to commit a criminal offense.
 - b) **frisk** – a pat down of the individual’s outer clothing, based upon additional information above that is needed for the stop; the officer must have “probable cause to believe” the person stopped is armed with a dangerous weapon (s. 901.151(5), F.S.). Court cases, *Webb v. State*, *Shaw v. State*, have interpreted the level of proof for a frisk is similar to that of reasonable suspicion and not as strong as probable cause to arrest or search.
 - c) **plain feel doctrine** - a pat down of an individual’s outer clothing to feel for an object whose contour or mass makes its identity as contraband immediately apparent may be seized without a warrant.
- 7.7** Identify items that an officer may legally search for and seize under given conditions.
- 7.8** Identify the three types of possession:
- a) **actual** - in one’s hand, on one’s person, in a bag or container in the hand of or on the person, or so close as to be within ready reach and under the control of a person



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- b) **constructive** - in a place over which a person has control or in which the person has hidden a concealed item

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- c) **joint** - shared possession and/or control by two or more persons
- 7.9** Identify the restriction placed on law enforcement officers concerning a strip search according to s. 901.211(5), F.S., which states that no officer shall order a strip search within the agency or facility without written authorization from the supervising officer on duty.
- 7.10** Explain additional conditions under s. 901.211, F.S., which must be present for a strip search to occur, to include:
- a) violent offense involved a weapon
 - b) violent offense involved a controlled substance
 - c) probable cause exists to believe that the defendant is concealing a weapon, narcotics, or stolen property
 - d) defendant is under arrest
 - e) defendant is returned to jail after first appearance unable to bond out or be released on recognizance
- 7.11** Explain the constitutional guarantees in reference to search and seizure, to include protection against unreasonable searches and seizures and to provide that warrants may be issued only upon probable cause, supported by oath and particularly describing the place to be searched and the persons or things to be seized.
- 7.12** Explain that the “Good Faith Doctrine” states evidence that is discovered by law enforcement officers acting in good faith and under objectively reasonable, though mistaken, belief that their actions are legal will not be suppressed (however, currently this only protects actions done pursuant to a search warrant).
- 7.13** Explain that the exclusionary rule is the principle that prohibits the use of unconstitutionally obtained evidence in a trial.



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Unit 8 Privileged Communication

General Outcome:

8.0 The student shall: know the definition of the term “privileged communication” and to whom this term relates in criminal justice..

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

8.1 Name the two basic types of privileged communication.

8.2 List privileged communication resulting from relationships as provided in Chapter 90, Florida Statutes.

8.3 Explain that the basic reason for privileged communication is to protect relationships or other rights and interests where the protection is considered more important than the need for the evidence.

8.4 Explain that although an individual may waive his/her right to privileged communication, the determination of the existence of the privilege is a judicial decision and therefore the information should be included in an investigative report.

8.5 Explain the ways that waiver of privilege may occur.

8.6 Explain that a person, competent to testify, must testify unless one of the privileges is asserted.



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Unit 9 Civil Law

General Outcome:

9.0 The student shall: know the definition of civil law and possible results of a civil trial. The student will comprehend the law of torts and various examples of civil disputes.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

9.1 Define “civil law” as legislative regulations and common laws adopted to help citizens settle disputes.

9.2 List possible results of a civil trial.

9.3 Define “law of torts” as laws that deal with those injuries inflicted upon a person for which the civil law awards monetary damages as compensation.

9.4 List different civil disputes and provide case examples.



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Unit 10 Drug and Controlled Substance Law

General Outcome:

10.0 The student shall: know provisions of federal and state law for drug abuse prevention and control.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

10.1 Explain the provisions of the Federal Comprehensive Drug Abuse Prevention and Control Act of 1970.

10.2 Explain the provisions of Chapter 893, F.S., the Florida Comprehensive Drug Abuse Prevention and Control Act.

10.3 Identify the elements necessary to establish the offense of possession or transporting, selling, or furnishing a controlled substance.

10.4 Identify the elements necessary to establish the offense of possession of paraphernalia for the unlawful use of a controlled substance.

10.5 Explain that “possession” means to have personal charge of and exercise the right of ownership, management, or control over the thing possessed.

10.6 Explain that “sell” means to transfer or deliver something to another person in exchange for money or something of value or promise of money or something of value.

10.7 Explain that “delivery” means the actual, constructive, or attempted transfer from one person to another of a controlled substance.

10.8 Explain that “manufacture” means the production, preparation, packaging, labeling or relabeling, propagation, compounding, cultivating, growing, conversion or processing of a controlled substance, either directly or indirectly.

10.9 Explain that s.893.13, F.S., provides enhanced penalties for persons who involve minors in drug transactions, or who conduct such transactions within the proximity of:

- a) schools
- b) public housing facilities
- c) public parks



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- d) post secondary educational institutions
- e) a place of worship at which a church or religious organization regularly meets

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- f) a convenience store
- g) a child care facility



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Unit 11 Baker Act

General Outcome:

- 11.0 The student shall:** know what the Baker Act is and the responsibilities of law enforcement officers in relation to the Baker Act.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 11.1** Explain that a law enforcement officer shall take a person who appears to meet the criteria for involuntary examination into custody and see that he/she is delivered to a receiving facility.
- 11.2** Explain that when law enforcement custody is based on either noncriminal behavior or minor criminal behavior the person shall be transported to a receiving facility, not a jail.
- 11.3** Explain that when law enforcement custody is based on either noncriminal behavior or minor criminal behavior the person shall be transported to a receiving facility, not a jail.
- 11.4** Explain that when an officer takes an individual into custody, the officer must execute a "Report of Law Enforcement Officer" (BA-52); this report details the circumstances under which the person was taken into custody, and must be made a part of the patient's clinical record at the facility.



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Unit 12 Obstruction of Justice

General Outcome:

12.0 The student shall: comprehend the actions that may be considered obstruction of justice as provided in Chapter 843, Florida Statutes.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 12.1** Explain factors that should be included in an arrest affidavit narrative for a charge of resisting an officer without violence to include:
- a) the legal process or legal duty that was being performed by the officer
 - b) the specific acts that were done by the defendant
 - c) how the defendant's acts materially interfered with or obstructed the officer's duties



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Unit 13 Pornography/Obscenity

General Outcome:

13.0 The student shall: know the legal definitions of “minor” and “juvenile.” The student will also know different ways in which pornographic materials are distributed.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 13.1.** Define “minor” in accordance with s. 847.001(4), F.S., as any person under the age of 18 years.
- 13.2** Define “minor” in accordance with s. 847.012 (1)(a), F.S., regarding sale or distribution of obscene material, as any person under the age of 18 years.
- 13.3** Describe the concept of child pornography in accordance with s. 827.071(1)(h), F.S., as any performance or part thereof which includes sexual conduct by a child of less than 18 years of age.
- 13.4** List ways in which pornography is distributed, to include:
 - a) motion pictures
 - b) books
 - c) magazines
 - d) drawings
 - e) photographs
 - f) sculpture
 - g) pamphlets
 - h) computer
- 13.5** Explain that seizure of suspected obscene materials (which should take into account community standards) can legally be made only upon probable cause.
- 13.6** Explain that it is a felony to transmit child pornography, or material harmful to minors, by electronic device or equipment.



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Unit 14 Gambling/Gaming

General Outcome:

- 14.0 The student shall:** will know the definition of gambling. The student will also know which forms of gambling are legal in Florida, the elements of a lottery, organized crime's connection with gambling, and the appropriate charges for gambling activities.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 14.1** Define "gambling" as an agreement between two or more people to wager something of value on the outcome or occurrence of an event in return for the chance to win something of value on the wager.
- 14.2** List the forms of gambling that are legal in Florida, when conducted pursuant to law, to include:
- a) dog racing
 - b) horse racing
 - c) harness racing
 - d) quarter horse racing
 - e) jai-alai
 - f) bingo
 - g) state lottery
- 14.3** Explain that large-scale, illegal gambling operations are often connected with organized crime.
- 14.4** Identify appropriate charges for different types of gambling activities as provided in Chapter 849, F.S., to include:
- a) keeping and renting gambling houses
 - b) lottery violations
 - c) chain letters
 - d) pyramid schemes



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- e) bookmaking
- f) betting on contests of skill

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Unit 15 Assault/Battery

General Outcome:

- 15.0 The student shall:** identify and contrast the elements of the various assault and battery offenses under Florida Statutes.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 15.1** Identify the elements of second degree misdemeanor assault as stated in s. 784.011, F.S., as an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.
- 15.2** Identify the elements of first degree misdemeanor battery, as stated in s. 784.03, F.S., as actually and intentionally touching or striking another person against his/her will or intentionally causing bodily harm to another.
- 15.3** Identify the elements of a third degree felony of aggravated assault as stated in s. 784.021, F.S., as an assault with a deadly weapon without intent to kill or with an intent to commit a felony.
- 15.4** Identify the elements of a second degree felony of aggravated battery as stated in s. 784.045, F.S., as committing battery and intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a deadly weapon.
- 15.5** Explain that the offense of aggravated battery also includes the commission of a battery on a person who was pregnant at the time of the offense and the offender knew or should have known the victim was pregnant.
- 15.6** Identify the circumstances that will allow a warrant-less arrest for the misdemeanor crime of battery by a person who, while not in the officer's presence, has committed battery upon his/her spouse, family or household members, or another person, or has committed child abuse, provided the officer has probable cause to believe the person has committed a battery upon the victim.
- 15.7** Explain that there is no specific crime of battery on a spouse, family or household member in Florida Statutes, so battery upon a spouse, family or household member should be charged either as a battery or an aggravated battery.



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Unit 16 Kidnapping

General Outcome:

- 16.0 The student shall:** define and comprehend the elements for kidnapping, false imprisonment and child stealing. The student will also comprehend reasons why people commit the act of kidnapping.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 16.1** Define “kidnapping” as stated in s. 787.01, F.S., as forcibly, secretly, or by threat confining, abducting, or imprisoning another person against his/her will and without lawful authority.
- 16.2** Identify the elements/circumstances of kidnapping, as stated in s. 787.01, F.S., to include:
- a) hold for ransom or reward
 - b) hold as hostage or shield
 - c) facilitate commission of a felony
 - d) interfere with governmental or political function
 - e) recover child awarded in custody to another
- 16.3** Define “false imprisonment,” as stated in s. 787.02, F.S., as forcibly, by threat, or secretly confining, abducting, imprisoning, or restraining another person without lawful authority and against his/her will with any purpose other than those referred to in s. 787.01, F.S.
- 16.4** Explain that a person who kidnaps a child under the age of 13 is guilty of a life felony and a person who falsely imprisons a child under the age of 13 is guilty of a felony of the first degree, if that person commits any one of the following acts, as stated in s. 787.01, F.S.:
- a) aggravated child abuse
 - b) sexual battery
 - c) lewd, lascivious, or indecent assault or act upon or in the presence of the child
 - d) forcing prostitution upon the child
 - e) exploitation, or allowing exploitation of the child in violation of child labor laws (Chapter 450, F.S.)
- 16.5** Explain that false imprisonment and kidnapping are felonies.



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- 16.6** Explain that Florida's charge for taking custody of a child by one parent when legal custody was awarded to the other parent is a third degree felony. However, it is a defense if the person believes his or her action was necessary to protect the child from domestic violence.

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- 16.7** Explain that according to s. 787.04 F.S. it is unlawful for any person, to lead, take, entice, remove beyond the limits of this state, or to conceal the location of a minor, in violation of a court order or during the pendency of any proceeding which affects the custody or dependency of such minor. The person in violation must have had knowledge of the court order or had received notice of the pendency of the proceeding. It is a defense if the person reasonably believes that his or her action was necessary to protect the minor from child abuse. Any person who violates this section is guilty of a felony of the third degree.



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Unit 17 Florida Contraband Forfeiture Act

General Outcome:

- 17.0 The student shall:** possess an understanding of the Florida Contraband Forfeiture Act. The student will comprehend the scope and purpose of the contraband forfeiture act and items that can legally be seized.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 17.1** Identify that the Florida Contraband Forfeiture Act prohibits the possession, concealment, or transportation of contraband articles and prohibits their use in the commission of a felony.
- 17.2** List the property that may be considered contraband articles and may be forfeited
- 17.3** Identify that the Florida Contraband Forfeiture Act gives law enforcement agencies the authority to seize contraband articles that were used in violation of the act.
- 17.4** Describe the difference between seizure and forfeiture
- 17.5** Distinguish the standards of proof necessary for a successful forfeiture action:
- a) probable cause to support the seizure
 - b) clear and convincing evidence to prevail in court
- 17.6** Describe that a contraband article will not be forfeited if the (innocent) owner establishes (s)he did not know, and had no reason to know, that the property would be used in illegal activities.
- 17.7** Describe that forfeiture proceedings are conducted in civil court.
- 17.8** Identify that the Florida Contraband Forfeiture Act outlines specific procedures to be followed by law enforcement agencies to protect due process rights of property owners.
- 17.9** Describe Florida cases involving:
- a) stops based on pretext
 - b) the use of drug-courier profiles
 - c) searches and seizures, including those illegal ones based solely on race or ethnicity



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Unit 18 Report Writing

General Outcome:

18.0 The student shall: comprehend the types of reports

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

18.1 Identify examples of operational reports, to include:

- a) patrol service
- b) arrest reports
- c) preliminary investigation reports
- d) supplemental progress reports/ follow-up reports



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Unit 19 Radio Procedures, Equipment, and Codes

General Outcome:

19.0 The student shall: comprehend communication privacy .

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 19.1 Explain communications privacy when using a mobile radio system, to include:
- a) display care and concern for the public by using appropriate procedures so as to lessen distress and concern when in the presence of an apprehensive citizen
 - b) lessen risk of exposure and danger when in the presence of a suspect



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Unit 20 Interpersonal Skills

General Outcome:

- 20.0 The student shall:** comprehend the concept of inter-personal communication and know the techniques that will aid in effective interpersonal relationships. The student will demonstrate effective interpersonal skills in role-play situations.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 20.1 Identify essential elements of effective interpersonal communication, to include:
- a) positive self-concept
 - b) good listener
 - c) clarity of expression
 - d) handling emotions
 - e) appropriate self-disclosure
- 20.2 List three major factors that influence interpersonal communication.
- 20.3. Identify the terms that describe the process of communicating.
- 20.4 List verbal factors that could contribute to negative interpersonal communication.
- 20.5 Describe the difference between open and closed questioning.
- 20.6 Name forms of interpersonal communication that officers may participate in daily, to include:
- a) relating to other officers
 - b) supervisor/employee
 - c) crime victims and witnesses/complainants
 - d) suspects
 - e) inmates
 - f) family and friends
 - g) business associates
- 20.7 Describe techniques that should be used to be an active listener, to include:



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- a) face the speaker with head, eyes and body
- b) don't interrupt

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- c) at appropriate pauses, summarize the speaker's last statement to ensure understanding
 - d) ask questions for clarification, if appropriate
 - e) select a location that limits distractions
- 20.8 List barriers to good listening techniques.
- 20.9 Explain why listening and paying total attention to a speaker is difficult, to include:
- a) most people hear and understand 400-600 words a minute
 - b) most people only use a rate of 200-300 words a minute while speaking
- 20.10 Demonstrate good listening techniques by participating in activities.
- 20.11 Identify nonverbal communication cues.
- 20.12 List factors that contribute to the context of non-verbal communication.
- 20.13 List the most effective body techniques for nonverbal communication.
- 20.14 Identify that nonverbal communication can reflect a person's prejudice and attitude
- 20.15 Identify basic factors that contribute to environmental nonverbal communication, to include:
- a) noises - outside distractions
 - b) weather - heat, cold, rain
 - c) crowds or anyone who may change the environment
 - d) location - busy street, home, office, cell
- 20.16 Demonstrate the use of good nonverbal communication techniques.
- 20.17 Define "counseling" as the process of guiding an individual to a better understanding of his or her problems and potentialities through the use of psychological principles, methods, and techniques.
- 20.18 Describe the role of the counselor in "direct" counseling as taking an active role in identifying, advising, and informing the counselee as needed in his/her decision-making process.
- 20.19 Describe the role of the counselor in "indirect" counseling as helping the counselee to recognize, clarify, resolve or cope with the problem.



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20.20 Identify counseling skills or actions that may be used in direct or indirect counseling.

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- 20.21 List groups of individuals that may require additional time and special emphasis on counseling techniques.
- 20.22 Describe the human relations skills that are of major importance in counseling techniques.
- 20.23 In a role-play situation, demonstrate effective counseling characteristics.



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Unit 21 Interviewing and Interrogation Techniques

General Outcome:

- 21.0 The student shall:** know common interview and interrogation terms, the purposes of interview and interrogation, and requirements for establishing witness competency and credibility. The student will also comprehend interviewer responsibilities, the interview process, factors and techniques affecting the success of an interview, types of witnesses, signs of deception, and the nature of admissions and confessions.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 21.1 Define “interview” as a conversation held to generate information from persons who have knowledge of a situation or crime so that an investigation can be continued or concluded.
- 21.2 Identify the basic elements of the interview process.
- 21.3 Identify the primary responsibilities of the interviewer in an investigation.
- 21.4 Identify the primary factors that influence the success of an interview.
- 21.5 Demonstrate effective interview techniques.
- 21.6 Explain that a written statement is advisable when interviewing a witness who:
 - a) is reluctant
 - b) is a key witness in a major case
 - c) will not be available to testify
 - d) may change his/her statement in court
- 21.7 Identify purposes of obtaining written statements from interview subjects.
- 21.8 Define “interrogation” as questioning a person suspected of having committed an offense or who is reluctant to make full disclosure of information that is pertinent to an investigation.
- 21.9 Identify purposes of the interrogation process.
- 21.20 Identify major procedures for interview and interrogation documentation.
- 21.21 Identify common signs which may indicate deception in a subject being interviewed or interrogated.



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- 21.22 Define “custody,” relative to interviews and interrogations, as being under arrest or deprived of freedom in any significant way.
- 21.23 Define “confession” as an acknowledgment of a commission of all elements of a crime and the individual’s involvement in their commission.

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- 21.24 Define “admission” as an acknowledgement of certain facts that tend to be incriminating with respect to a specific crime but are not complete enough to constitute a confession.
- 21.25 Define “witness” as someone who is present and personally sees or perceives a thing.
- 21.26 List the duties of an officer at a crime scene, relative to witnesses.
- 21.27 Identify methods for identifying witnesses.
- 21.28 Describe characteristics of witnesses.
- 21.29 Identify factors which are used to determine witness credibility.
- 21.30 Identify the following court decisions:
 - a) **Brown v. Mississippi, 1936** - use of force in obtaining a confession will make the confession inadmissible
 - b) **Chambers v. Florida** - confessions will be inadmissible when intimidation or coercion are employed through brutality, deprivation, extended incommunicado interrogation, or questioning above the IQ and age level of a suspect
 - c) **Massiah v. the United States, 1964** - trickery cannot be used to obtain incriminating statements
 - d) **Escobedo v. Illinois, 1964** - when questioning shifts from investigation to focusing on the subject with the purpose of obtaining a confession, the accused must be permitted to consult with a lawyer or any statements made will be inadmissible
 - e) **Miranda v. Arizona, 1966** - whenever a person is taken into custody or otherwise deprived of freedom of action, he/she must be given warnings of specific rights regarding self-incrimination or any statements made will be inadmissible
 - f) **Brown v. Illinois, 1975** - confessions or statements obtained as a result of an illegal arrest will not be admissible even though Miranda warnings are given
 - g) **Oregon v. Mathiason, 1977** - Miranda warnings are not necessarily required simply because questioning takes place in a police station or because the questioned person is a suspect; there must be some restriction of freedom to place the suspect “in custody”
- 21.31 Identify current law dealing with interviews and interrogations.



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Unit 22 Courtesy

General Outcome:

- 22.0 The student shall:** know the importance of public support to the agency and state and local statutes dealing with the rights of the press. The student will know techniques used to increase public awareness and will comprehend guidelines to help improve human relations skills. The student will also know how and when to apply these skills.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 22.1 Describe methods that an officer can use to demonstrate courtesy, to include:
 - g) driving habits
- 22.2 Explain public records requirement as stated in s. 119.07, F.S., inspection and examination of records; exemptions, apply to the press as well.
- 22.3 List several techniques to increase public awareness.
- 22.4 Identify non-language factors which contribute to negative response from the public.
- 22.5 Identify guidelines that help improve human relations skills
- 22.6 Demonstrate behavior that is appropriate in non-adversary situations which will help improve attitudes toward law enforcement.



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Unit 23 Human Behavior/Human Needs

General Outcome:

23.0 The student shall: comprehend how human needs affect the behavior of the population at-large and the behavior of the individual officer.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 23.1 Explain how gaining insight into the satisfaction of needs will facilitate understanding the behavior of the population-at-large, such as:
- a) belongingness
 - often motivation for inappropriate or illegal acts
 - motivation for gangs, ethnic solidarity
 - need for socialization displayed by loneliness, depression
 - breakdown of family unit, mobility of population contributes to feelings of lack of belongingness
- 23.2 Explain how gaining insight into the satisfaction of needs will facilitate understanding the behavior of officers, such as:
- a) ego-status
 - law enforcement image not always positive
 - must recognize importance of maintaining professional confidence in order to do job
 - cynicism is negative behavior that may be manifested by some officers



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Unit 24 Juveniles and Youthful Offenders

General Outcome:

- 24.0 The student shall:** comprehend the special characteristics of juvenile offenders, special problems associated with juveniles, and ways in which law enforcement officers can deal with juvenile offenders.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 24.1 Describe actions which an officer may take in response to juvenile offenders, such as:
- a) issue cursory warning or cautionary advice
 - b) counsel and release
 - c) take names for future reference
 - d) take youth home to parents or guardian with an explanation of the offense
 - e) refer to public or private agencies; complete closed referral form
 - f) arrest and transport to juvenile detention
 - g) charge and release to parent, custodian, or adult relative
- 24.2 Explain that in the area of law enforcement discretion with regard to juvenile offenders, the most desirable course of action is one that will be of greatest benefit to the juvenile and the community both now and in the future.
- 24.3 Describe attributes of an officer who is effective in dealing with juveniles, to include:
- a) impartiality
 - b) friendliness
 - c) positive attitude
 - d) consideration
 - e) competence



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Unit 25 Problems of the Elderly

General Outcome

25.0 The student shall: know the types of crime that affect the elderly, comprehend the unique characteristics of the elderly in a community, and the guidelines for handling calls for assistance from the elderly.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 25.1 List the main types of crimes committed against the elderly.
- 25.2 Describe characteristics of the elderly population.
- 25.3 Describe guidelines for officers when handling calls from concerned elderly persons.
 - a) speak directly to the elderly person; establish and maintain eye contact
 - b) don't shout or lean toward the elderly person when talking to unless the person indicates the need
 - c) don't talk down to the elderly person
 - d) use interesting small talk to establish rapport with the elderly person



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Unit 26 Persons With Mental Disorders

General Outcome

26.0 The student shall: identify signs and symptoms of mental disorders.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 26.1 Relate the procedures of the Baker Act to dealing with persons with mental disorders, to include:
- a) establish probable cause for emergency evaluation
 - b) refer family or other concerned individuals to options available through the court



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Unit 27 Mentally Retarded Persons

General Outcome

27.0 The student shall: know factors to consider when dealing with a mentally retarded individual.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 27.1 Identify facts to consider when dealing with persons who are mentally retarded, to include:
- a) a mentally retarded person may plead guilty to a crime which he/she did not commit but which occurred in his/her presence because people with mental retardation are easily intimidated, are eager to please and generally agree with authority
 - b) a disability of mental retardation may reduce a person's culpability



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Unit 28 Physically Handicapped Persons

General Outcome

28.0 The student shall: know techniques for dealing with individuals who are deaf, blind or mobility impaired.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 28.1 Identify instructions in how to work with an interpreter, to include:
 - a) face the deaf individual and speak to them; not the interpreter
 - b) do not allow the interpreter to enter into the conversation
 - c) have the interpreter stand or sit ½ step behind the person who is speaking
- 28.2 Identify that hearing impaired individuals should have the proper restriction designation of B or K on their Florida driver license.
- 28.3 State that a written Miranda warning may not be sufficient due to the fact that it is written at an eighth-grade level and an average deaf person reads at the fifth/sixth-grade level.
- 28.4 State that a visually-impaired individual who uses a guide dog is always legally blind.
- 28.5 State that guide dogs are also used for the hearing impaired and the mobility impaired.
- 28.6 State that when directing traffic and a blind person approaches use verbal direction and identify self as a law enforcement officer.
- 28.7 List procedures an officer should follow when dealing with a blind victim of a crime, to include:
 - a) reassure the person that a law enforcement officer's presence will guarantee safety
 - b) make follow-up calls for a few weeks after the crime
 - c) if extreme fear exists, counseling should be recommended
- 28.8 State that although a blind person does not have one sense the other four are usually very well developed and could aid in the investigation.
- 28.9 Identify that most persons who are mobility-impaired have accepted and adapted to their disability and, therefore, can be dealt with in the same manner as any other law enforcement-citizen contact.



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Unit 29 Recognizing and Responding to Substance Abusers

General Outcome

29.0 **The student shall:** know techniques for dealing with individuals who are possibly under the influence of drugs (including alcohol).

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 29.1 Explain the steps to take when encountering a subject possibly under the influence of drugs (including alcohol), to include:
- a) determine if subject is actually under the influence or is physically ill
 - b) determine need for immediate medical attention
 - c) investigate for possible criminal violations
 - d) take into custody for arrest or to apply the provisions, of the “Treatment and Rehabilitation of Drug Dependents Act” (s. 397.675, 397.677 F.S.)



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Unit 30 Orientation to Crisis Intervention Techniques

General Outcome

30.0 The student shall: comprehend the types of crises commonly encountered by law enforcement officers, various aspects of crisis theory, and ways in which officers can help in crisis intervention.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 30.1 Identify crises common in American society

- 30.2 Cite statistics on dangers to officers when responding to disturbance calls, to include:
 - a) second most frequent type of call, following car accidents
 - b) most dangerous type of call for officers

- 30.3 Identify techniques for officers to employ when handling crisis situations, such as:
 - a) call for a backup
 - b) scan the environment for dangers
 - c) begin to organize the crisis scene
 - d) make a calm, clear and short statement of who you are and why you are there
 - e) take an active role in controlling the situation
 - f) use calming techniques to defuse a volatile situation
 - g) interview the individual(s) to collect information concerning the problem(s)
 - h) ask crisis victim(s) for suggestions to resolve crisis
 - i) refer individual(s) to medical/social service agencies as needed; work through appropriate channels
 - j) apply force only to the degree necessary to gain control of the situation
 - k) try to allow the individual(s) to save face

- 30.4 Identify alternative resolutions for the officer once the problem has been identified, to include:



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- a) if no further action, leave the scene
- b) convince one party to leave/remove one party
- c) arrest

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- d) mediate
 - e) refer
- 30.5 List agencies/organizations to which an officer may refer an individual undergoing crisis, to include:
- a) public health
 - b) mental health
 - c) alcohol rehabilitation
 - d) drug abuse treatment
 - e) spouse or child abuse shelters and rehabilitation
 - f) financial assistance
 - g) clergy



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Unit 31 Stress Recognition and Reduction

General Outcome

30.0 **The student shall:** know the meanings of common terms related to the concept of stress, warning signs, and the impact of stress upon officers and organizations.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 31.1 Identify work-related stressors which may impact officers, to include:
- a) court decisions which restrict methods of criminal suppression
 - b) extensive waiting and often inconsiderate scheduling of judicial proceedings
 - c) misunderstood judicial procedure
 - d) preoccupation with street crime often committed by disadvantaged people
 - e) jurisdictional isolationism
 - aa) court time and holdover time
 - bb) role conflict (enforcement v. community service)
 - cc) fragmented nature of police work and absence of closure



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Unit 32 Suicide Prevention and Intervention

General Outcome

32.0 The student shall: know common facts and misconceptions about suicide and support resources available within the community. The student will comprehend factors and signs of being at risk for both adults and juveniles, how to assess risk and how to intervene safely in a suicide attempt. The student will evaluate the degree of potential suicide risk in situational examples.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 32.1 List specific facts relative to youth suicide.
- 32.2 Describe warning signs of depression
- 32.3 Identify reasons why a person might attempt suicide.
- 32.4 Describe warning signs of suicide risk.
- 32.5 Describe the SLAP method for assessing the degree of suicidal risk, to include determination of:
 - a) Specific details of the suicide plan
 - b) Lethality of the proposed suicide method
 - c) Availability of the proposed method
 - d) Proximity of helping resources
- 32.6 Describe the five basic steps in the suicide intervention process.
- 32.7 Identify officer safety factors when responding to an attempted suicide.
- 32.8 List medical professionals or resources in a community which can assist in suicide prevention and intervention.
- 32.9 Identify typical attitudes and reactions of law enforcement officers to suicide calls.
- 32.10 Identify errors that law enforcement officers often make in relation to youth suicide cases or potential youth suicide victims.
- 32.11 Assess the degree of risk for potential suicide victims as described or portrayed in situational examples.



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Unit 33 Crime Prevention Techniques

General Outcome

33.0 The student shall: know the definition of crime prevention and will comprehend ways in which crimes can be prevented. The student will know the public relations advantages of establishing an effective crime prevention program.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 33.1 Define “crime prevention” as the anticipation, recognition, and appraisal of a crime risk and the initiation of action to remove or reduce it.
- 33.2 List the three elements necessary to commit a crime:
 - a) ability
 - b) opportunity
 - c) desire
- 33.3 Explain that crime prevention is targeted to remove the element of opportunity from those elements necessary for the commission of a crime.
- 33.4 Identify key concepts of crime prevention.
- 33.5 Identify basic methods of crime prevention.
- 33.6 Identify benefits of crime prevention programs.
- 33.7 Explain the role of the law enforcement officer with regard to crime prevention.
- 33.8 Describe elements of security for doors.
- 33.9 Describe elements of security for windows.
- 33.10 Identify the most recommended type of security lighting:
- 33.11 Identify design considerations for crime prevention.
- 33.12 Explain that employee theft accounts for more business losses than all other crimes against commercial facilities combined.
- 33.13 Explain that juveniles comprise approximately three-fourths of all shoplifting apprehensions.
- 33.14 Identify elements of security surveys, to include:



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- 33.15 Explain that personal crimes often cause more fear than can be justified by crime statistics.
- 33.16 Explain that the most common crime committed against the elderly is con games.

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- 33.17 Describe precautions for citizens to use in protecting themselves from personal crimes.



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Unit 34 Domestic Violence Intervention

General Outcome

- 34.0 The student shall:** know causes and effects of domestic violence, procedures for domestic violence referral and why it is important for law enforcement to intervene. The student will comprehend reasons for and theories behind spouse abuse. The student will comprehend appropriate intervention/calming techniques and apply them in hypothetical situations. (s. 943.1701, F.S.)

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 34.1 Define “domestic violence” in accordance with s. 741.28(1), F.S., as any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment or any criminal offense resulting in physical injury or death of one family or household member by another or who is or was residing in the same single dwelling unit.
- 34.2 Define “family or household member” in accordance with s. 741.28(2), F.S., as a spouse, former spouse, persons related by blood or marriage, persons who are presently residing together, as if a family, or who have resided together in the past, as if a family, and persons who have a child in common regardless of whether they have been married or have resided together at any time.
- 34.3 Name the duties of law enforcement officers required by statute in s. 741.29, F.S.
- 34.4 Identify reasons for spouse abuse.
- 34.5 Identify reasons people allow themselves to become trapped in the abuse.
- 34.6 Identify reasons that victims typically under-report cases of domestic violence.
- 34.7 Identify reasons for law enforcement involvement in the prevention or treatment of domestic violence.
- 34.8 Identify safety procedures for entering a residence of a domestic violence call.
- 34.9 Explain that with respect to an arrest for an act of domestic violence, the decision to arrest shall not require consent of the victim or consideration of the relationship of the parties. A law enforcement officer who acts in good faith and exercises due care in making an arrest under s. 901.15(7) F.S., s. 741.31(4) F.S., s. 784.047 F.S., or pursuant to a foreign order of protection accorded full faith and credit pursuant to s. 741.315 F.S., is immune from civil liability that otherwise might result by reason of their action.



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- 34.10 State that pursuant to s.901.15,F.S., it is the public policy of this state to strongly discourage the arrest and charging of both parties for domestic violence on each other.
- 34.11 Explain that if an officer has probable cause to believe that two or more persons have committed a misdemeanor or felony, or if two or more persons make complaints, the officer shall try to determine the primary aggressor.

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- 34.12 Explain that in Florida, arrest is the preferred response only with respect to the primary aggressor and not the preferred response with respect to a person who acts in a reasonable manner to protect or defend oneself or another family or household member from domestic violence.
- 34.13 Identify factors to consider when determining the primary aggressor.
- 34.14 Identify various calming techniques.
- 34.15 Demonstrate appropriate response procedures and calming techniques in role-play situations.
- 34.16 List characteristics of people who batter, to include:
- 34.17 Identify that for an officer to arrest without a warrant for domestic violence, the following conditions must exist:
- 34.18 List factors that should not deter an officer from making an arrest.
- 34.19 Identify procedures when children are present.
- 34.20 State that a sheriff, deputy or clerk of the court may serve an injunction for protection against domestic violence.
- 34.21 Explain that pursuant to 18 U.S.C. s.2265, an injunction for protection against domestic violence issued by a court of a foreign state must be accorded full faith and credit by the courts of Florida and must be enforced by Florida law enforcement as if the injunction were the order of a Florida court. (s.741.315(2)(4),F.S.)
- 34.22 Define “court of a foreign state” in accordance with s.741.315(1),F.S., as a court of competent jurisdiction of a state of the United States, other than Florida; the District of Columbia; an Indian tribe; or a commonwealth territory, or possession of the United States.
- 34.23. Identify that before enforcing a foreign protection order, a law enforcement officer is required pursuant to s.741.315(4)(b),F.S.
- 34.24 Identify that a person may violate an injunction for protection against domestic violence, issued pursuant to s.741.30,F.S., or a foreign protection order accorded full faith and credit pursuant to s.741.315,F.S.
- 34.25 State that when dealing with uncooperative victims, the officer will:
- determine that an arrest shall be made when probable cause exists
 - inform the victim that the officer is acting as an agent of the state and the victim is not responsible for proving anything
 - obtain written statements from everyone involved



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d) determine reasons for victim's lack of cooperation

34.26 Identify safety procedures after entering a residence of a domestic violence call.