



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2004-2005
(i.e. 2003-2004)

NEXT REVIEW: 2009-2010
(i.e. 2008-2009)

STATUS: A
(A, I, D)

COURSE TITLE: Correctional Probation Interpersonal Skills

COMMON COURSE NUMBER: CJD 792

CREDIT HOURS:

CONTACT HOUR BREAKDOWN
(per 16 week term)

CLOCK HOURS: 68.0
(Voc. Course ONLY)

Lecture:

Lab:

Clinic:

Other:

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION: *(600 characters, maximum)*

This course is designed to provide the student a basic understanding of human behavior, human needs, and special needs individuals. This course also presents interpersonal techniques for effective police/citizen interactions in a diverse population

UNIT TITLES

1. Courtesy
2. Interpersonal Skills
3. Orientation to Crisis Intervention
4. Human Diversity
5. Sex Offenders
6. Persons With Mental Disorders
7. Mentally Retarded Persons
8. Physically Handicapped Persons
9. Recognizing and Responding to Substance Abusers
10. Stress Recognition and Reduction
11. Criminal Subcultures



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UNITS

Unit 1 **Courtesy**

General Outcome:

1.0 **The student shall:** know the definition of courtesy and will comprehend the concept of courtesy as it relates to officers performing their daily activities.

Specific Measurable Learning Outcomes:

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

- 1.1 Define “courtesy” as the demonstration of consideration, cooperation and respect when interacting with others.
- 1.2 Describe methods that an officer can use to demonstrate courtesy
- 1.3 Explain why courtesy is an important element of criminal justice work
- 1.4 Explain that the agency is tax-supported and, therefore, must merit and retain public support
- 1.5 Identify basic principles to follow when taking telephone calls
- 1.6 Explain the importance of establishing good telephone procedures
- 1.7 Identify basic qualities of voice control to use in telephone conversation
- 1.8 Identify methods used to control uncommon types of callers
- 1.9 Demonstrate courtesy in role play situations



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Unit 2 Interpersonal Skills

General Outcome:

2.0 The student shall: comprehend the concept of interpersonal 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:

- 2.1 Identify purposes of communication
- 2.2 Define “interpersonal communication” as transmission and receipt of a message to effect some kind of action.
- 2.3 Identify skills an officer needs for effective interpersonal communication
- 2.4 Explain “sizing up a situation” as the gathering of information quickly and accurately regarding what is occurring in the surroundings.
- 2.5 Identify the steps involved in “sizing up a situation,”
- 2.6 Identify changes an officer may observe regarding an individual
- 2.7 Identify the major elements in positioning
- 2.8 Define “posturing” as holding your body in such a way to show strength, confidence, interest and control.
- 2.9 Identify components of good posturing
- 2.10 Identify primary components of observing
- 2.11 Identify aspects to be considered during the initial stage of observing
- 2.12 Explain that nonverbal communication can reflect a person’s prejudice and attitude
- 2.13 Explain clues that can be used to develop inferences about an individual
- 2.14 Identify categories of relationships and feelings
- 2.15 List major categories of energy levels and their respective characteristics



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- 2.16 identify the three basic environments of every individual
- 2.17 Identify that inferences are more likely to be accurate if they are based on detailed and concrete observations rather than on vague, general ones.
- 2.18 Identify three characteristics of voice which may be used to determine intensity
- 2.19 Identify the “add-on” skills in interpersonal communication
- 2.20 Identify levels of responding
- 2.21 Define “responding to content” as the skill of seeing and hearing what is really happening and the ability to mirror that understanding back to the individual.
- 2.22 Identify steps of responding to content
- 2.23 Identify ways in which an employee might verbally respond to content
 - 2.24 Identify steps in responding to feeling
- 2.25 Identify various basic feeling words
- 2.26 Identify various basic feeling words
- 2.27 Identify steps in responding to feeling and meaning
- 2.28 Explain that if a communication interchange goes deeper than the officer feels he/she can manage, it is appropriate to refer the individual to a counselor or other specialist in the community.
- 2.29 Identify the components of the 5WH method as asking: who what where why when how
- 2.30 Identify the techniques used in asking questions
- 2.31 Explain that questions are used in addition to the basic skills and responding techniques to open up communications with an individual rather than terminating communication.
- 2.32 Define “reflecting on answers and recycle” as being able to make sense out of an individual’s answers, recognizing the answers not spoken, and thinking carefully about what the individual has said in answering the question.
- 2.32 Identify various questions to be asked in reflecting
- 2.33 List application skills used in controlling behavior



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- 2.34** Define “controlling behavior” as taking charge to assure appropriate behavior to serve the interests of the department, the staff member and the individual.
- 2.35** Identify steps in handling requests
- 2.36** Identify elements necessary in checking things out
- 2.37** Identify why an officer should give reasons for a response
- 2.38** Explain that basic needs cannot be withheld and that an individual’s request to fulfill a basic need that is guaranteed by law, policy or procedure must be taken very seriously.
- 2.39** Identify steps involved in making requests
- 2.40** Define “taking action” as selecting the best way to make requests
- 2.41** Identify techniques to use in taking action,
- 2.42** Define “mild request format” as a polite request, using “please” or “would appreciate”.
- 2.43** Define “direct request format” as identifying the behavior/action desired.
- 2.44** Define “softening a request” as toning down a request and making it more palatable by putting it in the form of a request rather than a direct order.
- 2.45** Define “reinforcing behavior” as the ability to administer punishments and rewards effectively to show individuals that positive and negative consequences of their actions.
- 2.46** Identify elements of reinforcing behavior
- 2.47** Explain that since nonverbal reinforcers usually involved the use of force, it should only be used when there is a threat of physical harm to the officer, the offender or other staff or individuals, as a last resort.
- 2.48** Explain that the statement “human actions determine human reactions” means that if individuals are treated like the human beings they are, more decent and constructive behavior will be promoted.
- 2.49** Demonstrate effective interpersonal communications techniques in role-play situations



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Unit 3 Orientation to Crisis Intervention

General Outcome:

3.0 The student shall: comprehend types of common crises, various aspects of crisis theory, and ways in which officers can help in crisis situations.

Specific Measurable Learning Outcomes:

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

- 3.1** Define “crisis” as a crucial or decisive point or situation; an unstable state usually with an impending abrupt or decisive change.
- 3.2** Identify four major types of crises
- 3.3** Identify common crises
- 3.4** Identify factors that can cause a crisis
- 3.5** Identify common stages of a crisis
- 3.6** Identify common phases of an emotional response to a crisis
- 3.7** Define “crisis intervention” as the action of coming into a situation that has reached a critical phase in order to modify and defuse the situation.
- 3.8** Identify goals of crisis intervention
- 3.9** Identify steps of crisis intervention
- 3.10** Identify procedures for handling crisis situations
- 3.11** Identify specific calming techniques useful in crisis situations or disputes
- 3.12** Identify specific calming techniques useful in crisis situations or disputes
- 3.13** Identify that force may be necessary to handle crisis situations
- 3.14** Identify behaviors which may result in high arousal
- 3.15** Identify questions which would be helpful in assessing a crisis situation
- 3.16** Identify entities to which an officer may refer an individual undergoing crisis



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Unit 4 Human Diversity

General Outcome:

4.0 **The student shall:** identify entities to which an officer may refer an individual undergoing crisis.

Specific Measurable Learning Outcomes:

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

- 4.1 Define ethnicity
- 4.2 Define race.
- 4.3 Define race.
- 4.4 Explain how culture influences us on a day-to-day basis.
- 4.5 Identify at least three values of your cultural heritage.
- 4.6 Identify at least three ways your cultural heritage has influenced the way you view other ethnic or racial groups.
- 4.7 Summarize how local cultural groups view criminal justice
- 4.8 Identify cultural attributes.
- 4.9 Demonstrate an awareness of how cultural attributes impact communication
- 4.10 Describe cultural diversity in nonverbal patterns of communication
- 4.11 Use techniques for building rapport and trust with diverse populations
- 4.12 Identify at least three factors that contribute to cross-cultural conflict
- 4.13 Identify the three most common ways in which a sense of control or power is acquired
- 4.14 Describe the levels at which power is experienced.
- 4.15 Describe the conscious and subconscious ways in which power is experienced
- 4.16 Identify at least three ways that power is misused at the individual and institutional levels



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- 4.17 Identify at least three effects of powerlessness
- 4.18 List three strategies that can be used to decrease Police/Community conflict
- 4.19 Define the basis of discretion.
- 4.20 State two ways that an officer may improve his or her job related discretion
- 4.21 Discriminate between statutes that relate to maintenance of order and those which are primarily concerned with issues of good and evil.
- 4.22 State three areas of discretion officers have in the maintenance of order
- 4.23 Given a law which is ordinarily enforced, describe three specific fact patterns in which an officer would be justified in not enforcing that law because of ethnic or cultural considerations.
- 4.24 Describe the six stages of the cultural effectiveness continuum.
- 4.25 Give examples of the three components for developing cross-cultural skills
- 4.26 Identify positive examples of the contribution of diverse groups to our communities, society, or world history.
- 4.27 Prepare a cultural effectiveness action plan.
- 4.28 Identify six essential skills for effective crisis management with culturally diverse groups



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Unit 5 Sex Offenders

General Outcome:

5.0 **The student shall:** know various types of sexual offenses, factors which influence participation in sexual deviance, treatment models, and signs of sexual deviance.

Specific Measurable Learning Outcomes:

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

- 5.1 Identify various types of sexual offenses
- 5.2 Identify factors that may influence an individual's participation in sexual deviancy
- 5.3 Identify types of sex offenders
- 5.4 Identify treatment models for sex offenders
- 5.5 Identify treatment models for sex offenders
- 5.6 Identify key therapeutic issues regarding treatment for sex offenders
- 5.7 Identify stages of therapeutic intervention
- 5.8 Identify items in a sex offender's residence that may be a sign of continuing sexual deviancy
- 5.9 Identify situations that should be avoided by the pedophile
- 5.10 Explain that the basis for enacting the Florida Sexual Predators Act, (Chapter 775)
- 5.11 Identify that the Florida Sexual Predators Act
- 5.12 Identify the officers' responsibilities with regard to the Florida Sexual Predators Act



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Unit 6 Persons With Mental Disorders

General Outcome:

6.0 **The student shall:** identify signs and symptoms of mental disorders and related terminology and procedures to follow when communicating with persons with mental disorders.

Specific Measurable Learning Outcomes:

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

- 6.1 Define “mental disorder” as psychological and/or behavioral problems which impair functioning in daily living
- 6.2 State that mental disorders do not include mental retardation, developmental disability, simple intoxication or drug addiction
- 6.3 Identify the most common mental disorders
- 6.4 Identify the most common mental disorders
- 6.5 Identify the basic duties of an officer when dealing with persons with mental disorders
- 6.6 Identify factors to observe and report when monitoring an individual’s behavior patterns
- 6.7 Identify actions to take when responding to an individual experiencing an emotional or psychological episode
- 6.8 Identify applicable portions of the “Corrections Mental Health Act,”
- 6.9 Identify types of mental health treatment programs available in the community
- 6.10 Identify typical types of mental health treatment programs available for inmates within Department of Corrections.
- 6.11 State that there are coordinators within the Department of Corrections who can assist with appropriate placement and arrangements for persons with mental disorders.
- 6.12 Explain the influence that medical grades have on initial institutional placement and subsequent transfer of inmates.
- 6.13 Relate the procedures of the Baker Act to dealing with persons with mental disorders



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Unit 7 Mentally Retarded Persons

General Outcome:

7.0 **The student shall:** know the definition of mental retardation and the basic procedures to follow when dealing with a mentally retarded individual.

Specific Measurable Learning Outcomes:

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

- 7.1 The student will know the definition of mental retardation and the basic procedures to follow when dealing with a mentally retarded individual.
- 7.2 Identify that mental retardation represents approximately 3% of the general population
- 7.3 List possible causes of mental retardation
- 7.4 Identify the characteristics of mental retardation
- 7.5 Identify symptoms of mental retardation that may be exhibited in an institution
- 7.6 Identify facts to consider when dealing with persons who are mentally retarded
- 7.7 individuals with mental retardation may be unable to remember instructions or rules
- 7.8 an individual who is mentally retarded may be coerced by other inmates to break rules
- 7.9 an inmate who appears to be mentally retarded should be referred to counseling and special education programs
- 7.10 people with mental retardation are the most likely victims of sexual attacks and abuse in jail or prison; they are easily manipulated and have a strong desire to please.



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Unit 8 Physically Handicapped Persons

General Outcome:

8.0 **The student shall:** know various types of physical conditions that can cause special problems. The student will comprehend the types of problems that may be encountered and actions an officer should take.

Specific Measurable Learning Outcomes:

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

- 8.1 Identify that indications of hearing impairment may be discerned by an inappropriate response from the individual, the individual asking the officer to repeat himself/herself, the individual pointing to his/her ears
- 8.2 Identify that indications of hearing impairment may be discerned by an inappropriate response from the individual, the individual asking the officer to repeat himself/herself, the individual pointing to his/her ears
- 8.3 List procedures to follow when encountering a deaf individual
- 8.4 Identify that lip reading is the least reliable method of communication; only about 30% of what is said can be lip read.
- 8.5 Name the rights of a deaf person
- 8.6 Identify handicaps of the visually impaired/blind
- 8.7 Identify handicaps of the visually impaired/blind
- 8.8 Identify handicaps of the visually impaired/blind
- 8.9 Identify architectural barriers faced by those with mobility impairments
- 8.10 Explain that most persons who are mobility-impaired have accepted and adapted to their disability.
- 8.11 Explain that taking away assistive devices can leave the person totally immobile and, therefore, dependent on the officer for such things as movement or personal hygiene; however, there have been incidents of canes, crutches, and prostheses being used as weapons or for contraband transport.



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8.12 Describe that an officer should learn which individuals have special problems, the nature of the problems and special needs of these individuals.

8.13 Identify that there is a coordinator within the Department of Corrections who can assist with appropriate placement and arrangements for physically handicapped inmates.



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Unit 9 Recognizing and Responding to Substance Abusers

General Outcome:

9.0 **The student shall:** define the meaning of common substance abuse terms, reasons for substance use, ways substances are taken, and common problems related to substance abuse. The student will also identify factors contributing to and characteristics of addiction and signs of substance abuse or withdrawal.

Specific Measurable Learning Outcomes:

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

- 9.1 Define “substance use,” “substance abuse,” and “substance dependence”.
- 9.2 Define the following terms that relate to substance use: addiction, tolerance, psychological dependence, withdrawal, physical dependence, detoxification.
- 9.3 Identify reasons people use drugs.
- 9.4 Identify factors which influence drug effects.
- 9.5 Identify characteristics of substance abuse.
- 9.6 Identify characteristics of substance dependence.
- 9.7 Identify some factors contributing to dependence.
- 9.8 List common problems associated with substance abuse.
- 9.9 Describe ways to identify an individual under the influence of drugs or alcohol.
- 9.10 Describe ways to identify an individual under the influence of drugs or alcohol.
- 9.11 Describe possible behavioral characteristics of individuals under the influence of or withdrawing from drugs (including alcohol).
- 9.12 Identify physical signs and symptoms of individuals under the influence of or withdrawing from drugs (including alcohol).
- 9.13 Identify symptoms of illness that resemble drunkenness.
- 9.14 Identify procedures to use when drug or alcohol use is suspected.
- 9.15 Identify procedures for urinalysis testing for substance abuse.
- 9.16 Identify procedures for the proper handling of urine samples.
- 9.17 Demonstrate proper handling and testing techniques for using samples, given a mock situation.
- 9.18 Identify various treatment models and programs for substance abusers.



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Unit 10 Stress Recognition and Reduction

General Outcome:

10.0 **The student shall:** know the meaning of common terms related to stress, its warning signs, and the impact of high officer stress on the department. The student will comprehend the stages of stress reactions; immediate and long term stress responses; the most common work-related stresses; and stress reduction methods for the officer. The student will analyze his/her own causes of stress and evaluate his/her personal level of stress.

Specific Measurable Learning Outcomes:

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

- 10.1 The student will know the meaning of common terms related to stress, its warning signs, and the impact of high officer stress on the department. The student will comprehend the stages of stress reactions; immediate and long term stress responses; the most common work-related stresses; and stress reduction methods for the officer. The student will analyze his/her own causes of stress and evaluate his/her personal level of stress.
- 10.2 Define “stress” as the body’s non-specific response to any demand placed upon it.
- 10.3 Define “stressors” as factors with the potential to cause stress
- 10.4 Identify the four categories of potential stressors and examples of each
- 10.5 Identify work-related stressors which may impact officers, to include: External to the organization, External to the organization, Inherent in criminal justice work, Confronting the individual officer
- 10.6 Describe Selye’s three stages of stress reactions (General Adaptation Syndrome)
- 10.7 Explain the differences between eustress and distress
- 10.8 Explain the differences between eustress and distress
- 10.9 Identify immediate and long-term stress responses related to personality, health, job performance, and home life
- 10.10 Identify the most common warning signs of stress in an officer
- 10.11 Identify the impact of high officer stress levels on the department



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- 10.12** Identify the effects of stress upon officers in confrontational situations
- 10.13** Describe stress reduction methods
- 10.14** Identify personal stressors in the environmental, personal, work-related, self-induced categories.
- 10.15** Assess personal level of stress using a life change or other stress assessment inventory and personality type through a personality profile.



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Unit 11 Criminal Subcultures

General Outcome:

11.0 **The student shall:** know types of crimes which occur in correctional settings and their possible relation to gangs and other involvements external to the institution.

Specific Measurable Learning Outcomes:

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

- 11.1 Identify types of crimes that occur within a correctional setting
- 11.2 Identify factors that influence institutional criminality
- 11.3 Identify the leading motives for single assailant events
- 11.4 Identify the leading motives for multiple assailant events,
- 11.5 Define “gang” as a group of persons gathered together for some anti-social or criminal purpose.
- 11.6 Identify attributes of a gang
- 11.7 Identify individual differences in gang type and behavior within racial, ethnic, gender or modus operandi concerns
- 11.8 Identify other subcultures with whom contact may be made