



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2007-2008

(i.e. 2003-2004)

NEXT REVIEW: 2012-2013

(i.e. 2008-2009)

STATUS: A

(A, I, D)

COURSE TITLE: Correctional Probation Interpersonal Communication Skills

COMMON COURSE NUMBER: CJK 0272

CREDIT HOURS:

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS: 44

(Voc. Course ONLY)

Lecture: **44**

Lab:

Clinic:

Other:

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course presents the topics of interpersonal skills, verbal and written communication, officer survival, conflict resolution, crisis intervention and suicide prevention/intervention. Emphasis is on communications.

UNIT TITLES

1. Interpersonal Skills
2. Verbal and Written communication
3. Officer Safety and Street Survival Skills
4. Conflict Resolution
5. Crisis Intervention
6. Suicide Prevention and Intervention



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Common Course Number: **CJK0272**

EVALUATION:

1. In-class exercises
2. Individual presentations
3. Group presentations
4. Examinations

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills*:

Please highlight in **green** font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	
2. Speak and listen effectively	
3. Write clearly and coherently	
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental)	
6. Apply problem solving techniques to real-world experiences	
7. Apply methods of scientific inquiry	
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	
10. Collaborate with others to achieve common goals.	
11. Research, synthesize and produce original work	
12. Practice ethical behavior	
13. Demonstrate self-direction and self motivation	
14. Assume responsibility for and understand the impact of personal behaviors on self and society	
15. Contribute to the welfare of the community	

** General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*



Common Course Number: CJK0272

UNITS

Unit 1 Interpersonal Skills

General Outcome:

1.0 The student shall: understand the concept of interpersonal communication and be able to demonstrate the appropriate techniques that will aid in effective interpersonal relationships.

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 Describe courteous communication.
- 1.5 Define “interpersonal communication” as transmission and receipt of a message to affect some type of action.
- 1.6 Explain “assessing a situation” as evaluating an individual’s surroundings quickly and accurately to determine what is occurring and develop an appropriate response.
- 1.7 Explain that nonverbal communication can reflect an individual’s prejudice and attitude.
- 1.8 Describe types of nonverbal communication.
- 1.9 Identify steps in listening.
- 1.10 Define “responding to content” as the skill of seeing and hearing what is really happening and the ability to convey that understanding back to the speaker.
- 1.11 Identify the components of the 5W-H method of communication.
 - a) who
 - b) what
 - c) where
 - d) when



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e) why

f) how

- 1.12 Explain that asking open-ended questions during a conversation may elicit additional information rather than close-ended questions, which usually result in one word answers.
- 1.13 Define “reinforcing behavior” as the use of rewards to encourage the continuation of a desired behavior.
- 1.14 Identify that an officer may use both verbal and nonverbal techniques to reinforce desired behavior.
- 1.15 Demonstrate effective interpersonal communication techniques in role-play situations.



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Unit 2 Verbal and Written Communication

General Outcome:

2.0 **The student shall:** be able to effectively communicate verbally and/or in writing.

Specific Measurable Learning Outcomes:

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

2.1 Identify the steps used to process requested information, to include:

- a. organizing the materials
- b. redacting confidential information

2.2 Explain the process to compose a written document, to include:

- a. gather necessary information
- b. verify accuracy of information
- c. organize information in a logical order
- d. use proper grammar
- e. apply proper mechanics
 - spelling
 - capitalization
 - punctuation
 - document format
- f. write the document using standard English avoiding slang, jargon, and obscure terms
- g. edit the document to improve the content
- h. proofread the document to correct mechanical errors

2.3 Explain that email is a written communication document that can be easily misinterpreted for many reasons, to include:

- a) all capital letters may imply anger
- b) tone of email may be misinterpreted



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c) abbreviated jargon may appear unprofessional

2.4 Discuss the methods that may be used to provide requested information, to include:

d) written communication

- email
- fax
- letter

e) verbal communication

- telephone
- personal conversation

2.5 State that all requests for information will be documented in case notes.

2.6 Demonstrate how to correctly write, edit, and proofread written documents.

2.7 Demonstrate how to correctly write, edit, and proofread an email document.



Unit 3 Officer Safety and Street Survival Skills

General Outcome:

The student shall: know officer safety techniques to use when approaching a potentially dangerous situation. The student shall know the basic concepts and techniques of street survival skills.

Specific Measurable Learning Outcomes:

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

3.1 Identify factors that could compromise officer safety, to include:

- a. improper vehicle maintenance
- b. inappropriate dress
- c. careless or aggressive attitude
- d. lack of preparation

3.2 Identify officer safety techniques that should be used when approaching a potentially dangerous situation.

3.3 Identify that many times an officer can survive being shot or seriously injured merely by mentally refusing to give up or accept death.

3.4 List street survival skills an officer should acquire when performing his or her duties.

3.5 Demonstrate the ability to apply officer safety and street survival skills in a mock situation.



Unit 4 Conflict Resolution

General Outcome:

The student shall: learn to effectively use skills to resolve conflicts.

Specific Measurable Learning Outcomes:

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

- 4.1 Define “conflict resolution” as the act of resolving a dispute or disagreement.
- 4.2 List common conflict resolution techniques that are used to settle situations.
- 4.3 Explain that mediation involves counseling an offender (or other parties) and trying to find an acceptable solution.
- 4.4 Identify the components of counseling an offender (or other parties).
- 4.5 Explain that de-escalation is an attempt to reduce the size or intensity of a conflict.
- 4.6 Identify de-escalation techniques an officer should use when attempting to resolve a conflict
- 4.7 Identify situations where notifying a supervisor is required.
- 4.8 Demonstrate the ability to apply conflict resolution techniques in a mock situation.



Unit 5 Crisis Intervention

General Outcome:

5.0 The student shall: know types of common crises, recognize the signs and symptoms of an individual in crisis, and identify the appropriate techniques to use when assisting an offender in crisis.

Specific Measurable Learning Outcomes:

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

- 5.1 Define “crisis” as a crucial, decisive point or situation, or an unstable state that usually has an impending, abrupt, or decisive change.
- 5.2 Explain common types of personal crises that an individual may experience.
- 5.3 Explain the emotional phases an individual may go through when responding to a crisis.
- 5.4 Explain that traumatic events or crisis could increase an offender’s possibility of re-offending.
- 5.5 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.
- 5.6 Identify goals of crisis intervention.
- 5.7 Identify the steps of crisis intervention.



Unit 6 Suicide Prevention and Intervention

General Outcome:

6.0 The student shall: know common facts and misconceptions about suicide and recall support resources available. The student shall comprehend factors and symptoms that signal suicide risk, procedures for intervention and prevention, and an officer's responsibilities.

Specific Measurable Learning Outcomes:

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

- 6.1 Identify general facts about suicide.
- 6.2 Describe the differences between attempters and completers of suicide.
- 6.3 Identify signs and symptoms which may indicate suicidal intentions.
- 6.4 Identify the five basic steps in the suicide intervention process.
- 6.5 Identify officer safety factors when responding to an attempted suicide.
- 6.6 Identify factors that support suicide prevention.
- 6.7 Identify resources in a community that can assist in suicide prevention and intervention.
- 6.8 Identify procedures to use when an individual has attempted suicide.
- 6.9 Identify the officer's responsibilities regarding suicide.
- 6.10 Explain that the officer is not responsible for the individual's decision to take his or her own life.
- 6.11 Demonstrate how to accurately assess the degree of risk (low, medium, or high) for potential suicide victims.