COURSE TITLE: Interactions In A Diverse Community
COURSE NUMBER: CJK 0013V

COURSE DESCRIPTION (with prerequisites):
This course is a component of the Law Enforcement Florida CMS Basic Recruit Academy. It is designed to enhance student awareness and understanding of human diversity issues and to teach students skills to enable them to effectively interact with people of diverse backgrounds. This course includes classroom instruction and scenario-based training exercises. This course is open only to students admitted to the Law Enforcement Florida CMS Basic Recruit Academy. 40 clock hours

Florida Basic Abilities Test (FBAT)
Fingerprints
Criminal History, and Background Check
Drug Screen Test

NAME(S) OF INSTRUCTORS:
Program Availability

EFFECTIVE ACADEMIC YEAR:
2014-2015

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Title: Law Enforcement Basic Recruit Training, Volume 1 Author: Florida Department Of Law Enforcement, Criminal Justice Standards And Training Commission Publisher: Xanuedu

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the
instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For
further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**TUTORING RESOURCES:**
Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. It can be accessed through Canvas. Additionally, the Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. Lab hours are posted each semester at the room entrance.

**ELECTRONIC DEVICE USAGE:**
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

**DISCIPLINE SPECIFIC COMPETENCIENS / LEARNING OUTCOMES:**
CJK 0013V, Interactions in a Diverse Community, is an approved course by Florida Department of Law Enforcement for the purpose of Law Enforcement Certification.

### LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR CJK 0013V</th>
<th>PROGRAM-LEVEL LEARNING OUTCOMES: Law Enforcement Officer</th>
<th>ASSESSMENT METHODS FOR STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ communicate effectively and professionally when interacting with people in a variety of circumstances</td>
<td>LAW-EN Outcome 1: Demonstrate mastery of Law Enforcement knowledge and skills.</td>
<td>T</td>
</tr>
<tr>
<td>☐ interact with an individual with physical or developmental disabilities, recognize the signs and symptoms specific to the disability, and provide the most appropriate intervention</td>
<td>LAW-EN Outcome 2: Demonstrate safety skills</td>
<td>T</td>
</tr>
<tr>
<td>☐ interact with veterans in crisis,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
recognize potential emotional triggers, and recommend available resources

- interact with persons exhibiting signs of mental illness using communications skills appropriate for the condition of the individual, and understand how to use the Baker Act for an involuntary examination
- interact with a person threatening suicide, assess the risk of suicide, and provide services and stabilize the situation
- interact with juveniles, assess their behavioral characteristics, and provide the most appropriate response to a call involving a juvenile
- interact with an elderly individual, understand age-related conditions, and make referrals for appropriate intervention
- interact with homeless individuals, understand the increasing occurrence of homelessness, and identify related crimes
- identify a crisis situation, recognize an officer’s duty to recognize, respond and intervene safely and professionally and understand the options available to the officer, and provide the most appropriate intervention
- identify high risk groups by the group’s characteristics and ideology and document criminal or suspected criminal activity

appropriate for employees in a Law Enforcement work setting.

LAW-EN
Outcome 3:
Apply critical thinking and problem solving proficiency as appropriate for employees in a Law Enforcement work setting.

LAW-EN
Outcome 4:
Demonstrate team building, interpersonal, and ethical skills as appropriate for employees in a Law Enforcement work setting.

LAW-EN
Outcome 5:
Demonstrate leadership, organizational, and professional skills appropriate for employees in a Law Enforcement workplace.

LAW-EN
Outcome 6:
Demonstrate skills required for state certification and employment as a law enforcement officer.

**Assessment Codes**

- **T** = Tests
- **Pre/Post** = Pre- and Post-Tests
- **OT** = Objective Tests
- **UT** = Unit Tests
- **Q** = Quizzes
- **F** = Final Examination
- **CF** = Cumulative Final
- **EX** = Departmental Exam
- **SE** = Nat’l or State Standardized Exam

- **RPT** = Report/Presentation
- **SP** = Skills Performance
- **SD** = Skills Demonstration
- **W** = Writing Assignments
- **E** = Essays
- **DE** = Documented Essays
- **RP** = Research papers
- **J** = Jury
- **R** = Recital

- **Proj.** = Projects
- **Exp.** = Experiments
- **Cap. Proj.** = Capstone Project
- **Cap. Course** = Capstone Course
- **Prac.** = Practicums
- **Intern.** = Internship
- **H** = Homework
- **PS** = Problem Solving
- **DB** = Discussion Board

- **BO** = Behavioral Observation
- **Clin.** = Clinicals
- **CS** = Case Study
- **CP** = Case Plan
- **Port.** = Portfolio
- **Obs.** = Teacher Observation
- **Sk. Check** = Skills Check-off
- **Curriculum Frameworks**
- **JP** = Judged

**MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:**

A. Lecture
B. Role Play
C. Videos
D. Quizzes
# ASSIGNMENT AND/OR COURSE OUTLINE

**Course Outline**

<table>
<thead>
<tr>
<th>Unit 1: Communicating in Law Enforcement</th>
<th>64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Effective Communication</td>
<td>64</td>
</tr>
<tr>
<td>Student Course Summary</td>
<td>65</td>
</tr>
<tr>
<td>Lesson 2: Professional Communication</td>
<td>67</td>
</tr>
<tr>
<td>Role-play Exercise #4: Loitering at the Convenience Store: Part 1</td>
<td>70</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Communicating in a Diverse Society</th>
<th>72</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Disability Awareness</td>
<td>72</td>
</tr>
<tr>
<td>Lesson 2: Physical Impairments</td>
<td>74</td>
</tr>
<tr>
<td>Lesson 3: Developmental Disabilities</td>
<td>76</td>
</tr>
<tr>
<td>Lesson 4: Veterans</td>
<td>77</td>
</tr>
<tr>
<td>Lesson 5: Juveniles</td>
<td>79</td>
</tr>
<tr>
<td>Lesson 6: Elderly People</td>
<td>80</td>
</tr>
<tr>
<td>Role-play Exercise #5: Interacting with an Elderly Person in Crisis</td>
<td>83</td>
</tr>
<tr>
<td>Lesson 7: Homeless People</td>
<td>85</td>
</tr>
<tr>
<td>Lesson 8: Mental Illness</td>
<td>86</td>
</tr>
<tr>
<td>Lesson 9: Substance Abuse</td>
<td>87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Communicating in a Crisis Situation</th>
<th>88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Interacting with People in Crisis</td>
<td>88</td>
</tr>
<tr>
<td>Lesson 2: Suicide Situations</td>
<td>89</td>
</tr>
<tr>
<td>Lesson 3: The Baker Act</td>
<td>90</td>
</tr>
<tr>
<td>Lesson 4: The Marchman Act</td>
<td>91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4: Identifying High Risk Groups</th>
<th>92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1: Criminal Gangs</td>
<td>92</td>
</tr>
<tr>
<td>Lesson 2: Extremist Groups</td>
<td>93</td>
</tr>
</tbody>
</table>

See your Instructor First Day Handout for individual instructor assignment schedule.