

# Course Competency

## CJK 0051 CMS Criminal Justice Defensive Tactics

### Course Description

Students will learn how to physically defend themselves, physically control persons under arrest, and know what level of force is appropriate under differing circumstances. Students will learn escalate, de-escalate, or disengage techniques and when to use them. Additionally, a physical conditioning program is part of this course. For School of Justice students only. (80 contact hrs.)

Course Competency	Learning Outcomes
<b>Competency 1:</b> The student will understand the structure and goals of the defensive tactics training program by:	1. Information Literacy
1. Defining defensive tactics	
<b>Competency 2:</b> The student will be prepared to participate in the defensive tactics training program and demonstrate stretching exercises, falling techniques, and recovery techniques by:	1. Critical thinking
1. Applying strategies for optimal physical performance during a defensive tactics training program. 2. Demonstrating falling techniques. 3. Demonstrating recovery techniques.	
<b>Competency 3:</b> The student will understand using reasonable and necessary force when taking a suspect into custody, when working in a correctional environment, or when defending themselves or others by:	1. Critical thinking 2. Information Literacy
1. Identifying elements of the Florida Statutes related to the use of force by criminal justice officers. 2. Explaining the provisions of chapters 944 and 945, F.S., related to the use of force by state correctional and correctional probation officers.	

<ol style="list-style-type: none"> <li>3. Explaining the concept of objective reasonableness.</li> <li>4. Explaining that subject resistance and officer response may change rapidly.</li> <li>5. Applying the legal authority for an officer's response to a subject's resistance.</li> <li>6. Explaining escalation, de-escalation, and disengagement.</li> <li>7. Explaining how the injury potential to an officer may affect their response.</li> <li>8. Defining passive resistance, active resistance, aggressive resistance, and deadly force resistance.</li> <li>9. Demonstrating officer presence.</li> <li>10. Defining physical control and less lethal weapon.</li> <li>11. Discussing deadly force in relation to defensive tactics.</li> <li>12. Identifying what is needed to justify using deadly force.</li> <li>13. Identifying the circumstances when an officer has the duty to intervene.</li> <li>14. Identifying the subject's ability, opportunity, and intent as they relate to the officer's response to resistance.</li> <li>15. Explaining what totality of circumstances means.</li> <li>16. Identifying various situational factors that may influence the use of force.</li> <li>17. Applying reasonable and necessary force to given situations.</li> </ol>	
<p><b>Competency 4:</b> The student will recognize the effects of survival stress on the body and mind during a critical incident by:</p>	<p>1. Information Literacy</p>
<ol style="list-style-type: none"> <li>1. Explaining how survival stress affects confrontation between a subject and an officer.</li> <li>2. Describing the four instinctual reactions when experiencing survival stress.</li> <li>3. Describing the psychological changes that may occur while experiencing survival stress.</li> <li>4. Describing the physiological changes that may occur while experiencing survival</li> </ol>	

<p>stress.</p> <ol style="list-style-type: none"> <li>5. Describing the impact survival stress may have on an officer's decision-making.</li> <li>6. Describing the changes that may occur in speech patterns while experiencing survival stress.</li> <li>7. Identifying the desired state of awareness or readiness an officer should maintain while on routine duty.</li> <li>8. Listing techniques that may assist an officer in managing the effects of survival stress.</li> </ol>	
<p><b>Competency 5:</b>The student will understand the fundamental principles used in defensive tactics techniques by:</p>	<ol style="list-style-type: none"> <li>1. Information Literacy</li> </ol>
<ol style="list-style-type: none"> <li>1. Describing the fundamental principles of applying defensive tactics.</li> <li>2. Describing how to gain control over a subject when applying defensive tactics.</li> </ol>	
<p><b>Competency 6:</b>The student will be able to demonstrate how to give appropriate verbal direction by:</p>	<ol style="list-style-type: none"> <li>1. Information Literacy</li> </ol>
<ol style="list-style-type: none"> <li>1. Describing the components of appropriate verbal direction</li> </ol>	
<p><b>Competency 7:</b>The student will understand the process of assessing a threat and be able to demonstrate appropriate responses by:</p>	<ol style="list-style-type: none"> <li>1. Critical thinking</li> </ol>
<ol style="list-style-type: none"> <li>1. Identifying the need for doing a threat assessment.</li> <li>2. Identifying verbal and non-verbal cues in assessing threats.</li> <li>3. Demonstrating the interview stance.</li> <li>4. Demonstrating the offensive ready stance.</li> <li>5. Identifying relative positioning.</li> <li>6. Demonstrating how to maintain a minimum reactionary gap.</li> <li>7. Identifying the danger zone.</li> <li>8. Demonstrating hand clearing.</li> <li>9. Defining reaction time principle.</li> <li>10. Demonstrating evasion and redirection</li> </ol>	

techniques.	
<b>Competency 8:</b> The student will understand the concept of pain compliance and its use in controlling resistant subjects and be able to demonstrate how to apply a pressure point technique by:	1. Critical thinking
1. Demonstrating pressure point techniques	
<b>Competency 9:</b> The student will be able to demonstrate proper escort and transporter techniques by:	1. Communication
1. Demonstrating escort and transporter techniques.	
<b>Competency 10:</b> The student will be able to demonstrate the proper application and removal of restraint devices by	1. Critical thinking
1. Demonstrating use of restraint devices.	
<b>Competency 11:</b> The student will be able to demonstrate pat down, custodial, and inmate clothed searches, and articulate the process for conducting a strip/unclothed search by:	1. Critical thinking
1. Demonstrating conducting physical frisks and searches.	
<b>Competency 12:</b> The student will be able to demonstrate proper blocking techniques and demonstrate properly executed and effective strikes to distract, incapacitate, or gain control of a subject by:	1. Critical thinking 2. Communication
1. Demonstrating blocking techniques. 2. Identifying target areas for empty-hand strikes. 3. Demonstrating striking techniques. 4. Demonstrating diversion techniques. 5. Demonstrating kicking techniques.	

<p><b>Competency 13:</b>The student will be able to demonstrate proper takedown techniques by:</p>	<p>1. Critical thinking</p>
<p>1. Demonstrating takedown techniques.</p>	
<p><b>Competency 14:</b>The student will be able to demonstrate proper upright grappling and body hold escape techniques by:</p>	<p>1. Critical thinking</p>
<p>1. Demonstrating upright grappling and body hold escape techniques.</p>	
<p><b>Competency 15:</b>The student will be able to demonstrate a simulation of a vascular neck restraint technique by:</p>	<p>1. Critical thinking</p>
<p>1. Demonstrating a simulation of a vascular neck restraint technique.</p>	
<p><b>Competency 16:</b>The student will be able to demonstrate basic techniques to defend themselves, escape from an attack, and control a subject while on the ground by:</p>	
<p>1. Demonstrating ground control techniques. 2. Demonstrating ground escape techniques.</p>	
<p><b>Competency 17:</b>The student will be able to demonstrate the proper use and application of intermediate weapons by:</p>	
<p>1. Identifying target areas for impact weapon strikes. 2. Demonstrating impact weapon techniques.</p>	
<p><b>Competency 18:</b>The student will know the effects of a chemical agent through contamination and decontamination procedures by:</p>	<p>1. Critical thinking 2. Communication</p>
<p>1. Identifying the types of chemical agents used by criminal justice officers. 2. Identifying the active ingredient in oleoresin capsicum. 3. Identifying the use of the Scoville heat</p>	

<p>unit (SHU) in measuring the burning effect of chemical agents.</p> <ol style="list-style-type: none"> <li>4. Identifying the physical effects of a chemical agent on a subject.</li> <li>5. Describing the correct responses to a subject's prolonged or severe reactions to chemical agent contamination.</li> <li>6. Identifying decontamination procedures for contamination from a chemical agent.</li> </ol>	
<p><b>Competency 19:</b> The student will be able to demonstrate safe and effective methods of retaining weaponry by:</p>	<ol style="list-style-type: none"> <li>1. Critical thinking</li> </ol>
<ol style="list-style-type: none"> <li>1. Demonstrating weapon retention techniques.</li> </ol>	
<p><b>Competency 20:</b> The student will be able to demonstrate safe and effective methods of handgun defense, edged weapons defense and simulations of deadly force techniques by:</p>	<ol style="list-style-type: none"> <li>1. Critical thinking</li> </ol>
<ol style="list-style-type: none"> <li>1. Demonstrating handgun defense techniques.</li> <li>2. Demonstrating the simulation of deadly force techniques.</li> <li>3. Demonstrating defense against edged-weapons techniques.</li> </ol>	

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