

COURSE INFORMATION															
Course Prefix/Number:	CJK0330	Course Title:	SUPERVISING SPECIAL POPULATIONS												
Number of Credits:	0.66	Clock Hours:	20.00												
Course Type	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Lecture/Lab Combo <input type="checkbox"/> Internship <input type="checkbox"/> Clinical <input type="checkbox"/> College Prep.														
Degree Type	<input type="checkbox"/> B.A.S. <input type="checkbox"/> B.S. <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.P.P. <input type="checkbox"/> A.T.C. <input type="checkbox"/> C.C.C. <input checked="" type="checkbox"/> C.T.C.														
COURSE DESCRIPTION															
<p>Students, as correctional officers, will learn to interact with a variety of individuals who have been grouped together such as gang members, substance abusers, mentally ill, elderly and disabled inmates. Students will learn to be aware of special populations and respond appropriately when interacting with and supervising them. For School of Justice students only.</p>															
Prerequisite(s):		Co-requisite(s):													
COURSE COMPETENCIES															
Learning Outcomes Legend:															
<table border="0"> <tr> <td>1. Communication</td> <td>4. Information Literacy</td> <td>7. Ethical Issues</td> </tr> <tr> <td>2. Numbers / Data</td> <td>5. Cultural / Global Perspective</td> <td>8. Computer / Technology Usage</td> </tr> <tr> <td>3. Critical thinking</td> <td>6. Social Responsibility</td> <td>9. Aesthetic / Creative Activities</td> </tr> <tr> <td></td> <td></td> <td>10. Environmental Responsibility</td> </tr> </table>				1. Communication	4. Information Literacy	7. Ethical Issues	2. Numbers / Data	5. Cultural / Global Perspective	8. Computer / Technology Usage	3. Critical thinking	6. Social Responsibility	9. Aesthetic / Creative Activities			10. Environmental Responsibility
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Competency 1: The student will learn diversity in the correctional setting by:			1,3,4												
<ol style="list-style-type: none"> Defining special populations. Identifying common types of inmate societies. Identifying reasons for inmate societies. Describing common structures of inmate societies. 															
Competency 2: The student will learn to identify security threat groups by:			1,3,4												
<ol style="list-style-type: none"> Defining security threat group (STG). Defining "criminal gang" according to §874.03, F.S. Describing why officers refer to gangs as STGs in a correctional setting. Listing common criminal acts committed by STGs. Describing the differences between types of STGs. Listing commonly known STGs. Describing characteristics of STG members. Describing common STG symbols, graffiti, colors, signs, and tattoos. Identifying inmate codes and the slang of STGs. 															
Competency 3: The student will learn security threat groups' structure and activities by:			4												
<ol style="list-style-type: none"> Describing common STG structure. Identifying signs of the solo extremist. Listing the indicators of STG activity in a correctional setting. Describing indicators of active STGs. Describing the indicators of STGs the officer may encounter during cell or area searches. Listing the indicators of STG activity while monitoring mail. Describing signs of alliances or conflicts between STGs within the correctional setting. Discussing the importance of recognizing changes in inmate cliques or groupings. Observing inmate behavior related to STG activity. Seizing material related to STG activity. Documenting STG activity. 															
Competency 4: The student will learn how to recognize substance abuse among inmates by:			4												
<ol style="list-style-type: none"> Defining substance abuse. Listing symptoms of alcohol or drug abuse. Listing signs and symptoms of substance abuse withdrawal or detoxification. Describing common medical needs of the substance-abusing inmate. Summarizing special considerations the officer needs to make when monitoring substance-abusing inmates. Explaining the role of the officer in an inmate's court-ordered treatment program. 															
Competency 5: The student will learn characteristics and special considerations of inmates with mental illness by:			4												
<ol style="list-style-type: none"> Discussing the symptoms of inmates with depression or suicide risk. Describing common medical needs of the mentally ill inmate. Describing the characteristics of a mentally ill inmate. 															

<ol style="list-style-type: none"> 4. Listing the symptoms of inmates with mental disorders. 5. Describing elements of effectively communicating with the mentally ill inmate. 6. Stating the use of force considerations used with the mentally ill. 7. Explaining the Baker Act as it relates to inmates with mental illness. 	
Competency 6: The student will learn characteristics and special considerations of inmates with mental retardation by:	
<ol style="list-style-type: none"> 1. Describing the characteristics of an inmate that has mental retardation. 2. Differentiating between mental illness and mental retardation. 3. Describing elements of effectively communicating with inmates who have mental retardation. 	
Competency 7: The student will learn the characteristics and special considerations of juvenile inmates and youthful offenders by:	4
<ol style="list-style-type: none"> 1. Defining juvenile adjudication. 2. Defining juvenile inmate. 3. Defining youthful offender. 4. Listing the characteristics of the juvenile inmate and youthful offender. 5. Describing disciplinary issues associated with the juvenile inmate and youthful offender. 6. Describing special considerations when monitoring juvenile inmates and youthful offenders. 7. Listing the legal requirements for incarcerating juvenile inmates and youthful offenders. 8. Listing types of services available to juvenile inmates and youthful offenders. 	
Competency 8: The student will learn characteristics and special considerations of elderly inmates by:	4
<ol style="list-style-type: none"> 1. Defining elderly inmates. 2. Describing the characteristics of an elderly inmate. 3. Summarizing the elements of effectively communicating with an elderly inmate. 4. Describing special considerations the officer needs to make when monitoring elderly inmates. 5. Describing situations in which the officer needs to make special considerations for an elderly inmate with physical limitations. 6. Listing the types of services available to the elderly inmate. 	
Competency 9: The student will learn the behavioral characteristics of female inmates by:	4
<ol style="list-style-type: none"> 1. Describing the emotional characteristics of the female inmate 2. Describing common methods of manipulation officers may encounter when supervising female inmates 3. Listing the types of services available to female inmates 	
Competency 10: The student will learn how to identify inmates with sexual abuse and sexuality issues by:	4
<ol style="list-style-type: none"> 1. Defining sexual abuse. 2. Describing the characteristics of an inmate who is a sexual abuse victim. 3. Identifying housing issues for the inmate who is a sexual abuse victim. 4. Describing methods to prevent sexual abuse of at-risk inmates. 5. Describing disciplinary issues of inmates who are sexual abuse victims. 	
Competency 11: The student will learn characteristics and special considerations of inmates with sexuality issues by:	4
<ol style="list-style-type: none"> 1. Defining institutional homosexuality. 2. Describing characteristics of institutional homosexuality within the correctional setting. 3. Defining transgender. 4. Identifying housing issues for the transgender inmate. 	
Competency 12: The student will learn the characteristics and special considerations of physically disabled inmates by:	4
<ol style="list-style-type: none"> 1. Defining disabled person. 2. Identifying Americans with Disabilities Act provisions that apply to physically disabled inmates. 3. Describing common methods of manipulation used by physically disabled inmates. 4. Describing special considerations the correctional officer needs to make when monitoring physically disabled inmates. 5. Listing types of services available to the physically disabled inmate 	
Competency 13: The student will learn the characteristics and special considerations of inmates with medical needs by:	4
<ol style="list-style-type: none"> 1. Identifying changes in an inmate's behavior that may indicate a medical need. 2. Describing special considerations to employ when monitoring inmates with medical needs. 3. Differentiating the use of force considerations between an inmate with medical needs and the general population inmate. 4. Describing special considerations to employ when monitoring terminally ill inmates. 5. Describing special visitation considerations for a terminally ill inmate. 	

<p>Competency 14: The student will learn the different types of confinements and special considerations by:</p> <ol style="list-style-type: none"> 1. Defining disciplinary confinement. 2. Defining administrative confinement. 3. Defining protective management. 4. Identifying the requirements for communicating with inmates in confinement. 5. Identifying the requirements for increased monitoring of inmates in confinement. 	4
<p>Competency 15: The student will learn the psychological issues and special considerations of death row inmates by:</p>	4
<ol style="list-style-type: none"> 1. Defining death row inmate. 2. Describing the psychological characteristics of a death row inmate. 3. Describing various security issues when monitoring death row inmates. 4. Describing special considerations to employ when monitoring death row inmates. 	