CJK 0013  Interactions in a Diverse Community

Course Description: The student will learn the common communication traits of individuals based upon their cultures, experiences, physical and psychological conditions, and how specific situations can challenge an officer’s effort to perform his or her duties. The student will learn different communication styles and to adapt to meet the needs of the people they are interacting with, eliminating potential miscommunications that may jeopardize an officer’s effectiveness or safety. For School of Justice students only. (40 contact hrs.)

Course Competency  

Competency 1: The student will be able to identify the elements of the barriers to effective communication by:
1. Describe the components of the communication process between individuals.
2. Describing the characteristics of an officer who communicates effectively.
3. Describing the role of listening and speaking in effective communication.
4. Describing how nonverbal communication can assist the officer’s ability to communicate effectively.
5. Explaining how eye contact can relate to an individual’s emotional state when communicating.
6. Describing an individual’s cultural influences that can affect interpersonal communications with an officer.
7. Explaining techniques for evaluating an individual’s verbal and nonverbal communication.
8. Recognizing potential and actual barriers to effective communication when interacting with the community.

Competency 2: The student will understand the importance of not allowing their personal attitudes, beliefs, opinions, and experiences to negatively affect their interactions with public by:
1. Identifying the community’s expectations of professional law enforcement services and needs of the community regardless of the demographics

Learning Outcomes

- Information Literacy
- Information Literacy
- Cultural / Global Perspective
- Social Responsibility

Updated Spring 2021
2. Explaining how officers must convey a positive self-image when interacting with the community.
3. Defining a command presence as a form of nonverbal communication.
4. Identifying how self-talk and self-evaluation assist the officer in communicating professionally with the community.
5. Explaining the role of professionalism and courtesy when meeting the community’s expectations of a law enforcement officer.
6. Explaining how an officer should professionally communicate with individuals from a diverse community.
7. Describing the relationship between anger and violence, and the role it plays in the conflict resolution.

**Competency 3:** The student will be able to recognize by the end of the course a disability according to the Americans with Disabilities Act (ADA) and identify the basic guidelines for interacting with and maintaining the rights of an individual with a disability by:

- Critical thinking

1. Explaining how the requirements of the ADA impact the role of the officer when performing law enforcement duties.
2. Explaining how the officer can protect the rights of a person with disabilities when making an arrest.
3. Describing the officer guidelines for interacting with a person who has disabilities.

**Competency 4:** The student will recognize the characteristics of physical disabilities, including being deaf or hard of hearing and having mobility impairments, and recognize techniques for responding to an individual with a physical disability by:

- Information Literacy
1. Defining physical or mobility impairment according to the Americans with Disabilities Act (ADA).
2. Describing how an officer can maintain officer safety while interacting with an individual that has mobility impairment.
3. Defining visual impairments according to the Americans with Disabilities Act (ADA).
4. Explaining how an officer should interact with a person who is visually impaired.
5. Defining hearing impairment according to the Americans with Disabilities Act (ADA).
6. Explaining how an officer should interact with a person who is hearing impaired.
7. Explaining how the officer can protect the rights of a person with a hearing impairment when making an arrest.
8. Defining speech impairment according to the Americans with Disabilities Act (ADA).
9. Explaining how an officer should interact with a person who is speech impaired.

**Course Competency 5:** The student will be able to recognize behaviors associated with different types of developmental disabilities and determine how to intervene appropriately by:

1. Describing the characteristics and causes of a development disability.
2. Describing the four levels of an intellectual disability, including the characteristics and functional abilities.
3. Describing how to interact with individuals that have an intellectual disability through effective communication and appropriate accommodations.
4. Describing the functional limitations of an individual with pervasive developmental disorder.

**Course Competency 6:** The student will be able to identify and consider characteristics, behaviors, and considerations when communicating with veterans who are having difficulty transitioning back into the community by:

- Information Literacy
1. Describing characteristics of veterans or active-duty military personnel in a civilian environment.
2. Listing the physical and psychological disabilities associated with military veterans.
3. Describing the characteristics of a person with post-traumatic stress disorder (PTSD).
4. Describing the characteristics of traumatic brain injuries (TBI).
5. Identifying challenges that veterans face reintegrating into family life and obtaining employment after returning to civilian life.
6. Identifying possible coping behaviors a veteran may use to avoid stress.
7. Describing an officer’s response to an incident involving a veteran with a TBI or PTSD.

**Course Competency 7:** The student will be able to recognize the behavioral characteristics and issues of juveniles, and identify the appropriate communication and intervention methods used when interacting with a juvenile by:

1. Describing juveniles and how their values reflect their families, schools, community and culture.
2. Identifying common characteristics that a law enforcement officer may encounter when interacting with juvenile offenders.
3. Identifying attributes that a law enforcement officer needs to interact with juveniles effectively.
4. Modeling healthy conflict resolution to solve a dispute between a juvenile and their parent(s) or caregiver.

**Course Competency 8:** The student will be able to recognize the special needs and medical conditions related to an aging population and appropriately respond to a crisis situation involving an elderly individual by:

1. Describing an elderly person and the various types of living arrangements.
2. Identifying common physical and emotional characteristics a law enforcement officer may encounter when interacting with an elderly person.
<table>
<thead>
<tr>
<th>Course Competency 9: The student will be able to understand the issues of the homeless population, how they affect a community, how to interact with the appropriate interpersonal skills, and how to share information about available resources by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describing the current circumstances of homeless people on state and national levels.</td>
</tr>
<tr>
<td>2. Identifying methods homeless people use to provide shelter and support systems.</td>
</tr>
<tr>
<td>3. Describing the types of crimes associated with homeless people.</td>
</tr>
<tr>
<td>4. Describing the possible resources that an officer can provide to a homeless person in lieu of an arrest.</td>
</tr>
<tr>
<td><strong>Course Competency 10:</strong> The student will be able to recognize the characteristics of mental illness and know the methods for interacting appropriately when encountering a person suspected of having mental illness by:</td>
</tr>
<tr>
<td>1. Contrasting between mental illness, intelligence, and developmental disabilities.</td>
</tr>
<tr>
<td>2. Describing the characteristics of a person with a thought disorder.</td>
</tr>
<tr>
<td>3. Describing the characteristics of a person with a mood disorder.</td>
</tr>
<tr>
<td>4. Describing the characteristics of a person with an anxiety disorder.</td>
</tr>
<tr>
<td>5. Describing the characteristics of a person with a personality disorder.</td>
</tr>
<tr>
<td>6. Describing reasons why an individual with mental illness may discontinue or reduce medication dosages.</td>
</tr>
<tr>
<td>Course Competency 11: The student will be able to recognize the behavioral characteristics associated with substance use, abuse, and dependence and the conditions that mimic drug</td>
</tr>
</tbody>
</table>

Updated Spring 2021
and/or alcohol use that require immediate medical attention by:

1. Differentiating between substance use and substance abuse.
2. Identifying symptoms of illnesses that can resemble substance abuse.
3. Describing the cycle of substance abuse and how substance abuse becomes an addiction.
4. Describing the purpose and requirements of a drug treatment diversion program.

**Course Competency 12:** The student will be able to respond to a crisis situation using officer safety techniques, identify the types of crises and contributing factors, and determine the appropriate crisis management intervention for resolving the crisis by:

1. Defining a crisis situation.
2. Describing the factors that can influence the severity of how a person responds to a crisis.
3. Describing the behavioral characteristics and reactions of a person in crisis.
4. Describing the stages of a person in crisis.
5. Determining possible legal outcomes of a crisis situation.
6. Explaining the role of a law enforcement officer during a crisis situation.

**Course Competency 13:** The student will be able to recognize the indicators of suicide, identify effective officer safety techniques for responding to an individual at risk for suicide, and provide appropriate referrals by:

1. Identifying characteristics of an individual who is a high risk for suicide.
2. Describing how to communicate with a suicidal person as part of the intervention process.

**Course Competency 14:** The student will able to understand the criteria for determining what legal action should be taken when dealing with an individual who may be in need of services provided by the Baker Act by:

- Communication
- Information Literacy

Updated Spring 2021
1. Determining if the individual should be released, arrested, or referred for a voluntary or involuntary psychiatric evaluation during an incident involving a person with mental illness.

**Course Competency 15:** The student will be able to understand the criteria for determining what legal action should be taken when dealing with an individual who may be in need of services provided by the Marchman Act by:

- Information Literacy

1. Determining if the individual should be released, arrested, or referred for voluntary or involuntary substance abuse services during an incident involving an individual who is a substance abuser.

**Course Competency 16:** The student will have an understanding of the statutory classification of criminal gangs, members, and associates. Students will also know the various types of criminal gangs, their identifiers, and the importance of documenting gang activity by:

- Communication
- Information Literacy

1. Defining criminal street gang according to s. 874.03, F.S.
2. Listing gang member criteria according to the Florida Statutes.
3. Listing types of criminal activities involving gangs.
4. Explaining some reasons why juveniles join gangs.
5. Describing common initiation rituals of becoming a gang member.
6. Identifying common types of gangs operating in Florida.
7. Describing different levels of criminal gang commitment.
8. Describing the symbols and identifiers of gangs known to exist in Florida.
9. Explaining possible officer safety issues when interacting with criminal gangs.
10. Explaining the importance of documenting known or suspected criminal gang activity.
**Course Competency 17:** The student will be able to define an extremist group, have an understanding of the various types of extremist groups and their members and associates. Students will also know the importance of identifying and documenting extremist group activity by:

1. Identifying the characteristics of extremist groups.
2. Describing domestic terrorism by reviewing sub-groups and beliefs.
3. Describing international terrorism by reviewing sub-groups and beliefs.
4. Identifying the characteristics of sovereign citizens.
5. Listing the indicators of sovereign citizens that an officer may encounter while on patrol.
6. Identifying the ideology and characteristics of militias.

- Information Literacy