SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 43.0107
SEMESTER: Departmental Syllabus
COURSE TITLE: Defensive Tactics for Police
COURSE NUMBER: CRJS-0106
CREDIT HOURS: 3
INSTRUCTOR: Departmental Syllabus
OFFICE LOCATION: Departmental Syllabus
OFFICE HOURS: Departmental Syllabus
TELEPHONE: Departmental Syllabus
PREREQUISITE(S): None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course helps students to recognize common hazards facing the police officer and to learn the skills necessary to deal with these hazards. Footnote: Only police recruits are eligible to take this course.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Officer Survival
   A. Radio
   B. Edged Weapons
   C. Firearm situation
   D. Low Risk Calls
   D. High Risk Calls
E. Night Time Calls  
F. Daytime Calls  
G. One-Officer Calls  
H. Two-Officer Calls  

II. Defensive Tactics  
A. Key Stick  
B. Baton  
C. Kubatoni  
D. Mace  
E. Press Points  
F. Passive Resistance  
G. Medical Care  
H. Legal Parameters  

III. Tactical Police Driving  
A. Patrol Vehicle Familiarization  
B. Patrol Vehicle Care  
C. Vehicle Limitations  
D. Personal Limitations  
E. Defensive Driving  

EXPECTED LEARNER OUTCOMES:  
A. The student will be able to demonstrate knowledge of the effects of stress on performance.  
B. The student will be able to demonstrate knowledge of control principles.  
C. The student will be able to demonstrate knowledge of pressure point control tactics.  
D. The student will be able to demonstrate knowledge of defensive counterstrick.  
E. The student will be able to demonstrate knowledge of the shoulder pin restraint system.  
F. The student will be able to demonstrate knowledge to the collapsible baton and its use.  
G. The student will be able to demonstrate knowledge of tactical handcuffing.  
H. The student will be able to demonstrate knowledge of suspect escort techniques.  
I. The student will be able to demonstrate knowledge of PPCT weapon retaining and disarming.  

COURSE COMPETENCIES:  

*The student will be able to demonstrate knowledge of the effects of stress on performance.*  
1. The student will be able to identify Rick's law.  
2. The student will be able to identify the heart rate impact on motor skills.  
3. The student will be able to define stress.  
4. The student will be able to describe the relationship between the sympathetic, nervous system and tactical performance.  
5. The student will be able to explain parasympathetic nervous system backlash.  
6. The student will be able to explain critical incident amnesia.  
7. The student will be able to describe methods of controlling survival stress.
The student will be able to demonstrate knowledge of control principles.
8. The student will be able to list the five control principles
9. The student will be able to list and apply the steps in the force continuum.
10. The student will be able to conduct a transport wrist lock on a combative subject.
11. The student will be able to conduct a proper tactical handcuffing of a subject.

The student will be able to demonstrate knowledge of pressure point control tactics.
12. The student will be able to identify and locate the six pressure points on the human body.
13. The student will be able to articulate the anatomical effects of the use of each of the pressure points.
14. The student will be able to correctly apply each of thesis pressure points to control a combative subject.

The student will be able to demonstrate knowledge of defensive counterstrike
15. The students will be able to identify and locate the six counterstrike points on the human body.
16. The student will be able articulate the anatomical effects of the use of each of the counterstrikes.
17. The students will be able to correctly apply each of the counterstrikes lto control a combative subject.

The student will be able to demonstrate knowledge of the shoulder pin restraint system
18. The student will be able to articulate the anatomical effects of the use of shoulder pin restraint systems.
19. The student will be able to correctly apply the shoulder pin restraint system to control a combative subject.

The student will be able to demonstrate knowledge of the collapsible baton and its use.
20. The student will be able to discuss the advantages and disadvantages of the collapsible baton.
21. The student will be able to discuss the legal considerations in the use of impact weapons.
22. The student will be able to identify components of the baton.
23. The student will be able to describe the correct maintenance for the baton.
24. The student will be able to apply proper blocking techniques using the baton.
25. The student will be able to apply proper striking.
26. The student will be able to describe the effects of blocking and striking techniques.

The student will be able to demonstrate knowledge of tactical handcuffing:
27. The student will be able to identify the three basic tactical considerations in the P.P.C.T. handcuffing system.
28. The student will be able to identify the three types of subjects an officer will handcuff.
29. The student will be able to discuss the legal consideration in handcuffing a suspect correctly.
30. The student will be able to apply each of the three handcuffing technique.
31. The student will be able to apply the iron wrist lock take down to a combative suspect.

The student will be able to demonstrate knowledge of suspect escort techniques.
32. The student be able to identify two forms of resistance from the escort position.
33. The student will be able to identify the primary distraction technique from the escort position.
34. The student will be able to identify the appropriate situation in which a transport wrist lock should be utilized.
35. The student will be able to identify the appropriate situation in which a straight armbar should be utilized.
36. The student will be able to identify the safest relative position for an officer to apply the escort position.
37. The student will be able to demonstrate the transport wristlock.
38. The student will be able to demonstrate the straight armbar.
39. The student will be able to demonstrate the inside takedown.

The student will be able to demonstrate knowledge of P.P.C.T. weapon retaining and disarming.
40. The student will be able to identify the four survival strategies that are used to enhance the officer’s survival and respond time to a spontaneous threat.
41. The student will be able to identify the level of resistance the officer encounters when a subject is attempting to take his weapon.
42. The student will state that “technique simplicity” is a critical factor when an officer has milliseconds to react to a threat.
43. The student will be able to identify the four of the weapon retention.
44. The student will be able to list the four issues that will help officers in preparing mentally for a disarming encounter.
45. The student will be able to list the three steps used in the disarming procedure.
46. The student will be able to demonstrate the lateral forearm strike (holstered retention) technique.
47. The student will be able to demonstrate the lateral forearm release (drawn weapon) technique.
48. The student will be able to demonstrate the lateral forearm strike(drawn weapon) technique.
49. The student will be able to demonstrate the inside strip disarming (front disarming) technique.
50. The student will be able to demonstrate the inside strip (rear disarming) technique.
51. The student will be able to demonstrate the inside strip (rear walking disarming) technique.
52. The student will be able to demonstrate the rollover strip technique.
53. The student will be able to demonstrate the inside strip failure position technique.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call 913-288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes

The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes

The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes

The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes

The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes

The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are
prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.

**Personal and interpersonal Skills Learning Outcomes**

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.
SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.