



Course Syllabus

**TEXAS PEACE OFFICER CITIZEN ENCOUNTERS  
CJLE 2474**

**Course Description:**

Study of the techniques used by law enforcement in common encounter with citizens.

**Semester Hours Credit:** 4

**Lecture/Lab Hours:**

**Prerequisite:**

**Textbook(s):**

**Student Learning Outcomes:**

1. Basic understanding and working knowledge of Chapter 2 Professional Policing of the TCLEOSE Basic Officer Course.
2. Basic understanding and working knowledge of Chapter 11 Civil Process of the TCLEOSE Basic Officer Course.
3. Demonstrate and apply a working knowledge of Chapter 17 Force Options of the TCLEOSE Basic Officer Course.
4. Demonstrate and apply a working knowledge of Chapter 24 Patrol/Counselor Notification of the TCLEOSE Basic Peace Officer Course.
5. Demonstrate and apply a working knowledge of Chapter 27 Crisis Intervention Training & Mental Health of the TCLEOSE Basic Peace Officer Course.
6. Provide an understanding and application of Chapter 26 Family Violence and Related Assoc. Offenses of the TCLEOSE Basic Peace Officer Course.

**TEACHING METHODS:**

1. Classroom lecture
2. Audio- visual aids
3. Guest speakers
4. Reading assignments

**Evaluation Methods:**

1. Written assignments
2. Examination
3. Multi-media

- Final examination is comprehensive.
- Tests are multiple choice, true false, or short answer, or essay

**Course Outline:**

1. Discuss the importance of the training and the support it has from police chiefs, sheriffs, and officers from across the state.
2. Recall at least two famous people with mental illness.
3. Discuss at least three historical problems associated with this area of law enforcement.
4. Discuss the strategies of using a person's name, patience, and talking in a calm tone of voice. Explain how this might be different than how we usually act.
5. Discuss why it is important NOT to startle a person who is in a serious mental health crisis.
6. Explain the importance of allowing a person in mental health crisis to ventilate and how this is different than how we usually respond.
7. Discuss the concept of acquiescence in this situations and how this is contrary to how we usually respond.
8. Briefly explain the following active listening techniques: repeating, paraphrasing, and reflection of feelings.
9. Provide one example of a "you" statement and one example of an "I" statement.
10. Provide at least two barriers to active listening.
11. State the simple definition of psychosis.
12. Briefly describe what might be happening to a person in a psychotic episode.
13. Discuss the approach an officer should take when responding to a person in a psychotic episode.
14. Explain what the voices are typically like to a person hearing them in a psychotic episode.
15. State the common delusions of people experiencing psychotic episode.
16. Provide, in your own words, the definition of a major depressive syndrome.
17. Discuss "normal" mood.
18. Provide at least two myths of suicide.
19. Explain, in your own words, what bipolar disorder is.
20. Provide at least two behaviors that may be manifested by a person who has bipolar disorder.
21. Provide at least four possible side effects of psychotropic medications.
22. Discuss old and new psychotropic medications.
23. State and discuss the three primary reasons consumers do not take their psychotropic medications.
24. Explain the criteria an officer must meet in order to take a person with mental illness, who has committed no crime, into custody involuntarily for emergency mental health evaluation.
25. Demonstrate how to complete the paperwork in your jurisdiction for obtaining an emergency detention order.



26. Briefly explain the following information that is required in the application for an emergency detention order: who, what, when, where, why and how.
27. Explain the level of force an officer is justified in using when restraining a mental health consumer who is being apprehended for an emergency detention order.
28. Explain, in their own words and based on the information provided in class, what autism is.
29. Explain, in their own words and based on the information provided in class, what mental retardation is.
30. State at least two helpful questioning methods for interactions with individuals with mental retardation.
31. List at least two differences between mental retardation and mental illness.
32. State at least two facts about Alzheimer's Disease based on the information presented in class.
33. Explain if there are mental health challenges in your community.
34. Explain how you should respond to a person high on PCP.

**TCLEOSE OBJECTIVES:**

- 10.1 The student will understand the liability assumed resulting from improper acts or failure to act in the execution of civil process and/or other daily law enforcement duties.
  - 10.1.2 Recognize the difference between criminal and civil liability for wrongful actions taken by peace officers.
- 10.2 The student will understand the difference between civil and criminal process, duties of peace officers in the civil process, jurisdiction of the civil courts and be able to define the most common terms used in civil law.
  - 10.2.1 Define laws, civil law and criminal law.
  - 10.2.2 Identify the major differences between application and remedy or judgment of civil and criminal law.
  - 10.2.3 List the Texas Peace Officers, authorized persons and their duties and authority under the civil law.
  - 10.2.4 Identify the competent and subject matter jurisdiction of the civil courts and compare it to the criminal court system.
  - 10.2.5 Define the most common terms used in civil process.
- 10.3 The student will understand the procedure and methods for a civil action from the initial civil wrong until a rendering of a decision by the court and what enforcement action may be taken.
  - 10.3.1 Identify the methods and procedure for a civil suit.
  - 10.3.2 List and identify the request and enforcement documents of a lawsuit.
- 10.4 The student will understand the requirements, procedures and method of enforcement of the eviction process.
  - 10.4.1 Identify the requirements before filing of the eviction process.
  - 10.4.2 Describe the procedure for filing and service of the eviction process.
  - 10.4.3 Describe how the eviction process is enforced.
  - 10.4.4 Describe the procedure for the Sheriff or Constable to assist the tenant in gaining entry to their property.
- 10.5 To provide an understanding of the purpose and scope of a Peace Bond, Family Violence Protective Orders, the Estray Law, Animal Cruelty
  - 10.5.1 Recognize the difference between Peace Bonds and Protective Orders and their purpose.
  - 10.5.2 Demonstrate knowledge in the procedure for dealing with animals in the Civil Process.



- 17.1 The student will have an understanding of the legal authorities pertaining to peace officers' use of force.
  - 17.1.1 The student will be able to define the following terms relating to use of force - Deadly Force, Force and Reasonable Force.
  - 17.1.2 The student will be able to explain the legal authorities for the use of force.
  - 17.1.3 The student will be able to explain the justification (s) for use of force.
- 18.1. The student will have a basic understanding of the concepts regarding use of force.
  - 18.1.1 Identify definitions relating to use of force.
  - 18.1.2. Describe psychological aspects of the use of force.
  - 18.1.3 Identify the deciding factors for use of force when effecting an arrest.
  - 18.1.4 The student will be able to identify circumstances which are high risks for officers.
  - 18.1.5 Identify moral considerations and forces affecting an officer's decision to use deadly force.
- 18.2. The student will be aware of various force options or alternatives to increase awareness of various force options or alternatives available to peace officers.
  - 18.2.1 List and discuss force options available to peace officers.
  - 18.2.2 Identify the principal considerations in applying a use of force continuum.
  - 18.2.3 Discuss the impact of an officer's professional presence.
  - 18.2.4 Identify the various aspects of communication strategies used when dealing with the public.
  - 18.2.5 Identify elements that an officer must recognize and control in every encounter.
  - 18.2.6 Identify some helpful "tools" used in redirecting someone's behavior using verbal persuasion.
  - 18.2.7 Recognize criteria relating to a professional peace officer's use of force.
  - 18.2.8 Identify typical procedures that are followed after an officer-involved shooting.
- 18.3. The student will understand the factors basic to unreasonable force and the possible consequences when excessive force is used.
  - 18.3.1. Identify the possible consequences that may arise from improper or excessive use of force.
  - 18.3.2. Identify factors that the courts use to determine if unreasonable force was used in a case.
- 26.1. To develop a knowledge of the development and influence of the evolution of police service models or styles.
  - 26.1.1 Describe the historical development of police service models or styles.
  - 26.1.2 Explain the traditional police service model.
  - 26.1.3 Define "Community Policing" and explain this service model.
- 26.2. Increased understanding of the organization's role in society and police organizational issuers.
  - 26.2.1 Interpret the police organization's role in society.
  - 26.2.2 Recognize the values and rewards of providing quality police customer service.
  - 26.2.3 Analyze and discuss the characteristics of traditional (formal) police organizational structure and police subculture (informal).
- 27.1. To provide an understanding of the importance and methods of patrol function and preparation.
  - 27.1.1 List and explain the patrol functions.
  - 27.1.2 Recognize the importance and identify the methods of mental and physical preparation.
  - 27.1.3 Identify and discuss Basic Safety Awareness Tactics.
- 27.2. To provide an awareness of the hazards a peace officer may encounter when on patrol.
  - 27.2.1 Determine the various kinds of hazards encountered while on patrol.

- 27.3. To provide understanding of the various concepts and different techniques of patrol.
  - 27.3.1. Identify the two types of problem area patrols and the five patrol patterns.
  - 27.3.2 Identify the different modes of patrol and characteristics of each.
  - 27.3.3 Discuss the one-and-two officer patrol methods.
  - 27.3.4 Discuss and develop effective observation skills.
- 27.4. To provide an understanding of the various concepts and techniques used when confronting pedestrians and conducting field interviews.
  - 27.4.1 Demonstrate a proper pedestrian stop.
  - 27.4.2 Demonstrate techniques used while interviewing persons during field operations.
  - 27.4.3 Demonstrate the use of the field inquiry.
- 27.5. To provide an understanding of the various concepts and techniques used to assess risk in vehicle stops and other responses to calls for service.
  - 27.5.1 Identify vehicle stop situations and demonstrate appropriate procedures.
  - 27.5.2 Identify high risk stops and demonstrate appropriate procedures.
  - 27.5.3 Identify and demonstrate the procedures for safe responses to crimes in progress calls.
  - 27.5.4 List and demonstrate procedures for the safe building searches.
  - 27.5.5 Identify the procedures for safe response to incidents involving bomb threats.
- 27.6. To develop an understanding of and appreciation for the unique opportunities available through effective public service.
  - 27.6.1 List the goals of public service.
  - 27.6.2. Identify the consequences of public service.
  - 27.6.3 Identify different methods designed to enhance public service.
  - 27.6.4 Identify and give examples of community resources that can be used for assistance in emergencies.
- 27.7. To point out the value of the crime prevention function and to perform crime prevention activities.
  - 27.7.1 Define crime prevention and identify the role of law enforcement in providing crime prevention services to the public.
  - 27.7.2 Identify methods to gain citizen involvement in crime prevention.
  - 27.7.3. List the elements of a crime prevention program.
- 29.1.1 Discuss the impact of family violence on the victim.
- 29.1.2 Identify typical characteristics of the offender.
- 29.1.3 Describe and identify the cycle of abuse phases.
- 29.1.4 Identify the various types of domestic abuse/battering situations.
- 29.2 To enable the student to recognize the legal issuers pertaining to family.
  - 29.2.1 Explain and identify the elements of the law pertaining to family violence.
  - 29.2.2 Define family violence terms related to Title 4 of the Family Code; Protective Orders and Family Violence.
  - 29.2.3 Explain the application procedure for a Protective Order.
  - 29.2.4 Describe the Protective Order hearing process.
  - 29.2.5 Discuss what a Protective Order is, what it means, and consequences of violation.



29.2.6 Discuss the recommended steps in handling domestic disturbances or other calls involving Temporary Restraining Orders, Temporary Ex Parte Orders, Protective Orders, and Magistrate's Order for Emergency Protection.

29.3. To increase the students' understanding of procedures for responding to family violence.

29.3.1 Discuss family violence situations and describe procedures for conducting preliminary investigations.

29.3.1.1. Discuss family violence situations and describe procedures for conducting preliminary investigations.

29.3.2. Give examples of community resources and services to be used in family violence incidents.

**STUDENT RESPONSIBILITY:**

Please inform the instructor if you are a student with a disability and need accommodations for this class.

**SCAN SKILLS, FOUNDATION SKILLS, AND WORKPLACE COMPETENCIES:**

1. Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
2. Communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
4. Receive, attend to, interpret, and respond to verbal messages and other cues.
5. Organize ideas and communicate orally.
6. Generate new ideas.
7. Specific goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
8. Recognize problems and devise and implement plan of action.
9. Organize and process symbols, pictures, graphs, objects, and other information.
10. Use efficient learning techniques to acquire and apply new knowledge and skills.
11. Discover a rule or principle underlying the relationship between two or more objects
12. Exert a high level of effort and persevere toward goal attainment.
13. Believe in one's own self-worth and maintain a positive view of oneself.
14. Demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
15. Assess oneself accurately, set personal goals, monitor progress, and exhibit self control.
16. Choose ethical courses of action.
17. Select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
18. Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
19. Acquire, store, allocate, and use materials or space efficiently.
20. Assess skills and distribute work accordingly, evaluate performance and provide feedback.
21. Contribute to group effort.
22. Teach others new skills.
23. Work to satisfy customers' expectations.



- 24. Communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- 25. Work toward agreements involving exchange of resources, resolve divergent interests.
- 26. Work well with men and women from diverse backgrounds.
- 27. Acquire and evaluate information.
- 28. Organize and maintain information.
- 29. Interpret and communicate information.
- 30. Use computers to process information.
- 31. Know how social, organizational, and technological systems work and operate effectively with them.
- 32. Distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- 33. Suggest modifications to existing systems and develop new or alternative systems to improve performance.
- 34. Choose procedures, tools or equipment including computers and related technologies.
- 35. Understand overall intent and proper procedures for setup and operation of equipment.
- 36. Prevent, identify, or solve problems with equipment, including computers and other technologies.

**CJLE 2574 TEXAS PEACE OFFICER CITIZEN ENCOUNTERS**

I, \_\_\_\_\_ have read the syllabus for this course, on, \_\_\_\_\_ 20\_\_ and  
*(Print your name clearly)* *(Date)*

completely understand the syllabus.

\_\_\_\_\_  
**(Signature)**

\_\_\_\_\_  
**CBC#**



**ADA Statement:** No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the College District, or be subjected to discrimination by the College District. Nor shall the College District exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. 42 U.S.C. 12132; 28 CFR 35.130(g).

See at: [GL \(Legal\)](#)

**Special Needs Services:** Students with special needs, including physical and learning disabilities, who wish to request accommodations in this course should contact the Student Development Office as soon as possible to make arrangements; this should occur no later than the second week of class or as soon as the student has the documentation on the disability and requested accommodation per a certified medical or psychological professional. In accordance with federal law, a student requesting accommodations must provide documentation of disability to the Student Development Advisor.

For more information, contact: in Alice at [sdalice@coastalbend.edu](mailto:sdalice@coastalbend.edu); Beeville at [sdbeeville@coastalbend.edu](mailto:sdbeeville@coastalbend.edu); Kingsville at [sdkingsville@coastalbend.edu](mailto:sdkingsville@coastalbend.edu); and Pleasanton at [sdpleasanton@coastalbend.edu](mailto:sdpleasanton@coastalbend.edu).

**Academic Dishonesty:** Each student is charged with notice and knowledge of the contents and provisions of Coastal Bend College's rules and regulations concerning student conduct. All students shall obey the law, show respect for properly constituted authority, and observe correct standards of conduct. Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by Coastal Bend College Policies FLB (Local) and FM (Local). Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism, and collusion.

See at: [FLB \(Local\)](#) and [FM \(Local\)](#).

See the [Student Handbook](#) for further explanation of Scholastic Dishonesty.

**Copyright Law and Intellectual Property Rights Policy:** Copyright is the right of an author, artist, composer or other creator of a work of authorship to control the use of his or her work by others. Protection extends to literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial and graphic works, sculpture, motion pictures and other audiovisual works, sound recordings and architectural works. Generally speaking, a copyrighted work may not be reproduced by others without the copyright owner's permission. The public display or performance of copyrighted works is similarly restricted. Generally, the unauthorized reproduction, performance or distribution of a copyrighted work is copyright infringement and may subject the infringer to civil and criminal penalties. The Fair Use Doctrine outlines exceptions to this Law and is outlined in Coastal Bend College Policy, [CT \(Legal\)](#).

Coastal Bend College, its faculty, students and employees must comply with Copyright Law. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy [CT \(Legal\)](#) and [CT \(Local\)](#).

Questions regarding this information should be directed to the Director of Library Services at: [library@coastalbend.edu](mailto:library@coastalbend.edu) or the Office of Marketing and Public Relations at: [socialmedia@coastalbend.edu](mailto:socialmedia@coastalbend.edu).

Coastal Bend College



**Intellectual Property: Student /Third Party Works:** Rights to copyrightable or patentable works created by a student or a third party, that is, not a College District employee, shall reside with the author/ creator. Detailed information on Copyright Law and Intellectual Property Rights is available in Coastal Bend College Policy [CT \(Legal\)](#) and [CT \(Local\)](#).

Questions regarding this information should be directed to the Director of Library Services at: [library@coastalbend.edu](mailto:library@coastalbend.edu) or the Office of Marketing and Public Relations at: [socialmedia@coastalbend.edu](mailto:socialmedia@coastalbend.edu).

**NOTE:** The College website ([www.coastalbend.edu](http://www.coastalbend.edu)) serves as the main source with the most current version of the Coastal Bend College Board Policies and the Coastal Bend College Catalog.