



MASTER COURSE OUTLINE

A. CRJU 1130 Human Behavior/Stress Management/Ethics for Criminal Justice

B. COURSE DESCRIPTION:

This course is designed to familiarize students with the importance of being able to identify persons in crisis, including themselves. Students will learn about stress and its effects, how to manage stress, and the importance of being physically fit. Students will also learn verbal de-escalation skills as well as some mediation skills. They will learn of support services available to them and the communities in which they work. This course will also provide students with an in-depth and comprehensive discussion of ethics, ethical behavior and discretion afforded Peace Officer and Criminal Justice professionals. It will also discuss the importance of building Community Relations. Successful completion of this course prepares students for the Minnesota Peace Officer Standards & Training (P.O.S.T.) licensing exam. This course includes criteria required by the Minnesota Board of Peace Officer Standards and Training and Learning Objectives for Professional Peace Officer Education.

(2 Cr – 2 lect, 0 lab)

C. **Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Recognition of people in crisis
- De-escalation skills
- Support services
- Understanding stress and its effects
- Stress self-management
- Physical fitness
- Conflict causes
- Conflict strategies
- Mediation and dispute resolution
- Principles of Peace Officer Ethics

- Code of Ethics and MN P.O.S.T. Board Standards of Conduct
- Discretion as peace officers and in criminal justice
- Building community relationships
- Mental health/crisis interventions

F. GOAL TYPE, OBJECTIVES AND OUTCOMES:

| <u>GOAL TYPE</u> | <u>OBJECTIVES</u> Students will be able to | <u>OUTCOMES</u> The student will successfully |
|----------------------------|--|--|
| <u>**Critical Thinking</u> | recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others. | 1. identify people in crisis and de-escalate the situation that is presented during scenarios or simulations. |
| <u>CS</u> | identify signs of stress and explain how to alleviate it. | 1. explain signs of stress. 2. list several ways to relieve stress. |
| <u>CS</u> | describe the role peace officers have as it relates to, but not limited to, victimization, domestic abuse, sexual assaults and hate/bias crimes. | 1. explain how officer presence, demeanor and listening skills alleviate the stress of a traumatic event. |
| <u>CS</u> | explain the importance of recognizing areas of conflict and mediating a solution. | 1. de-escalate and mediate settlements through scenarios and simulations. |
| <u>CS</u> | identify core ethical principles and how they apply to peace officer situations. | 1. demonstrate an understanding of appropriate ethical behavior while participating in scenarios and other practical exercises in class. |
| <u>CS</u> | define and give examples of discretion as it applies to the criminal justice profession and explain how important discretion can be in developing community relations. | 1. demonstrate a knowledge and ability to apply various levels of discretion in mock peace officer and criminal justice scenarios and simulations. |

G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodations should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

Criminal background checks (at the student's expense) are a requirement for enrollment in this class and must be conducted at the beginning of the semester. *Minnesota Rules*, Chapter 6700.0300, subp.5(D), requires all students be advised in writing of minimum selections standards that must be met to become a licensed peace officer in Minnesota. Students are advised of these standards in order to make informed decisions about participation in the professional peace officer education program. *Minnesota Rules* 6700.0700 defines the Minimum Selections Standards for Peace Office Licensure. Please consult the Program Coordinator or the rules cited above for further information.

H. COURSE CODING INFORMATION:

Course Code D/Class Maximum 30; Letter Grade

Revision date: 01/29/16; 03/14/23

AASC Approval date: 03/21/17; 04/18/23

| *Riverland Community College Disciplines | MnTC Goal Number |
|---|-------------------------|
| Communication (CM) | 1 |
| Natural Sciences (NS) | 3 |
| Mathematics/Logical Reasoning (MA) | 4 |
| History and the Social & Behavioral Sciences (SS) | 5 |
| Humanities and Fine Arts (HU) | 6 |

| **Riverland Community College Core Themes | MnTC Goal Number |
|--|-------------------------|
| Critical Thinking (CT) | 2 |
| Human Diversity (HD) | 7 |
| Global Perspective (GP) | 8 |
| Ethical and Civic Responsibility (EC) | 9 |
| People and the Environment (PE) | 10 |

*These five MnTC Goals have been identified as Riverland Community College Disciplines.

** These five MnTC Goals have been identified as Riverland Community College Core Themes.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.