CJT 310 - Public Safety Instructor Course Outline

### Approval Date:

### Effective Date:

#### SECTION A

<table>
<thead>
<tr>
<th>Unique ID Number</th>
<th>Discipline(s)</th>
<th>Administration of Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Division</td>
<td>Criminal Justice Training</td>
</tr>
<tr>
<td></td>
<td>Subject Area</td>
<td>Criminal Justice Training</td>
</tr>
<tr>
<td></td>
<td>Subject Code</td>
<td>CJT</td>
</tr>
<tr>
<td></td>
<td>Course Number</td>
<td>310</td>
</tr>
<tr>
<td></td>
<td>Course Title</td>
<td>Public Safety Instructor</td>
</tr>
<tr>
<td>TOP Code/SAM Code</td>
<td></td>
<td>2105.50 - Criminal Justice/Police Science* / B - Advance Occupational</td>
</tr>
</tbody>
</table>

**Rationale for adding this course to the curriculum**

Instructors who teach in the Basic Police Academy (CJT-200) and Paramedic Academy (EMT-310 and EMT-311) are required to complete 40 hours of instructor development (California Commission on Peace Officer Standards and Training (POST) Regulation 1082(a) and California Code of Regulations Title 22, section 100070(3)). To date, POST has funded this training through a contract with Napa Valley College dating back to 2002. This year, funding for this contract, and others around the state, was eliminated. Colleges are now required to provide this required training on their own. This course will support law enforcement and EMS professionals who are hired by Napa Valley College as part time faculty members assigned to teach in the above mentioned courses. This course will also serve instructors wishing to teach at any of the 39 law enforcement training centers throughout California.

<table>
<thead>
<tr>
<th>Units</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Course Is</td>
<td>N/A</td>
</tr>
<tr>
<td>Cross List</td>
<td>N/A</td>
</tr>
<tr>
<td>Typical Course Weeks</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Instructional Hours**

**Contact Hours**

- Lecture 40.00
- Lab 0.00
- Activity 0.00
- Work Experience 0.00

**Total Contact Hours** 40
**SECTION B**

**General Education Information:**

**SECTION C**

**Course Description**

**Repeatability** May be repeated 0 times

**Catalog** This course prepares public safety professionals to teach in law enforcement, EMS, and fire related training courses and meets the minimum training required by California POST and Title 22 for EMS instructors.

**Description** This course prepares public safety professionals to teach in law enforcement, EMS, and fire related training courses.

**SECTION D**

**Condition on Enrollment**

1a. **Prerequisite(s):** *None*
1b. **Corequisite(s):** *None*
1c. **Recommended:** *None*
1d. **Limitation on Enrollment:** *None*

**SECTION E**

**Course Outline Information**

1. **Student Learning Outcomes:**
   A. The student will demonstrate the ability to develop and deliver a learning activity based on a training and testing specification.

2. **Course Objectives:** Upon completion of this course, the student will be able to:
   A. Identify the elements of the POST Basic Course Instructional System.
   B. Identify the roles and responsibilities of public safety training instructors.
   C. Demonstrate use of adult learning concepts.
   D. Demonstrate the ability to write a lesson plan.
   E. Demonstrate presentation skills.
   F. Demonstrate facilitation skills.
   G. Demonstrate use of learning resources and training aids including classroom audio/visual equipment.
   H. Demonstrate the ability to assess learning using an evaluation technique.
   I. Identify legal issues related to the delivery of public safety related training.
   J. Explain the instructor's role with enforcing safety guidelines and protocols.
K. Demonstrate the ability to develop and deliver a learning activity based on a training and testing specification.

L. 3. Course Content
   A. Role and Responsibilities of the Instructor
      a. Role model
      b. Instructor ethics
      c. Adherence to program standards and requirements
      d. Institutional expectations
      e. Appropriate instructor student relationships
   B. Basic Course Instructional System
      a. Training and Testing Specifications
      b. Expanded course outlines
      c. California POST Student Workbooks
      d. Testing standards
      e. Instructional sequencing
   C. Adult Learning Concepts
      a. Introduction to Blooms Taxonomy
      b. Today's student
      c. Causing students to think
   D. Lesson Planning
      a. Minimum content requirements
      b. Lesson plan formats
      c. Steps for building a complete lesson plan
   E. Presentation Skills
      a. Differences between presenting and facilitation
      b. Planning considerations and constraints
      c. Training site preparation
   F. Facilitation Skills
      a. Using Training and Testing specifications to break down tasks
      b. Socratic questioning
      c. Learning activity development
      d. Techniques for executing learning activities
   G. Use of Learning Resources and Training Aids
      a. Basic classroom technology
      b. Use of student mobile devices
      c. Safe use of props and demonstration devices
   H. Evaluation Techniques
      a. Official testing systems and confidentiality
      b. Designing methods of evaluation
      c. Assessing student performance
   I. Legal Issues
      a. Adhereance to Training and Testing Specifications
      b. Adherence to course outlines
      c. Documentation of training in lesson plans
      d. Use of copyrighted materials
      e. Instructor and student relationships
      f. Safety violations
   J. Safety Protocols
      a. Program Safety Guildelines
b. Reporting protocols for student injuries

c. Reporting protocols for instructor injuries

K. Instructional Skills Demonstration
   a. Selection of Training and Testing Specification for demonstration
   b. Development of lesson plan
   c. Development of an appropriate learning activity
   d. Delivery of the learning activity and teaching demonstration
   e. Competency verification (POST)

4. Methods of Instruction:
   Critique - For example, 1. The student will critique a learning activity demonstrated by the instructor or another student. 2. Students will critique a set of written test questions provided by the instructor to determine if those questions are written correctly and if they appropriately assess learning based on a Training and Testing Specification.

   Discussion - For example, 1. Students will participate in a discussion about potential safety issues in various learning activities involving use of physical skills. 2. Students will discuss an ethical dilemma involving an instructor-student relationship.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.

   Typical classroom assessment techniques
   Exams/Tests -- For example, 1. A multiple-choice or true-false test about the institutional expectations of a public safety instructor. 2. A scenario requiring students to select an appropriate adult learning method based on a Training and Testing Specification.

   Oral Presentation -- For example, 1. The student will discuss the role of the instructor in a public safety training program. 2. The student will explain the ethical issues and considerations of an instructor in a public safety training program.

   Group Projects -- For example, 1. Students will work in pairs to analyze the requirements of a Training and Testing Specification for a topic and explain those requirements to the class. 2. Students will work in pairs to develop an assessment of learning based on a Training and Testing specification.

   Final Class Performance -- For example, 1. The student will demonstrate facilitating a learning activity. 2. The student will use a Training and Testing Specification to facilitate learning on a assigned public safety topic.

   Letter Grade or P/NP

6. Assignments: State the general types of assignments for this course under the following categories and provide at least two specific examples for each section.

   A. Reading Assignments
      For example,

      1. Read a selected chapter from the "Instructor's Guide to Learning Activities For Leadership, Ethics, and Community Policing."

      2. Read the requirements for an assigned learning domain included in the Training and Testing Specifications.

   B. Writing Assignments
      For example,

      1. The student will develop a written test to assess learning based on a Training and
2. The student will write a lesson plan detailing how to deliver a learning activity.

C. Other Assignments

For example,

1. The student will design and deliver a learning activity based on a Training and Testing Specification.

2. The student will demonstrate facilitating delivery of a learning activity.

7. Required Materials

A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.

Manual #1:
Author: California Commission on Peace Officer Standards and Training
Title: Basic Course Training and Testing Specifications
Publisher: State of California
Date of Publication: 07-01-2018

Manual #2:
Author: California Commission on Peace Officer Standards and Training
Title: Instructor's Guide to Learning Activities for Leadership, Ethics, and Community Policing
Publisher: State of California
Date of Publication: 01-01-2005

B. Other required materials/supplies.