

COURSE CJS3400: CRIMINAL JUSTICE SYSTEMS

Level: Advanced

Prerequisite: None

Description: Students examine basic concepts and elements of Canada's justice system, including those protected by the Canadian Charter of Rights and Freedoms. Students also explore challenging issues and investigate criminal justice-related careers.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Note: This course is part of a credentialed pathway leading to certification within the Alberta Justice and Solicitor General's [Alberta Basic Security Training \(ABST\)](#) course. Please refer to the document titled *Credentialed Pathways* on the [CTS Pathways](#) web page for more information.

Outcomes: The student will:

1. evaluate how the concepts of responsibility, accountability, discretion and authority are important within Canada's system of justice

- 1.1 explain how the law balances individual rights with the obligations that people share as members of society, including:
 - 1.1.1 explaining the role of laws to ensure a safe and peaceful society
 - 1.1.2 analyzing how laws are designed to apply to everyone, including governments, public officials and justice and law enforcement professionals
- 1.2 examine how citizens participate in the justice system, including:
 - 1.2.1 responsibility to know the law
 - 1.2.2 participation in the jury system
- 1.3 assess how the justice system is designed to protect the rights of the public as well as those of victims
- 1.4 compare the range of roles and responsibilities in Canada's criminal justice system, including:
 - 1.4.1 describing the roles of provincial and federal levels of government in the criminal justice system
 - 1.4.2 describing the roles and responsibilities of lawyers, judges and prosecutors
 - 1.4.3 explaining how policing is provided in communities and describe the roles and responsibilities of municipal police services and police officers
 - 1.4.4 identifying the roles that private organizations can have in the justice system, including the provision of private security services

- 1.4.5 identifying the role of non-profit organizations in the provision of educational and community-based services that support the justice system
- 1.4.6 describing the role of the public, including witnesses, in Canadian law
- 2. describe and compare the legal definition of a child, a youth and an adult**
- 3. analyze how the Charter of Rights and Freedoms influences the criminal justice system**
 - 3.1 identify and assess how the rights defined in the Charter of Rights and Freedoms affect individuals, including those related to:
 - 3.1.1 life, liberty and security of person
 - 3.1.2 search or seizure
 - 3.1.3 detention or imprisonment
 - 3.1.4 arrest
 - 3.1.5 proceedings in criminal and penal matters
 - 3.1.6 treatment or punishment
 - 3.1.7 self-incrimination
 - 3.1.8 right to have an interpreter
 - 3.2 compare how the rights and authorities of justice professionals are the same as, and differ from, those of individuals as they relate to the right of:
 - 3.2.1 private citizens to make an arrest without warrant
 - 3.2.2 private citizens to make an arrest related to property, including theft and/or vandalism
 - 3.2.3 police officers to make arrests
 - 3.2.4 other justice professionals to make arrests
 - 3.3 identify situations and settings in which justice professionals, specifically police officers and security professionals, can exceed their authority
- 4. investigate and provide examples of the balance between individual rights and public safety in situations**
 - 4.1 identify the appropriate use of force in the line of duty
 - 4.2 explain laws regarding search and seizure in the performance of duties
 - 4.3 describe privacy issues, including the role and practice of discretion
 - 4.4 define misconduct
- 5. analyze how basic principles of the criminal justice system in Canada are represented in its laws and statutes**
 - 5.1 identify the elements of a crime; i.e., *actus reus*, *mens rea*
 - 5.2 describe the significance of the principles of presumption of innocence and reasonable doubt in the Criminal Code of Canada
 - 5.3 assess how the principle of equality before the law is entrenched in the Charter of Rights and Freedoms
 - 5.4 explain how due process protects citizens and justice professionals, including:
 - 5.4.1 illustrating the relationship between due process and the principles of presumption of innocence and legal rights of those charged with criminal offences
 - 5.4.2 discussing the balance between protection of legal rights of the accused and the need to hold people responsible for crimes they commit
 - 5.5 explain why the criminal justice system operates with an independent judiciary and keeps courts separate from government
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3405: CRIMINAL JUSTICE PRINCIPLES

Level: Advanced

Prerequisite: None

Description: Students consider how principles that are fundamental to Canada's laws affect the authority and limitations of criminal justice professionals. Students also investigate the structure, function, operations and roles of Canada's criminal justice system.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Note: This course is part of a credentialed pathway leading to certification within the Alberta Justice and Solicitor General's [Alberta Basic Security Training \(ABST\)](#) course. Please refer to the document titled *Credentialed Pathways* on the [CTS Pathways](#) web page for more information.

Supporting Course: CJS3400: Criminal Justice Systems

Outcomes: The student will:

- 1. compare the structure, functions and operations of the major components of the Canadian criminal justice system**
 - 1.1 explain the structure and function of police services
 - 1.2 describe the role of prosecutors and the courts
 - 1.3 describe the function of correctional institutions and agencies
 - 1.4 explain the operation of parole boards
- 2. explain how major components of the Canadian criminal justice system are accessed by individuals working in law enforcement and criminal justice contexts**
 - 2.1 investigate how individuals access the justice system, including:
 - 2.1.1 police officers
 - 2.1.2 correctional officers
 - 2.1.3 parole officers
 - 2.1.4 probation officers
 - 2.1.5 border services officers
 - 2.1.6 RCMP officers
 - 2.1.7 municipal enforcement officers
 - 2.1.8 security professionals
 - 2.1.9 investigators
 - 2.1.10 crime analysts
 - 2.1.11 Canadian intelligence officers

- 2.1.12 youth workers with young offenders
- 2.1.13 crime statistic analysts
- 2.1.14 emergency response or crisis intervention workers
- 2.1.15 lawyers
- 2.1.16 legal assistants
- 2.1.17 judges
- 3. analyze how legislation in Canada and Alberta affects the work of justice professionals**
 - 3.1 assess how the Criminal Code of Canada establishes authority and limitations for law enforcement and criminal justice, including:
 - 3.1.1 differentiate between the rights granted to every person and the authority granted to law enforcement, peace officers and security professionals
 - 3.1.2 explain the authority and limitations involved with use of force and the consequences involved if force is used in an inappropriate way
 - 3.1.3 explain and justify the difference between the concepts of excessive force and reasonable force
 - 3.2 compare the definitions of the three classifications of criminal offences identified in the Criminal Code of Canada; i.e., summary, indictable and hybrid (dual-procedure elective) offences
 - 3.3 identify examples of summary, indictable and hybrid offences
 - 3.4 compare consequences and implications of summary, indictable and hybrid offences with regards to:
 - 3.4.1 how and when charges can be made
 - 3.4.2 how and when arrest can occur
 - 3.4.3 how the case is tried; i.e., judge or jury
 - 3.4.4 maximum potential sentences that can be imposed
 - 3.5 investigate and compare conditions in the Criminal Code of Canada that establish when a person is guilty or not guilty of specific offences; e.g., violence-related, property-related, assault, theft, break and enter, weapons, controlled substances
 - 3.6 investigate authority and limitations of justice professionals related to offences identified in Alberta legislation, including trespass and liquor control
- 4. compare and contrast crime control and due process principles in the criminal justice system as they pertain to the work of justice professionals**
 - 4.1 identify and explain competing values between a crime control and a due process philosophy, including:
 - 4.1.1 repressing crime to bring order to society versus protection of rights, equality and fairness
 - 4.1.2 vindicating victim's rights versus protection of defendant's rights through due process
 - 4.1.3 expanding police powers to investigate, arrest, search, seize and convict versus accountability to rules, procedures and guidelines to ensure fairness and consistency
 - 4.1.4 focusing on guilt of the accused versus presumption of innocence until proof of guilt
 - 4.2 evaluate how each philosophy affects citizens and justice professionals
- 5. identify and investigate careers in the criminal justice system; e.g., police officers, investigators, youth workers or legal assistants**
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems

- 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3410: POLICE SERVICES & TRENDS

Level: Advanced

Prerequisite: None

Description: Students investigate the structure, function, roles and responsibilities of police service organizations, including a comparison of traditional structures with current trends in policing. Students also investigate current crime issues, trends and patterns.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Other Resources: Internet resources such as the following may support learning outcomes in this course:

- Statistics Canada: [Crime and justice](#) (i.e., Police-reported crime statistics in Canada, 2014)
- Alberta Solicitor General and Public Security: [Policing standards](#) (i.e., *Provincial Policing Standards Manual*)

Supporting Course: CJS3400: Criminal Justice Systems

Outcomes: The student will:

1. identify the structure, function, roles and responsibilities of police service organizations

- 1.1 explain the concepts of policing and security, including:
 - 1.1.1 the purpose of policing
 - 1.1.2 differences between policing roles and security roles
 - 1.1.3 the scope of police services in Canada, including the role of the RCMP, provincial police services in Ontario and Quebec and municipal police services
 - 1.1.4 policing agreements among the federal government, provincial or territorial governments and First Nations or Inuit communities that provide policing through the First Nations Policing Program
- 1.2 identify key events and developments in the role of the police and security industry in Canada
- 1.3 identify qualifications and standards outlined in Alberta's *Police Act*, including:
 - 1.3.1 explain the powers of the police commission and the chief of police
 - 1.3.2 identify areas under which complaints and discipline can be brought
- 1.4 investigate and differentiate between traditional and typical roles and activities of police by:
 - 1.4.1 explaining how police provide crime control or prevent crime through activities that include investigating crimes, apprehending offenders and completing street patrols

- 1.4.2 describing how order is maintained by police through activities such as preventing and controlling behaviour that disrupts public peace
 - 1.4.3 describing and comparing the range of services offered to the community by local police
- 1.5 identify the chain of command and hierarchical structure of police service organizations, including the responsibilities and activities of:
 - 1.5.1 police officers
 - 1.5.2 sergeants and corporals
 - 1.5.3 detectives
 - 1.5.4 lieutenants and captains
 - 1.5.5 superintendents
 - 1.5.6 chief of police or police commissioner
- 1.6 describe the purpose and function of divisions typically found in police service organizations; e.g., traffic, narcotics, communications, investigations, criminal intelligence and patrol
- 2. compare the philosophy and guiding principles of traditional police services with contemporary models of policing**
 - 2.1 define traditional models of policing such as crime-control approaches
 - 2.2 define contemporary models of policing such as community policing and problem-oriented policing, explaining how they:
 - 2.2.1 access and use information about communities
 - 2.2.2 establish partnerships for solving problems
 - 2.2.3 apply strategies to solve problems
 - 2.2.4 assess problems and solutions
 - 2.3 investigate and compare contemporary policing approaches to traditional models, differentiating between:
 - 2.3.1 principles and goals
 - 2.3.2 organizational structures
 - 2.4 differentiate between traditional and contemporary policing approaches and strategies, explaining how they identify communities; e.g. geographic, demographic, ethnic or goal-oriented (teams, groups)
- 3. analyze and compare how rights and limitations identified in the Criminal Code of Canada and Charter of Rights and Freedoms guide the legal authority of justice professionals**
- 4. analyze how current issues in Canadian policing affect police operations**
 - 4.1 investigate and assess issues that affect the operations of police in both traditional and more contemporary policing approaches, including:
 - 4.1.1 role and practice of police discretion
 - 4.1.2 police misconduct
 - 4.1.3 police accountability
 - 4.1.4 instances in which police exceed their authority
 - 4.2 identify and research issues that impact the implementation of contemporary policing models
- 5. analyze and interpret crime trends and patterns**
 - 5.1 identify examples of crime statistics to illustrate current crime trends and patterns; e.g., family violence, homicide, other crimes of violence, cybercrime
 - 5.2 explain what the crime severity index (CSI) measures and how it compares to measures of the crime rate
 - 5.3 analyze changes in the CSI over a current three-year period
- 6. identify types of surveys and reporting systems that are used to measure crime**
 - 6.1 identify examples of police- and victim-reported information used to measure crime
 - 6.2 describe how the Uniform Crime Reporting (UCR) Survey is used and the type of data it collects and measures
 - 6.3 assess how crime data influences decisions regarding police approaches and strategies

7. demonstrate basic competencies

- 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
- 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks

8. create a transitional strategy to accommodate personal changes and build personal values

- 8.1 identify short-term and long-term goals
- 8.2 identify steps to achieve goals

COURSE CJS3415: COURTS & SENTENCING

Level: Advanced

Prerequisite: None

Description: Students outline and compare the role and functions of the court systems, philosophies of criminal sentencing and punishment, changing roles of victims and alternatives to courts and sentencing. Students also explore traditional and alternative dispute resolution methods.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Course: CJS3400: Criminal Justice Systems

Outcomes: The student will:

1. outline and compare the role and functions of the court system, from provincial courts to the Supreme Court of Canada

- 1.1 identify the court structure of Canada and its relationship to the Alberta system of courts; e.g., provincial court, Court of Queen's Bench, Court of Appeal, Federal Court, Supreme Court of Canada
- 1.2 analyze the jurisdiction of the courts within Alberta responsibility
- 1.3 compare the power and function of appeal courts and the role of the Supreme Court of Canada
- 1.4 describe the role of the criminal law process from arrest to resolution in simple case studies from the perspective of the:
 - 1.4.1 accused
 - 1.4.2 police
 - 1.4.3 lawyer
 - 1.4.4 court system; e.g., judge, jury
 - 1.4.5 community; e.g., sentencing circle, victim offender mediation, victim's rights groups, media
- 1.5 explain how court procedures and processes are intended to balance individual citizen's rights with safety and security of society

2. explain and compare different philosophies of criminal sentencing and punishment

- 2.1 explain the concept of criminal sentencing as identified in the Criminal Code of Canada
- 2.2 research and explain the background and principles that influence approaches to criminal sentencing and punishment, including:
 - 2.2.1 retribution
 - 2.2.2 restraint
 - 2.2.3 deterrence

- 2.2.4 rehabilitation
 - 2.2.5 restoration
- 2.3 assess how different approaches to criminal sentencing and punishment influence sentencing and alternatives to sentencing, describing:
 - 2.3.1 various types of sentences
 - 2.3.2 the purpose and guidelines of sentencing
 - 2.3.3 special considerations for Aboriginal and youth sentencing as identified in the Criminal Code of Canada and the *Youth Criminal Justice Act*
 - 2.3.4 other sentencing provisions, including probation, parole and conditional sentencing
- 3. evaluate the impact of factors that a judge considers on the sentence given to an offender; e.g., Criminal Code, aggravating factors, motivation and age**
- 4. explain how the role of the victim has changed in the sentencing process**
 - 4.1 investigate the history of victim's rights in the criminal justice system
 - 4.2 consider the role of victim impact statements on criminal sentencing reform
 - 4.3 identify the key features of provincial initiatives, including victim's bills of rights, victim witness assistance and compensation for victims
- 5. investigate and assess alternatives to courts and prison sentences**
 - 5.1 identify alternatives to courts for dispute resolution; e.g., youth criminal justice, Aboriginal councils, extrajudicial sanctions, Adult Alternative Measures Program
 - 5.2 identify alternatives to prison sentences, including:
 - 5.2.1 alternative dispute resolution; e.g., mediation, arbitration
 - 5.2.2 discharges and suspended sentences
 - 5.2.3 probation
 - 5.2.4 restitution
 - 5.2.5 sentencing circles
- 6. differentiate between traditional and alternative dispute resolution methods**
 - 6.1 explain the benefits of negotiation, mediation, arbitration and litigation
 - 6.2 describe innovations by the court to pre-empt trials; e.g., mini-trials, victim-offender mediation, judicial dispute resolutions (JDR)
 - 6.3 identify a challenging conflict situation and research possible resolutions
- 7. explain the progression of dispute resolution options**
 - 7.1 identify instances where mediation and arbitration would be appropriate
 - 7.2 participate in mock mediation and arbitration scenarios
- 8. demonstrate basic competencies**
 - 8.1 demonstrate fundamental skills to:
 - 8.1.1 communicate
 - 8.1.2 manage information
 - 8.1.3 use numbers
 - 8.1.4 think and solve problems
 - 8.2 demonstrate personal management skills to:
 - 8.2.1 demonstrate positive attitudes and behaviours
 - 8.2.2 be responsible
 - 8.2.3 be adaptable
 - 8.2.4 learn continuously
 - 8.2.5 work safely
 - 8.3 demonstrate teamwork skills to:
 - 8.3.1 work with others
 - 8.3.2 participate in projects and tasks

- 9. create a transitional strategy to accommodate personal changes and build personal values**
 - 9.1 identify short-term and long-term goals
 - 9.2 identify steps to achieve goals

COURSE CJS3420: CORRECTIONAL SYSTEMS

Level: Advanced

Prerequisite: None

Description: Students investigate the history and organizational structure of Canada's correctional system, examining programs and services that work with offenders, victims and the community. Students also explore the impact of incarceration on the offender and the community.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Other Resources: Internet resources such as the following may support learning outcomes in this course:

- [History of the Canadian Correctional System](#)
- [Correctional Service Canada](#)

Supporting Course: CJS3400: Criminal Justice Systems

Outcomes: The student will:

- 1. investigate the history of the Canadian correctional system**
 - 1.1 assess changing attitudes and ideas about the function and purpose of corrections
 - 1.2 outline events that influenced conditions in penitentiaries
 - 1.3 identify legislation that resulted in changes in the correctional system
- 2. analyze the organizational structure of Canada's correctional system**
 - 2.1 assess how the goals and priorities of Canada's correctional system balance prisoner rights with the safety of communities
 - 2.2 differentiate between provincial and federal correctional systems
 - 2.3 differentiate between minimum, medium and maximum security institutions
 - 2.4 identify programs and services that work with offenders, including:
 - 2.4.1 correctional programs
 - 2.4.2 correctional environments and programs for women
 - 2.4.3 Aboriginal correctional programs and services
 - 2.4.4 ethno-cultural initiatives
 - 2.4.5 employment and employability skills training programs
 - 2.4.6 health services
 - 2.4.7 community correctional programs and services

- 2.5 describe strategies that Canada's correctional services use to work with members of the community, including:
 - 2.5.1 citizen advisory committees
 - 2.5.2 volunteers
 - 2.5.3 families of offenders
 - 2.5.4 restorative justice
 - 2.5.5 victims' services
- 2.6 identify facilities that make up Canada's correctional system; i.e., institutions, healing lodges, community-based residential facilities
- 2.7 identify agencies that work in collaboration with correctional services, including the Canada Border Services Agency and the Parole Board of Canada
- 3. investigate and describe rights of incarcerated individuals**
 - 3.1 identify rights of incarcerated individuals according to Canada's *Corrections and Conditional Release Act*
 - 3.2 assess the impact of prison life on an incarcerated individual
- 4. assess the impact of incarceration on individuals, communities and society**
 - 4.1 examine and explain the impact of incarceration on individuals and society by:
 - 4.1.1 describing the effect of incarceration on family members
 - 4.1.2 identifying ways in which Canada's correctional service provides information about offenders to victims
 - 4.1.3 explaining the principles of supervised release into the community
 - 4.2 identify agencies that work with Canada's correctional services
 - 4.3 identify examples of internal and external programs that help offenders return to safe and productive lives in communities
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE CJS3425: HEALTH & WELLNESS FOUNDATIONS

Level: Advanced

Prerequisite: None

Description: Students examine health and wellness concepts related to the criminal justice professional.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Outcomes: The student will:

- 1. evaluate the determinants of good health in Canadian society as they relate to criminal justice contexts**
 - 1.1 compare recognized international and national definitions of health and wellness
 - 1.2 explain the 12 key determinants of health as defined by Health Canada, providing specific examples that pertain to criminal justice contexts
- 2. evaluate the dimensions of wellness and factors affecting personal wellness for criminal justice professionals**
 - 2.1 analyze terms related to wellness, including:
 - 2.1.1 physical, emotional, spiritual, intellectual and social wellness
 - 2.1.2 active living, physical activity and physical fitness
 - 2.1.3 healthy eating
 - 2.1.4 psycho-social wellness
 - 2.1.5 quality of life, including personal lifestyle choices
 - 2.2 explain strategies to optimize personal health and wellness, including:
 - 2.2.1 reliable information on personal health and wellness
 - 2.2.2 nutritional awareness, including balanced meals following *Eating Well with Canada's Food Guide*
 - 2.2.3 vitamins and nutritional supplements
 - 2.2.4 personal care, including hygiene; effective dental care and dental checkups; and medical checkups
 - 2.2.5 healthy sleep patterns
 - 2.2.6 support systems focused on personal health and wellness
 - 2.2.7 personal decisions promoting health and wellness
 - 2.2.8 a personal plan to maintain and improve health and wellness, including following treatment plans for health concerns, daily physical activity and exercise

3. apply basic principles of movement that contribute to health and wellness for criminal justice professionals

- 3.1 identify components of fitness, including:
 - 3.1.1 strength
 - 3.1.2 endurance
 - 3.1.3 stamina
 - 3.1.4 flexibility
 - 3.1.5 speed
 - 3.1.6 coordination and agility
 - 3.1.7 balance
 - 3.1.8 accuracy
- 3.2 describe the skeletal muscle groups of the body, using common language, including muscles of the:
 - 3.2.1 upper extremities
 - 3.2.2 trunk
 - 3.2.3 lower extremities
- 3.3 explain basic principles of movement by:
 - 3.3.1 describing how muscles work in pairs to produce movement
 - 3.3.2 defining range of motion, including active and passive range of motion
- 3.4 demonstrate types of movement and joint action, including:
 - 3.4.1 angular (flexion, extension, abduction and adduction)
 - 3.4.2 circular (circumduction and rotation)
 - 3.4.3 special to the forearm (supination and pronation)
 - 3.4.4 special to the ankle (inversion, eversion, dorsiflexion and plantar flexion)
 - 3.4.5 special to the shoulder (elevation, depression, protraction and retraction)
- 3.5 justify the effects of an active lifestyle on health and wellness
- 3.6 identify personal opportunities for active living and recreation to enhance wellness

4. evaluate principles related to stress and stress management for criminal justice professionals

- 4.1 define mental health
- 4.2 describe how life changes and crises affect levels of stress; e.g., physical causes, emotional causes, stress related to work, psychological stressors, financial pressures, unrealistic expectations
- 4.3 differentiate between positive stress and negative stress, including the role of personal perception, by describing how:
 - 4.3.1 negative, anticipatory thought patterns and limiting language can affect personal perceptions of stress
 - 4.3.2 positive stress can potentially impact performance
- 4.4 explore different assessment tools used to evaluate levels of stress
- 4.5 evaluate personal stress levels
- 4.6 describe the effects of stress on individuals, including:
 - 4.6.1 how stress affects health and wellness
 - 4.6.2 physical signs and symptoms of stress
 - 4.6.3 psychological signs of stress
- 4.7 evaluate the concept of resiliency as an adaptive coping skill and describe:
 - 4.7.1 factors that help promote resiliency in the face of stress and adversity
 - 4.7.2 risk factors that inhibit resilient responses to stress
- 4.8 summarize several community resources available to assess resiliency and help individuals with stress and crises management
- 4.9 describe common maladaptive reactions to stress and crises, including the use of addictive substances

- 5. describe considerations for recognizing and reporting suspicions of risk to personal well-being and safety**
 - 5.1 identify signs and symptoms that may indicate a risk to an individual's safety or well-being
 - 5.2 identify appropriate methods for reporting a suspicion of risks to an individual's safety or well-being
 - 5.3 describe the limitations of personal capacity in dealing with issues related to an individual's safety or well-being
- 6. examine stress, burnout and stress management and the impact of each on law enforcement and security professionals in the workplace**
 - 6.1 describe the concept of stress
 - 6.2 describe the common causes of stress
 - 6.3 identify the physical, emotional and behavioural signs of stress
 - 6.4 describe the effects of stress across the dimensions of health
 - 6.5 identify factors that can influence an individual's response to stress
 - 6.6 describe defence mechanisms
 - 6.7 describe strategies that can be used to manage stress
 - 6.8 describe burnout
 - 6.9 identify the signs and symptoms of burnout
 - 6.10 determine personal stress-management strategies
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE CJS3430: PERSONAL FITNESS STANDARDS

Level: Advanced

Prerequisite: None

Description: Students assess dimensions of personal health and wellness, including fitness standards. Students apply these standards to personal goals and strategies.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Outcomes: The student will:

1. develop skills in self-awareness

- 1.1 identify techniques to improve self-confidence
- 1.2 identify the importance of developing self-awareness
- 1.3 relate self-awareness to role performance and to the development of public service relationships
- 1.4 identify techniques to improve skills in self-awareness
- 1.5 describe the influence of a law enforcement and/or security professional's self-confidence on interactions with, and behaviours towards, others

2. assess the fitness standards and requirements for different public safety careers, including law enforcement, security and corrections

- 2.1 identify fitness standards in each of the following fitness evaluations and tests:
 - 2.1.1 PARE (Physical Abilities Requirement Evaluation, used in the selection process of RCMP applicants)
 - 2.1.2 A-PREP (Alberta Physical Readiness Evaluation for Police, a physical skills and abilities test)
 - 2.1.3 COPAT (Correctional Officer Physical Abilities Test)
 - 2.1.4 POPAT (Police Officer Physical Abilities Test)
- 2.2 apply fitness evaluations and tests to careers and occupations in law enforcement, security and corrections
- 2.3 compare personal fitness levels to selected fitness evaluations and/or tests

3. research and recommend strategies to manage personal fitness and wellness as a professional

- 3.1 compare different personal fitness strategies for:
 - 3.1.1 active living
 - 3.1.2 proper nutrition
 - 3.1.3 time management
- 3.2 evaluate strategies to manage energy level through sleep, relaxation and reducing anxiety
- 3.3 evaluate support networks available to law enforcement and security professionals and their impact on wellness

- 4. create goals for personal health and fitness**
 - 4.1 differentiate between short-term and long-term goals
 - 4.2 identify smaller short-term goals and the necessary steps for achievement
 - 4.3 prioritize goals and steps
 - 4.4 identify personal health and fitness goals appropriate to a justice-related career or job, using a goal-setting model such as SMART (specific, measurable, achievable, realistic, timely) goals
- 5. identify and evaluate resources that support personal goals within a law enforcement or security context**
 - 5.1 identify resources that support personal health and fitness goals
 - 5.2 assess how resources support short-term and long-term goals
- 6. apply the seven dimensions of wellness to the creation of a personal two-year fitness plan**
 - 6.1 develop a wellness profile to illustrate how each of the following seven dimensions contributes to overall wellness:
 - 6.1.1 social wellness
 - 6.1.2 emotional wellness
 - 6.1.3 spiritual wellness
 - 6.1.4 environmental wellness
 - 6.1.5 occupational wellness
 - 6.1.6 intellectual wellness
 - 6.1.7 physical wellness
 - 6.2 assess how each of the seven dimensions of wellness interact to influence personal health, fitness and active living
 - 6.3 create a basic individual fitness plan for achievement of goals in selected health-related and performance-related components of fitness, including:
 - 6.3.1 collecting baseline fitness measurements of health-related and performance-related components
 - 6.3.2 setting goals for improved health-related and performance-related components
 - 6.3.3 demonstrating activity routines to meet the goals
 - 6.3.4 assessing the results of the activity routines based on the goals
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE CJS3435: SAFETY & RISK MANAGEMENT

Level: Advanced

Prerequisite: None

Description: Students explore organizational contexts and supports for wellness. Students also identify and assess best practices for personal safety while in workplace settings and situations.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Note: This course is part of a credentialed pathway leading to certification within the Alberta Justice and Solicitor General's [Alberta Basic Security Training \(ABST\)](#) course. Please refer to the document titled *Credentialed Pathways* on the [CTS Pathways](#) web page for more information.

Outcomes: The student will:

1. identify and assess situations that pose risks to personal safety and wellness

- 1.1 compare examples and risk-management strategies for low-risk, medium-risk and high-risk sites, settings and situations
- 1.2 identify hazards and risks to safety in a variety of different workplace settings and situations, including:
 - 1.2.1 traffic
 - 1.2.2 neighbourhood patrols
 - 1.2.3 public venues, including concerts and demonstrations
 - 1.2.4 public disturbances
 - 1.2.5 guard duty for accused or convicted individuals
- 1.3 assess examples of situations in which emergency response strategies are applied, addressing:
 - 1.3.1 potential for risk
 - 1.3.2 type of risk
 - 1.3.3 level of risk
 - 1.3.4 frequency of encountering risk
- 1.4 compare the role of personal health and fitness with ability to respond to risk and emergencies

2. analyze situations that pose risk to personal wellness and safety in internal and external workplace settings

- 2.1 examine aggression, bullying and harassment and the impact of each on law enforcement and security professionals, such as:
 - 2.1.1 describing aggressive behaviours, such as bullying, in facilities and in community-based settings
 - 2.1.2 describing effective responses to aggressive behaviour such as bullying

- 2.1.3 describing workplace harassment
- 2.1.4 identifying strategies for responding to workplace harassment
- 2.1.5 describing the role and responsibilities of law enforcement and security professionals in following employer policy and procedures regarding aggressive behaviour and workplace harassment
- 3. examine how principles of body mechanics are used to avoid injury**
 - 3.1 describe body mechanics, the purpose of body mechanics and guidelines for proper body mechanics
 - 3.2 describe the role and function of the Workers' Compensation Board
 - 3.3 describe the role and function of occupational health and safety legislation
 - 3.4 describe the role and responsibilities of law enforcement and security professionals in following the principles of body mechanics
 - 3.5 practise the principles of body mechanics
- 4. examine the effects of fatigue on shift workers**
 - 4.1 describe fatigue
 - 4.2 identify the factors that contribute to fatigue
 - 4.3 describe the effects of fatigue on role performance and safety for self and clients
 - 4.4 describe strategies for preventing fatigue
- 5. identify organizational opportunities, roles and responsibilities that support wellness**
 - 5.1 research and identify wellness and safety training opportunities provided by law enforcement and/or security agencies
 - 5.2 explain how a safety and wellness culture can be supported in law enforcement and/or security organizations
- 6. analyze individual roles and responsibilities that promote wellness and safety for self and others**
 - 6.1 identify support and initiatives provided through a community of wellness
 - 6.2 identify personal roles and responsibilities within a community of wellness
 - 6.3 describe strategies that can be used to promote ongoing communication with supervisors, co-workers and partners
 - 6.4 identify personal safety measures when getting to and working in community-based settings
 - 6.5 describe appropriate personal hygiene for the workplace
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE CJS3440: PROFESSIONAL ETHICS & STANDARDS

Level: Advanced

Prerequisite: None

Description: Students investigate various roles and responsibilities related to the development and administration of professional standards and ethics in law enforcement and criminal justice settings. Students learn how to manage legal and ethical responsibilities when working as a criminal justice professional.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Outcomes: The student will:

1. demonstrate an understanding of how individual and public safety involves shared roles, rights and responsibilities of governments, organizations and law enforcement professionals

- 1.1 explain how standards for law enforcement are established, including governance of:
 - 1.1.1 law enforcement professionals
 - 1.1.2 security professionals
 - 1.1.3 other law enforcement professionals
- 1.2 summarize the present and future roles of the community, private industry and citizens in the provision of law enforcement services
- 1.3 compare cultural perspectives and shared roles involved in law enforcement

2. evaluate principles related to ethical practice in law enforcement and other criminal justice settings

- 2.1 identify and describe key requirements in at least one code of ethics for a profession or practice related to law enforcement and criminal justice settings
- 2.2 explain the value of cultural competence in services related to law enforcement, including the importance of developing:
 - 2.2.1 an awareness of cultural diversity, cultural worldview and the potential impact on the provision of law enforcement services
 - 2.2.2 communication skills to effectively interact with people across cultures
- 2.3 define ethics, values and ethical issues
- 2.4 differentiate between personal ethics and professional ethics
- 2.5 differentiate between law and ethics
- 2.6 differentiate between discretion and preferential treatment
- 2.7 identify situations with legal and ethical implications from different settings, including:
 - 2.7.1 actions that are criminal or quasi-criminal
 - 2.7.2 actions or information indicating there are reasonable grounds to believe that a child is in need of protection

- 2.7.3 actions that are discriminatory
- 2.7.4 actions that constitute harassment
- 2.7.5 actions that could constitute negligence
- 3. analyze legal obligations and protocols for individuals who provide services in law enforcement settings**
 - 3.1 summarize the current provincial legislation governing professional protocols when providing law enforcement in a variety of settings
 - 3.2 explain the importance of maintaining confidentiality
 - 3.3 identify situations in which sharing information is necessary
 - 3.4 recommend appropriate measures for preventing accusations of impropriety, especially when interacting with children and members of the opposite gender
 - 3.5 compare the protocols and requirements for reporting suspicions of neglect and abuse as outlined in the *Child, Youth and Family Enhancement Act* and the Criminal Code of Canada
- 4. assess ethical principles and legal obligations related to effective written communication for justice professionals**
 - 4.1 explain the purpose and function of the *Freedom of Information and Protection of Privacy Act (FOIP)*
 - 4.2 explain the purpose and function of the *Personal Information Protection Act (PIPA)*
 - 4.3 describe protocols related to electronic consents
 - 4.4 describe the role and significance of various forms used in law enforcement settings, including:
 - 4.4.1 incident reports
 - 4.4.2 consent to release information forms
- 5. explore and apply the concept of integrity to professional standards in law enforcement**
 - 5.1 define the concept of integrity
 - 5.2 assess the conflict between loyalty and integrity in justice-related situations
- 6. evaluate the consequences of violating professional legal standards and ethics**
 - 6.1 compare professional misconduct, negligence and malpractice as they relate to law enforcement professionals
 - 6.2 outline professional and legal consequences and penalties for violating professional standards and ethics in law enforcement and other justice-related settings
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable
 - 7.2.4 learn continuously
 - 7.2.5 work safely
 - 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE CJS3445: ETHICAL PRINCIPLES

Level: Advanced

Prerequisite: None

Description: Students focus on ethical principles and the application of those principles to organizational settings and situations of unethical conduct, scandals and challenges. Students also examine the implications of law enforcement in increasingly public and global contexts.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Courses: CJS3440: Professional Ethics & Standards

Outcomes: The student will:

- 1. apply the concept of self to describe and assess personal ethics and values in criminal justice contexts**
 - 1.1 reflect on the concepts of ethics, morals and values in personal terms
 - 1.2 describe ways in which personal ethics affect decision making, including:
 - 1.2.1 assessing examples of situations or tasks that involve ethical decisions
 - 1.2.2 describing ways to respond to ethical decisions; i.e., through actions that result in the most good and do the least harm, respect the rights of those involved, ensure individuals are treated equally, serve the common good, are legal or represent personal values
 - 1.2.3 comparing possible results from actions that can be taken to respond to an ethical decision
- 2. analyze principles related to ethical practices in law enforcement and other criminal justice settings**
 - 2.1 define the terms ethical issues and ethical dilemmas
 - 2.2 identify ethical issues and dilemmas that could arise in law enforcement settings
 - 2.3 compare examples of ethical decisions that are made in different justice-related occupations and/or careers
 - 2.4 identify and compare ethical decision-making models and the biases that may influence their outcome
- 3. analyze situations that involve ethical and unethical behaviour and challenges**
 - 3.1 assess situations in which an ethical dilemma is involved; e.g., choosing between two different courses of action, selecting an alternative that is right versus one that is best for a group, going against an organizational procedure to get something done and applying the principle of “end justifies the means”
 - 3.2 identify and discuss examples of organizational or agency policies that establish ethical standards, actions and behaviours for justice professionals

- 3.3 identify examples of justice-related and law enforcement situations in which ethical compromises can occur; e.g., through omission, entitlement versus accountability, loyalty versus integrity
- 4. analyze and compare examples of unethical conduct and scandals and their impact on public trust**
 - 4.1 investigate case study examples of unethical conduct involving justice professionals, including those involving the:
 - 4.1.1 use of excessive force
 - 4.1.2 application of due process or rule of law
 - 4.2 research examples of justice-related scandals, analyzing the ethical decisions involved
 - 4.3 assess the impact of justice-related scandals on public trust in the justice system
- 5. research the influence of media on public perceptions of the criminal justice system**
 - 5.1 identify examples that illustrate how media, including national, local and web-based, reports crime
 - 5.2 investigate ways that justice professionals are portrayed in media
 - 5.3 assess the impact of media on public perception of the criminal justice system
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3450: ETHICAL DILEMMAS

Level: Advanced

Prerequisite: None

Description: Students explore the concepts of emotional intelligence and emotional labour and their impact on responses and decisions to ethical dilemmas. Students also focus on examples and case studies involving ethical dilemmas in criminal justice and law enforcement settings.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Course: CJS3440: Professional Ethics & Standards

Outcomes: The student will:

- 1. assess the concepts of emotional intelligence and emotional labour**
 - 1.1 describe the major skills that make up emotional intelligence:
 - 1.1.1 self-awareness
 - 1.1.2 self-management
 - 1.1.3 effective interactions with others, including empathy and desire to serve
 - 1.1.4 relationship management
 - 1.2 demonstrate how emotional intelligence can be applied to conflict resolution
 - 1.3 identify and describe the skills involved in emotional labour
 - 1.4 explain how organizations use emotional labour as a tool to build better relationships with communities they serve
- 2. analyze how emotional intelligence and emotional labour affect situations involving moral and ethical dilemmas**
 - 2.1 explain the relationship between emotional intelligence and emotional labour in ethical dilemmas that involve situations in which:
 - 2.1.1 justice professionals do not know what the right decision is
 - 2.1.2 a decision that the justice professional considers right is difficult to implement
 - 2.1.3 the wrong decision is tempting or easier
 - 2.2 identify how emotional intelligence can affect decisions made to respond to moral and ethical dilemmas
 - 2.3 describe the impact of emotional labour on making ethical decisions
- 3. demonstrate decision-making steps used to resolve ethical issues in law enforcement settings**
 - 3.1 resolve ethical issues using the following steps:
 - 3.1.1 establish the facts of the situation
 - 3.1.2 determine whether the situation involves legal or ethical issues
 - 3.1.3 take appropriate action, if legal implications are indicated

- 3.1.4 identify options and possible consequences related to internal influences on decision making, such as previous experience and personal values and circumstances, if the issue is ethical
- 3.1.5 identify options and possible consequences related to external influences on decision making, such as economic and political aspects, gravity and/or urgency of decision and organizational, institutional and/or social implications, if the issue is ethical
- 3.1.6 choose a solution or make a decision to act
- 3.1.7 justify a decision to act or not act
- 3.1.8 assess the results of a decision
- 4. apply a decision-making process to develop and propose responses to ethical dilemmas**
 - 4.1 describe and apply the steps in ethical decision making in response to the following ethical issues in law enforcement settings:
 - 4.1.1 the use of force when enforcing the law
 - 4.1.2 respect or disrespect toward justice professionals
 - 4.1.3 victim's rights
 - 4.1.4 lying and deception as part of police work
 - 4.1.5 special handling or treatment of specific individuals
 - 4.1.6 police professional conduct on and off the job
 - 4.2 examine and present on an emerging ethical issue related to working in law enforcement settings
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE CJS3455: CASE STUDIES IN ETHICS

Level: Advanced

Prerequisite: None

Description: Students explore how controversial issues within the criminal justice system evoke responses that may bring about changes in the law and describe a wide variety of strategies that may be used for changing the law.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Course: CJS3440: Professional Ethics & Standards

Outcomes: The student will:

- 1. analyze how individual viewpoints are expressed in controversial issues with legal implications**
 - 1.1 define the term controversial issue and provide examples
 - 1.2 identify examples of local, national and international controversial issues
- 2. research case studies that have resulted in changes to criminal law**
 - 2.1 identify the legal elements of controversial issues
 - 2.2 identify laws relevant to a specific issue; e.g., historical perspective, current legislation, implications for society, laws in other countries
 - 2.3 analyze various motivations and methods that can influence changes to the law
 - 2.4 propose possible solutions to respond to current issues and to influence changes to the law
 - 2.5 research and report on areas of interest; e.g., capital punishment, civil liberties, cyber-bullying and stalking, discrimination based on disability, gun control, mandatory drug testing
- 3. demonstrate basic competencies**
 - 3.1 demonstrate fundamental skills to:
 - 3.1.1 communicate
 - 3.1.2 manage information
 - 3.1.3 use numbers
 - 3.1.4 think and solve problems
 - 3.2 demonstrate personal management skills to:
 - 3.2.1 demonstrate positive attitudes and behaviours
 - 3.2.2 be responsible
 - 3.2.3 be adaptable
 - 3.2.4 learn continuously
 - 3.2.5 work safely
 - 3.3 demonstrate teamwork skills to:
 - 3.3.1 work with others
 - 3.3.2 participate in projects and tasks

- 4. create a transitional strategy to accommodate personal changes and build personal values**
 - 4.1 identify short-term and long-term goals
 - 4.2 identify steps to achieve goals

COURSE CJS3460: CJS ETHICS PROJECT

Level: Advanced

Prerequisites: CJS3440: Professional Ethics & Standards
CJS3445: Ethical Principles
CJS3450: Ethical Dilemmas
CJS3455: Case Studies in Ethics

Description: Students explore connections to ethics and professional standards related to criminal justice careers. Students develop project design and management skills to extend and enhance competencies and skills in other Criminal Justice Studies (CJS) courses through contexts that are personally relevant.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

This course must connect with outcomes from a minimum of two of the following CJS courses:

- CJS3440: Professional Ethics & Standards
- CJS3445: Ethical Principles
- CJS3450: Ethical Dilemmas
- CJS3455: Case Studies in Ethics

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes: The teacher and/or student will:

- 1. identify the connection between this project course and the two connecting CJS courses**
 - 1.1 identify the outcome(s) from each identified CJS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals
- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments

- 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set
- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE CJS3465: COMMUNICATION SKILLS

Level: Advanced

Prerequisite: None

Description: Students develop skills for professional person-to-person communication and use strategies to properly communicate with supervisors, colleagues, clients and the public in criminal justice contexts.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Outcomes: The student will:

- 1. examine the purpose of communication in personal and professional relationships**
 - 1.1 compare personal and professional relationships, including boundaries and sharing of personal information
 - 1.2 identify the purposes of communication in the relationship with other justice-related professionals, including:
 - 1.2.1 sharing information
 - 1.2.2 promoting teamwork
- 2. describe the process of communication**
 - 2.1 identify the components of the communication process, including sender, receiver, feedback and message
 - 2.2 describe the purpose of each component in the communication process, including sender, receiver, feedback and message
- 3. compare verbal and non-verbal communication**
 - 3.1 define the term effective communication
 - 3.2 describe verbal and non-verbal components of effective communication, including:
 - 3.2.1 eye contact
 - 3.2.2 facial expressions
 - 3.2.3 characteristics of voice, including tone and clarity
 - 3.2.4 pace of speech
 - 3.2.5 physical proximity
 - 3.2.6 gestures
 - 3.3 explore traditional understandings related to verbal and non-verbal communication for different cultures
 - 3.4 describe effective verbal communication strategies
 - 3.5 describe effective non-verbal communication strategies

- 4. describe factors that influence the process of communication**
 - 4.1 describe how a message can be understood and misunderstood
 - 4.2 identify unique factors that influence communication; e.g., attitudes, emotions, self-esteem, roles
 - 4.3 describe the concept of perception
 - 4.4 identify the importance of receiving another's message accurately
- 5. examine methods that promote effective and accurate communication in relationships with others**
 - 5.1 describe various effective communication methods
 - 5.2 demonstrate understanding of effective communication methods
- 6. examine ineffective communication methods that threaten the effectiveness and accuracy of communication with others**
 - 6.1 identify communication barriers that threaten interpersonal relationships
 - 6.2 practise recognizing barriers to effective communication
 - 6.3 describe how to change conversation practices from ineffective to effective communication methods
- 7. examine the effects of culture on communication and interpersonal relationships in justice-related and law enforcement settings**
 - 7.1 identify non-verbal communication techniques that vary among cultures
 - 7.2 describe differences in communication among individuals from common cultures in Canada
 - 7.3 identify non-judgemental ways to communicate with different cultures
- 8. examine the effects of media on communication and interpersonal relationships in justice-related and law enforcement settings**
 - 8.1 describe the use of social media in law enforcement and criminal justice settings
 - 8.2 investigate the impact of social media on communication between criminal justice professionals and the public
- 9. demonstrate basic competencies**
 - 9.1 demonstrate fundamental skills to:
 - 9.1.1 communicate
 - 9.1.2 manage information
 - 9.1.3 use numbers
 - 9.1.4 think and solve problems
 - 9.2 demonstrate personal management skills to:
 - 9.2.1 demonstrate positive attitudes and behaviours
 - 9.2.2 be responsible
 - 9.2.3 be adaptable
 - 9.2.4 learn continuously
 - 9.2.5 work safely
 - 9.3 demonstrate teamwork skills to:
 - 9.3.1 work with others
 - 9.3.2 participate in projects and tasks
- 10. create a transitional strategy to accommodate personal changes and build personal values**
 - 10.1 identify short-term and long-term goals
 - 10.2 identify steps to achieve goals

COURSE CJS3470: INTERPERSONAL SKILLS

Level: Advanced

Prerequisite: None

Description: Students investigate theories of interpersonal communication and focus on effective interpersonal communication skills and strategies, using examples of mindful listening, conflict resolution, non-verbal communication and perception checking to assess situations. Students also apply communication skills and strategies to situations involving conflict and anxiety.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Note: This course is part of a credentialed pathway leading to certification within the Alberta Justice and Solicitor General's [Alberta Basic Security Training \(ABST\)](#) course. Please refer to the document titled *Credentialed Pathways* on the [CTS Pathways](#) web page for more information.

Outcomes: The student will:

- 1. describe and critically analyze components of effective interpersonal skills**
 - 1.1 describe verbal and non-verbal communication strategies
 - 1.2 demonstrate listening skills and strategies
 - 1.3 demonstrate negotiating skills and strategies
 - 1.4 explain the role of communication and interpersonal skills in solving problems and making decisions
 - 1.5 explain and demonstrate assertive communication strategies, including:
 - 1.5.1 comparing assertive, aggressive and passive communication styles
 - 1.5.2 practising assertive communication strategies
- 2. assess examples of situations in which effective communication, including mindful listening, conflict resolution, non-verbal communication, managing emotions and perception checking, are critical to positive interpersonal relationships**
 - 2.1 define the term interpersonal relationships
 - 2.2 explain how perception and culture influence interpersonal relationships
 - 2.3 discuss and apply functional aspects of communication in interpersonal relationships to identify goals of communication in personal and workplace settings
 - 2.4 demonstrate strategies for effective communication, including:
 - 2.4.1 mindful listening
 - 2.4.2 verbal and non-verbal communication
 - 2.4.3 emotional management
 - 2.4.4 perception checking

- 2.5 demonstrate and compare communication approaches that present authority, competency and friendliness
- 2.6 compare and contrast positive and unproductive interpersonal relationship skills
- 2.7 examine the concepts of conflict and conflict management, including:
 - 2.7.1 describing the concept of conflict and why it occurs
 - 2.7.2 explaining the importance of dealing with conflict
 - 2.7.3 identifying effective communication strategies to prevent and manage conflict
- 3. explain and demonstrate the concept of feedback to promote positive interpersonal skills and a healthy working environment**
 - 3.1 compare criticism and constructive feedback
 - 3.2 describe how constructive feedback promotes a positive working environment
 - 3.3 describe how to accept feedback from others, including:
 - 3.3.1 describing strategies for accepting feedback from others
 - 3.3.2 practising receiving feedback from others
 - 3.4 outline the THANCS (timely, helpful, appropriate, never labelling, collaborative and specific) model for giving constructive feedback, including:
 - 3.4.1 describing the THANCS model for providing constructive feedback
 - 3.4.2 practising giving constructive feedback using the THANCS model
 - 3.4.3 identifying how feedback can help your personal and professional life
- 4. investigate theories of interpersonal communication and apply the theories to law enforcement and security settings**
 - 4.1 explain the systems perspective on interpersonal communication
 - 4.2 describe the politeness theory
 - 4.3 describe social exchange theory
 - 4.4 explain the dialectical perspective
- 5. use self-analysis to examine personal values, beliefs, attitudes and perceptions**
 - 5.1 analyze how personal values and beliefs affect verbal and non-verbal communication
 - 5.2 reflect on attitudes and perceptions toward personal and workplace relationships
 - 5.3 describe and compare personal triggers in situations of conflict and/or anxiety, including:
 - 5.3.1 disrespect
 - 5.3.2 sarcasm
 - 5.3.3 refusal to take responsibility for actions
 - 5.3.4 bullying
 - 5.3.5 profanity
 - 5.3.6 compromised physical space
- 6. recommend strategies to prevent and manage situations involving conflict and/or anxiety**
 - 6.1 describe strategies for communicating with uncooperative persons
 - 6.2 describe strategies for communicating with hostile or violent persons
 - 6.3 describe strategies for communicating with intoxicated persons
- 7. demonstrate basic competencies**
 - 7.1 demonstrate fundamental skills to:
 - 7.1.1 communicate
 - 7.1.2 manage information
 - 7.1.3 use numbers
 - 7.1.4 think and solve problems
 - 7.2 demonstrate personal management skills to:
 - 7.2.1 demonstrate positive attitudes and behaviours
 - 7.2.2 be responsible
 - 7.2.3 be adaptable

- 7.2.4 learn continuously
 - 7.2.5 work safely
- 7.3 demonstrate teamwork skills to:
 - 7.3.1 work with others
 - 7.3.2 participate in projects and tasks
- 8. create a transitional strategy to accommodate personal changes and build personal values**
 - 8.1 identify short-term and long-term goals
 - 8.2 identify steps to achieve goals

COURSE CJS3475: RELATIONSHIPS & ROLES

Level: Advanced

Prerequisite: None

Description: Students analyze relationships in diverse criminal justice contexts. Students develop personal effectiveness and basic conflict resolution skills needed to enhance personal and working relationships. Students examine basic ethical, legal and cultural considerations when managing conflict in a variety of settings and relationships.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Course: CJS3470: Interpersonal Skills

Outcomes: The student will:

1. evaluate types of relationships encountered in diverse criminal justice contexts

- 1.1 define commonly used terms to describe relationships, leadership, conflict management, solving problems and teamwork
- 1.2 assess the characteristics of relationships in society, including:
 - 1.2.1 family relationships
 - 1.2.2 social relationships
 - 1.2.3 work relationships
 - 1.2.4 relationships in community-based contexts
- 1.3 compare how elements of attitude, respect, cooperation and reciprocity support the healthy development and maintenance of relationships in criminal justice contexts
- 1.4 assess the concepts of positional authority, personal authority and leadership in different types of relationships, including relationships encountered in criminal justice settings, describing:
 - 1.4.1 similarities and differences
 - 1.4.2 roles and responsibilities
 - 1.4.3 difficulties related to authority
 - 1.4.4 leadership responsibilities related to the goals of the criminal justice organization
 - 1.4.5 leadership responsibilities related to the welfare of individuals under one's authority
- 1.5 assess the qualities of an effective team
- 1.6 describe the qualities of a professional in criminal justice settings, including:
 - 1.6.1 punctuality
 - 1.6.2 grooming and hygiene
 - 1.6.3 courtesy
 - 1.6.4 organization
 - 1.6.5 respectful attitude

- 1.6.6 friendliness
- 1.6.7 willingness to learn new skills
- 1.7 evaluate personal and professional relationships in terms of positional and personal authority and leadership roles, including:
 - 1.7.1 relationships in which personal leadership or authority exists
 - 1.7.2 relationships in which another person has an authority or a leadership role
- 1.8 evaluate how technology can enhance or cause conflict in personal and professional relationships in criminal justice settings
- 2. analyze conflicts that exist in relationships in criminal justice contexts**
 - 2.1 define the terms conflict and conflict management
 - 2.2 differentiate between a problem and a conflict based on selected criteria, including:
 - 2.2.1 presence of overt or covert anger levels
 - 2.2.2 consistent behaviour causing challenges with productivity or performance or affecting the relationships and emotions of others
 - 2.2.3 blaming
 - 2.2.4 personal issue(s)
 - 2.2.5 vulnerabilities due to conflict and interdependent relationships
 - 2.3 discuss examples of types of conflict, including:
 - 2.3.1 interpersonal conflict
 - 2.3.2 intergroup conflict
 - 2.3.3 workplace conflicts
 - 2.3.4 intrapersonal conflicts
 - 2.4 compare methods of managing problems and conflicts
 - 2.5 summarize common types and causes of conflict in all types of relationships, including:
 - 2.5.1 situational conflicts
 - 2.5.2 personality differences
 - 2.5.3 power struggles
 - 2.5.4 differences of opinion, perspectives or goals
 - 2.5.5 differing expectations
 - 2.5.6 conflicting world views and beliefs
 - 2.5.7 communication difficulties
 - 2.5.8 stress and illness
- 3. demonstrate strategies for managing conflict positively in criminal justice contexts**
 - 3.1 demonstrate strategies for determining the existence and extent of a problem or conflict, including:
 - 3.1.1 gathering information, including facts and examples, to be sure of accuracy
 - 3.1.2 differentiating between a symptom and a problem or conflict
 - 3.1.3 evaluating the size of the problem or conflict, considering its complexity and impact
 - 3.2 compare various strategies for managing problems or conflicts; e.g., procrastination, denial, avoidance, compromise
 - 3.3 demonstrate effective strategies for preventing problems or conflicts, including:
 - 3.3.1 using early intervention
 - 3.3.2 avoiding labelling, stereotyping and bias
 - 3.3.3 making constructive personal changes where possible and appropriate
 - 3.3.4 refocusing a conversation to the positive
 - 3.3.5 controlling reactive responses and emotions
 - 3.4 analyze appropriate strategies for resolving a conflict, including:
 - 3.4.1 limiting distractions, including physical and mental
 - 3.4.2 allowing enough time

- 3.4.3 meeting physical comforts first; e.g., hunger, temperature, fatigue
- 3.4.4 considering the need for privacy
- 3.5 demonstrate strategies for communicating successfully to resolve and/or manage conflicts, including:
 - 3.5.1 clarifying the issue first and acknowledging personal perceptions and biases
 - 3.5.2 practising raising the problem, including role-playing with a third party, if necessary
 - 3.5.3 approaching the other person directly and tactfully to suggest a time and place for a conversation
 - 3.5.4 agreeing on a definition of the problem and acknowledging its history
 - 3.5.5 acknowledging the opposing points of view politely
 - 3.5.6 setting limits that both parties agree to keep regarding topics and personal attacks
 - 3.5.7 focusing on the problem or conflict, not the person or emotions
 - 3.5.8 making points, not speeches, and describing examples
 - 3.5.9 explaining the impact of conflict on feelings and well-being
 - 3.5.10 acknowledging responsibility for role in the conflict
 - 3.5.11 listening without interrupting
 - 3.5.12 identifying common ground
 - 3.5.13 exploring strategies to resolve the conflict through negotiation and/or compromise
 - 3.5.14 agreeing on a solution to implement and establishing expectations clearly
 - 3.5.15 adapting SMART (specific, measureable, attainable, realistic, timely) goal setting, where appropriate
 - 3.5.16 implementing the solution
 - 3.5.17 evaluating the plan to resolve the conflict
 - 3.5.18 modifying the plan based on evaluation
- 3.6 assess the role of mediation in resolving difficult conflicts
- 3.7 evaluate community resources available to assist individuals experiencing conflict in a variety of settings
- 3.8 compare situations in which conflicts require legal and/or professional help, including conflicts:
 - 3.8.1 regarding issues of abuse
 - 3.8.2 in which individual safety or well-being is threatened or discussed
 - 3.8.3 in which criminal activity is suspected or revealed
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE CJS3480: COMMUNICATION CONTEXTS & BARRIERS

Level: Advanced

Prerequisite: None

Description: Students apply effective interpersonal communication skills to settings and situations in criminal justice contexts. Students explore situations in which communication barriers exist and select strategies appropriate to the purpose, participants and situation.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Course: CJS3470: Interpersonal Skills

Outcomes: The student will:

1. analyze effective interpersonal communication skills in criminal justice settings

- 1.1 describe effective non-verbal communication, including:
 - 1.1.1 recognizing non-verbal signals
 - 1.1.2 avoiding distractions; e.g., distracting movements, thoughts, distractions in the environment
 - 1.1.3 maintaining an effective physical space based on context
 - 1.1.4 using appropriate facial expressions
 - 1.1.5 using appropriate tone of voice
 - 1.1.6 demonstrating discernment about amount of physical contact
- 1.2 identify effective observing techniques for effective communication, including skills for observing:
 - 1.2.1 energy level
 - 1.2.2 mood
 - 1.2.3 for congruence
- 1.3 describe effective skills for building rapport and trust, including:
 - 1.3.1 demonstrating verbal attending, including attending to physical, intellectual and emotional needs
 - 1.3.2 demonstrating verbal attending opportunities to acknowledge an individual
 - 1.3.3 attending to the other person's environment and physical space
- 1.4 apply understanding of four zones of physical space based on social context (when and who is involved in communication), including:
 - 1.4.1 intimate zone (0 to 0.6 metres)
 - 1.4.2 personal zone (0.6 to 1.2 metres)
 - 1.4.3 social or work zone (1.2 to 3.6 metres)
 - 1.4.4 public zone (more than 3.6 metres)

- 1.5 apply active listening skills, including:
 - 1.5.1 monitoring volume, rate and tone of voice, including changes during delivery
 - 1.5.2 remembering the content of the speaker's message
 - 1.5.3 identifying words that are stressed in a message
 - 1.5.4 identifying possible personal value judgements to avoid
 - 1.5.5 ignoring external distractions
 - 1.5.6 remembering to never listen and talk at the same time
- 1.6 differentiate active listening from listening
- 2. compare core interpersonal qualities to interpersonal relationships in criminal justice contexts**
 - 2.1 assess core interpersonal qualities to enhance the effectiveness of communication in personal and professional relationships, including:
 - 2.1.1 accurate empathy
 - 2.1.2 respect and communication of caring
 - 2.1.3 concreteness
 - 2.1.4 genuineness
 - 2.1.5 humility
 - 2.1.6 immediacy
 - 2.2 explain the personal level of core interpersonal qualities necessary for effective communication in personal and work-based relationships
 - 2.3 analyze personal beliefs and attitudes about communication that are related to cultural diversity and to disability
- 3. evaluate and demonstrate an understanding of effective responding skills for criminal justice settings**
 - 3.1 demonstrate an understanding of effective responding skills as a way to communicate empathy
 - 3.2 describe when to use responding to content, responding to feeling and responding to meaning in a relationship and/or conversation
 - 3.3 categorize several feelings as high, medium and low intensity
 - 3.4 demonstrate an understanding of types of effective responding skills (to content, feeling and meaning), including:
 - 3.4.1 making minimal verbal response
 - 3.4.2 restating or paraphrasing versus parroting
 - 3.4.3 using empathetic reflecting responses
 - 3.4.4 probing or clarifying responses (i.e., questioning)
 - 3.4.5 encouraging or reinforcing responses
 - 3.4.6 summarizing a response
 - 3.5 explain and demonstrate an understanding of when to use informing responses and self-disclosure responses, considering:
 - 3.5.1 timing in the conversation
 - 3.5.2 appropriate and inappropriate levels of self-disclosure
 - 3.6 examine the impact of high-risk responses; e.g., giving orders, giving advice, moralizing, being condescending, diverting, using sarcasm, criticizing, threatening, analyzing, debating
- 4. analyze the principles of effective questioning (i.e., clarifying responses) and feedback techniques for various law enforcement and security settings**
 - 4.1 explain how effective questioning is part of an interchangeable response, including interviews
 - 4.2 differentiate among types of questioning, including:
 - 4.2.1 open-ended questions
 - 4.2.2 closed-ended questions
 - 4.2.3 direct questions
 - 4.2.4 hypothetical questions
 - 4.2.5 counterfeit or loaded questions

- 4.3 justify the use of different types of questions based on context
- 4.4 analyze examples of effective questioning that use open-ended questions, explaining the:
 - 4.4.1 purpose of open-ended questions
 - 4.4.2 effective timing of open-ended questions
- 4.5 analyze examples of effective questioning that use direct questions, explaining the:
 - 4.5.1 purpose of direct questioning
 - 4.5.2 effective timing of direct questioning
- 4.6 analyze examples of effective questioning that use closed-ended and hypothetical questions in order to:
 - 4.6.1 provide opportunity for choice
 - 4.6.2 open doors for negotiation and further conversation
- 4.7 compare situations in which feedback may be effective or ineffective
- 4.8 analyze examples of the use of effective feedback in a conversation, focusing on:
 - 4.8.1 timing
 - 4.8.2 strengths of the other person
 - 4.8.3 revealing inconsistencies in the message after attempting several types of active listening responses
- 5. conduct an interview, applying questioning, listening and response skills**
 - 5.1 describe the purpose of interviews used in law enforcement and security settings
 - 5.2 identify and demonstrate steps involved in conducting an interview
 - 5.3 select and apply appropriate types of questions required to obtain accurate, bias-free information
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3485: CJS COMMUNICATION PROJECT

Level: Advanced

Prerequisites: CJS3465: Communication Skills
CJS3470: Interpersonal Skills
CJS3475: Relationships & Roles
CJS3480: Communication Contexts & Barriers

Description: Students explore connections to communication and interpersonal skills related to criminal justice careers. Students develop project design and management skills to extend and enhance competencies and skills in other Criminal Justice Studies (CJS) courses through contexts that are personally relevant.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

This course must connect with outcomes from a minimum of two of the following CJS courses:

- CJS3465: Communication Skills
- CJS3470: Interpersonal Skills
- CJS3475: Relationships & Roles
- CJS3480: Communication Contexts & Barriers

All projects and/or performances, whether teacher- or student-led, must include a course outline or student proposal.

Outcomes: The teacher and/or student will:

- 1. identify the connection between this project course and the two connecting CJS courses**
 - 1.1 identify the outcome(s) from each identified CJS course that support the project and/or performance deliverables
 - 1.2 explain how these outcomes are being connected to the project and/or performance deliverables
- 2. propose the project and/or performance**
 - 2.1 identify the project and/or performance by:
 - 2.1.1 preparing a plan
 - 2.1.2 clarifying the purposes
 - 2.1.3 defining the deliverables
 - 2.1.4 specifying time lines
 - 2.1.5 explaining terminology, tools and processes
 - 2.1.6 defining resources; e.g., materials, costs, staffing
 - 2.2 identify and comply with all related health and safety standards
 - 2.3 define assessment standards (indicators for success)
 - 2.4 present the proposal and obtain necessary approvals
- 3. meet goals as defined within the plan**
 - 3.1 complete the project and/or performance as outlined
 - 3.2 monitor the project and/or performance and make necessary adjustments

- 3.3 present the project and/or performance, indicating the:
 - 3.3.1 outcomes attained
 - 3.3.2 relationship of outcomes to goals originally set
- 3.4 evaluate the project and/or performance, indicating the:
 - 3.4.1 processes and strategies used
 - 3.4.2 recommendations on how the project and/or performance could have been improved
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE CJS3490: BASIC SECURITY PROCEDURES

Level: Advanced

Prerequisite: None

Description: Students explore and demonstrate basic security procedures, including roles and responsibilities, restrictions, professional conduct, appearance and deportment and observation skills. This course is specific to the Alberta Solicitor General and Ministry of Public Security's Basic Security Training course.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution or approved [Security Services and Investigators Act \(SSIA\)](#) provider. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Note: This course is part of a credentialed pathway leading to certification within the Alberta Justice and Solicitor General's [Alberta Basic Security Training \(ABST\)](#) course. Please refer to the document titled *Credentialed Pathways* on the [CTS Pathways](#) web page for more information.

Outcomes: The student will:

- 1. investigate and assess legislation that affects the daily work of security professionals**
 - 1.1 describe how the Criminal Code of Canada and the Canadian Charter of Rights and Freedoms relate to the work of a security professional
 - 1.2 identify and explain additional legislation with respect to security professionals, including:
 - 1.2.1 *Residential Tenancies Act*
 - 1.2.2 *Gaming and Liquor Act and Regulation*
 - 1.2.3 *Employment Standards Code and Regulation*
 - 1.2.4 *Trespass to Premises Act*
 - 1.3 define the process through which security professionals are licensed in the province of Alberta
 - 1.4 state the main provisions of the *Security Services and Investigators Act*
 - 1.5 describe the main provisions of the *Security Services and Investigators Regulations*
 - 1.6 state the responsibilities and restrictions of a security professional under the *Security Services and Investigators Act*
 - 1.7 describe the complaints process as identified under the *Security Services and Investigators Act*
- 2. explain the knowledge, skills and behaviours required to perform basic duties and responsibilities of security professionals**
 - 2.1 describe the various roles and responsibilities of security professionals
 - 2.2 identify circumstances and explain how security professionals protect persons
 - 2.3 identify circumstances and explain how security professionals protect property

- 2.4 define and demonstrate professional conduct for security professionals
- 2.5 define and demonstrate professional appearance and deportment for security professionals
- 3. explain and demonstrate skills and techniques required of security professionals**
 - 3.1 explain and demonstrate, using the senses, the observation skills utilized by a security professional
 - 3.2 demonstrate how security-related situations are interpreted
 - 3.3 explain and demonstrate the various techniques used to:
 - 3.3.1 control access to sites or venues and areas within
 - 3.3.2 carry out surveillance
 - 3.3.3 control crowds
 - 3.3.4 describe the signs and behaviours associated with substance abuse
 - 3.3.5 identify drug paraphernalia
 - 3.3.6 interact with media personnel
 - 3.3.7 control traffic in emergency and non-emergency situations
 - 3.4 describe shift-related responsibilities, such as:
 - 3.4.1 interpreting shift posting orders
 - 3.4.2 starting a new shift
 - 3.4.3 transferring responsibility at the end of a shift
- 4. explain best practices when working with a partner**
 - 4.1 identify communication strategies used to work effectively with a partner
 - 4.2 describe the advantages of working with a partner
- 5. analyze examples that demonstrate appropriate use of force for a security professional**
 - 5.1 assess the authority and limitations for reasonable force provided in the Criminal Code of Canada
 - 5.2 compare examples of security-related situations in which reasonable and unreasonable force is applied
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3495: ADVANCED SECURITY PROCEDURES

Level: Advanced

Prerequisite: CJS3490: Basic Security Procedures

Description: Students demonstrate advanced security procedures, including record-keeping responsibilities, protection and preservation of crime scenes and responding to emergencies. This course is specific to the Alberta Solicitor General and Ministry of Public Security's Basic Security Training course.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution or approved [Security Services and Investigators Act \(SSIA\)](#) provider. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Note: This course is part of a credentialed pathway leading to certification within the Alberta Justice and Solicitor General's [Alberta Basic Security Training \(ABST\)](#) course. Please refer to the document titled *Credentialed Pathways* on the [CTS Pathways](#) web page for more information.

Outcomes: The student will:

- 1. demonstrate proficiency and accuracy in note-taking and report writing**
 - 1.1 describe the importance and legal implications of maintaining an accurate and complete notebook
 - 1.2 describe the correct use of a notebook
 - 1.3 demonstrate an efficient method of formatting and organizing notes
 - 1.4 maintain an accurate and complete notebook
 - 1.5 obtain and record an accurate and complete statement
 - 1.6 prepare accurate and complete written reports, including writing proper:
 - 1.6.1 incident reports
 - 1.6.2 traffic collision reports
- 2. apply a professional and effective communication style for managing and controlling incidents**
 - 2.1 define the term evidence
 - 2.2 identify, preserve, collect and document evidence for presentation in court
 - 2.3 identify and describe types of evidence, including:
 - 2.3.1 direct
 - 2.3.2 circumstantial
 - 2.3.3 hearsay
 - 2.3.4 documentary
 - 2.3.5 physical
 - 2.3.6 trace

- 2.4 preserve and protect a potential crime scene
- 3. explain how to manage an emergency situation**
 - 3.1 describe an alarm monitoring system
 - 3.2 identify types of alarms, including:
 - 3.2.1 fire
 - 3.2.2 intruder
 - 3.2.3 temperature and humidity
 - 3.2.4 toxic substances
 - 3.2.5 water pressure, water leaks
 - 3.2.6 pressure
 - 3.2.7 equipment operation
 - 3.3 explain how alarms work, including the types of sensors used
 - 3.4 identify emergency alarm calls and describe a required follow-up response
 - 3.5 identify required assistance upon responding to an emergency alarm, explaining the process:
 - 3.5.1 for off-site alarm responses
 - 3.5.2 when an alarm is triggered
 - 3.6 describe precautions for maintaining the safety of self and others at the scene of an emergency, such as:
 - 3.6.1 fire
 - 3.6.2 bomb threats
 - 3.7 monitor an emergency scene for status changes and be able to request additional resources, as required
- 4. demonstrate basic competencies**
 - 4.1 demonstrate fundamental skills to:
 - 4.1.1 communicate
 - 4.1.2 manage information
 - 4.1.3 use numbers
 - 4.1.4 think and solve problems
 - 4.2 demonstrate personal management skills to:
 - 4.2.1 demonstrate positive attitudes and behaviours
 - 4.2.2 be responsible
 - 4.2.3 be adaptable
 - 4.2.4 learn continuously
 - 4.2.5 work safely
 - 4.3 demonstrate teamwork skills to:
 - 4.3.1 work with others
 - 4.3.2 participate in projects and tasks
- 5. create a transitional strategy to accommodate personal changes and build personal values**
 - 5.1 identify short-term and long-term goals
 - 5.2 identify steps to achieve goals

COURSE CJS3500: CJS PRACTICE 1

Level: Advanced

Prerequisite: HCS3000: Workplace Safety Systems

Description: Students complete up to 25 hours of work, under the direction of a law enforcement professional, in a setting designated by the partnering post-secondary institution. Students will consistently demonstrate competency in best practice theory and skills.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

This course must be completed under the direct supervision of an individual, identified by the partnering post-secondary institution, who is fulfilling the role of practicum instructor or under the indirect supervision of the practicum instructor through a mentored practice experience.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Courses: CJS3400: Criminal Justice Systems
CJS3405: Criminal Justice Principles
CJS3410: Police Services & Trends
CJS3415: Courts & Sentencing
CJS3420: Correctional Systems

Outcomes: The student will:

- 1. work safely and effectively in a law enforcement and/or security agency**
 - 1.1 demonstrate an understanding of the aims and objectives of the law enforcement and/or security agency
 - 1.2 demonstrate an understanding of professionals and their roles within the law enforcement and/or security agency
 - 1.3 participate in daily assignment of tasks appropriate to a law enforcement and/or security professional
 - 1.4 demonstrate time management, decision making and problem solving within the role of the law enforcement and/or security professional
 - 1.5 maintain an activity log that tracks placement expectations, hours of work, tasks and any other requirements
- 2. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 2.1 identify regulations and regulatory bodies related to the credential(s) or articulation

- 2.2 describe personal roles and responsibilities, including:
 - 2.2.1 key responsibilities
 - 2.2.2 support functions, responsibilities, expectations
 - 2.2.3 code of ethics and/or conduct
- 2.3 describe personal work responsibilities and categorize them as:
 - 2.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 2.3.2 non-routine tasks; e.g., emergencies
 - 2.3.3 tasks requiring personal judgement
 - 2.3.4 tasks requiring approval of a supervisor
- 2.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 3. analyze personal performance in relation to established standards**
 - 3.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 3.2 evaluate standards of performance in terms of:
 - 3.2.1 quality of work
 - 3.2.2 quantity of work
 - 3.3 evaluate adherence to workplace legislation related to health and safety
 - 3.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 3.4.1 training and certification
 - 3.4.2 interpersonal skills
 - 3.4.3 technical skills
 - 3.4.4 ethics
- 4. communicate effectively with supervisors, co-workers and community members in law enforcement and/or security environments**
 - 4.1 demonstrate best practices of effective communication methods that promote positive interactions
 - 4.2 demonstrate knowledge of agency policies regarding use of documentation, evidence and reports
 - 4.3 demonstrate ability to maintain confidentiality
 - 4.4 demonstrate principles of accurate observation in documentation and reports
- 5. demonstrate basic competencies**
 - 5.1 demonstrate fundamental skills to:
 - 5.1.1 communicate
 - 5.1.2 manage information
 - 5.1.3 use numbers
 - 5.1.4 think and solve problems
 - 5.2 demonstrate personal management skills to:
 - 5.2.1 demonstrate positive attitudes and behaviours
 - 5.2.2 be responsible
 - 5.2.3 be adaptable
 - 5.2.4 learn continuously
 - 5.2.5 work safely
 - 5.3 demonstrate teamwork skills to:
 - 5.3.1 work with others
 - 5.3.2 participate in projects and tasks
- 6. create a transitional strategy to accommodate personal changes and build personal values**
 - 6.1 identify short-term and long-term goals
 - 6.2 identify steps to achieve goals

COURSE CJS3505: CJS PRACTICE 2

Level: Advanced

Prerequisite: HCS3000: Workplace Safety Systems

Description: Students complete up to 25 hours of work, under the direction of a law enforcement professional, in a setting designated by the partnering post-secondary institution. Students will consistently demonstrate competency in best practice theory and skills.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

This course must be completed under the direct supervision of an individual, identified by the partnering post-secondary institution, who is fulfilling the role of practicum instructor or under the indirect supervision of the practicum instructor through a mentored practice experience.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Courses: HCS3010: Workplace Safety Practices
CJS3425: Health & Wellness Foundations
CJS3430: Personal Fitness Standards
CJS3435: Safety & Risk Management

Outcomes: The student will:

- 1. work safely and effectively in a law enforcement and/or security agency**
 - 1.1 demonstrate an understanding of the aims and objectives of the law enforcement and/or security agency
 - 1.2 demonstrate an understanding of professionals and their roles within the law enforcement and/or security agency
 - 1.3 participate in daily assignment of tasks appropriate to a law enforcement and/or security professional
 - 1.4 demonstrate time management, decision making and problem solving within the role of the law enforcement and/or security professional
 - 1.5 maintain an activity log that tracks placement expectations, hours of work, tasks and any other requirements
- 2. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 2.1 identify regulations and regulatory bodies related to the credential(s) or articulation

- 2.2 describe personal roles and responsibilities, including:
 - 2.2.1 key responsibilities
 - 2.2.2 support functions, responsibilities, expectations
 - 2.2.3 code of ethics and/or conduct
- 2.3 describe personal work responsibilities and categorize them as:
 - 2.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 2.3.2 non-routine tasks; e.g., emergencies
 - 2.3.3 tasks requiring personal judgement
 - 2.3.4 tasks requiring approval of a supervisor
- 2.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 3. analyze personal performance in relation to established standards**
 - 3.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 3.2 evaluate standards of performance in terms of:
 - 3.2.1 quality of work
 - 3.2.2 quantity of work
 - 3.3 evaluate adherence to workplace legislation related to health and safety
 - 3.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 3.4.1 training and certification
 - 3.4.2 interpersonal skills
 - 3.4.3 technical skills
 - 3.4.4 ethics
- 4. communicate effectively with supervisors, co-workers and community members in law enforcement and/or security environments**
 - 4.1 demonstrate best practices of effective communication methods that promote positive interactions
 - 4.2 demonstrate knowledge of agency policies regarding use of documentation, evidence and reports
 - 4.3 demonstrate ability to maintain confidentiality
 - 4.4 demonstrate principles of accurate observation in documentation and reports
- 5. demonstrate knowledge and understanding of physical fitness and mental health standards**
 - 5.1 maintain personal health and fitness routines
 - 5.2 demonstrate best practices as indicated in physical fitness and mental health standards
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely
 - 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks

- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3510**CJS PRACTICE 3**

- Level:** Advanced
- Prerequisite:** HCS3000: Workplace Safety Systems
- Description:** Students complete up to 25 hours of work, under the direction of a law enforcement professional, in a setting designated by the partnering post-secondary institution. Students will consistently demonstrate competency in best practice theory and skills.
- Parameters:** This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.
- This course must be completed under the direct supervision of an individual, identified by the partnering post-secondary institution, who is fulfilling the role of practicum instructor or under the indirect supervision of the practicum instructor through a mentored practice experience.
- Resources:** Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.
- Supporting Courses:** CJS3440: Professional Ethics & Standards
CJS3445: Ethical Principles
CJS3450: Ethical Dilemmas
CJS3455: Case Studies in Ethics
CJS3460: CJS Ethics Project
- Outcomes:** The student will:
- 1. work safely and effectively in a law enforcement and/or security agency**
 - 1.1 demonstrate an understanding of the aims and objectives of the law enforcement and/or security agency
 - 1.2 demonstrate an understanding of professionals and their roles within the law enforcement and/or security agency
 - 1.3 participate in daily assignment of tasks appropriate to a law enforcement and/or security professional
 - 1.4 demonstrate time management, decision making and problem solving within the role of the law enforcement and/or security professional
 - 1.5 maintain an activity log that tracks placement expectations, hours of work, tasks and any other requirements
 - 2. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 2.1 identify regulations and regulatory bodies related to the credential(s) or articulation

- 2.2 describe personal roles and responsibilities, including:
 - 2.2.1 key responsibilities
 - 2.2.2 support functions, responsibilities, expectations
 - 2.2.3 code of ethics and/or conduct
- 2.3 describe personal work responsibilities and categorize them as:
 - 2.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 2.3.2 non-routine tasks; e.g., emergencies
 - 2.3.3 tasks requiring personal judgement
 - 2.3.4 tasks requiring approval of a supervisor
- 2.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 3. analyze personal performance in relation to established standards**
 - 3.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 3.2 evaluate standards of performance in terms of:
 - 3.2.1 quality of work
 - 3.2.2 quantity of work
 - 3.3 evaluate adherence to workplace legislation related to health and safety
 - 3.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 3.4.1 training and certification
 - 3.4.2 interpersonal skills
 - 3.4.3 technical skills
 - 3.4.4 ethics
- 4. communicate effectively with supervisors, co-workers and community members in law enforcement and/or security environments**
 - 4.1 demonstrate best practices of effective communication methods that promote positive interactions
 - 4.2 demonstrate knowledge of agency policies regarding use of documentation, evidence and reports
 - 4.3 demonstrate principles of accurate observation in documentation and reports
- 5. demonstrate ethical conduct and ability to apply ethical decision making**
 - 5.1 demonstrate ethical conduct and accountability to the responsibilities and expectations of the law enforcement and/or security agency
 - 5.2 demonstrate ability to maintain confidentiality in interactions with co-workers, supervisors and community members
 - 5.3 identify ethical decisions and/or dilemmas experienced in the field
 - 5.4 demonstrate ability to apply ethical standards in making decisions
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely

- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3515**CJS PRACTICE 4**

- Level:** Advanced
- Prerequisite:** HCS3000: Workplace Safety Systems
- Description:** Students complete up to 25 hours of work, under the direction of a law enforcement professional, in a setting designated by the partnering post-secondary institution. Students will consistently demonstrate competency in best practice theory and skills.
- Parameters:** This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.
- This course must be completed under the direct supervision of an individual, identified by the partnering post-secondary institution, who is fulfilling the role of practicum instructor or under the indirect supervision of the practicum instructor through a mentored practice experience.
- Resources:** Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.
- Supporting Courses:** CJS3465: Communication Skills
CJS3470: Interpersonal Skills
CJS3475: Relationships & Roles
CJS3480: Communication Contexts & Barriers
CJS3485: CJS Communication Project
- Outcomes:** The student will:
- 1. work safely and effectively in a law enforcement and/or security agency**
 - 1.1 demonstrate an understanding of the aims and objectives of the law enforcement and/or security agency
 - 1.2 demonstrate an understanding of professionals and their roles within the law enforcement and/or security agency
 - 1.3 participate in daily assignment of tasks appropriate to a law enforcement and/or security professional
 - 1.4 demonstrate time management, decision making and problem solving within the role of the law enforcement and/or security professional
 - 1.5 maintain an activity log that tracks placement expectations, hours of work, tasks and any other requirements
 - 2. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 2.1 identify regulations and regulatory bodies related to the credential(s) or articulation

- 2.2 describe personal roles and responsibilities, including:
 - 2.2.1 key responsibilities
 - 2.2.2 support functions, responsibilities, expectations
 - 2.2.3 code of ethics and/or conduct
- 2.3 describe personal work responsibilities and categorize them as:
 - 2.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 2.3.2 non-routine tasks; e.g., emergencies
 - 2.3.3 tasks requiring personal judgement
 - 2.3.4 tasks requiring approval of a supervisor
- 2.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 3. analyze personal performance in relation to established standards**
 - 3.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 3.2 evaluate standards of performance in terms of:
 - 3.2.1 quality of work
 - 3.2.2 quantity of work
 - 3.3 evaluate adherence to workplace legislation related to health and safety
 - 3.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 3.4.1 training and certification
 - 3.4.2 interpersonal skills
 - 3.4.3 technical skills
 - 3.4.4 ethics
- 4. communicate effectively with supervisors, co-workers and community members in law enforcement and/or security environments**
 - 4.1 demonstrate best practices of effective communication methods that promote positive interactions
 - 4.2 demonstrate knowledge of agency policies regarding use of documentation, evidence and reports
 - 4.3 demonstrate ability to maintain confidentiality
 - 4.4 demonstrate principles of accurate observation in documentation and reports
- 5. contribute to strategies used to build relationships between the police, general public and communities served by the agency**
 - 5.1 demonstrate knowledge and understandings of factors that influence interpersonal relationships
 - 5.2 demonstrate respect for diversity and cultural influences on communication and relationships in the workplace and the community
 - 5.3 demonstrate competence in direct interactions with individuals and groups in the community
 - 5.4 apply critical thinking skills to make informed decisions and articulate professional judgements
 - 5.5 engage in tasks and initiatives collaboratively
 - 5.6 recognize and respond to the contexts that influence relationships, including those involving authorities and limitations of law enforcement and/or security professionals
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable

- 6.2.4 learn continuously
 - 6.2.5 work safely
- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals

COURSE CJS3520: CJS PRACTICE 5

Level: Advanced

Prerequisite: HCS3000: Workplace Safety Systems

Description: Students complete up to 25 hours of work, under the direction of a law enforcement professional, in a setting designated by the partnering post-secondary institution. Students will consistently demonstrate competency in best practice theory and skills.

Parameters: This course can only be offered through a partnership (i.e., a memorandum of understanding) with a participating post-secondary institution. Contact local post-secondary institutions for more information about delivery of dual credit courses in the Criminal Justice Studies pathway.

This course must be completed under the direct supervision of an individual, identified by the partnering post-secondary institution, who is fulfilling the role of practicum instructor or under the indirect supervision of the practicum instructor through a mentored practice experience.

Resources: Resources will be identified by the participating post-secondary institution through which this course is offered. Teachers should review resource materials used by post-secondary institutions for appropriateness prior to use.

Supporting Courses: CJS3500: CJS Practice 1
CJS3505: CJS Practice 2
CJS3510: CJS Practice 3
CJS3515: CJS Practice 4

Outcomes: The student will:

- 1. work safely and effectively in a law enforcement and/or security agency**
 - 1.1 demonstrate an understanding of the aims and objectives of the law enforcement and/or security agency
 - 1.2 demonstrate an understanding of professionals and their roles within the law enforcement and/or security agency
 - 1.3 participate in daily assignment of tasks appropriate to a law enforcement and/or security professional
 - 1.4 demonstrate time management, decision making and problem solving within the role of the law enforcement and/or security professional
 - 1.5 maintain an activity log that tracks placement expectations, hours of work, tasks and any other requirements
- 2. perform assigned tasks and responsibilities, as required by the organization granting the credential(s) or articulation**
 - 2.1 identify regulations and regulatory bodies related to the credential(s) or articulation

- 2.2 describe personal roles and responsibilities, including:
 - 2.2.1 key responsibilities
 - 2.2.2 support functions, responsibilities, expectations
 - 2.2.3 code of ethics and/or conduct
- 2.3 describe personal work responsibilities and categorize them as:
 - 2.3.1 routine tasks; e.g., daily, weekly, monthly, yearly
 - 2.3.2 non-routine tasks; e.g., emergencies
 - 2.3.3 tasks requiring personal judgement
 - 2.3.4 tasks requiring approval of a supervisor
- 2.4 demonstrate basic employability skills and perform assigned tasks and responsibilities related to the credential(s) or articulation
- 3. analyze personal performance in relation to established standards**
 - 3.1 evaluate application of the attitudes, skills and knowledge developed in related CTS courses
 - 3.2 evaluate standards of performance in terms of:
 - 3.2.1 quality of work
 - 3.2.2 quantity of work
 - 3.3 evaluate adherence to workplace legislation related to health and safety
 - 3.4 evaluate the performance requirements of an individual who is trained, experienced and employed in a related occupation in terms of:
 - 3.4.1 training and certification
 - 3.4.2 interpersonal skills
 - 3.4.3 technical skills
 - 3.4.4 ethics
- 4. communicate effectively with supervisors, co-workers and community members in law enforcement and/or security environments**
 - 4.1 demonstrate best practices of effective communication methods that promote positive interactions
 - 4.2 demonstrate knowledge of agency policies regarding use of documentation, evidence and reports
 - 4.3 demonstrate ability to maintain confidentiality
 - 4.4 demonstrate principles of accurate observation in documentation and reports
- 5. reflect on personal and career goals in relation to job and/or career experiences**
 - 5.1 reflect on and describe the personal relevance of past and current experiences in criminal justice workplaces
 - 5.2 assess personal development of skills that enhance criminal justice-related career opportunities
 - 5.3 relate workplace experiences to personal learning capacity in law enforcement or security workplaces and/or post-secondary environments
 - 5.4 compare personal preferences within possible career paths in law enforcement and/or security contexts and assess skills, attitudes and knowledge required
- 6. demonstrate basic competencies**
 - 6.1 demonstrate fundamental skills to:
 - 6.1.1 communicate
 - 6.1.2 manage information
 - 6.1.3 use numbers
 - 6.1.4 think and solve problems
 - 6.2 demonstrate personal management skills to:
 - 6.2.1 demonstrate positive attitudes and behaviours
 - 6.2.2 be responsible
 - 6.2.3 be adaptable
 - 6.2.4 learn continuously
 - 6.2.5 work safely

- 6.3 demonstrate teamwork skills to:
 - 6.3.1 work with others
 - 6.3.2 participate in projects and tasks
- 7. create a transitional strategy to accommodate personal changes and build personal values**
 - 7.1 identify short-term and long-term goals
 - 7.2 identify steps to achieve goals