

FIRST LINE SUPERVISION COURSE SYLLABUS

Development of this course was made possible through Michigan Justice Training funds awarded by the Michigan Commission on Law Enforcement Standards to Michigan State University. It was developed in partnership with the various local agencies who are providing the learning group facilitators.

Team Facilitators: Cindy Herfert (herferc@msu.edu)
June Werdlow Rogers (junewrogers@comcast.net)
Bart Crane (crane@meridian.mi.us)

Office Phone: (517) 432-7170 Fax: (517) 432-1787

Office Address: 420 Baker Hall, Michigan State University, East Lansing, MI 48824

Office Hours: By Appointment

Goals: Utilize teaching methods that allow students to self-discover the knowledge and skills they require in a way that builds on gifts the students already possess in a context that is relevant to them.

Create a challenging learning environment that positively impacts what the student learns and what will be transferred to other circumstances.

Facilitate students' learning how to work safely, think critically, adopt problem-solving as a daily part of their job, and partner more readily with residents to tackle crime.

Course Description: The First Line Supervision course is offered via a blended course of instructional delivery consisting of 3 days in a large online classroom setting with learning group breakout session. This is followed the next week with 3 days of facilitated distance learning. In the third week, the learner will participate in 4 days of online classroom instruction with learning group breakout sessions, for a total of 80 instructional hours. The instructional format is problem-based learning (PBL).

PBL is defined as a "teaching or training method characterized by the use of 'real world' problems as a context for individuals to learn critical thinking and problem solving skills and acquire knowledge. It involves both knowing and doing." (Lepinski) Another definition is "an instructional method in which the teacher builds instruction around a practical problem and encourages pupils to discuss the problem in small groups, with an aim to cultivate active learning, critical thinking, and problem-solving skills among them." (Lahden) The instructor provides the learning environment and then relinquishes spotlight and allows the student to learn the material at their own pace and through the method that works best for him/her. The instructor switches from instruction, where they provide the material, to facilitation, during which time the facilitator guides the student through learning and understanding.

Class Location: September 7 – October 7, 2020 - Pre-Course Work - Distance Learning

October 12 - 14, 2020 - Online Classroom

October 20 – 22, 2020 - Distance Learning

October 27 – 30, 2020 - Classroom

Classroom Hours: Classroom sessions begin at 8:00 am and end at 5:00 pm with the following exceptions:

October 12 and 27 - class begins at 10:00 am

October 14 and October 30 - class ends at 3:00 pm

Participants are required to commit 8 hours/day of course work during the days of distance learning (October 20 – 22, 2020). The hours are 8:30 am – 4:30 pm, unless otherwise agreed upon by the facilitators – much of the distance learning work will be teamwork with all members of the team expected to participate.

Text: Police PBL Blueprint for the 21st Century (Gerard Cleveland and Gregory Saville, COPS 2007). This is provided at no additional cost.

Good to Great Policing: Application of Business Management Principles in the Public Sector (Police Executive Research Forum, COPS Office). This is provided at no additional cost.

Technology Requirements: Participants must have access to a laptop (LAN connectivity is required, and wireless LAN connectivity is highly recommended). Participants will need Internet access for the pre-course work. The laptop will be used during the first class session.

Participants will also need a microphone and webcam starting October 12, 2020.

Recommended software includes Adobe Acrobat Reader (11 or newer) and Microsoft Office 2007 or newer including Excel, Word and PowerPoint.

Recommended browsers and computers supported by MSU's online learning management software, Desire 2 Learn (D2L) include the following latest version of Internet Explorer, Firefox (highly recommended) for Windows; Firefox for Macintosh; Firefox Unix/Linux

Participants will be given an MSU username and password that will give access to MSU's D2L system as well as other MSU distance learning resources.

Final Project: A written submission addressing an assigned problem-based learning problem will be due prior to October 30, 2020.

Grading: If the Pre-Course work is not completed by Wednesday, October 7, 2020 the learner will be dropped from the course and will have to re-register for a future school.

This course is PASS/FAIL with evaluation rubrics used to evaluate the learner's level of achievement re: the identified behavior-based learning objectives. Four rubrics will be utilized with 100 points per rubric. To continue beyond the first week of class, learners must have earned a minimum of 160 points (80%) of the possible 200 points. To successfully complete the course learners must have earned a minimum of 320 (80%) of the possible 400 points.

Course Schedule: **Pre-Course Work.** Prior to attending the first day of class students are required to complete a four to eight-hour self-paced distance learning course of instruction. This pre-course work ensures that all students arrive for classroom instruction with a minimum baseline understanding of his/her responsibility for and accountability to learning.

- Introduction to Bloom's Taxonomy and Critical Thinking Skills.
- Introduction to Evaluation Rubrics.
- Introduction to the Problem Based Learning process.

Classroom (3 days) – Mandatory attendance for the first three days of the course. Behavioral objectives include:

- Demonstrate an understanding of DiSC profiles
- Identify different DiSC profiles and give appropriate praise
- Identify different DiSC profiles and communicate effectively
- Demonstrate an ability to organize and relay information to an audience.
- Differentiate between cognitive level competence and Emotional Intelligence
- Discuss the five skills essential to emotional intelligence.
- Differentiate between different conflict resolution styles.
- Identify and summarize personal conflict resolution styles
- Practice conflict resolution strategies.
- Apply non-verbal and active listening skills during classroom discussions.
- Demonstrate a familiarity with technology software through the completion of tasks assigned by the facilitators.

- Demonstrate an ability to meet deadlines by completing student assignments on time.
- Interpret and promote agency mission, values and goals for all employees as described by agency strategic plans.
- Discuss leadership and modeling appropriate behavior.
- Applying crime analysis procedures and theory through the completion of classroom exercises.
- Develop professional relationships that enhance productivity and maximize motivation.
- Demonstrate facilitation skills as modeled by the instructors.
- Apply knowledge of team building practices to student activities
- Organize and lead a team meeting.

Distance Learning (3 days) – Behavioral objectives include:

- Analyze data to identify and resolve problems.
- Examine and formulate schedules according to dept. policy.
- Create supervisory level reports according to department procedures.
- Summarize essential components of Collective Bargaining Agreements.
- Monitor and document behaviorally specific performance.
- Implement corrective action practices and analyze results.
- Identify poor performing employees and document behaviors.
- Conduct full, fair and impartial internal investigation that is consistent with agency guidelines and identify corrective actions to be taken.
- Compose a written report that justifies corrective action.
- Summarize available employee assistance programs and uses.
- Demonstrate an awareness of agency policies and procedure throughout the learning process.
- Identify employee information that should be considered confidential by legal statute and dept. policy.
- Incorporate evidence based practices in all forms of investigations
- Demonstrate effective time management skills in conducting and completing all exercises
- Practice task prioritizing

Classroom (4 days) – Behavioral objectives include:

- Demonstrate effective time management skills in conducting and completing all exercises.
- Identify and apply the concepts of situational leadership in a classroom exercise.
- Teach and/or coach employees in job duties, knowledge and traits consistent with their level of development (Mager's knowing v. doing).
- Develop staff training strategies to address performance in a classroom exercise.
- Optimize the transfer of knowledge and skills from the classroom to job performance.

- Create strategies to recognize high performing employees as well as confront low performing employees.
- Summarize and discuss *The President's Task Force on 21st Century Policing*.
- Discuss and demonstrate an awareness of cultural issues, sexual harassment and other legal issues.
- Discuss ethical behavior and leadership.

Class Attendance: Participants are paid employees while attending class and completing distance learning course work. Rules of attendance and conduct are the same in the classroom as during a regular work assignment. Attendance information will be maintained. Absences and tardiness will be reported to the learner's agency at the time they occur.

Conduct and Dress: Participants are to assure they are wearing appropriate attire for the classroom settings.