



Lakeshore Technical College

10-504-970 Spanish for Law Enforcement Officers

Course Outcome Summary

Course Information

Description This course is designed to enable students to communicate with Spanish speaking individuals during a police contact while maintaining safety. Prepares the learner to perform police duties using limited Spanish such as vehicle contacts, gaining verbal control of subjects when needed, and assessing medical emergencies. The course includes arrest commands, the ability to recognize danger words commonly used by Spanish speaking attackers, the Spanish translation for the Miranda Warnings and Standardized Field Sobriety Tests.

Total Credits 1

Total Hours 24

Types of Instruction

Instruction Type

Credits/Hours

Classroom Presentation

Textbooks

Jeanette Rivera and James Schuessler. *Simple Spanish for Law Enforcement*. **Edition:** 4th. Required. **Miscellaneous:** Textbook given to student during the first class..

Core Abilities

1. Apply learning

Criteria

- 1.1. Learner transfers academic knowledge and principles to life and work situations
- 1.2. Learner incorporates prior learning
- 1.3. Learner knows when to ask for help
- 1.4. Learner demonstrates appropriate safety precautions
- 1.5. Learner identifies the need for lifelong learning
- 1.6. Learner develops the ability to research beyond the required work
- 1.7. Learner demonstrates a curiosity for learning about cultures, norms, and practices

2. Apply sustainable practices

Criteria

- 2.1. Learner demonstrates awareness of the ecological impact related to his/her chosen area of study
- 2.2. Learner identifies environmental conservation strategies
- 2.3. Learner can identify how sustainable practices produce a lean work environment
- 2.4. Learner incorporates sustainable practices (environmental, economic, social, and cultural) during the

decision making process

3. Communicate effectively

Criteria

- 3.1. Learner comprehends written materials
- 3.2. Learner writes clearly, concisely, and accurately
- 3.3. Learner adjusts communication style in order to meet the needs of others
- 3.4. Learner demonstrates active listening skills
- 3.5. Learner uses culturally appropriate verbal and non-verbal communication methods

4. Demonstrate critical thinking

Criteria

- 4.1. Learner determines issues that merit action
- 4.2. Learner takes initiative in the problem solving processes
- 4.3. Learner makes decisions considering alternatives and consequences
- 4.4. Learner refines action plans based on evaluation of feedback
- 4.5. Learner identifies interdependencies of world issues & events

5. Demonstrate responsible and professional workplace behaviors

Criteria

- 5.1. Learner displays behavior consistent with the ethical standards within a discipline or profession
- 5.2. Learner follows policies and procedures
- 5.3. Learner attends class as mandated by the instructor
- 5.4. Learner completes assignments on time
- 5.5. Learner exhibits academic honesty
- 5.6. Learner accepts responsibility and accountability for his/her actions
- 5.7. Learner demonstrates time management and task prioritization
- 5.8. Learner demonstrates ability to handle ambiguity and unfamiliar situations

6. Integrate technology

Criteria

- 6.1. Learner determines which tasks can be performed more efficiently by using technology
- 6.2. Learner uses technology to perform tasks more efficiently
- 6.3. Learner adapts to changing/emerging technology
- 6.4. Learner selects culturally appropriate technology/tools to communicate with diverse groups

7. Respect and appreciate diversity

Criteria

- 7.1. Learner demonstrates respectful workplace actions for successfully working with a diverse workforce (race, color, creed, national origin, religion, age, sex, sexual orientation, disability, and other differences).
- 7.2. Learner observes business customs/etiquette, time zone differences, and holidays
- 7.3. Learner identifies own bias and can adapt to the customs and practices of others
- 7.4. Learner demonstrates respectful behavior for living/working in a diverse society

8. Use mathematics effectively

Criteria

- 8.1. Learner solves real world problems using mathematics
- 8.2. Learner measures accurately
- 8.3. Learner analyzes graphical information
- 8.4. Learner demonstrates an understanding of world measurements and foreign currency exchange

9. Work cooperatively

Criteria

- 9.1. Learner contributes to a group with ideas, suggestions, and effort
- 9.2. Learner completes his/her share of tasks necessary to complete a project
- 9.3. Learner encourages team members by listening and responding appropriately to their contributions
- 9.4. Learner maintains self control
- 9.5. Learner resolves differences for the benefit of the team
- 9.6. Learner accepts constructive feedback

- 9.7. Learner effectively establishes rapport and builds situationally appropriate relationships

Program Outcomes

1. Handle the tasks faced in the role of law enforcement or security.
2. Prevent and detect crime.
3. Interview and interrogate victims, witnesses, and suspects.
4. Write accurate reports.
5. Handle crime and accident scenes.
6. Apply State of Wisconsin tactical skills.
7. Effectively communicate with the public.

Course Competencies

1. Examine the Hispanic Culture

Assessment Strategies

- 1.1. by participating in simulated exercises.
- 1.2. when you participate in group discussions.
- 1.3. on a written examination

Criteria

Your performance will be successful when:

- 1.1. you articulate the importance for law enforcement Spanish
- 1.2. you utilize personal greetings and professional law enforcement opening.
- 1.3. when you determine the differences between the names and dates structure in the Hispanic culture and other cultures.

Learning Objectives

- 1.a. Explain the importance of learning to communicate effectively with the Hispanic community.
- 1.b. Compare the Hispanic culture with other cultures.
- 1.c. Identify common traits of the Hispanic culture.
- 1.d. Be sensitive to differences in culture.
- 1.e. Explain the order in which dates are provided in Spanish.
- 1.f. Explain the use of multiple last names.

2. Demonstrate law enforcement professional communications skills in Spanish

Assessment Strategies

- 2.1. When you use Spanish greetings appropriately.
- 2.2. Conduct a law enforcement opening in Spanish.
- 2.3. by participating in simulated exercises.
- 2.4. on a written examination

Criteria

Your performance will be successful when:

- 2.1. you utilize the proper greeting based on an individual's gender.
- 2.2. you utilize the proper greeting based on the time of the day.
- 2.3. you conduct a law enforcement opening in Spanish.

Learning Objectives

- 2.a. Utilize Spanish greetings when addressing individuals.
- 2.b. Distinguish greetings based on gender.
- 2.c. Utilize appropriate greeting based on the time of the day.
- 2.d. Conduct a professional law enforcement opening in Spanish.
- 2.e. Introduce yourself in Spanish.
- 2.f. Identify yourself as a Police Officer in Spanish.

2.g. Acknowledge the police agency you represent.

3. Control suspects utilizing Spanish commands.

Assessment Strategies

- 3.1. by Recognizing "danger words" in spanish
- 3.2. by Responding to "danger words" in spanish
- 3.3. Give commands in spanish to control the individual
- 3.4. by participating in simulated exercises.
- 3.5. on a written examination

Criteria

Your performance will be successful when:

- 3.1. you identify yourself in spanish
- 3.2. you utilize spanish commands to control a threatening individual

Learning Objectives

- 3.a. Determine when it is necessary to use Spanish Commands.
- 3.b. Use control commands in Spanish.
- 3.c. Use proper voice inflection when delivering commands in Spanish.
- 3.d. Identify danger words and respond utilizing Spanish commands.
- 3.e. Identify offensive words and respond utilizing Spanish commands.
- 3.f. Use the appropriate spanish ending to close the contact.

4. Obtain personal information from Spanish speaking individuals.

Assessment Strategies

- 4.1. by participating in simulated exercises.
- 4.2. on a written examination

Criteria

Your performance will be successful when:

- 4.1. you obtain a persons name using spanish skills.
- 4.2. you obtain a persons date of birth using spanish skills.
- 4.3. you you obtain a persons address using spanish skills.
- 4.4. you you obtain a persons phone number using spanish skills.

Learning Objectives

- 4.a. Determine if Spanish is needed.
- 4.b. Acquire complete name using Spanish.
- 4.c. Acquire address of person using Spanish.
- 4.d. Acquire a phone number of person using Spanish.
- 4.e. Acquire a persons date of birth using Spanish.
- 4.f. Differentiate the order in which dates are given in Spanish and English.
- 4.g. Request driver's license in Spanish.

5. Perform vehicle contacts using Spanish phrases.

Assessment Strategies

- 5.1. by participating in simulated exercises.
- 5.2. on a written examination

Criteria

Your performance will be successful when:

- 5.1. you determine if spanish skills are needed.
- 5.2. you use spanish skills to obtain personal information.
- 5.3. you control the individuals in the vehicle using spanish skills.
- 5.4. you serve a traffic citation using spanish skills.
- 5.5. you end the contact using the spanish skills.

Learning Objectives

- 5.a. Obtain contact information during a vehicle contact. while demonstrating officer safety skills.
- 5.b. Demonstrate good officer safety skills during a traffic contact while using Spanish skills.

- 5.c. Control passengers in a vehicle using Spanish skills.
- 5.d. Deliver a traffic citation in Spanish.
- 5.e. Explain key components of the citation in Spanish.
- 5.f. Request miscellaneous documents from drivers using Spanish phrases.

6. Evaluate medical emergencies using Spanish phrases.

Assessment Strategies

- 6.1. by participating in simulated exercises.
- 6.2. on a written examination

Criteria

Your performance will be successful when:

- 6.1. you determine the contact is medical in nature.
- 6.2. you determine the medical problem using spanish skills.
- 6.3. you obtain personal information using spanish skills.
- 6.4. you obtain medications list for transporting unit using spanish skills.
- 6.5. you calm the patient using spanish skills.
- 6.6. you determine the hospital of choice for transport, using spanish skills.

Learning Objectives

- 6.a. Determine level of emergency using Spanish questions.
- 6.b. Relay information to other responding units.
- 6.c. Determine if an interpreter will be needed to obtain additional information.
- 6.d. Coordinate appropriate medical care.
- 6.e. Obtain information on any medications the patient may be taking.
- 6.f. Determine the patients hospital preference.
- 6.g. Obtain other pertinent information regarding the emergency using Spanish phrases.

7. Perform arrest related tasks utilizing Spanish phrases.

Assessment Strategies

- 7.1. by participating in simulated exercises.
- 7.2. on a written examination

Criteria

Your performance will be successful when:

- 7.1. you determine the identity of the person using spanish skills.
- 7.2. you advise the subject they are under arrest using spanish skills.
- 7.3. you order the subject into a tactical arrest position (cooperative subject handcuffing) using spanish skills.
- 7.4. you explain to the subject that you are going to search incident to arrest, using spanish skills.
- 7.5. you explain to the subject that they are going to jail, using spanish skills.
- 7.6. you read the Miranda Warning using the spanish Miranda warning sheet.
- 7.7. you determine whether the subject voluntarily waives his/her right to silence, using spanish skills.
- 7.8. you complete a booking sheet using spanish skills to complete the forms.

Learning Objectives

- 7.a. Utilize appropriate Spanish commands during arrest process.
- 7.b. Execute a warrant in Spanish.
- 7.c. Conduct proper identification of a wanted individual in Spanish.
- 7.d. Communicate non-arrest decision in Spanish.
- 7.e. Determine if Miranda Warning are needed.
- 7.f. Communicate Miranda Warnings in Spanish.
- 7.g. Obtain a proper waiver of Miranda.
- 7.h. Articulate the Spanish waiver in English.

8. Perform Standard Field Sobriety Tests in Spanish

Assessment Strategies

- 8.1. by participating in simulated exercises.
- 8.2. on a written examination

Criteria

Your performance will be successful when:

- 8.1. you determine that SFST tests are needed.
- 8.2. you effectively utilize the spanish SFST instruction phonetic sheet to run SFST tests on a subject.
- 8.3. you demonstrate SFST tests during the instruction phase, while using the spanish SFST instruction phonetic sheet.

Learning Objectives

- 8.a. Determine Field Tests are needed.
- 8.b. Ascertain if Spanish SFST instructions are needed.
- 8.c. Provide HGN instructions in Spanish.
- 8.d. Provide instructions in Spanish for Walk and Turn test.
- 8.e. Provide instructions in Spanish for One Leg Stand test.
- 8.f. Perform an arrest using Spanish commands.