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. However, it was developed and will be delivered around the state in partnership with the various local agencies as noted below who are providing the learning group facilitators that make the 1:6 instructor to learner ratio possible.

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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 retreat setting where learners are required to stay on location. 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 classroom instruction at the Eaton County Sheriff’s Office in Charlotte, 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:

April 18 - May 15, 2016 Pre-Course Work - Distance Learning

May 16-18, 2016
MSU Kellogg Biological Station Conference Center
3700 East Gull Lake Drive, Hickory Corners, MI 49060
Phone: (269) 671-2341 Fax: (269)-671-2165
http://www.kbs.msu.edu/conferencecenter/

May 24-26, 2016 Distance Learning

May 31-June 3, 2016
Michigan State Police Training Academy
7426 N. Canal Rd.
Lansing, MI 48913

Classroom Hours:

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

- May 16th and May 31st - class begins at 10am
- May 18th and June 3rd - class ends at 3pm

Participants are required to commit 8 hours/day of course work during the days of distance learning (May 24-26, 2016). The hours are 8:30am – 4:30 pm, unless otherwise agreed upon by the facilitators – much of the distance learning work will be team work with all members of the team expected to participate.

Two nights lodging and all meals will be provided during the week of Retreat. Learners are required to remain on site throughout those 3 days of class. Refreshment breaks will be provided during the week of classroom instruction at Michigan State Police Training Academy however, lunch will be on your own.

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.

Recommended software includes Adobe Acrobat Reader (8.0) and Microsoft Office 2007 or 2010 including Excel, Word and PowerPoint.

Recommended browsers and computers supported by MSU’s online learning management software, Desire 2 Learn (D2L) include the following Internet Explorer 7.x, Firefox 3.x (highly recommended) for Windows; Firefox 3.x for Macintosh; Firefox 3.x Unix/Linux. Software can be tested by going to
Participants will be given an MSU user name 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 May 31, 2016.

**Grading:** If the Pre-Course work is not completed by Sunday, May 15, 2016 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 insures 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.
- Discuss SMART goals and examine their needs.
- Write a SMART goal on what the student hopes to learn during the class and document steps taken to reach that goal.
- 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.
• Discuss the phenomenon of group think and its effect on group behavior.
• 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.
• Differentiate between management and leadership.
• 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.
• Organize and schedule personnel based upon CBA, Dept. policy and utilizing data driven methods.
• 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.
- Identify staff development and career goals.
- Create strategies to recognize high performing employees as well as confront low performing employees.
- 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:** Only proper business casual (slacks and shirts with collars) attire shall be worn by learners during classroom sessions. Blue jeans, tank tops, shorts, sandals, mesh shirts and jogging suits will not be worn in the classroom. Firearms – Be guided by your departmental policy.