

Career Technical Education (CTE) Course Outline

Course Title:	Security Officer Trainee/2
Course Number:	78-85-72
Date:	July 2024
Industry Sector:	Public Service
Pathway:	Public Safety
CBEDS Title:	Introduction to Public Safety Careers
CBEDS Code:	5846
Credits:	2.5

Hours:

Total
50

Course Description:

This competency-based course is the second in a sequence of two designed to prepare students for entry-level employment as a security officer and obtain a guard card. Emphasis is placed on introduction and safety, transportation security officer, arrest, search and seizure, trespass, first aid and CPR, handling difficult people, workplace violence, chemical agents, preserving the incident scene, and employability skills and resume preparation. The competencies in this course are aligned with the California High School Academic Standards and the California Technical Education Model Curriculum Standards.

Prerequisites:	Enrollment requires completion of the Security Officer Trainee/1 (78-85-71) course.
NOTE:	For Perkins purposes this course has been designated as a concentrator/capstone course. Students must be at least 18 years old to receive a guard card. This course cannot be repeated once a student receives a Certificate of Completion.
A-G Approval	N/A
Methods of Instruction:	Lecture and discussion, multimedia presentations, visual aids, role playing, individualized instruction.
Student Evaluation:	Summative: End of section assessments
Industry Certification:	California Security Guard Card
Recommended Texts:	<u>Power to Arrest Training Manual</u> . Department of Consumer Affairs, Bureau of Investigative Services, 2005.
Link to Resource Folder	https://bit.ly/securityofficertraineerresources

Approved by: Renny L. Neyra, Executive Director

COMPETENCY AREAS AND STATEMENTS	MINIMAL COMPETENCIES	STANDARDS
<p>A. INTRODUCTION</p> <p>Understand, apply, and evaluate classroom and workplace policies and procedures.</p>	<ol style="list-style-type: none"> 1. Describe the scope and purpose of the course. 2. Identify classroom policies and procedures. 3. Discuss and demonstrate Zoom, Schoology, and basic computer skills. 4. Discuss, identify, research, and draw conclusions on the different career paths, occupations, employment outlook, and career advancements in the public service industry sector which have an impact on security officers. 5. Discuss the opportunities available for promoting gender equity and the representation of non-traditional populations in the public service industry. 6. Explain and recognize the importance of ethical behavior, responsibility, teamwork, respecting individual and cultural differences and diversity in the workplace. 7. Describe the role of the Bureau of Security and Investigative Services (BSIS) in licensing security officers. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Career Planning & Management: 3.1, 3.2, 3.4, 3.5, 3.6, 3.9 Technology: 4.2 Problem Solving & Critical Thinking: 5.4 Responsibility & Flexibility: 7.2, 7.3, 7.7 Ethics & Legal Responsibilities: 8.2, 8.3, 8.4, 8.5 Leadership & Teamwork: 9.3, 9.4, 9.6, 9.7 Technical Knowledge & Skills: 10.2 Demonstration & Application:</p>

(2 hours)		<p>11.1</p> <p>CTE Pathway: A1.1, A1.2, A1.4, A1.9, A1.10, A1.11, A2.1</p>
<p>B. SAFETY</p> <p>Understand safety procedures and techniques in the public service industry sector.</p>	<ol style="list-style-type: none"> 1. Discuss the California Occupational Safety and Health Administration (Cal/OSHA) and its laws governing security officers. 2. Discuss the impact of the Environmental Protection Agency (EPA) legislation on the Public Service Industry Sector practices in protecting and preserving the environment. 3. Discuss the use of the Safety Data Sheet (SDS) as it applies to the public service industry. 4. Discuss the safety items required by the federal, state, and local regulations. 5. Describe and demonstrate the standards regarding proper use of protective: <ol style="list-style-type: none"> a. clothing and gloves b. respiratory gear c. eye gear d. handling, storage, and disposal of chemicals and hazardous materials used 6. Practice personal safety when lifting, bending, or moving equipment and supplies. 7. Pass the safety test with 100% accuracy. 	<p>Career Ready Practice: 1, 2, 4, 10, 12</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Health & Safety: 6.1, 6.2, 6.3, 6.4, 6.6, 6.7 Ethics & Legal Responsibilities: 8.2, 8.3, 8.5 Leadership & Teamwork: 9.4, 9.6 Demonstration & Application: 11.1</p> <p>CTE Pathway: A5.1</p>
<p>C. TRANSPORTATION SECURITY OFFICER</p> <p>Understand, apply, and evaluate training to become</p>	<ol style="list-style-type: none"> 1. Define and compare the following: <ol style="list-style-type: none"> a. Department of Homeland Security (DHS) b. Department of Transportation c. porous area d. Transportation Security Agency (TSA) e. Transportation Security Officer (TSO) 	<p>Career Ready Practice: 1, 2, 4, 5, 10, 11</p> <p>CTE Anchor:</p>

<p>a federal Transportation Security Officer.</p>	<ol style="list-style-type: none"> 2. State the Aviation and Transportation Security Act of 2001. 3. State the Fourth Amendment to the U.S. Constitution. 4. Describe the relationship between the Fourth Amendment and airport screening procedures. 5. List porous areas in the U.S. transportation system that might be vulnerable to terrorist attack. 6. List the employment qualifications needed to become a TSO. 7. Describe the knowledge, skills, and abilities of a TSO. 8. Describe the employment outlook for TSOs. 9. List permitted and prohibited travel items. 10. Describe and demonstrate the operation of the following equipment: <ol style="list-style-type: none"> a. magnetometer/walk-through metal detector b. hand-held metal detector/passenger screening wand c. Explosive Detection System d. Explosive Trace Detection System e. passenger and baggage x-ray technology f. two-way radio g. full body scanner 11. Describe and demonstrate the operation of new security equipment or techniques. 12. Describe and demonstrate screening of: <ol style="list-style-type: none"> a. passengers b. baggage c. cargo 13. Describe and demonstrate how to process passengers orderly and efficiently. 14. State how to process passengers with special needs. 15. State Transportation Security Administration screening procedures. 16. Describe and demonstrate responses to: <ol style="list-style-type: none"> a. security breaches b. emergency situations 17. Describe and demonstrate techniques to: <ol style="list-style-type: none"> a. secure unauthorized weapons b. potentially hazardous materials c. prevent entry to secure areas and aircraft 	<p>Academics: 1.0</p> <p>Communications: 2.1, 2.3, 2.5</p> <p>Technology: 4.1, 4.2, 4.3</p> <p>Problem Solving & Critical Thinking: 5.3, 5.4</p> <p>Technical Knowledge & Skills: 10.1, 10.2</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway: A2.1, A2.2, A2.3, A2.4, A2.7, A2.10, A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A4.7, A6.3, A6.9, A6.10</p>
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<p>(4 hours)</p>	<ol style="list-style-type: none"> 18. Describe and demonstrate the use of computer hardware and software to: <ol style="list-style-type: none"> a. analyze information b. create documents c. report information 19. Describe and demonstrate the identification of issues that might reveal a weakness or vulnerable area in security screening. 20. Develop and demonstrate formal write-ups to: <ol style="list-style-type: none"> a. recommend improvements to screening processes b. recommend improvements to prevent future security breaches or weaknesses 21. State how to participate in information briefings concerning security-sensitive or classified information. 22. Pass a TSO assessment with an 80% score or higher. 	
<p>D. ARREST, SEARCH, AND SEIZURE</p> <p>Understand and evaluate the legal aspects, techniques, liability, and company requirements relating to the arrest of an individual.</p>	<ol style="list-style-type: none"> 1. Review the following definitions: <ol style="list-style-type: none"> a. arrest b. de-escalation techniques c. escalation techniques d. felony e. force f. power to arrest g. use of force 2. Define loss prevention. 3. Review the protections the U.S. Constitution and Bill of Rights offer to the individual. 4. Describe the differences between California Penal Code Sections 836 and 837 regarding powers of arrest. 5. Review the impact of the power to arrest on the following parties: <ol style="list-style-type: none"> a. the subject/individual b. the guard c. the company 6. Describe different forms of technology that aid in loss prevention. 7. State the role of the security officer in loss prevention. 8. Summarize the Merchant’s Privilege Rule (California Penal Code Section 490.5 (f) and 	<p>Career Ready Practice: 1, 2, 4, 5, 7, 8, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.1, 4.3 Problem Solving & Critical Thinking: 5.3, 5.4 Responsibility & Flexibility: 7.2, 7.3, 7.7 Ethics & Legal Responsibilities: 8.2, 8.3, 8.4, 8.7</p>

<p>(5 hours)</p>	<p>(g)) regarding detaining persons suspected of shoplifting.</p> <ol style="list-style-type: none"> 9. Describe elements of a lawful arrest. 10. Differentiate between the felony and misdemeanor arrest policy. 11. Describe the pursuit policy. 12. Review the procedures for taking a suspect into custody. 13. Describe the procedures for advising suspects of their constitutional rights. 14. Identify the following: <ol style="list-style-type: none"> a. the arresting party b. the party who takes custody of the suspect after a lawful arrest 15. State the role of the security officer before and after a violation has been committed. 16. Describe the responsibility the employer has for the security officer's actions. 17. State the use of escalation and de-escalation techniques in the use of force. 18. State the use of restraint techniques and their implication. 19. Describe and demonstrate how to handcuff a suspect. 20. Differentiate between deadly and non-deadly force. 21. Review the lawful use of deadly weapons. 22. Review the laws that address the use of excessive force. 23. Explain how to write a report. 24. Describe the procedure for prosecuting a suspect. 25. Pass the arrest, search, and seizure assessment with an 80% score or higher. 	<p>Technical Knowledge & Skills: 10.1, 10.2</p> <p>Demonstration & Application 11.1</p> <p>CTE Pathway: A4.1, A4.2, A4.3, A4.4, A4.5, A4.6, A4.7, A5.1, A5.2, A6.2, A6.3, A6.6, A6.7, A6.9, A6.10</p>
<p>E. TRESPASS</p> <p>Understand and evaluate the laws relating to trespassing.</p>	<ol style="list-style-type: none"> 1. Define and review the following: <ol style="list-style-type: none"> a. trespass/trespassing b. open land c. places of accommodation/public access d. private property e. public property f. posting of property 2. State the nature of and penalties for trespassing according to California law (Penal Code 602). 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Academics: 1.0 Communications:</p>

<p>(4 hours)</p>	<ol style="list-style-type: none"> 3. State if a person can be arrested for entering and remaining on the following: <ol style="list-style-type: none"> a. open land b. private property c. public property d. places of accommodation e. places where there is public access 4. State if there are any circumstances that permit trespassing. 5. State the legality of the use of force to prevent trespassing or to remove a trespasser. 6. Pass a trespass assessment with an 80% score or higher. 	<p>2.1, 2.3</p> <p>Technology: 4.2</p> <p>Technical Knowledge & Skills: 10.1, 10.2</p> <p>CTE Pathway: A5.1, A5.2</p>
<p>F. FIRST AID AND CPR</p> <p>Understand and apply first aid and CPR procedures.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. Automated External Defibrillator (AED) b. burn c. Cardio-Pulmonary Resuscitation (CPR) d. Good Samaritan law e. shock f. stroke 2. Describe how the Good Samaritan law applies to security officers. 3. Describe the major areas of the body. 4. State the definition, signs, symptoms, and emergency treatment procedures for the following: <ol style="list-style-type: none"> a. musculoskeletal injuries b. soft tissue injuries c. head injuries d. spine injuries e. chest injuries f. abdominal injuries g. pelvic injuries h. poison emergencies i. heat emergencies j. cold emergencies k. chest wound l. lower extremities and abdominal wounds m. head wounds n. burns o. shock p. stroke 5. Describe the components of a cardiopulmonary resuscitation (CPR) course. 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.2 Responsibility & Flexibility: 7.7 Technical Knowledge & Skills: 10.1 Demonstration & Application: 11.1, 11.2</p> <p>CTE Pathway:</p>

(10 hours)	<ol style="list-style-type: none"> 6. State the proper use of the Automatic External Defibrillator (AED). 7. Pass a CPR test as offered by a nationally recognized governing body: American Red Cross, American Heart Association (AHA). 	A6.7, A6.8, A6.10
<p>G. HANDLING DIFFICULT PEOPLE</p> <p>Understand, apply, and evaluate different strategies used to handle difficult people.</p>	<ol style="list-style-type: none"> 1. Review the following definitions: <ol style="list-style-type: none"> a. crisis intervention b. I-message c. nonjudgmental 2. Review why it is important to have good verbal skills in a crisis intervention situation. 3. Review and demonstrate the following verbal skills used in crisis intervention: <ol style="list-style-type: none"> a. acknowledge feelings underlying the action b. use I-messages to maintain control of the situation c. control voice tone, speed, and volume d. present nonjudgmental statements e. repeat statement or question if necessary f. verify that the person understands the message 4. Review each of the following as it relates to the duties of the security guard: <ol style="list-style-type: none"> a. harassment b. discrimination c. race d. gender e. stereotype/stereotyping f. attitude 5. Describe the influence of stereotypes on attitude. 6. Describe how stereotyping has a positive or negative effect on: <ol style="list-style-type: none"> a. respect for another person b. the attitude toward another person 7. Compare the difference between harassment and discrimination. 8. List examples of: <ol style="list-style-type: none"> a. racial and gender harassment b. racial and gender discrimination 9. Review the following definitions: <ol style="list-style-type: none"> a. culture b. ethnicity c. diversity 	<p>Career Ready Practice: 1, 2, 4, 5, 8, 9</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.2, 2.3, 2.5 Technology: 4.2 Problem Solving & Critical Thinking: 5.1, 5.2 Ethics & Legal Responsibilities: 8.2, 8.4, 8.7 Leadership & Teamwork: 9.6, 9.7 Technical Knowledge & Skills: 10.2</p> <p>CTE Pathway: A4.2, A4.5</p>

<p>(5 hours)</p>	<ol style="list-style-type: none"> 10. Review how the following are unique to a culture: <ol style="list-style-type: none"> a. language b. gesture c. concept of time d. concept of space e. gender roles 11. Describe why cultural differences may appear threatening to an outsider. 12. Identify positive strategies to help control a situation involving people from: <ol style="list-style-type: none"> a. the same culture b. two or more different cultures 13. Describe a general strategy for dealing with <ol style="list-style-type: none"> a. disturbed people b. people under the influence of substances 14. Role-play proper conduct in the following incidents: <ol style="list-style-type: none"> a. witnessing racial or gender harassment b. interacting with a difficult person from the same culture as the security officer c. interacting with a difficult person from a different culture than the security officer d. providing assistance to a mentally disturbed person e. interacting with a substance abuser 15. Pass a Handling Difficult People assessment with an 80% score or higher. 	
<p>H. WORKPLACE VIOLENCE</p> <p>Understand and evaluate different strategies used to recognize, remedy, and report workplace violence incidents.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. anger management b. employee diversity c. sexual harassment d. workplace violence e. workplace violence spectrum f. workplace violence types 2. List the different levels on the workplace violence spectrum. 3. List the different types of workplace violence. 4. State the legal basis for an employer to prevent workplace violence. 5. Describe and demonstrate the warning signs of behavior that can lead to the following types of workplace violence: <ol style="list-style-type: none"> a. worker-to-worker 	<p>Career Ready Practice: 1, 2, 4, 5, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4 Technology: 4.2 Problem Solving & Critical Thinking:</p>

<p>(4 hours)</p>	<ul style="list-style-type: none"> b. client-to-customer c. supervisor-to-subordinate <ol style="list-style-type: none"> 6. Describe how sexual harassment can be a form of workplace violence. 7. State the benefits of an anger management program in reducing workplace violence. 8. Review ways that an organization can value diversity among its employees. 9. Describe how valuing diversity can help reduce workplace violence. 10. Review personal security measures for the following parties during an episode of workplace violence: <ul style="list-style-type: none"> a. the security officer b. the persons involved 11. List the contents of a report that documents an incident involving workplace violence. 12. Complete a report of an incident involving workplace violence. 13. Pass a workplace violence assessment with an 80% score or higher. 	<p>5.3</p> <p>Technical Knowledge & Skills: 10.1, 10.2, 10.3</p> <p>Demonstration & Application: 11.1</p> <p>CTE Pathway: A4.3, A4.5, A4.6, A4.7, A6.3, A6.6, A6.9, A6.10</p>
<p>I. CHEMICAL AGENTS</p> <p>Understand and evaluate the legality and effects of different chemical agents used by security guards.</p>	<ol style="list-style-type: none"> 1. Define the following: <ul style="list-style-type: none"> a. air-borne chemical agents b. pepper spray c. tear gas d. water-borne chemical agents 2. List common air-borne and water-borne chemical agents. 3. Compare the differences between air-borne and water-borne chemical agents. 4. State the effects of <ul style="list-style-type: none"> a. pepper spray b. tear gas 5. Review the information in the Business and Professions Code Division 3 Chapter 11.5, Private and Security Services Article 4, Sections 7583.35, 7583.36, and 7583.37 – authority to carry and use tear gas. 6. Review the information in the California Penal Code, Section 12403.5 – purchase, possession, or transportation of tear gas by a private patrol operator. 7. State the legality of using pepper spray. 	<p>Career Ready Practice: 1, 2, 4</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology 4.2 Health & Safety: 6.2, 6.3 Ethics & Legal Responsibilities: 8.2, 8.3 Technical Knowledge & Skills:</p>

<p>(5 hours)</p>	<ol style="list-style-type: none"> 8. State the penalties for misuse of tear gas and pepper spray. 9. Describe the situations in which a security officer would use a chemical agent on a suspect. 10. Pass a chemical agents assessment with an 80% score or higher. 	<p>10.1, 10.2</p> <p>CTE Pathway: A5.1</p>
<p>J. PRESERVING THE INCIDENT SCENE</p> <p>Understand and apply the procedures in preserving an incident scene.</p>	<ol style="list-style-type: none"> 1. Define the following: <ol style="list-style-type: none"> a. blood spatter b. casts and impressions c. edged instrument d. evidence e. evidence tampering f. fibers and textiles g. incident h. incident scene i. pollen and spores j. securing a scene 2. State the ultimate objective in securing an incident scene. 3. Describe how the following may be considered evidence: <ol style="list-style-type: none"> a. hair b. blood c. blood spatter d. casts and impressions e. edged instruments f. fibers and textiles g. fingerprints h. firearms glass i. hair j. pollen and spores k. soil l. tools 4. Describe how to care and preserve evidence. 5. Describe how evidence can be transferred, lost, or contaminated. 6. Describe the ways to secure the incident scene: <ol style="list-style-type: none"> a. with people at the scene b. with people outside the scene 7. Describe the results of not protecting evidence at an incident scene. 	<p>Career Ready Practice: 1, 2, 4, 10</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3 Technology: 4.2 Technical Knowledge & Skills: 10.1, 10.2 Demonstration & Application: 11.1</p> <p>CTE Pathway: A2.7</p>

<p>(5 hours)</p>	<ol style="list-style-type: none"> 8. State legal issues regarding evidence tampering and/or removal. 9. Describe and demonstrate how the following steps aid in identifying witnesses to the scene: <ol style="list-style-type: none"> a. control of individuals b. separation of individuals c. questioning of individuals 10. Pass a preserving the incident scene assessment with an 80% score or higher. 	
<p>K. EMPLOYABILITY SKILLS AND RESUME PREPARATION</p> <p>Understand, apply, and evaluate the employability skills and resume preparation desired of security officers.</p>	<ol style="list-style-type: none"> 1. Understand and define employer requirements for soft skills such as: <ol style="list-style-type: none"> a. attitude toward work b. communication and collaboration c. critical thinking, problem solving, and decision-making d. customer service e. diversity in the workplace f. flexibility and adaptability g. interpersonal skills h. leadership and responsibility i. punctuality and attendance j. quality of work k. respect, cultural and diversity differences l. teamwork m. time management n. trust and ethical behavior o. work ethic 2. Develop a career plan that reflects career interests, pathways, and post-secondary options. 3. Create/revise a resume, cover letter and/or portfolio. 4. Demonstrate, analyze, research, and review the role of online job searching platforms and career websites to make informed decisions. 	<p>Career Ready Practice: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11</p> <p>CTE Anchor: Academics: 1.0 Communications: 2.1, 2.3, 2.4, 2.5 Career Planning & Management: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9 Technology: 4.1, 4.2, 4.3, 4.5 Problem Solving & Critical Thinking: 5.1, 5.3, 5.4 Responsibility & Flexibility: 7.2, 7.3, 7.4, 7.7 Ethics & Legal Responsibilities: 8.3, 8.4, 8.5 Leadership & Teamwork: 9.1, 9.2, 9.3, 9.4, 9.6, 9.7</p>

(4 hours)	<ol style="list-style-type: none"> 5. Understand the importance of assessing social media account content for professionalism. 6. Demonstrate and complete and/or review an on-line job application. 7. Understand and demonstrate interview skills to get the job: <ol style="list-style-type: none"> a. do's and don'ts for job interviews b. how to dress for the job 8. Demonstrate and create sample follow-up letters. 9. Understand the importance of the continuous upgrading of job skills as it relates to: <ol style="list-style-type: none"> a. certification, licensure, and/or renewal b. professional organizations/events c. industry associations and/or organized labor 	<p>Technical Knowledge & Skills: 10.1, 10.2, 10.3, 10.4</p> <p>Demonstration & Application: 11.1, 11.2, 11.5</p> <p>CTE Pathway: A4.1, A4.2, A4.3, A4.7</p>
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ACKNOWLEDGEMENTS

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Ana Martinez, Nestor Gonzalez, and Jose Perez.