

**PALOMAR COLLEGE**  
**COURSE OUTLINE OF RECORD FOR**  
**NONCREDIT COURSE**

*(Use this form only for Noncredit Courses)*

**COURSE NUMBER AND TITLE:** CNED 80 Personal Protection and Self-Defense

**MINIMUM NUMBER OF SEMESTER HOURS:** 24

**SCOPE OF COURSE:**

An individualized course designed to enhance personal safety through increased observation, awareness, and identification of personal, environmental, and societal factors associated with risk and endangerment. Each student will develop a personal protection plan. Using the attributes each already possesses, the student will acquire self-defense skills. No two students are alike; therefore, each student will learn, through observation and practice, which techniques and methods work best for the individual. The student will integrate the personal protection plan with self-defense skills. This course is designed for the older adult and individuals with health and/or physical limitations.

**SPECIFIC COURSE OBJECTIVES:**

The successful student will:

1. Understand that fighting to protect your life does not require years of studying martial arts.
2. Understand that true self-defense means the elimination of the attacker's ability to inflict harm on the individual.
3. Assess his/her individual, untrained, natural responses to danger and understand his/her spontaneous initiation of defensive measures to a perceived threat. The individual assessment is the foundation of creating an individualized program.
4. Analyze, understand, practice, and execute classroom techniques that will turn fear, a natural response all people experience when threatened, into a source of energy to activate self-defense.
5. Assess individual endurance, stamina, flexibility, and strength.
6. Self evaluate individual attributes of strength and liability.
7. Initiate an effective, personal self-defense program through the assimilation and selection of the techniques and methods presented and practiced in the class.
8. Be prepared to fight to the best of his/her abilities.
9. Acquire a basic knowledge of human anatomy and will understand where to inflict damaging and disabling pain.
10. Understand that force comes from properly using leverage and body mechanics, not from possessing overwhelming size or strength.
11. Learn the four ranges of combat: kicking, punching, trapping, and grappling.
12. Understand the underlying principle that inflicting structural damage to an attacker compensates for a perceived lack of strength.
13. Execute angles of contact effectively.
14. Analyze and consider 'found' items, personal possessions, and environmental objects as weapons of defense, i.e. piece of wood, purse, cane, dirt, a wall, the ground, etc.
15. Incorporate increased health and wellness activities into daily lifestyle.
16. Learn, that often, the best protection is prevention and avoidance of dangerous situations and people.

## CONTENT IN TERMS OF SPECIFIC BODY OF KNOWLEDGE:

- I. Overview of the Prevalent Danger Individuals Face in this Society.
  - A. Review of statistics relevant to sexual and physical assault.
    1. One out of three women in the United States is the victim of a sexual assault at some point in her life.
    2. Forty percent of reported rapists are known to the victim, i.e., co-worker, neighbor, family member, etc.
  - B. Rape is not a crime of passion; it is a crime of violence. It is not about sex; it is about power, control, and rage.
  - C. It is not relevant to understand the motivation for a crime; it is relevant to know how to defend one's self.
- II. Legal Options Available to Maximize Personal Protection.
- III. Assessment of Personal Safety.
  - A. Analyze and describe attitude toward self-protection.
  - B. Identify potential assailants.
    - a. Assess personal relationships.
    - b. Assess work relationships.
  - C. Identify potential allies to promote personal safety.
  - D. Identify and assess potential problems related to personal, home, work place, and commuter safety.
- IV. Assume Responsibility for Personal Safety.
  - A. Be a deliberate, active, and self-aware participant in the design of self-protection and self-defense plan.
  - B. Evaluate personal physical strengths and weaknesses in order to begin the customization of a personal self-protection plan.
  - C. Evaluate emotional strengths and weaknesses to maximize initiation of self-protection plan.
  - D. The Theory of Structural Damage: Inflict sufficient injury on a body part or system to render it non-functional.
  - E. Be aware of what an individual's body language communicates.
- V. The Anatomy of Vulnerability.
  - A. Identification and Affect of Injury to Anatomical Targets and Pressure Points.
    1. The Head and Neck.
      - a. Pulling the head causes the body to follow, setting up a blow to an exposed area of neck or head.
      - b. Hair on side of head has more nerves, pulling here causes most pain.
      - c. Injury to orbital ridge may cause the eye to be nonfunctional.
      - d. Target the eyes for injury with nails or thumbs; throw dirt.
      - e. Strike to the thin piece of cartilage under the nose.
      - f. Strike the Adam's apple to cause severe damage and loss of breath.
      - g. Pinch the carotid arteries to disable.
      - h. Pinch, press, or strike point where jaw meets earlobe to cause severe pain.
      - i. Traumatize the eardrum by slamming the palm against it or jab in an object.
      - j. Fish hook to rip the jaw.
      - k. Strike the occipital lobe to impair or force attacker to the ground.

2. The Torso.
    - a. Radial arteries are close to surface-a good place to bite, if possible.
    - b. Behind the collarbone is a pressure point; where the clavicle protrudes, shove fist down, toward the ground.
    - c. Armpit has twelve nerves converging at one point; pinch or strike directly to numb.
    - d. Lower, or floating ribs are easily broken with an angled strike.
    - e. Groin area – testicles are the most vulnerable.
    - f. Perineum, like the armpit, is vulnerable to a direct strike.
  3. The Limbs.
    - a. Hyperextend the knee with a kick or blow with an object to the area above the knee.
    - b. Grab any digit to bend or break at the joint.
    - c. Stomp or strike any exposed digit or joint.
    - d. Force the thumb into a backward position.
- VI. Observe and Practice Self-Defense Techniques.
- A. Prepare to fight for your life.
  - B. Execute four ranges of combat.
  - C. Observe and practice counter-moves.
  - D. Execute grabs and holds.
  - E. Fight effectively on the ground.
  - F. Analyze and feel how leverage and body movements require changes of positions to be effective.
  - G. Execute the angles of contact.
  - H. Improvise and fight with ‘found objects’ as weapons of defense.
  - I. Learn to maximize strength of blows by varying positions.
  - J. Vary size and strength of attacker.
- VII. Accommodate Adaptations to Maximize Personal Effectiveness.
- VIII. Best Methods for Realistic Practice.
- IX. Prepare the Self-Defense Plan.
- X. Prepare the Personal Protection Plan.
- XI. Fundamental Precepts.
- A. Self-defense is meant to save your life, not protect you from attack.
  - B. The Personal Protection Plan prepares you to exercise options to maximize safety and avoid dangerous people and/or life threatening situations.

**MATERIALS REQUIRED:** Notebook or journal

**TEXTS RECOMMENDED OR REQUIRED:**

Students will receive handouts prepared by the instructor to illustrate pertinent points of the lecture material.

**INSTRUCTIONAL METHODOLOGY:**

The instructor will combine lecture with individual and group practice sessions. Students will be active participants and designers of their individual personal protection and self-defense plans.

**Check all that apply:**

- lecture
- laboratory
- lecture-laboratory combination

**DISTANCE LEARNING:**

**This course may be offered as a distance learning course and meets Title 5 regulations 55370, 55372, 55374, 55376, 55378, and 55380.**

Yes \_\_\_\_\_ No X

**If yes, check all that apply.**

- \_\_\_\_\_ Television Course (Video one-way, e.g. ITV, video cassette, etc.)
- \_\_\_\_\_ Online Course (Text one-way, e.g. newspaper, correspondence, electronic file, etc.)
- \_\_\_\_\_ Two-Way Video Conferencing (Two-way interactive video and audio)
- \_\_\_\_\_ One-Way Video Conferencing (One-way interactive video and two-way interactive audio)
- \_\_\_\_\_ Computer Assisted Instruction (A specialized form of mediated instruction relying on, primarily, student access to information and prepared lessons or teaching materials through a computer terminal, but not under immediate supervision of a qualified instructor.)

**METHODS OF DETERMINING WHETHER OR NOT STATED OBJECTIVES HAVE BEEN MET BY STUDENTS:**

The student will have developed his/her personal plan of protection and will be effective in self-defense. Fear will not be a controlling factor in the student's life. The student will state verbally, on a numerically measured exit survey, or in a written statement the degree of satisfaction felt in meeting the goals that motivated enrollment in the class.

**CONTACT PERSON: Chris Urner, Manager of Community Education Programs**  
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**SIGNATURES:**

SIGNATURES ON FILE