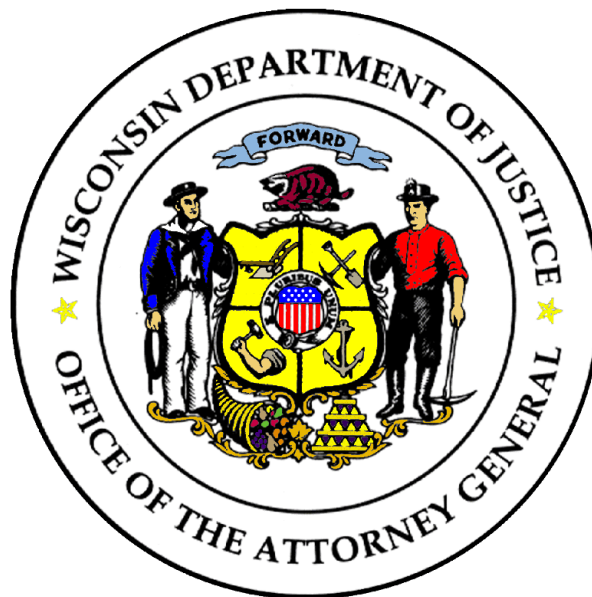


# **LAW ENFORCEMENT BASIC TRAINING 720-HOUR CURRICULUM**

## **COMPETENCIES AND LEARNING OBJECTIVES BY PHASE**



**Prepared for the Curriculum Advisory Committee to the  
Law Enforcement Standards Board**

**By the Training and Standards Bureau  
Wisconsin Department of Justice  
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The revisions in this document from the December 2019 version of this document must be incorporated into all training programs that begin after May 1, 2020.

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# PHASE 1: INTRODUCTION AND NON-EMERGENCY RESPONSE (200 HOURS)

## PHYSICAL FITNESS READINESS TEST (2)

Prior to the start of the academy, recruits will complete a Physical Readiness Test (PRT) to determine their basic level of readiness (PAT 1). Each recruit must meet the established entrance readiness standards to continue in the academy. Recruits will also take a final PRT at the end of the academy. This will determine if they meet the minimum levels of physical readiness necessary to perform the essential physical tasks of a Wisconsin Law Enforcement officer safely and effectively. The initial PRT will allow recruits to set fitness goals and develop a fitness plan to help them improve their performance on the final PRT as well as increase their fitness and wellness as future officers.

The Entrance PRT consists of the following six events:

<u>Event</u>	<u>Standard</u>
Vertical Jump	11.5 inches
Agility Run	23.4 seconds
1 Minute of Sit-Ups	24
300 Meter Run	82 seconds
Push-Ups	18
1.5 Mile Run	20:20

## ACADEMY ORIENTATION (2)

In this course, recruits will meet their basic training lead instructor and other members of their class. They will discuss program and campus logistics, explore academy rules and regulations and discuss the conduct expected during the course of this 720-hour program.

### **Competency and Learning Objectives**

1. Demonstrate recognition of academy rules and regulations.
  - 1.1. Determine what responsible personal behavior is.
  - 1.2. Examine academy rules and regulations.
  - 1.3. Explain the testing and re-testing policies of your recruit academy.

### **Performance Standards**

Students will write a letter to the Academy Director about their acceptance of the academy rules and regulations.

The letter will:

- Contain the student's signature.
- Have a signed copy of the Academy Rules and Regulations attached.
- Have a signed copy of the Law Enforcement Code of Ethics attached.
- Summarize the student's understanding of the recruit academy testing policies.

- Indicate that the student has read and understands the attached documents.
- Include correct grammar, punctuation, and spelling.

### **PHYSICAL FITNESS PROGRAM (8)**

In this course, recruits will describe the benefits of engaging in regular physical activity and participate in a physical fitness program throughout the academy to prepare them for their law enforcement careers. Recruits will participate in two required physical fitness sessions per week while attending the academy. Recruits will also be encouraged to exercise at least three times a week on their own while attending the academy.

#### **Competencies and Learning Objectives**

1. Find your fitness starting point. \*
  - 1.1 Know your fitness level.
  - 1.2 Set goals.
  - 1.3 Maintain a fitness journal.

#### **Performance Standards**

Students will set fitness and health goals during the recruit academy based on their entrance PRT results and create and maintain a fitness/wellness journal throughout the academy (PRT and Fitness/Wellness journal are mandatory for all recruits – Physical Readiness PAT 2 and PAT 3).

Students will:

- Learn the purpose of, and how to use, fitness and nutritional journals (can be online).
- Set a specific improvement goal they want to achieve on the fitness assessment taken at the end of the recruit academy.
- Set specific health goals (for example, quit smoking, give up fast food, etc.) that they want to achieve by the end of the recruit academy.
- Set specific weight loss, or maintenance goals, they want to achieve by the end of the recruit academy.

2. Engage in regular physical activity.

- 2.1 Describe the benefits of exercise.
- 2.2 Examine components of exercise (warm-ups and cool-downs, cardio training, strength training, flexibility and balance).
- 2.3 Compare and contrast different types of exercise programs and resources.
- 2.4 Participate in a physical fitness program.

#### **Performance Standards**

Students develop an individual fitness plan they will use during the recruit academy and will participate in a physical fitness program during the recruit academy.

The student will:

- Explain how being fit enhances his/her effectiveness as a law enforcement officer.
- Compare and contrast various fitness programs to determine what type of program will help him/her reach his/her fitness goals (examples: local gym programs, P90X, CrossFit, etc.).
- Develop a physical fitness routine that he/she will follow to help him/her improve his/her physical fitness assessment results by the end of the recruit academy.
- Assess their own performance throughout the recruit academy and adjust their physical fitness plan to reach his/her end-of-academy goals as necessary.

3. Eat a healthy diet.

- 3.1 Describe the benefits of eating a balanced diet.
- 3.2 Eat a balanced diet.
- 3.3 Stay hydrated.

### **Performance Standards**

Students will keep track of everything they eat and drink for at least one week in a journal or online tracking program.

The student will:

- Develop a nutrition plan that he/she will follow while at the recruit academy.
- Assess their progress throughout the recruit academy and adjust his/her nutrition and health plans as needed to meet his/her health goals by the end of the academy.
- Discuss how he/she can maintain a healthy diet while eating on the road (eating at restaurants) or working various shifts.

## **FUNDAMENTALS OF CRIMINAL JUSTICE (12)**

In this course, recruits will learn about the various subsets of the criminal justice system and the role the professional law enforcement officer plays in this structure. Recruits will begin to understand that law enforcement is just one element of the criminal justice system and professional law enforcement officers must work in conjunction with the courts, corrections and other agencies to administer criminal justice in Wisconsin.

Recruits will also learn about the role of law enforcement in a historical context. They will examine the role of law enforcement in a democratic society, covering concepts such as law enforcement services; crime deterrence; discretion, and enforcement policies. This course will also explore evolving law enforcement strategies, activities, and attitudes that build effective law enforcement and community relationships and the use of problem-oriented policing.

### **Competencies and Learning Objectives**

1. Distinguish between the roles and functions of courts with jurisdiction in Wisconsin.
  - 1.1. Explain the structure, function and jurisdiction of the federal court system.
  - 1.2. Explain the structure, function and jurisdiction of the state court system.
  - 1.3. Explain the structure, function and jurisdiction of municipal courts.
  - 1.4. Explain the process of a criminal conviction appeal.

## **Performance Standards**

Students will participate in a discussion on court roles and functions.

Students will:

- Listen to a lecture on the various court systems.
  - Determine which violations are appropriate for a municipal court versus a state court.
  - Explain that municipal courts can act only on matters covered by municipal ordinances.
  - Explain what an ordinance is.
  - Explain what a forfeiture is.
  - Explain that municipal courts generally are limited to imposing forfeitures for ordinance violations.
2. Determine modern law enforcement functions and policies from a historical perspective.
    - 2.1. Describe the origins of the contemporary law enforcement system.
    - 2.2. Summarize law enforcement in early America.
    - 2.3. Analyze the divisions of modern law enforcement and its implications for law enforcement training.

## **Performance Standards**

Students will list modern day examples of Robert Peel's nine principles.

Students will:

- Listen to a lecture on the origins of law enforcement.
  - Participate in a discussion comparing early law enforcement positions protecting walled cities with private security guards at today's gated communities.
  - List at least nine modern day examples of Sir Robert Peel's principles.
  - Show through their examples that they understand Sir Robert Peel's principles.
3. Identify the role of law enforcement officers in American society.
    - 3.1. Recognize the role of law enforcement officers in protecting individual rights, preventing crime and providing public safety services.
    - 3.2. List the government's expectations of law enforcement officers.
    - 3.3. List community expectations of law enforcement officers.

## **Performance Standards**

Students will brainstorm a list of civilian expectations of law enforcement officers detailing which of these expectations they feel will be the most difficult to fulfill.

Students will:

- Listen to a lecture on the professional development of law enforcement.
- Participate in a discussion of the issues surrounding a law enforcement agency that is an extension of a political official.
- Listen to a lecture on the guardian of rights.
- Review the Magna Carta and the U.S. Constitution.
- Listen to a lecture on the role of law enforcement and its legal basis.



- Listen to a lecture on law enforcement and the public trust.
  - Participate in a discussion on what political influences there are on today's law enforcement officers.
  - Discuss how the primary goals of law enforcement fit with community expectations.
4. Differentiate between the roles and functions of federal, state, and local law enforcement agencies.
    - 4.1. Describe the major federal law enforcement agencies and their respective areas of enforcement.
    - 4.2. Describe the role of the county Sheriff and Sheriff's deputies in Wisconsin.
    - 4.3. Describe the role, jurisdiction, and enforcement powers of Wisconsin's state enforcement and investigative agencies.
    - 4.4. Describe the role, jurisdiction, and enforcement powers of municipal law enforcement agencies.

### **Performance Standards**

Students will participate in a group discussion on the roles of state and federal law enforcement agencies. The students will also participate in a group case study where they'll have to determine which state and/or federal agencies they would contact during the investigation.

Students will:

- Listen to a lecture on the roles and functions of various law enforcement agencies.
  - Determine which state and/or federal agencies they would contact for assistance during an investigation.
  - List the duties that are the responsibility of the county sheriff.
  - Find a local ordinance creating a municipal police department and list the duties of the police chief.
  - Review state and federal law enforcement agency websites.
5. Incorporate community policing strategies into your community.
    - 5.1. Define community-oriented policing.
    - 5.2. Provide examples of community-oriented policing in your community or a neighboring community.
    - 5.3. Provide examples of the community and law enforcement working together to address crime.
    - 5.4. List the benefits and challenges to community-oriented policing.

### **Performance Standards**

Students will provide examples of community-oriented policing programs or examples of community members working with law enforcement to address crime (can either be a program at an agency in Wisconsin or an example students find on an agency website, etc.).

Students will:

- Review the US Department of Justice Office of Community Oriented Policing Services (COPS) website at [www.cops.usdoj.gov](http://www.cops.usdoj.gov).

- Identify benefits and challenges to community-oriented policing.
  - Define community-oriented policing as a concept where law enforcement and citizens work together in creative ways to solve community problems related to crime, fear of crime, social and physical disorder and general neighborhood conditions.
  - Research examples of community-oriented policing programs at a Wisconsin law enforcement agency and/or find examples of programs through an Internet search and explain why they are considered community policing and if they would work in your community.
6. Illustrate problem-oriented policing strategies.
- 6.1. Define problem-oriented policing.
  - 6.2. Explain the four steps of the SARA (scanning, analysis, response, and assessment) model of problem solving.
  - 6.3. Provide examples of problem-oriented policing programs.
  - 6.4. List the benefits and challenges to problem-oriented policing.
  - 6.5. Explain the differences between community-oriented policing and problem-oriented policing.

### **Performance Standards**

Students will provide examples of problem-oriented policing programs/activities (can either be a program at an agency in Wisconsin or an example students find on an agency website, etc.).

Students will:

- Define problem-oriented policing as a policing strategy that involves the identification and analysis of specific crime and disorder problems in order to develop effective response strategies in conjunction with ongoing assessment. This strategy places more emphasis on research and analysis as well as crime prevention and the engagement of public and private organizations in the reduction of community problems.
  - Identify benefits and challenges to problem-oriented policing.
  - Describe the SARA model and the problem-solving triangle.
  - Review the Center for Problem-Oriented Policing website at [www.popcenter.org](http://www.popcenter.org).
  - Find an example of a problem-oriented policing program at a Wisconsin law enforcement agency or find an example of a program through an Internet search and explain the example to the class.
7. Evaluate other policing strategies.
- 7.1. Explain the “Broken Window’s” policing strategy and identify the advantages and disadvantages of using this strategy.
  - 7.2. Explain the “Intelligence-led” policing strategy and identify the advantages and disadvantages of using this strategy.
  - 7.3. Explain Chicago’s Alternative Policing Strategy (CAPS) and identify the advantages and disadvantages of using this strategy.
  - 7.4. Explain COMPSTAT (COMPUter STATistics) and identify the advantages and disadvantages of using this strategy.
  - 7.5. Discuss how the strategies can work together and when one strategy may be more effective in certain situations.

## **Performance Standards**

Students participate in a class discussion comparing strategies such as the “broken windows” strategy, “intelligence-led” strategy, the Chicago Alternative Policing Strategy (CAPS), and the COMPSTAT strategy.

Students will:

- Describe the “broken windows” strategy that relies on the idea that crime can be reduced more effectively by addressing visible signs of community disorder that influence and encourage criminal behavior.
- Describe the “intelligence-led” strategy which is a strategic, future-oriented and targeted approach to crime control, focusing upon the identification, analysis and “management” of persisting and developing problems or risks.
- Explain that the Chicago’s Alternative Policing Strategy (CAPS) emphasizes the need for increased lines of communication between the community and the police, so that together they can come up with solutions for chronic neighborhood problems. CAPS provides an alternative method for policing which focuses on helping officers develop close relationships with the community they work in by keeping beat officers on the same beat for at least a year. CAPS tries to shift from a police force separated from the people they protect to a police force working with the people they protect.
- Explain that COMPSTAT (COMPUter STATistics or COMPARative STATistics) is the name given to the New York City Police Department’s (NYPD) strategic control system developed to gather and disseminate information on crime problems and to track the NYPD’s efforts to deal with them.
- Discuss other policing strategies that the class or instructor feels is relevant.

8. Apply principles of crime prevention.

- 8.1. Identify the role of crime prevention in the delivery of police services.
- 8.2. Explain the concept of community-based crime prevention.
- 8.3. Demonstrate the knowledge of techniques used in developing crime prevention programs.

## **Performance Standards**

Students will provide examples of crime prevention programs (can either be a program in an agency in Wisconsin or an example students find on an agency website, etc.).

Students will:

- Explain the theory of crime prevention; that crime is a multidimensional problem that requires multiple responses from a variety of individuals and groups within the community.
- Discuss that crime prevention can be divided into three approaches; primary, secondary, and tertiary crime prevention. Each type of crime prevention attacks criminality at a different stage of development.
- Describe components of the primary prevention approach: Environmental Design, Neighborhood Watch, General Deterrence, Public Education, Social Crime Prevention, and Private Security.
- Describe components of the secondary prevention approach; Identification and Prediction, Situational Crime Prevention, Community Policing, Crime Area Analysis, Substance Abuse, and Schools and Crime Prevention.

- Describe components of the tertiary crime prevention approach; Specific Deterrence, Incapacitation, and Rehabilitation and Treatment.

## **CRITICAL THINKING AND DECISION-MAKING (8)**

In this course, students will learn an organized approach to problem solving and decision-making. This organized approach uses critical thinking skills and processes which officers can use to resolve a wide variety of problems. This course will focus on the thinking and problem-solving process not on having the right or wrong answer to a problem.

### **Competencies and Learning Objectives**

1. Describe how decisions are made.
  - 1.1. Analyze different methods used to make decisions.
  - 1.2. Recognize factors that influence decision making.
  - 1.3. Explain expectations regarding law enforcement decisions.
  - 1.4. Describe pitfalls or traps when making decisions.

### **Performance Standards**

Students use a decision-making process to work through a problem in small groups.

Students will:

- Describe different ways people make decisions (flip a coin, choose whatever benefits them, follow a decision-making model, etc.).
  - List the pros and cons for each decision-making model.
  - Describe how to avoid falling into traps (cons) of each decision-making method.
  - Work through a problem in small groups.
  - Describe what steps the group used to work through the problem (define the problem, gather information about the problem, list possible solutions, select and implement a solution, evaluate the solution).
2. Enhance an officer's critical thinking and police problem solving abilities. \*
    - 2.1. Define critical thinking.
    - 2.2. Identify essential aspects of critical thinking.
    - 2.3. Examine Emotional Intelligence (EI) and Multiple Intelligence (MI) concepts.
    - 2.4. Describe processes used in critical thinking and problem solving.
    - 2.5. Complete a learning activity worksheet.

### **Performance Standards**

Students will work through a problem using the critical thinking process steps in small groups. (Mandatory for recruits – Critical Thinking and Decision-Making PAT 1)

Students will:

- Describe what critical thinking is and what it means to law enforcement officers.
- Refer back to the steps the small groups took when solving the first problem and create a list of common steps used in the critical thinking process.
- Discuss what might cause someone to get off course when working through these steps (pitfalls).

- Use the critical thinking steps to work through a problem in small groups.
- Describe the purpose of a learning activity worksheet and list the information that should be provided.

## **ETHICS I: INDIVIDUAL CHARACTER, VALUES, AND ETHICS (4)**

In this course, students will learn how to make the best decisions and choices. They will begin by learning why they tend to believe, think and act the way they do. They will compare their personal beliefs with the beliefs of the profession. They will learn to critically analyze situations and defend the choices and decisions they make.

### **Competencies and Learning Objectives**

1. Describe basic ethics terms and concepts.
  - 1.1. Explore what right and wrong, good and bad means to you.
  - 1.2. Summarize why you tend to believe, think, and act the way you do.
  - 1.3. Reflect upon how people should act under normal circumstances.

### **Performance Standards**

Students will write out a situation describing their personal feelings in a particular area that could influence his/her law enforcement decision.

The student will:

- Describe a common law enforcement situation.
  - Explain why his/her personal feelings could influence his/her decision.
  - Explain how law enforcement officers would be expected to react to this situation under normal circumstances.
2. Describe how professionalism, ethics, and moral standards relate to a law enforcement career.
    - 2.1. Review the Law Enforcement Code of Ethics and Oath of Honor.
    - 2.2. Define community trust.
    - 2.3. Explain the importance of personal moral maturity and individual character as a law enforcement officer.
    - 2.4. Analyze the consequences of ethical and unethical actions by law enforcement officers.

### **Performance Standards**

Students will defend their decisions in a case study based on the Code of Ethics or Oath of Honor.

Students will:

- Describe the decision they made based on the case study.
  - Support their decision by referring to specific portions of the Code of Ethics or Oath of Honor.
3. Develop skills for making the best decisions and choices.
    - 3.1. Critically analyze conflict of interest situations.

- 3.2. Review multiple ethical decision-making models.
- 3.3. Defend a choice made using an ethical decision-making model.

### **Performance Standards**

Students will make a decision in a case study using an ethical decision-making model.

Students will:

- Identify the conflict of interest in the case study.
- Make a decision using an ethical decision-making model.
- Detail how they used the steps of the model to reach their decision.

### **CULTURAL COMPETENCE I (4)**

As a law enforcement professional, you will work with all members of the community. What that community looks like will change because the population of the United States is constantly changing. We live in a country that is getting bigger, getting older, and getting more multi-cultural. Officers who know their communities and the various populations within those communities can work with all residents to ensure your safety and the safety of the people you serve.

In addition to sound tactical skills, professional officers need superior communication and problem-solving skills in all cultures. Officers need to be respectful of and responsive to the beliefs, practices and cultural needs of different people with diverse backgrounds. In this course, students will learn about the concept of implicit bias and how these biases can impact the perception and behavior of law enforcement officers.

1. Demonstrate cultural self-awareness.
  - 1.1 Define culture.
  - 1.2 Explain how culture influences your thought processes.
  - 1.3 List the cultural groups that you identify with.
  - 1.4 Describe the stereotypes associated with different cultures.
  - 1.5 List other cultures that you may come in contact with.
  - 1.6 Compare and contrast the cultural groups that you identify with to other cultures.

### **Performance Standards**

Students will complete a diversity self-assessment and analyze their personal biases and how they relate to the duties of a professional law enforcement officer.

The students will:

- Discuss how everyone comes from different backgrounds and cultures and that each of us is influenced by that background or culture.
  - Identify personal biases.
2. Examine the concept of implicit bias and how it can impact the perception and behaviors of law enforcement officers.
    - 2.1 Recognize that biases are normal and that all people, even well-intentioned people, have biases.
    - 2.2 Analyze how unconscious or implicit bias works in the human mind.

- 2.3 Describe the impact of bias on a law enforcement officer's perceptions and behavior.

### **Performance Standards**

Students will complete the Harvard Implicit Bias Test. Students may also attend a meeting/event of a cultural group or research a cultural group they do not identify with and report back on that group during the Cultural Competence 2 course in Phase Three.

Students will:

- Recognize their personal biases, even hidden ones, and discuss how those could affect them as they do their job as a law enforcement officer.
- Compare what biases they thought they had with the results of the implicit bias test.
- Visit and/or research a culture they do not identify with to learn more about that culture. They will report back on their findings in the Cultural Competence 2 course in Phase Three.

### **AGENCY POLICY (2)**

In this course students will explore the importance of written policies and procedures in law enforcement work. Policies and procedures set forth the expectations for proper conduct by law enforcement officials in regard to a broad range of common situations. They set forth what is to be done in regard to foreseeable situations, and how those things are to be done. As a law enforcement officer, it is your responsibility to know the policies and procedures of your department. This knowledge will make it easier to do your job and will reduce the liability faced by you and your agency.

### **Competencies and Learning Objectives**

1. Describe the role of policies in agency operations.
  - 1.1. Identify the issues and subjects that require policies under Wisconsin state statutes.
  - 1.2. Distinguish between ministerial and discretionary policies.
  - 1.3. Describe the connection between a policy and a procedure.

### **Performance Standards**

Students will classify policies into type categories and explain their reasoning behind the classification.

Students will:

- Correctly determine if the policy is mandatory, ministerial, discretionary, need to know, or need to reference (or a combination of categories).
  - Articulate why a policy was placed in a particular category.
  - Identify the terms or phrases found in the policy that determine the classification category (example, "shall," "should," "may," etc.).
2. Apply agency policies effectively in order to produce desired outcomes.
    - 2.1. Explain how agency policies affect the individual decision-making process.

- 2.2. Analyze the role of agency policies and the application to officer and agency liability.
- 2.3. Develop a system to stay abreast of agency policies.

### **Performance Standards**

Students will develop a system for learning agency policies.

The students plan will:

- Include consultation with an agency staff person.
- Include a reference to identifying the mandatory polices.

### **CONSTITUTIONAL LAW I (20)**

This course recruit candidates will learn the structure of the criminal justice system, including criminal procedure. Students will learn the legal bases for law enforcement action such as arrest, use of force, and search and seizure, as well as the limits on law enforcement activity.

### **Competencies and Learning Objectives**

1. Review the structure of the criminal justice system.
  - 1.1. Describe the various sources of law and their interrelationships.
  - 1.2. Describe the separation of powers and the role of the branches of government.
  - 1.3. Review the various levels of courts and the burden of proof required for conviction at each level.
  - 1.4. Review the roles of judges, juries, prosecutor and defense attorneys, probation and parole officers, and correctional officers.

### **Performance Standards**

Students will discuss the structure of the criminal justice system.

Students will:

- Discuss the three branches of government (executive, legislative and judicial) and the separation of powers between all the branches.
  - Discuss the units within the criminal justice system.
  - List examples of agencies within each unit of the criminal justice system.
  - Explain how various criminal justice units are related.
  - Explain how the units flow within the criminal justice system.
2. Identify situations where constitutional rules are applicable.
    - 2.1. Describe the Bill of Rights.
    - 2.2. Describe the purposes of the 1<sup>st</sup> amendment and possible sanctions for violating it.
    - 2.3. Describe the purposes of the 2<sup>nd</sup> amendment and possible sanctions for violating it.
    - 2.4. Describe the purposes of the 4<sup>th</sup> amendment and possible sanctions for violating it.
    - 2.5. Describe the purposes of the 5<sup>th</sup> amendment and possible sanctions for violating it.



- 2.6. Describe the purposes of the 6<sup>th</sup> amendment and possible sanctions for violating it.
- 2.7. Describe the purposes of the 8<sup>th</sup> amendment and possible sanctions for violating it.
- 2.8. Describe the purposes of the 14<sup>th</sup> amendment and possible sanctions for violating it.

### **Performance Standards**

Students will list examples of violations for each amendment.

Students will:

- List at least two violations for each amendment.
  - List the elements that must be met for each violation.
3. Identify situations where an officer may use reasonable suspicion to contact a subject.
    - 3.1. Review the facts of the landmark case, Terry v. Ohio.
    - 3.2. Define reasonable suspicion as it relates to the “stop” of a person.
    - 3.3. Define reasonable suspicion as it relates to the “stop” of a vehicle.
    - 3.4. Identify the limits on subject identification, stop duration and limits on officer control of any subject movement.
    - 3.5. Describe the justification and scope of a frisk conducted subsequent to a Terry stop.

### **Performance Standards**

Students will work in small groups on a case study.

Each group will:

- Describe the elements of the case that meet the standard of reasonable suspicion to make a “stop.”
  - List the steps they would take as the officer to make the contact, what conversation they would have, how they would obtain identification, how long the contact should last and any limits on officer control of the subject’s movements.
  - Describe the scope of the frisk relevant to a Terry stop.
4. Identify the elements of a lawful arrest.
    - 4.1. Define probable cause as it relates to the arrest of a person.
    - 4.2. Analyze the reliability of different sources of information.
    - 4.3. Describe the requirements and procedure for making an arrest with and without a warrant.
    - 4.4. Identify the authority and extent to which force may be used when conducting an arrest.
    - 4.5. Describe the jurisdiction of a peace officer and where an arrest may occur.
    - 4.6. Describe fresh pursuit and its effect on an officer’s jurisdiction.
    - 4.7. Differentiate between a frisk of a person stopped under Terry and a search of a person incident to arrest.
    - 4.8. Differentiate between a frisk of a vehicle stopped under Terry and a search of a vehicle incident to arrest.

## Performance Standards

Students will work in small groups on a case study and develop probable cause for violations based on the case study/scenario.

Each group will:

- Describe the elements of the case that meet the standards for probable cause to make an arrest.
- Explain the type of search they can perform on a person who is arrested.
- Identify the procedure for making an arrest with and without a warrant (depending on the group's case study/scenario).
- Determine the extent of force that may be used when making the arrest with or without a warrant.
- Explain the jurisdiction of the arresting officer and where the arrest can occur based on the group's case study.

5. Identify the legal requirements for obtaining confessions and statements.
  - 5.1. Review the facts of the Miranda decision.
  - 5.2. Differentiate between the Miranda rule and the 6<sup>th</sup> amendment right to counsel.
  - 5.3. Describe the Miranda rule as it relates to juveniles.
  - 5.4. Explain the 5<sup>th</sup> and 6<sup>th</sup> amendment rights as they relate to confessions and statements.
  - 5.5. Describe custody and questioning as it relates to Miranda rights.
  - 5.6. Describe situations where Miranda rights do not apply.
  - 5.7. Identify the methods in which a defendant can invoke the Miranda privilege.
  - 5.8. Describe the rules and the limitations on further questioning after a suspect invokes constitutional rights.
  - 5.9. Describe the requirement that all police obtained statements of a defendant must be voluntarily given.
  - 5.10. Define voluntary and coercion as they relate to statements and the potential consequences for obtaining involuntary statements.
  - 5.11. Describe the legal requirements for recording custodial interviews of juveniles and adults.

## Performance Standards

Students will watch Roll Call Law videos on the Miranda Warnings (for example, #89, State v. Patrick Hampton (2011)), read the Wisconsin Miranda Primer and outline key points of a Miranda vs. Arizona case study in small groups.

Each group will:

- Outline the key elements of the Miranda case.
- Outline the key elements of the Miranda decision.
- Specify the key rules for police interrogations laid out by the Miranda ruling.
- Outline the key Supreme Court decisions that have modified or further interpreted the original Miranda ruling.
- Outline the key Supreme Court decisions that have extended additional protections to juveniles.

6. Analyze the relationship between law enforcement actions and the admissibility of evidence in court.

- 6.1. Review the purpose for the Exclusionary Rule.
- 6.2. Review the requirements of the Exclusionary Rule and the Fruit of the Poisonous Tree Doctrine.
- 6.3. List the exceptions that may allow unlawfully obtained evidence to be admitted in court, including Good Faith, Inevitable Discovery and Independent Source exceptions.
- 6.4. Explain the requirements for show-ups and line-ups.
- 6.5. Describe hearsay and the reasons it is not normally admissible in court.
- 6.6. Review the basic exceptions to the hearsay rule including dying declarations, present sense impressions and excited utterances.

### **Performance Standards**

Students will create an outline of evidence violations.

Students will:

- Include at least seven types of evidentiary rule violations in their outlines.

### **CRIMES I (6)**

In this course, students will learn the classifications of crimes and other violations into felonies, misdemeanors, and ordinance violations, and will learn the elements of crimes listed in the criminal code.

### **Competencies and Learning Objectives**

1. Identify basic concepts of criminal law.
  - 1.1. Differentiate civil law from criminal law.
  - 1.2. Define crime (Wis. Stats. §939.12).
  - 1.3. Define a person concerned with the commission of a crime (Wis. Stats. §939.05).
  - 1.4. Describe how to identify the elements of a crime.
  - 1.5. Distinguish between the criminal mental states (Wis. Stats. §939.23 thru Wis. Stats. §939.25).
  - 1.6. Differentiate between felonies, misdemeanors, and ordinances and their respective penalties.
  - 1.7. Define the inchoate offenses (Wis. Stats. §939.30 thru Wis. Stats. §939.32).
  - 1.8. Identify the defenses to criminal liability (Wis. Stats. §939.42 thru Wis. Stats. §939.49).
  - 1.9. Identify the behaviors that may result in enhanced penalties (Wis. Stats. §939.62 thru Wis. Stats. §939.645).
  - 1.10. Identify the time limitations on prosecution of criminal activity (Wis. Stats. §939.74).

### **Performance Standards**

Students will determine the elements of crimes described in written scenarios.

Students will:

- Read various written scenarios and compare the facts of the case to the specific elements of the crime.

- Identify the crime committed and list the facts that support each element of that crime.

## **BASIC RESPONSE (RESPOND) (2)**

In this course students will learn the steps to take as a first responder to stabilize and manage a complex scene, following the RESPOND model (report, evaluate, stabilize, preserve, normalize, and document/debrief).

### **Competencies and Learning Objectives**

1. Identify responsibilities of a first responding officer; following the steps of the Incident Response Model (RESPOND).
  - 1.1. List the steps of the Incident Response (RESPOND) model.
  - 1.2. Describe activities considered under each Incident Response step.
  - 1.3. Position patrol vehicles when arriving at the scene.
  - 1.4. Describe hazards to consider when approaching a scene.

### **Performance Standards**

Students will participate in a discussion on the RESPOND model.

During the discussion students will:

- Discuss what each letter of the RESPOND model stands for.
- List the activities that need to be accomplished under each step of the RESPOND model.
  - R** - Report: Become aware, plan response, arrive/assess, alarm/inform.
  - E** - Evaluate: Look for dangers, determine back up needs, enter when appropriate/tactically sound.
  - S** - Stabilize: Subject(s) and scene.
  - P** - Preserve: Life (conduct an initial medical assessment – as trained, treat to level of training, continue to monitor the subject(s)), evidence.
  - O** - Organize: Coordinate additional responding units (if necessary), communicate with dispatch and others, and organize the collection of evidence (if appropriate).
  - N** - Normalize: Provide long-term monitoring (if appropriate), restore the scent to normal, return radio communications to normal.
  - D** - Document/Debrief: Debrief self/others, other responding personnel, subject(s), other persons, and document incident appropriately.

2. Manage the response to a scene.
  - 2.1. Evaluate the scene.
  - 2.2. Identify initial steps first responding officers must take to stabilize the scene.
  - 2.3. Describe steps first responding officers must take to ensure scene safety.
  - 2.4. Determine if additional resources are needed and describe how to request additional resources if needed.
  - 2.5. Identify steps first responding officers must take to preserve life and preserve and collect evidence at the scene.
  - 2.6. Return the scene to normal.

## **Performance Standards**

Students will apply the RESPOND model to simulated crime scenes.

Students, working in small groups will:

- Work through a written scenario in a small group.
- Describe the actions they would take under each step of the RESPOND model as they apply the steps to the written scenario.

3. Take necessary steps to enable effective follow-up as needed.

- 3.1. Identify witnesses and victims.
- 3.2. Interview witness and victims.
- 3.3. Obtain a description of the suspect(s) if appropriate.
- 3.4. Record actions taken at the scene.
- 3.5. Document and debrief the incident.
- 3.6. Identify emotional aspects of emergency care.
- 3.7. Describe the purpose of a Critical Incident Stress Debriefing (CISD).

## **Performance Standards**

Students will practice debriefing and documenting the incident from the previous small group written scenario.

Students will:

- Explain who they would debrief on the scene and explain what they would say.
- Document the actions at the scene in a written narrative.

## **DAAT I (INCLUDES 2 HOURS OF USE OF FORCE CONCEPTS) (6) (4 HOURS OF BASIC DAAT, 2 HOURS USE OF FORCE)**

In this phase one course, students will be introduced to the legal limitations on the use of force, the incident response and disturbance resolution models, approach considerations, intervention options, and follow-through considerations.

## **Competencies and Learning Objectives**

1. Examine the basis for use of force by officers and the limits on that use of force, including constitutional, statutory, administrative rule and policy.
  - 1.1 Identify the situations in which use of force is legitimate.
  - 1.2 Identify the limits that the constitution, Wisconsin law, agency policies and your own training place on the use of force.

## **Performance Standards**

Students will verbally explain the key concepts related to use of force. They will discuss factors that determine whether force is reasonable.

2. Examine the fundamentals of movement and control.

- 2.1 Explain the importance of control of distance, danger zones, and relative positioning to single and multiple subjects.

- 2.2 Explain the fundamentals of movement and control including the open stance, ready stance, defensive stance, and movement.
- 2.3 Explain the importance of safely initiating physical contact including blanket, escort, and the compliance hold (front and rear).

### **Performance Standards**

Students will apply movement and control concepts in simulated situations.

Students will show they can:

- Control distance in simulated situations.
- Use the correct stance when faced with different levels of threat.
- Apply blanket, escort, and compliance hold correctly.

### **RADIO PROCEDURES (2)**

In this course students will learn the law enforcement phonetic alphabet, learn basic radio etiquette and learn about potential radio system limitations.

### **Competencies and Learning Objectives**

1. Discuss basic radio communications concepts.
  - 1.1. Operate a law enforcement radio.
  - 1.2. Discuss the role of the dispatcher.
  - 1.3. Use the law enforcement phonetic alphabet.
  - 1.4. Discuss basic radio etiquette.

### **Performance Standards**

Students will communicate information to dispatch (simulated) in various scenarios such as a license plate check, driver license/ID check, checking for wanted persons.

Students will accomplish this by:

- Discussing why radio communication is important to law enforcement officers.
- Learning the phonetic alphabet.
- Learning how law enforcement radios work.
- Performing a physical inspection of the battery and checking external devices such as the microphone, antenna, ear piece, etc., to ensure they are in good shape and working properly.
- Completing a radio check to ensure the radio is working properly.
- Discussing the various duties dispatchers are responsible for to help understand how their interaction with officers is important.
- Explaining why everyone should use plain language versus ten-codes over the radio so there is no misunderstanding what each party means (ten-codes can vary from county to county).
- Describing basic radio communications concepts (listen before you talk, keep it brief, keep it simple, enunciate, never guess what was said, do not “click” for a response, slow your rate of speech, discuss etiquette of who talks when, key/hesitate/talk, speak across the microphone (do not put your mouth right up on it – hard to understand), and be aware of background noise).

- Discussing how emergencies and pursuits are handled over the air (who has priority).
2. Explain radio system limitations.
    - 2.1. Discuss the physical limitations of various radio systems.
    - 2.2. Describe barriers to communication over a radio.
    - 2.3. Examine officer safety issues while multi-tasking (driving, talking on the radio, etc.).

### **Performance Standards**

Students will view various radio systems used by law enforcement and discuss their limitations.

Students will specifically:

- Discuss the differences and limitations of various radio systems (simplex, repeater, talk around, or “direct,” 800mHz, and trunking or conventional radio systems).
- Identify alternate modes of communications if they lose radio communications.

### **PROFESSIONAL COMMUNICATION SKILLS I (12)**

In this course, students will learn the role of law enforcement communication and how to apply specific communication skills and the strategies in a variety of simulated situations. Professional communication will be integrated and reinforced throughout the academy; students will be expected to apply professional communication skills appropriately in all simulations, regardless of curriculum area.

### **Competencies and Learning Objectives**

1. Apply professional communication skills.
  - 1.1 Describe the basic communication process.
  - 1.2 Incorporate active listening skills.
  - 1.3 Explain the relationship between officer roles and communications.
  - 1.4 Explain the “contact officer override” concept.
  - 1.5 Explain barriers to effective communication.
  - 1.6 Explain the steps in the Initial/Basic contact model as specified in the acronym OIR.

### **Performance Standards**

Students will evaluate their own communications skills to become more aware of their communication habits (self-assessment form), will demonstrate “good listener” skills during simulated conversations/contact with another person, and will apply the steps in the Initial/Basic Contact model in a simulated contact with another person.

Students will specifically:

- Evaluate their communication skills using the self-evaluation form in the student text.
- Explain the role of the “sender” in the basic communication model.
- Explain the importance of sending a clear and concise message.

- Explain the role of the “receiver” in the basic contact model.
- Apply active listening skills during simulated contacts and interviews.
- Apply guidelines for asking and responding to questions during simulated contacts and interviews.
- Apply guidelines for making requests and giving orders during simulate contacts and interviews.
- Display a professional tone and demeanor during the contact or interview.

Initial/Basic Contact Model:

- You introduce yourself and explain the reason for your contact in a way that sets the tone for a positive interaction.
- You ask questions that will help you gather information that will allow you to resolve the call/contact.
- You decide what action to take and how you will end the interaction.

2. Incorporate communication skills in specific situations.

2.1 Discuss the benefits of good workplace communication.

2.2 Compare communication styles for on and off duty environments.

**Performance Standards**

The students will evaluate typical responses given by officers and re-writing the response to be more helpful and professional.

The student will specifically:

- Identify the benefits and barriers to communication in the workplace.
- Indicate a better manner of responding to a question or statement from another individual (worksheet).
- Identify positive ways to communicate with friends and family while off duty.

**REPORT WRITING I (16)**

In this course, students will learn how to write a wide variety of law enforcement reports to accurately and fairly convey necessary information for use by investigators, prosecutors, and the public. This course is divided into two phases. The first 16 hours is taught in Phase One of the academy.

These first 16 hours are intended to introduce recruits to the law enforcement writing, who reads law enforcement reports, how to take field notes and how to turn those field notes into a narrative. Additionally, students will get into more detail of specific types of reports focus on the importance of thorough field notes, the mechanics of law enforcement report writing such as how to organize narratives (topical versus chronological), writing first person, focusing on grammar and vocabulary, and writing in an active versus passive voice. Instructors should focus on what types of information go into the various reports and have them practice writing narratives. However, instructors need to understand that up to this point recruits will not have had some of the legal or tactical training so they won't understand some of the specific wording or tactics for those topics. The idea is to introduce them to the general outline and information that should be included in the report.



The recruits will complete the following reports in the following classes in Phase Two:

- Constitutional Law II – Probable Cause Affidavit
- Crimes II – Crimes against persons and Crimes against property reports
- DAAT – Use of Force narrative
- Firearms II – Will articulate verbally actions taken in a deadly force situation

When those reports are completed, you should get those reports after the other topic specific instructor corrects them. You will need to coordinate with the other topic instructors to ensure you get the reports to correct. Two of the reports will serve as the final test so you want to make sure that the recruits and other instructor know that before they write that report and hand it in. This will allow you to provide feedback, in addition to the feedback the student gets from the topic specific instructor, and also allow you to monitor the types of errors the recruits are making on reports in general. This will help you during the last 4 hours of report writing taught at the beginning of Phase Three.

The last 4 hours of this course, taught at the beginning of Phase Three, should be you (the instructor) reviewing the types of errors that were common with all the reports you saw from the other classes. This may be different for each class of recruits, point out something the recruits did not understand correctly, and helps you wrap up the report writing class. After you cover the common errors and talk about how to correct those, you will also give the students a final writing exercise that will be used along with two other reports (two reports of your choosing – but you need the students to know which ones BEFORE they write the report) as the final test for this class.

### **Competencies and Learning Objectives**

1. Explain the context of law enforcement report writing.
  - 1.1 List the major purposes and audiences for various law enforcement reports.
  - 1.2 Examine the writing process.
  - 1.3 Recognize the difference between fact, inference and opinions.

### **Performance Standards**

The students will discuss various types of law enforcement reports they'll complete during their career. They'll also discuss characteristics of a good law enforcement report and submit a one to two-page paper (can be handwritten or typed) on a topic of the instructor's choosing or an autobiography.

Specifically, the students will:

- List the internal and external audiences who read law enforcement reports.
- Discuss arrest reports, offense reports, information reports, protective custody reports, and emergency detention reports.
- Identify that they must include the 5 W's (+2Hs), elements of the crime, identifying information, observations at the scene, and directions for follow up in law enforcement reports.
- Explain that reports should exclude opinions, editorials, assumptions and identifying information on confidential informants in law enforcement reports.

2. Take effective field notes. \*
  - 2.1. Explain the purpose of an officer's field notes.
  - 2.2. Identify the information that must be included in field notes.
  - 2.3. Develop a system for taking notes to ensure recording all needed information.
  - 2.4. Establish a process for turning field notes into a narrative.

### **Performance Standards**

Students will interview an individual in a simulated environment, eliciting needed information and record the information in a notebook (taking field notes) (Mandatory for recruits – Report Writing I – PAT 1)

The students will specifically:

- Participate in a discussion about what field notes are and explain what purpose they serve.
- Participate in a discussion explaining how to take good/accurate field notes.
- Document conditions during the interview.
- Document observations of the individual during the interview.
- Write down direct quotes.

3. Describe elements of effective law enforcement reports. \*

- 3.1. Describe the importance of organizing information logically.
- 3.2. Explain the need for narratives to be clear, concise, and accurate.
- 3.3. Write clear, direct sentences.
- 3.4. Examine legal requirements regarding information included in reports.

### **Performance Standards**

Students will organize and write a narrative for a report from their field notes. (Mandatory for recruits – Report Writing I – PAT 2)

Students will specifically:

- Review their field notes.
- Make a rudimentary outline.
- Organize any documents.
- Follow a format in their report to make the report easy to read/follow.
- Use the first-person writing style, using ordinary words making sure they know the meaning of the words they use.
- Ensure their facts are accurate.
- Ensure the elements of the crime are fulfilled, if the report is about a crime.
- Include director quotes if applicable.
- Ensure the report is grammatically correct, clear, and complete.
- Ensure the report avoids law enforcement jargon.
- Ensure the narrative paints a picture of the incident and is specific and detailed.

4. Describe what information should be included in certain types of reports. \*

- 4.1. Describe what information should be included in a Use-of-Force report.
- 4.2. Describe what information should be included in a property crime incident report.

- 4.3. Describe what information should be included in a crime against person(s) report.
- 4.4. Complete a Probable Cause Affidavit.

### **Performance Standards**

Students will demonstrate their competence by writing a clear and accurate report for each of the following types of reports: A use-of-force by an officer report; a crime against property report; a crime against person report; and a probable cause affidavit (mandatory performance assessment task – Report Writing II – PAT 1).

For each of the following types of reports, the student will:

#### **Use-of-Force Report:**

- Explain why good use-of-force reports are important.
- Explain how serious the crime was.
- Explain that there was an imminent threat (to the officer or the public) and explain what the threat was.
- Explain what the level of resistance (if any) there was and/or explain if the suspect tried to flee.
- Include approach considerations, intervention options, and follow-through considerations in the report.

#### **Crimes Against Property Report:**

- Include the 5 W's (+2 H's – How and How Much) in the report.
- Include the elements of the crime.
- Include identifying information of the suspect(s) and property in question.
- Include observations at the scene.
- Include directions for follow-up.
- Do not include options, editorials, assumptions, or identifying information on confidential informants.

#### **Crimes Against Person(s):**

- Describe the scene.
- Describe any injuries.
- Document witness statements and contact information.
- Document every individual's spontaneous statements/excited utterances.
- Document every individual's demeanor (including children)
- Document any attempt made by a suspect to intimidate the victim or manipulate the interview.
- Document any evidence collected.
- Document the victim's rights information given and information regarding community resources/safety planning.

#### **Probable Cause Affidavit:**

- Outline the factual justification for why a judge should consent to an arrest or search warrant.
- Outline the factual justification for why an arrest was made during a crime-in-progress.
- State the various facts leading up to the decision to arrest or search the suspect.

- Show that it is more than likely that a crime took place and specific items and people involved in the crime are likely to be found at a certain place at a certain time.
- Written statement, made under oath, establishes probable cause beyond suspicion.

## **INTERVIEWS (12)**

In this course, students will be introduced to the basic concepts of interviewing witnesses and victims.

### **Competencies and Learning Objectives**

1. Examine the fundamentals of interviews. \*
  - 1.1 Describe the characteristics of a good interviewer.
  - 1.2 Analyze the basic steps for conducting an interview.

### **Performance Standards**

Students will conduct a basic interview (interview each other, interview someone on campus about a current issue, or question such as “what is your opinion of your local law enforcement?”). (Mandatory for recruits – Interviews – PAT 1)

Students will specifically:

- Describe that a good interviewer is inquisitive, observant, energetic, good communicator, good problem solver, and patient.
- Explain that the goal of an interview is to find out as much relevant information as possible about an event while also putting the victim or witness at ease.
- Explain that interviews tend to be friendly, loosely structured, and non-confrontational.
- Take good field notes during the interview.
- Get as much information on the person as possible during the interview (where did the interview take place, what is the person’s basic contact information, what clothing were they wearing, describe the person’s demeanor and tone, etc.).

2. Conduct interviews. \*
  - 2.1. Document victim and witness interviews.
  - 2.2. Discuss additional techniques for interviewing various types of victims/witnesses (hostile, children, vulnerable, traumatized, etc.).
  - 2.3. Assess the credibility of information gained during an interview.
  - 2.4. Explore principles and procedures for eyewitness identification.

### **Performance Standards**

Students will conduct an interview with a victim and witness. (Mandatory for recruits – Interviews – PATs 2 and 3)

Students will specifically:

#### **Preparation and Planning**

- Explain that they need to understand and know their agency policy on interviewing victims/witnesses.

- Provide any support or address any victim/witness needs prior to the interview.
- Determine what format to use during the interview (recorded, structured, unstructured, more than one interview needed, etc.).
- Minimize distractions at the location of the interview.

#### Engage and Explain

- Introduce themselves and provide instructions and explain the procedure for the interview.
- Encourage the victim/witness to take an active role in the interview rather than only answering your questions.

#### Account Clarification and Challenge

- Ask the victim/witness to explain what happened, in their own words, with minimal interruptions.
- After the victim/witness provides a narrative, follow up with relevant, probing questions.

#### Closure

- Review their notes and other materials for completeness and accuracy.
- Ask the victim/witness if there is anything he/she wants to add.
- Encourage the victim/witness to contact you if he/she has more information in the future.
- Thank the victim/witness for his/her cooperating and close the interview.

#### Evaluation

- Examine whether the goals and objectives for the interview were achieved.
- Review the investigation in light of the information obtained during the interview.
- Reflect upon how well they conducted the interview and consider what improvements could be made in the future.
- Explain that they must follow their agency policy and procedures for documenting victim/witness interviews (follow instructor's guidance for this PAT).
- Describe additional techniques for interviewing various types of victims/witnesses (friendly, neutral, interested, hostile, child victim/witnesses, vulnerable victim/witnesses, traumatized victims).
- Describe eyewitness identification best practices.

### **INTRODUCTION TO TRACS (2)**

This curriculum introduces recruits to the **Traffic and Criminal Software (TraCS)**, an automated reporting system for law enforcement. TraCS is capable of sharing common data among forms and is capable of incorporating crash, citation, Operating While Intoxicated (OWI), commercial motor vehicle inspection, and incident forms.

During this introduction, students will learn how to navigate through the screens and the forms in TraCS and become familiar with the basic layout of a form in TraCS. While this two-hour course serves as an introduction only, students will receive further training on completing specific forms and reports in the Traffic Law Enforcement course, Traffic Crash Investigations course, and Operating while impaired/Standardized Field Sobriety Testing (OWI/SST) course.

## **Competencies and Learning Objectives**

1. Describe key concepts in Traffic and Criminal Software (TraCS)
  - 1.1 Describe the differences between paper and electronic forms.
  - 1.2 Navigate through the screens and forms in TraCS.
  - 1.3 Understand the basic layout of a form in TraCS.

## **Performance Standards**

Students will participate in a computer lab exercise to navigate through the various screens on TraCS.

Students will specifically:

- Learn how to log into TraCS 10 and update the user information.
- Review the forms manager screen.
- Explain the buttons located on the ribbon menu in the form's manager screen.
- Receive an overview of the form's viewer screen.
- Explain the buttons located on the ribbon menu in the forms view screen.
- Learn how to use and arrange the buttons on the quick add menu.
- Learn how to group forms in the form manager by dragging and dropping column headers.
- Learn how to add a new form, import information from a previous form and endshift forms.
- Learn how to set the field default values for an individual user.
- Learn how to use hot keys to get to groups or other fields on forms quickly.
- Learn how to turn on the nighttime mode.
- Learn how to access the Badger TraCS website through TraCS 10 and add it to your favorite sites.

## **TRAFFIC LAW ENFORCEMENT I (12)**

In this course, students will become familiar with Wisconsin's traffic laws and ordinances, including those related to operator licensing and vehicle registration and equipment. Students will learn to enforce these laws, including learning to properly complete Wisconsin Uniform Traffic Citations and (as needed) to direct and control traffic effectively.

Students will learn how to fill out the paper citation (backup skill for when computers or the automated software reporting system are down or for agencies who do not have the **Traffic and Criminal Software (TraCS)**) and students will learn how to complete traffic citations in TraCS. The students should have already received a 2-hour introductory block of instruction on TraCS where they learned how to navigate around to the various screens and also received an overview of the forms available in TraCS.

## **Competencies and Learning Objectives**

1. Enforce Wisconsin traffic laws.
  - 1.1 Identify the primary goals of traffic law enforcement and the Wisconsin Motor Vehicle Laws.

- 1.2 Identify elements of common traffic offenses including the rules of the road and those relating to operator licensing, vehicle registration, and vehicle equipment.
- 1.3 Identify the legal authority for those instances where an officer may remove, store or impound a vehicle from public or private property.

### **Performance Standards**

Students will define key words associated with Wisconsin motor vehicle laws and research and list which Wisconsin motor vehicle laws are violated in case studies presented in class.

Students will specifically:

- Collect accurate and relevant information to help determine the violation(s).
- Research appropriate Wisconsin motor vehicle law chapters and statutes.
- List the appropriate violation based on the information collected; the violation is clearly supported by statute.
- Clearly explain how each element of the statute was violated.

### 2. Detect traffic violations.

- 2.1 Compare the differences between selective traffic law enforcement and bias-based policing.
- 2.2 Describe the methods used to conduct traffic surveillance.
- 2.3 Identify driving behaviors that may indicate illegal driving or poor vehicle condition.

### **Performance Standards**

Students will define what bias-based policing and discuss how speed detection devices work.

Students will specifically:

- Accurately define bias-based policing.
- Identify at least four (4) differences between selective traffic law enforcement and bias-based policing.
- Participate in discussions on different types of speed detection devices to become familiar with how RADAR, LIDAR and VASCAR work.

### 3. Issue traffic citations, ranging from warnings to arrest. \*

- 3.1 Identify basic components of driver's licenses and identification cards and review indicators of a possible altered / driver's license or identification card.
- 3.2 Demonstrate familiarity with Wisconsin motor vehicle laws.
- 3.3 Demonstrate familiarity with the State of Wisconsin Uniform State Traffic Deposit Schedule.
- 3.4 Fill out a traffic citation (in TraCS).
- 3.5 Issue a traffic citation.
- 3.6 Explain the disposition of a traffic citation.
- 3.7 Identify and describe issues involved in making a traffic arrest.
- 3.8 Demonstrate making a traffic arrest.

## **Performance Standards**

Students will identify traffic violations that occur in various scenarios presented in class. Additionally, students will complete an electronic uniform traffic citation form (ELCI) in the Traffic and Criminal Software (TraCS) (Mandatory for recruits – Traffic Law Enforcement – PAT 1).

Students will specifically:

- Collect accurate and relevant information to help determine the violation(s).
- Identify correct violation(s) based on the information.
- Learn to use the Uniform Traffic Deposit Schedule to complete a paper copy of a traffic citation (in case TraCS is down).
- Correctly complete both a paper copy of a traffic citation and the ELCI in TraCS.

### 4. Direct traffic.

- 4.1 Identify factors that determine the need to direct traffic.
- 4.2 Identify the necessity of coordinating traffic control with other officers.
- 4.3 Demonstrate traffic control under varied conditions (using hand signals, a flashlight, whistle, traffic vest, and flares).

## **Performance Standards**

Students will physically direct traffic in simulated conditions.

Students will specifically:

- Select the correct tools and safety equipment (whistle, cones, flares, etc.) to direct traffic.
- Wear personal protective equipment (reflective vests, colored gloves, etc.) when directing traffic.
- Position themselves correctly in the intersection and give various hand signals to direct traffic.
- Route traffic safely and effectively.
- Follow safety procedures.
- Communicate with others when directing traffic with multiple officers.

## **VEHICLE CONTACTS I (8)**

In this course, students will learn the legal bases for making vehicle contacts, how to conduct a threat assessment, and how to do an approach contact.

### **Competencies and Learning Objectives**

1. Identify the legal basis for making vehicle contacts.
  - 1.1 Identify the situations where a vehicle contact is warranted: enforcing motor vehicle laws, arresting criminals, investigative, and giving assistance.

### **Performance Standards**

Students will participate in a discussion related to the legal basis for making vehicle contacts.



Students will specifically:

- Articulate the legal justification for making vehicle contacts.
- Identify current case law that governs vehicle contacts.

2. Conduct an appropriate threat assessment prior to and during a vehicle contact.

- 2.1 Identify the various threat assessment opportunities applicable to a vehicle contact.
- 2.2 Identify officer/subject factors when making a vehicle contact.
- 2.3 Identify the role that environment plays in making a vehicle contact.

### **Performance Standards**

Students will conduct a threat assessment in a simulated vehicle contact situation and identify factors that were considered when conducting the threat assessment.

Students will specifically:

- Conduct a tactical evaluation and articulate any relevant threat assessment opportunity factors in regard to any or all of the following: subject behavior factors, factors related to the type or nature of vehicle(s) involved, and environmental concern factors.
- Articulate factors as to whether or not it seems possible to control the situation at the moment, including identification of the type of contact.
- Articulate basic elements of a tactical plan, including the location of the stop, approach options, and escalation/disengagement options.

3. Demonstrate the proper procedures for making an approach vehicle contact. \*

- 3.1 Identify the steps in conducting an approach contact.
- 3.2 Demonstrate the steps in conducting an approach contact.

### **Performance Standards**

Students will perform approach vehicle contacts.

Students will specifically:

- Demonstrate the textbook method of conducting vehicle contacts (See Vehicle Contacts Skills Competency Evaluation Guidelines)
- Follow proper approach (pre-stop) considerations.
- Radio in the location of contact to dispatcher.
- Initiate contact.
- Position the vehicle properly.
- Communicate with the dispatcher and other required units.
- Make the appropriate approach/non-approach decision.
- Exit the vehicle, if safe to do so, and continue to assess threat.
- Position him/herself properly.
- Make contact with the subject(s) properly.
- Control the subject(s) through justifiable levels of force.
- Initiate follow-thru procedures, as necessary and appropriate.
- Complete paperwork appropriately.

**Summative Assessment:** Demonstrate the proper procedures for making an approach vehicle contact as listed in the Vehicle Contacts Skills Competency Checklist. \*  
(Mandatory for recruits – Vehicle Contacts Summative Assessment - PAT 1)

## **FUNDAMENTALS OF FIREARMS (16)**

In this phase one course, students will learn the basic firearm safety rules and learn how to safely handle, operate, and maintain a handgun.

### **Competencies and Learning Objectives**

1. Exhibit good weapon-handling skills.
  - 1.1 Comply with general firearms safety rules.
  - 1.2 Comply with general range safety rules.
  - 1.3 Store firearms in a safe manner when not on duty.

### **Performance Standards**

Students will show they can handle a weapon in a safe manner.

Specifically, students will:

- Know and comply with all firearms safety rules.
- Follow the firing range safety rules.
- Store firearms in a safe manner at all times when not in use.

2. Maintain the handgun and its associated equipment.

- 2.1 Identify and describe the role that ballistics play in the performance of the duty handgun.
- 2.2 Identify nomenclature and functions of semi-automatic pistols and handgun ammunition.
- 2.3 Fieldstrip, clean, lubricate, and function check the handgun.
- 2.4 Maintain duty belt, holster and magazine pouches.

### **Performance Standards**

Students will learn to field strip, clean and lubricate the duty weapon.

Specifically, students will:

- Perform a function check on the weapon.
- Unload the weapon.
- Fieldstrip the weapon.
- Clean the weapon.
- Oil the weapon.
- Reassemble the weapon and check for proper function.
- Reload the weapon.
- Clean and inspect the magazines.
- Inspect their duty belt, holster, and magazine pouches.

3. Fire the handgun proficiently.
  - 3.1 Employ the correct technique for drawing the handgun and for recovering the weapon to the holster.
  - 3.2 Identify and perform the “ready” positions that an officer may employ with a drawn handgun and the uses for these positions.
  - 3.3 Load, reload, and unload the handgun.
  - 3.4 Demonstrate proficiency in basic shooting fundamentals.
  - 3.5 Identify various types of handgun malfunctions and the causes of these malfunctions.
  - 3.6 Demonstrate clearing malfunctions.

### **Performance Standards**

Students will fire their weapons in a static environment.

Specifically, students will:

- Demonstrate firing their weapon to the textbook method of firing (See Competency Skills Checklist for Firearms).
- Maintain 100% accountability when firing their weapons.

### **FIRST AID, CPR/AED AND NALOXONE/NARCAN (24)**

In this course, students will learn how to perform an initial medical assessment for an injury or medical condition and learn how to provide immediate treatment for a variety of injuries and conditions. Students will also learn how to perform cardiopulmonary resuscitation (CPR) and use an automatic emergency defibrillator (AED). This course is **NOT** designed to certify officers as “First Responders” (as defined in the medical field). It is designed to certify officers in First Aid, CPR and AED to give them the basic skills they need to know to provide help to injured victims until more medically trained personnel (Emergency Medical Technicians (EMT’s), paramedics, etc.) arrive on scene and take over.

**\*\*\* NOTE:** If an academy uses a program such as the American Red Cross or American Heart Association First Aid, CPR and AED program **do not** follow the competencies and learning objectives below. Use the program, learning materials and associated tests that come with the American Red Cross or AHA program. Certified American Red Cross and AHA instructors must use those program’s materials in order to provide a certification card by that program. Use their skills check lists to document performance and keep a record of student performance on skills and written tests to show they passed the skills in accordance with the program used. If the academy does not use one of those programs, then follow the LESB approved materials.

### **Naloxone/Narcan Training**

This one-hour block is to be taught at the end (last hour) of the First Aid, CPR/AED course in Phase One of the 720-Hour Academy. Students must already know basic First Aid, CPR and how to use an AED before learning about administering Naloxone (Narcan). The competencies and learning objectives are found at the end of the First Aid, CPR/AED competencies and learning objectives listed here.

## Competencies and Learning Objectives

1. Describe the role of a law enforcement officer when responding to a medical emergency, including legal and ethical issues associated with emergency medical response.
  - 1.1 Discuss the components of an Emergency Medical Services (EMS) system.
  - 1.2 Describe the role of an officer in the EMS system.
  - 1.3 Identify legal and ethical issues relevant to law enforcement officers when responding to medical emergencies.

### Performance Standards

Students will draw the “chain of survival” diagram and define legal terms relevant to first responders.

Specifically, students will:

- Include a description of each link in the “chain of survival.” The links include citizen response, early activation of EMS, first responder care, more advanced out-of-hospital care, hospital care, and rehabilitation.
  - Explain the definitions of standard of care, duty to act, consent, advanced directives, refusal of care, abandonment, negligence, and Good Samaritan laws.
2. Take actions to prevent disease transmission. \*
    - 2.1 Identify how infections occur and how diseases can be transmitted.
    - 2.2 Discuss diseases that cause the most concern when providing First Aid, CPR or using an AED.
    - 2.3 Identify actions responding officers can take to prevent disease transmission.
    - 2.4 Identify equipment and work practice controls that prevent disease transmission, including using gloves and protective masks and breathing barriers.
    - 2.5 Identify the steps responding officers should take if an exposure occurs.

### Performance Standards

Students will remove gloves that have been covered in shaving cream, or another visible liquid (simulating blood and body fluids), without getting any of the shaving cream or visible liquid on their skin (mandatory for recruits – First Aid, CPR/AED – PAT 1).

3. Conduct an initial and secondary assessment to assess the severity of injuries or other medical conditions. \*
  - 3.1 Check the scene for safety.
  - 3.2 Conduct an initial assessment on the victim(s) to identify life threatening conditions, including checking for consciousness, checking for signs of life (movement or breathing), checking for a pulse, and checking for severe bleeding.
  - 3.3 Call for additional help based on your initial assessment.
  - 3.4 Identify any medical identification or advanced directive documentation.
  - 3.5 Conduct a secondary assessment to identify non-life-threatening injuries or other medical conditions.

## Performance Standards

Students will perform the steps of an initial assessment with a partner (role-play) (mandatory for recruits First Aid, CPR/AED – PAT 2).

Specifically, students will:

- Put on a pair of gloves.
  - Complete the steps in the initial assessment starting with the victim face down on the floor.
  - Take universal precautions to prevent disease transmission (gloves, breathing barriers, etc.).
  - Tap the victim's shoulder and shout "Can you hear me, are you okay?" to check for consciousness.
  - Look, listen and feel for breathing in the position that you find the victim in.
  - Roll the victim as a unit on to their back if you cannot tell if the victim is breathing in the position you find them in.
  - Place one hand on the victim's forehead and two fingers under the bony part of the chin and tilt the head back to open the airway.
  - Place their ear next to the victim's mouth and look at the victim's chest to see if there are any signs of breathing.
  - Check for the carotid artery with two fingers (not the thumb) to check for a pulse.
  - Check for severe bleeding.
  - Call for additional resources if you find any life-threatening conditions.
  - Perform a secondary assessment which includes using SAMPLE (a mnemonic to help you remember the questions to ask). Signs and Symptoms, Allergies, Medications, Pertinent past medical history, Last oral intake, and Events leading up to the incident.
4. Provide first aid for soft-tissue injuries, severe bleeding and shock. \*
- 4.1 Identify signs and symptoms of internal and external bleeding.
  - 4.2 Describe types of open and closed wounds.
  - 4.3 Provide care for bleeding.
  - 4.4 Identify signs and symptoms of shock.
  - 4.5 Provide care for shock.
  - 4.6 Describe care for special situations including care for chest wounds, head and eye injuries, injuries to the face, nosebleed and abdominal injuries.
  - 4.7 Identify different types of burns.
  - 4.8 Provide care for burns.

## Performance Standards

Students will perform the steps to control severe bleeding (mandatory for recruits First Aid, CPR/AED – PAT 3).

Specifically, students will:

- Put on a pair of gloves.
- Cover the wound with a dressing and apply direct pressure directly to the wound.
- Cover the dressing with a roller bandage, keeping direct pressure on by tying the bandage directly over the wound.

- Add bandages on top of existing bandages as needed to control bleeding.
  - Treat for shock.
  - Describe care for special situations including care for chest wounds, head and eye injuries, injuries to the face, nosebleed and abdominal injuries.
  - Explain the difference between superficial (first degree), partial thickness (second degree), and full thickness (third degree) burns.
  - Explain that to care for burns you stop the burning by removing the person from the source of the burn, you cool the burn with cool, running water, you cover the burned area with a loose, sterile dressing, take steps to minimize shock, keep the victim from getting chilled overheated, and comfort and reassure the victim until more advanced medical care arrives.
  - Describe the difference between caring for an electrical burn and other types of burns. (Check the scene for safety – source of the electrical burn, do not cool the burn, be aware of cardiac and breathing emergencies, cover the burn with dry, sterile dressings, and treat for shock.
5. Provide first aid for injuries to muscles, joints and bones, including head, neck and back injuries. \*
- 5.1 Identify signs and symptoms of injuries to muscles, joints, and bones, including fractures, dislocations, and strains and sprains.
  - 5.2 Provide care for injuries to muscles, joints and bones, including fractures, dislocations, and strains and sprains.
  - 5.3 Identify signs and symptoms of head, neck and back injuries.
  - 5.4 Provide care for head, neck and back injuries including in-line stabilization.
  - 5.5 Identify the only times a victim should be moved.
  - 5.6 Demonstrate methods used to move injured victims.

### **Performance Standards**

Students will perform in-line stabilization on a victim (mandatory for recruits First Aid, CPR/AED – PAT 4).

Specifically, students will:

- Put on a pair of gloves.
- Call for EMS if the victim cannot move or use the injured area.
- Support the injured area above and below the site of the injury.
- Check for feeling, warmth and color below the injured area.
- Immobilize and secure the injured area only if the victim must be moved and it does not cause further pain or injury.
- Recheck for feeling, warmth and color below the injured area.
- Identify signs and symptoms of a possible head, neck or back injury (changes in consciousness, severe pain in the head, neck, or back, loss of balance, partial or complete loss of movement of any body area, tingling or loss of sensation in hands, fingers, feet or toes, persistent headaches, unusual bumps, bruises, or depressions on the head, neck or back, seizures, blood or other fluids in the ears or nose, heavy bleeding on the head, neck or back, nausea or vomiting, or bruising of the head, especially around the eyes and behind the ears.
- Perform in-line stabilization on a victim in the prone position.

- Perform in-line stabilization on a victim in a sitting position.
  - Perform in-line stabilization on a victim in a standing position.
6. Provide first aid for sudden illnesses.
- 6.1 Identify signs and symptoms associated with stroke.
  - 6.2 Provide care for a stroke victim.
  - 6.3 Identify signs and symptoms associated with a diabetic emergency.
  - 6.4 Provide care for a victim having a diabetic emergency.
  - 6.5 Identify signs and symptoms of a seizure.
  - 6.6 Provide care for a victim having a seizure.
  - 6.7 Identify signs and symptoms of a poisoning or allergic reaction.
  - 6.8 Provide care for poisoning or allergic reactions.
  - 6.9 Identify signs and symptoms of exposure to extreme heat or cold.
  - 6.10 Provide care for exposure to extreme heat or cold.
  - 6.11 Provide care for emergency childbirth, including care for the mother and newborn.

### **Performance Standards**

Students will create a chart listing sudden illnesses, their symptoms and proper care for each sudden illness.

Specifically, students will:

- List the following sudden illnesses in your chart: stroke, diabetic emergency, seizure, poisoning, heat exhaustion and heat stroke, hypothermia and frost bite, and fainting.
- The chart format looks like the following: in one column list all the illnesses, in the next column list the signs and symptoms, in the last column list how to care for each illness.

7. Provide care for breathing emergencies. \*
- 7.1 Identify signs and symptoms of breathing emergencies.
  - 7.2 Demonstrate methods to open and maintain an airway on an adult, child and infant.
  - 7.3 Describe different types of protective masks and breathing barriers.
  - 7.4 Demonstrate rescue breathing for an adult, child and infant using a protective mask and gloves.
  - 7.5 Clear an obstructed airway for a conscious adult, child and infant.
  - 7.6 Clear an obstructed airway for an unconscious adult, child and infant.

### **Performance Standards**

Students will perform rescue breathing on the appropriate size manikin for an adult, child and infant using a protective mask and gloves (mandatory for recruits – First Aid, CPR/AED – PAT 5, 6 and 7). Students will also demonstrate the correct hand position to clear an obstructed airway for a conscious adult, child, and infant and clear an obstructed airway for an unconscious adult, child and infant on the appropriate size manikin using a protective mask and gloves (mandatory for recruits – First Aid, CPR/AED – PAT 5, 6 and 7).

Specifically, students will:

- Put on personal protective equipment, including gloves and use a protective mask.
- Properly perform an initial assessment to determine life threatening conditions.
- Perform rescue breathing for an adult; one breath every five seconds using a protective mask. Check for movement, breathing, and a pulse after two minutes.
- Perform rescue breathing for a child and infant; one breath every three seconds using a protective mask. Check for movement, breathing, and a pulse after two minutes.
- Demonstrate the correct hand position to clear an obstructed airway for a conscious adult, child, and infant.
- Clear the obstructed airway for an unconscious adult or child by re-tilting the head to re-open the airway, attempt two more breaths using a protective mask, if those breaths do not go in, perform five chest compressions in the same hand position as you use for CPR for an adult or child. Repeat cycles of chest thrusts, foreign object check/removal and rescue breaths until the chest clearly rises.
- For an unconscious infant with an obstructed airway, re-tilt the head to a neutral position and attempt two more breaths using a protective mask, if those breaths do not go in, give five chest compressions using the same hand position as you would use for CPR for an infant. Repeat cycles of chest thrusts, foreign object check/removal and rescue breaths until the chest clearly rises.

8. Perform Cardiopulmonary Resuscitation (CPR). \*

- 8.1 Identify signs and symptoms for heart attacks, cardiac distress and cardiac arrest.
- 8.2 Demonstrate CPR on an adult, child and infant using a protective mask and gloves.
- 8.3 Demonstrate two-rescuer CPR on an adult, child and infant using protective masks and gloves. (If the instructor is going to certify officers in CPR for the professional rescuer, they need to perform this skill).
- 8.4 Use a Bag-Valve Mask on an adult. (Familiarization in CPR for the professional rescuer)
- 8.5 Discuss special situations that may arise when performing CPR, including performing CPR on people with stomas and dentures, and using mouth-to-mouth or mouth-to-nose techniques.
- 8.6 Explain cardiocerebral resuscitation (hands-only or compressions-only CPR) and the conditions under which it can be performed.

**Performance Standards**

Students will demonstrate their competence by performing CPR on an adult, child and infant manikin using a protective mask and gloves. By performing two-rescuer CPR on an adult, child and infant manikin using protective masks and gloves, and by passing the written test on rescue breathing, choking and CPR with a score of 80% or higher (all are mandatory performance tasks – First Aid, CPR/AED – PATs 8, 9, 10,11,12 and 13).



Students will specifically:

- Put on personal protective equipment, including gloves and use a protective mask.
- Properly perform an initial assessment to determine life-threatening conditions.
- Perform CPR on an adult if there is no breathing and no pulse. Complete cycles of 30 chest compressions and 2 breaths.
- Perform CPR on a child or infant if there is no breathing and no pulse. Complete cycles of 30 chest compressions and 2 breaths using a protective mask.
- Perform two-rescuer CPR for an adult at a rate of 15 compressions and 2 breaths. Change positions at least once.
- Perform two-rescuer CPR at a rate of 15 compressions to 2 breaths for a child or infant. Change positions at least once. For an infant use the thumbs around the waist technique to deliver compressions.
- Continue CPR until another trained rescuer arrives and takes over, until an AED becomes available, you are too exhausted to continue, the scene becomes unsafe, or obvious signs of life are detected.
- Read written information provided by the instructor on cardio-cerebral resuscitation in accordance with Wis. Stat. 146.555.
- Score 80% or higher on the written CPR test.

9. Use an Automated External Defibrillator (AED). \*

- 9.1 Discuss the heart's electrical system.
- 9.2 Describe the differences between ventricular fibrillation, ventricular tachycardia and asystole.
- 9.3 Describe the rationale for early defibrillation.
- 9.4 Identify the general steps for using an automated external defibrillator (AED).
- 9.5 Demonstrate using an AED on an adult victim (manikin).
- 9.6 Identify precautions to take when using an AED.

### **Performance Standards**

Students will demonstrate their competence by using an AED on an adult manikin with CPR in progress and pass a written test on the AED with a score of 80% or higher (both mandatory performance assessment task – First Aid, CPR/AED – PAT 14).

Specifically, students will:

- Put on personal protective equipment, including gloves and have a protective mask available.
- Properly set up the AED and move bystanders away from the area.
- Open the victim's shirt, dry off the chest area where the AED will be applied.
- Stop CPR when you are ready to apply the pads.
- Apply one pad to the victim's upper right chest and one pad to the lower left chest creating a diagonal line between the pads that travels through the area where the heart is located.
- Allow the AED to analyze the heart rhythm, ensuring no one is touching the victim by having everyone raise their hands and stating, "EVERYONE STAND CLEAR." Allow the AED to analyze the rhythm to determine if a shock is needed.
- If no shock is needed, you instruct the first responder to continue CPR while leaving the AED on and attached to the victim.

- If a shock is advised, you ensure no one is touching the victim or any conductive services and repeat "EVERYONE STAND CLEAR" and have everyone raise their hands. Once the AED is charged and ready to shock the victim, announce that you will be "shocking" the victim to ensure no one else is accidentally shocked.
- Continue allowing the AED to analyze and then, if necessary, shock the victim two more times. Continue this cycle of three shocks for no more than a total of nine shocks. Perform 5 cycles of CPR in between each set of three shocks.
- If the victim's heart does not convert after nine shocks, continue CPR until an ambulance arrives and takes over.
- Pass the written AED test with a score of 80% or higher.

10. Provide care in special situations.

- 10.1 Care for special groups, including children, the elderly and disabled victims.
- 10.2 Triage a multiple casualty incident.
- 10.3 Gain access to victims in vehicular crashes.
- 10.4 Call for Air-Medical Support (Flight for Life).
- 10.5 Care for victims of water emergencies.
- 10.6 Discuss critical incident stress.

**Performance Standards**

Students will demonstrate their competence by discussing the steps for calling for medical flight support and discussing critical incident stress and by passing the final written First Aid Test with a score of 80% or higher (mandatory test).

Specifically, students will:

- Discuss situations that warrant medical flight support, steps for arranging the support and steps at guiding a flight for life into a clear area near the scene.
- List common emotions or behaviors that accompany critical incident stress.
- Discuss methods to reduce stress and actions that should be taken if a person is experiencing critical incident stress.
- Pass the final written First Aid test with a score of 80% or higher.

**Naloxone/Narcan (1 hour within the 24-Hour First Aid, CPR/AED training)**

1. Recognize and respond to a person suffering from an opioid overdose including administering Naloxone (Narcan), if indicated.
  - 1.1 Identify a person who may be suffering from an opioid overdose.
  - 1.2 Activate local emergency medical services (EMS) for scene response.
  - 1.3 Maintain officer safety and the safety of others involved in the response.
  - 1.4 Provide basic life support according to the level of First Aid, CPR/AED training the officer has achieved.
  - 1.5 Prepare and deliver at least one (1) dose of Naloxone; immediately if indicated.
  - 1.6 Recognize signs and symptoms that you may have been exposed to an opioid and take measures for self-care for another officer who has been exposed.

## **Performance Standards**

Students will demonstrate their competence by recognizing a person suffering from an opioid overdose, safely responding to and providing basic life support, and preparing and delivering at least one (1) dose of Naloxone (Narcan) if indicated in a scenario setting (mandatory for recruits).

Specifically, students will:

- Learn to recognize the signs and symptoms of an opioid overdose.
- Active EMS when they recognize and opioid overdose.
- Take safety precautions and safeguard other responders when responding to an opioid overdose.
- Provide basic life support (CPR/AED) as needed.
- Prepare and deliver at least one dose of Naloxone if indicated.
- Determine if additional Naloxone should be administered.

## **OFFICER WELLNESS I (4)**

In this course, students will learn what components of a healthy lifestyle are, stress relaxation techniques, and how to implement healthy habits.

The course has two companion courses. Physical Readiness (34 hours) begins at the start of the academy and continues through Phase Three. Officer Wellness 2: Suicide Prevention (4 hours) is taught in Phase Three.

## **Competencies and Learning Objectives**

1. Live a healthy lifestyle.
  - 1.1. Describe factors that lead to a healthy lifestyle.
  - 1.2. Define wellness.
  - 1.3. Assess steps to regain and maintain good health.

## **Performance Standards**

Students will participate in a class discussion on what a healthy lifestyle is and learn about options to improve poor nutrition and fitness choices.

Specifically, students will:

- Learn the purpose of, and how to use, fitness and nutrition journals.
- Identify what they are doing to contribute to a healthy/unhealthy lifestyle and finding options to reduce the unhealthy lifestyle choices.

2. Manage stress and implement relaxation techniques.

- 2.1. Define stress and the long-term effects it can have on an officer's health.
- 2.2. Identify causes of stress.
- 2.3. Identify ways to manage stress.
- 2.4. Determine what things are relaxing and enjoyable for you personally.

## **Performance Standards**

Students will identify ways to manage their stress and relax.

Specifically, students will:

- Discuss how uncontrolled stress can affect their life and their law enforcement career.
- Explain critical incident stress, acute stress, and chronic stress and the effects that each can have on a person in the short and long term.
- Identify general causes of stress and stressors specific to law enforcement.
- Discuss how major transitions and life events can cause stress.
- Assess various ways to manage stress.
- Explain why finding ways to enjoy life and relax are important and identify how they will continue to do these things throughout their career.

3. Implement healthy habits.

- 3.1. Control your weight.
- 3.2. Get adequate sleep.
- 3.3. Do not use tobacco products.
- 3.4. Eliminate or minimize the use of alcohol.
- 3.5. Maintain healthy relationships.
- 3.6. Enhance your values, spirituality, and beliefs.
- 3.7. Maintain financial stability throughout your career.

### **Performance Standards**

Students will set goals and develop a plan for living a healthy lifestyle long term. Students will write these goals and the plan to reach those goals in their fitness and nutrition journal (completed in Phase Three with Physical Readiness). Students will also complete a worksheet outlining the best ways to live a healthy lifestyle.

Specifically, students will:

- Include long term weight loss or maintenance goals and a list of things the student will do to ensure they reach or maintain that goal in their plan.
- Understand healthy weight standards (BMI, standard weight charts, body fat composition, etc.).
- Explain the benefits of sleep and the detriment of too little sleep.
- Set a long-term goal for the number of hours the student will sleep each night and a list of things the student can do to ensure he or she reaches that goal.
- Research ways to stop smoking such as meeting with a health care provider to discuss options, asking friends and family for support, going where smoking is not allowed and avoiding people who smoke. Write a plan for quitting smoking in the nutrition and fitness journal.
- Identify ways to eliminate or reduce alcohol consumption and explain how excessive use of alcohol can be detrimental to the student's life and law enforcement career.
- Compare appropriate behavior as a law enforcement officer on the job with healthy behaviors with friends and family.
- Identify hobbies to do outside of law enforcement work and list ways to keep involved in those hobbies throughout the student's law enforcement career.

- The plan should include ways to enhance a spiritual life (not necessarily meaning a religious life) throughout the student's lifetime and career as a law enforcement officer.

## **PHASE I INTEGRATION EXERCISE EXAMPLES (12)**

### Ethical Decision-Making Exercise

- During some sort of contact run into an ethical dilemma (offered a free cup of coffee for example).
- Make the ethical decision and appropriate response to the offer

### Legal Exercise of some kind – determine what the crime is, elements of the crime.

- Read through a written scenario or observe a role play by instructors
- Take field notes
- Determine if a violation occurred
- Identify the elements of the crime and determine if they were all met
- Write a narrative outlining the elements of the crime and the evidence that each element was violated

### Professional Communications Exercise – basic contacts on the street, in vehicles, etc.

- Make a basic contact (with a person or an approach vehicle contact)
- Use the basic contact model (OIR) to introduce self
- Ask questions, take field notes, determine appropriate actions and articulate those actions to the person you made contact with

### Basic Interview Exercise

- Use basic contact model to introduce self
- Conduct a basic interview with another person
- Take field notes
- Write a narrative based on your field notes

### Basic Discussion Over the Radio

- Determine that you will make contact with a person
- Radio dispatch with the information
- Make contact
- Radio dispatch to run a name or plate

### Traffic Law Enforcement Exercise

- Identify the violation
- Approach contact
- Issue a citation

## **WRITTEN ASSESSMENT (4)**

# PHASE II: EMERGENCY RESPONSE (280 HOURS)

## PHYSICAL FITNESS (14)

Students will participate in two required physical fitness sessions per week while attending the academy.

## CONSTITUTIONAL LAW II (12)

This course recruit candidates will learn the structure of the criminal justice system, including criminal procedure. Students will learn the legal bases for law enforcement action such as arrest, use of force, and search and seizure, as well as the limits on law enforcement activity.

### **Competencies and Learning Objectives**

1. Explain the 4<sup>th</sup> Amendment requirements with regards to searches by law enforcement.
  - 1.1. Describe the circumstances in which there is a reasonable expectation of privacy.
  - 1.2. Identify the requirements for searching or seizing when a reasonable expectation of privacy exists.

### **Performance Standards**

Students will identify the main search related themes that are addressed by the 4<sup>th</sup> Amendment and discuss areas where the general public has a reasonable expectation to privacy and what the requirements are for searching those areas.

2. Identify the requirements that pertain to search warrants. \*
  - 2.1. Describe the level of proof required to obtain a search warrant.
  - 2.2. Describe the procedure for obtaining and executing a search warrant.
  - 2.3. Describe forcible entry and no-knock issues as they relate to search warrants.
  - 2.4. Explain the scope of a search with a warrant and when it must be terminated.
  - 2.5. Describe items that may be temporarily seized for officer and public safety.
  - 2.6. Define contraband and the requirements for its seizure.
  - 2.7. Describe items that may be seized pursuant to a valid warrant.
  - 2.8. Describe the authority and scope of search warrants regarding electronic devices and cell phones.

### **Performance Standards**

Students will complete a Probable Cause Affidavit (mandatory for recruits – Constitutional Law II - PAT 1).

Specifically, the students Probable Cause Affidavit will:

- Establish probable cause to believe the named person committed the crime.
- Details how the officer established probable cause.

- Describes specifically the person to be arrested or the location to be searched.
  - Adequately addresses each element of the crime.
3. Analyze the aspects of consent searches.
    - 3.1. Explain when a valid consent search can be made and what can be searched.
    - 3.2. Describe circumstances regarding third party consent searches.
    - 3.3. Describe issues for conducting searches during a traffic stop.
    - 3.4. Describe when a consent search must be terminated.

### **Performance Standards**

Students will discuss the guidelines for consent searches.

Specifically, students will:

- Describe who can give consent to search.
  - Explain that consent must be given voluntarily.
  - Explain the scope of a consent search.
  - Explain when a consent search must be terminated.
4. Analyze exceptions to the search warrant requirement.
    - 4.1. Compare “open view” to “plain view” and how it relates to search and seizure law.
    - 4.2. Describe the authority and limitations of a search incident to arrest as it relates to searches of persons, vehicles and residences.
    - 4.3. Describe the automobile exception to the warrant requirement, aka the Carroll Doctrine, and describe the permissible scope of a search under this doctrine.
    - 4.4. Describe the inventory exception to the warrant requirement.
    - 4.5. Describe the authority to make a warrantless entry to a residence based on exigent circumstances (hot pursuit).
    - 4.6. Describe the authority and scope of searches under special circumstances including probation, school, community caretaker, emergency, inspection of jail and prison cells, dog sniffs, and flyovers.
    - 4.7. Compare “open fields” to curtilage where the 4<sup>th</sup> Amendment does not apply.
    - 4.8. Describe the authority and scope of searches under special circumstances including abandoned property and garbage.

### **Performance Standards**

Students will discuss the guidelines for searches without warrants. Students will go on a “field trip” (either outside or the instructors will show pictures of places). The instructor will point out examples of “open fields,” “curtilage,” and where officers may find items in “plain view.”

Specifically, students will:

- Discuss at least six exceptions to the warrant requirement.
- Describe the most common search-related activities not covered by the 4<sup>th</sup> Amendment.
- Clarify exactly what the 4<sup>th</sup> Amendment is not applicable for “open fields,” “curtilage,” “open view,” and “plain view.”



5. Identify the special requirements for searching disabled persons and strip searches.
  - 5.1. Describe the requirements for conducting a search of a physically disabled person (Wis. Stats 968.256).
  - 5.2. Describe a strip search and the requirements for conducting a strip search (Wis. Stats. 968.255).

### **Performance Standards**

Students will compare the requirements for conducting routine searches with those for searching a disabled person and for those conducting strip searches.

Specifically, Students will:

- Compare the differences and similarities between routine searches and those of a disabled person.
- Explain the limitations of searches of a disabled person.
- Compare the differences between a strip search and search incident to arrest.
- Recognize the legal requirements for a strip search.

### **PHYSICAL EVIDENCE COLLECTION (4)**

In this course, students will learn how to recognize, process, and preserve physical evidence. This first 4 hours will introduce concepts in collecting evidence and the second 4 hours taught in phase three will focus on processing a mock crime scene.

### **Competencies and Learning Objectives**

1. Describe the role evidence plays in criminal investigations and prosecutions.
  - 1.1. Articulate the principles of evidence collection.
  - 1.2. Apply the rules of evidence.
  - 1.3. Describe the various types of physical evidence.

### **Performance Standards**

Students will critique two case studies: one where the evidence chain was in place and one where it was not.

The critique should:

- Include a clear explanation of procedures to protect all evidence.
  - Include a summary of the custody chain in both cases.
  - Identify any mistakes made with the custody chain in the case studies.
2. Apply the steps for processing crime scenes.
    - 2.1. Explain the steps within the RESPOND model as relating to a criminal investigation.
    - 2.2. Explain how to manage a crime scene in a simulated environment.

## **Performance Standards**

Students will learn the steps for processing a mock crime scene and then actually process a mock crime scene in Phase Three using these concepts.

Specifically, students will learn how to:

- Evaluate current legal ramifications of crime scene searches.
  - Discuss the upcoming search with personnel.
  - Select, when feasible, a person-in-charge prior to arriving on scene.
  - Control the scene and keep unauthorized persons out.
  - Approach the scene carefully.
  - Secure and protect the scene.
  - Initiate a preliminary survey.
  - Conduct a final survey.
  - Release the scene only after the final survey.
3. Apply appropriate strategies to locate, handle, and package evidentiary items.
- 3.1. Explain the collection and preservation process of evidentiary items.
  - 3.2. Explain the chain of custody.
  - 3.3. Review the process for preserving, handling and collecting digital evidence (computers, iPads, cell phones, GPS devices, storage devices, improvised electronic devices, etc.).
  - 3.4. Demonstrate a crime scene search during simulation.
  - 3.5. Demonstrate handling and packaging evidentiary items.

## **Performance Standards**

Students will demonstrate their competence by handling simulated evidence from a mock crime scene (mandatory performance assessment task done in phase three).

Specifically, students will learn how to:

- Take control of the scene on arrival.
- Mark evidence location on a diagram/sketch.
- Ensure that the evidence or container is initialed by the investigator collecting the evidence.
- Seal all evidence containers at the crime scene.
- Not handle items excessively.
- Not guess on packaging requirements – different types of evidence can require different containers.
- Always wear gloves.
- Allow wet or damp evidence to dry before sealing.
- Assume that any relatively smooth area that your gloves touch will destroy identifiable latent prints.
- Avoid unnecessary writing or marking on surfaces to be processed for latent prints.
- Use a pencil for marking porous items.
- Avoid taping or sticking labels on the surfaces to be processed for latent prints.
- Describe crime scene considerations regarding digital evidence.

- Discuss what digital forensics is, when it is needed, and why.
  - Describe how to collect and handle the electronic device to prevent data from being destroyed or lost.
  - Maintain a chain of custody.
4. Document the crime scene. \*
    - 4.1. Explain the different processes to document (videotape, photos, sketches, diagrams, report, etc).
    - 4.2. Describe interview considerations regarding digital evidence (asking for usernames, passwords, online account information, data storage/backups, networks, wireless devices, and case type specific questions).
    - 4.3. Prepare a written police report of observations and actions during a simulated crime scene.

### **Performance Standards**

Students will demonstrate their competence by documenting and sketching a mock crime scene (mandatory performance assessment task done in phase three).

Additionally, students will:

- Conduct an interview, asking questions about usernames, passwords, encryption, online account information, data storage/backups, networks and wireless devices, and case type specific questions – information must be legally obtained (search and seizure rules).
5. Recognize the unique investigative issues for crimes against life.
    - 5.1. Describe the factors required to determine whether a crime was committed (where is victim, is death accidental, natural causes, or intentional).
    - 5.2. Describe the unique physical evidence in crimes against life (victim as physical evidence, method, means, manner).
    - 5.3. Describe the appropriate procedures for death investigation (the roles of law enforcement, coroner, scene management and release, autopsy, death notification).

### **Performance Standards**

Students will demonstrate their competence by developing an outline of investigative issues for crimes against life. The outline will identify who, or whom, to contact in the event of a crime against life or a death investigation, will include the main details about what happened, and include only relevant and necessary details of the investigation.

6. Apply appropriate strategies to secure the scene, collect and preserve evidence, and investigate a death.
  - 6.1. Conduct an investigation of a simulated death scene to determine whether a crime was committed.
  - 6.2. Properly identify, collect, and preserve evidence from a simulated crime scene involving a death.

## **Performance Standards**

Students will investigate a simulated death scenario in class and writing a report that analyzes the steps and processes in an actual death investigation.

The death investigation report includes:

- A description of the situation and the scene of the death.
- A sketch of the scene.
- Identifies the next steps.

## **PROFESSIONAL COMMUNICATION SKILLS II (12)**

In this course, students will learn the role of law enforcement communication and how to apply specific communication skills and the strategies in a variety of simulated situations. Professional communication will be integrated and reinforced throughout the academy; students will be expected to apply professional communication skills appropriately in all simulations, regardless of curriculum area.

### **Competencies and Learning Objectives**

1. Integrate verbal and physical intervention skills. \*
  - 1.1 Evaluate how the Disturbance Resolution process or First Responder philosophy applies to professional communication.
  - 1.2 Distinguish among the various types of contacts.
  - 1.3 Implement the steps in the mediation process.
  - 1.4 Implement the steps in the arbitration process as set forth in the acronym REACT.
  - 1.5 Examine communication strategies used during crisis intervention.
  - 1.6 Interpret the conditions in the acronym DONE prior to physical intervention.
  - 1.7 Examine debriefings that occur following an incident.
  - 1.8 Articulate action taken, both in verbal and written communication.

### **Performance Standards**

Students will demonstrate their competence by applying communication strategies (information gathering, arbitration, mediation) in simulated situations and determining when physical intervention is necessary during simulated situations (mandatory performance assessment task – Professional Communication Skills II – PAT 1).

Specifically, students will do the following under each:

#### Basic/Initial Contact:

- Introduce themselves and explain the reason for their contact in a way the sets the tone for a positive interaction.
- Ask questions that will help gather information that will allow for resolution of the call/contact.
- Decide what action to take and how to end the interaction.

#### Mediation:

- Not compromise officer safety during the mediation process.
- Determine if subjects are willing to talk.

- Determine if subjects are willing to compromise.
- Set the ground rules for the mediation and make sure all parties understand and adhere to them.
- Allow one party to talk about the issue, then allow the other party to talk, and then have them talk to each other.
- Work toward a mutually acceptable resolution.

Arbitration (REACT and DONE):

- Make a request for the subject to do something, explaining why action is needed.
- If subject refuses, offer limited choices and give the subject a moment to decide.
- Take appropriate action based on what choice the subject made.
- Identify the four conditions in which you are done talking and must take action (Danger, Overriding concern, No progress, Escape).
- Make clear commands before, during and after any physical intervention.
- Provide a debriefing to subjects after a physical intervention.
- Articulate and justify actions taken, both verbally and in writing.

2. Incorporate communication skills in specific situations.

2.1 Identify steps to take in conducting a death notification.

**Performance Standards**

Students will make a death notification in a simulated environment.

The death notification will follow the suggested guidelines:

- Go with certainty.
- Go without delay.
- Go in person.
- Go in pairs.
- Make the approach.
- Deliver the notification.
- Demonstrate compassion.
- Provide closure and follow-up.
- Exercises self-care after the notification.

**DAAT (INCLUDES 2 HOURS OF USE OF FORCE CONCEPTS) (54)**

In this phase two course, students will learn the legal basis and limitations on the use of force, the incident response and disturbance resolution models, approach considerations, intervention options, and follow-through considerations. Included in the discussion on the disturbance resolution model is a discussion on protocols for off-duty actions. Students will learn the recommendations and protocols for off-duty response and guidelines for interaction between on-duty and off-duty, retired, and plainclothes officers.

After learning basic DAAT techniques, students will continue on to learn basic escape tactics in ground defense and will also go through an Electronic Control Device (ECD) basic manufacturer course. Students will also receive additional information on medically significant behavior, excited delirium and guidelines on deploying ECDs.

## Competencies and Learning Objectives

1. Examine the basis for use of force by officers and the limits on that use of force, including constitutional, statutory, administrative rule and policy. \*
  - 1.1 Identify the situations in which use of force is legitimate.
  - 1.2 Identify the limits that the constitution, Wisconsin law, agency policies and your own training place on the use of force.
  - 1.3 Prepare a report on an officer-involved use of non-deadly force scenario.

## Performance Standards

Students will verbally explain the key concepts related to use of force and prepare a written report detailing a use of force incident (mandatory for recruits – DAAT – PAT 2).

During the discussion the students will:

- List examples of actions appropriate to each of the intervention options.
  - Discuss appropriate application of options under dynamic circumstances.
  - Prepare a written narrative that accurately describes and justifies the use of force in a simulated environment.
2. Apply the concepts contained within the Incident Response and Disturbance Resolution models.
    - 2.1 Identify and describe the Incident Response concept and its application to law enforcement.
    - 2.2 Identify and describe the Disturbance Resolution concept and its application to law enforcement.
    - 2.3 Identify the protocols to follow when off-duty and encountering a situation that requires a law enforcement response.
    - 2.4 Describe the issues that an on-duty officer is likely to face when encountering an off-duty or retired officer who is taking official action.

## Performance Standards

Students will apply concepts of the incident response and disturbance resolution models in simulated situations and by discussing protocols for off-duty actions.

Specifically, students will:

- Tactically respond to a scene using the incident response steps.
- Gather information to resolve the situation.
- Resolve the situation.
- Articulate their decision-making regarding legal justification and desirability for approaching the scene.
- Articulate the reasons for using the intervention options that were chosen.
- Articulate the follow-through steps that were taken to normalize the scene.
- Describe Wis. Stat. §175.40(6m)(a) which discusses off-duty assistance outside of an officer's jurisdiction.
- Explain liability for off-duty officers outside of the officer's jurisdiction.
- Describe the guidelines and considerations for officers who are authorized and elect to carry a weapon off-duty.

- Articulate the issues that need to be taken into consideration when faced with a situation that warrants off-duty intervention.
  - Describe the precautions on-duty officers should follow when they come into contact with anyone armed with a weapon who claims to be an off-duty, retired, or plainclothes officer.
  - Describe the procedural guidelines for off-duty responses that are appropriate.
  - Explain post-intervention actions.
3. Explain the Intervention Option modes, the circumstances under which each mode is justified and appropriate and apply the defense and arrest tactics techniques within each mode.
- 3.1 Identify the circumstances under which “presence” is appropriate and apply it in a simulated environment.
  - 3.2 Identify the circumstances under which “dialog” is appropriate and apply it in a simulated environment.
  - 3.3 Identify the circumstances under which “control alternatives” are appropriate and apply it in a simulated environment.
  - 3.4 Identify the circumstances under which “protective alternatives” are appropriate and apply it in a simulated environment.
  - 3.5 Identify the circumstances under which “deadly force” is appropriate and apply deadly force decision making in a simulated environment.
  - 3.6 Demonstrate weapon control techniques in a simulated environment.
  - 3.7 Identify and apply the follow-through considerations in a simulated environment.
  - 3.8 Handcuff and remove handcuffs from subjects in a simulated environment.
  - 3.9 Frisk and search subjects in a simulated environment.

### **Performance Standards**

Students will demonstrate their competence by preparing a written summary of the five modes of intervention options and by applying the techniques present in the DAAT system in a static environment.

Specifically, students will:

- Identify the five intervention option modes.
  - Indicate the circumstance when it is appropriate to use each of the intervention options.
  - Indicate when it is inappropriate to use each of the intervention options.
  - Demonstrate the use of presence in a simulated environment.
  - Demonstrate the ability to use dialog in a simulated environment.
  - Demonstrate the ability to use control alternatives in a simulated environment.
  - Demonstrate the ability to use protective alternatives in a simulated environment.
  - Demonstrate the ability to use deadly force decision-making in a simulated environment.
  - Apply the techniques in a manner that allows the student to achieve and maintain control.
4. Apply basic ground defense concepts and escapes.
- 4.1 Defend against a tackle or takedown.
  - 4.2 Fall safely with and without a subject in contact with an officer.

- 4.3 Defend yourself within the ground defense position.
- 4.4 Transition from a ground position to a standing position.
- 4.5 Move properly and escape from various ground positions.
- 4.6 Use focused strikes from various ground positions.
- 4.7 Articulate the use of deadly force in ground defense positions.

### **Performance Standards**

Students will demonstrate their competence by demonstrating the proper application of ground defense and escapes.

Specifically, students will:

- Explain the purpose of ground defense and escapes as they relate to law enforcement.
  - Demonstrate five ground defense escape positions (outside the guard, inside the guard, side mount, mount, and rear naked choke).
  - Explain four concepts within ground defense (defense, escape, self-defense, and deadly force).
  - Explain the tabletop concept and its relevance to ground defense and escapes.
5. Explain the Use of Force Concepts that frame electronic control devices (ECD's) and the circumstances under which they are justified and appropriate. \*
- 5.1 Identify the concept of "control alternatives" and the circumstances under which they are appropriate.
  - 5.2 Identify the electronic control device tools that fall under "control devices" and the circumstances under which they are appropriate.
  - 5.3 Describe symptoms of medically significant behavior.
  - 5.4 Describe the opportunities within Disturbance Resolution that medically significant behavior could be observed.
  - 5.5 Manage medically significant behavior with options.
  - 5.6 Identify the steps to follow for distance deployment of an electronic control device.
  - 5.7 Identify the precautions to follow when assisting an officer who is deploying an electronic control device.
  - 5.8 Demonstrate the ability to use "cuffing under power" in a simulated environment.
  - 5.9 Demonstrate the ability to use multiple officer ground handcuffing or multiple officer ground stabilization to facilitate the application of chemical restraints in a simulated environment.
  - 5.10 Successfully complete a manufacturer's ECD course.

### **Performance Standards**

Students will demonstrate their competence by deploying and ECD (mandatory for recruits – either as part of the manufacturer course or during the Summative Assessment – see Summative Assessment below), by acting as one member of a team of students subduing and stabilizing a violently resisting subject, and by handcuffing under power in a simulated environment.



Specifically, students will:

- Participate in an ECD manufacturer course, following all of that manufacturer's requirements to become certified in the use of that ECD.
- Secure the right arm of the subject by pinning it to the ground at the elbow and wrist.
- Secure the subject's left arm by pinning it to the ground at the elbow and wrist.
- Secure the subject's head by placing both hands on it and holding it to the ground, while at the same time issuing loud verbal commands to the subject.
- Secure the subject's legs, by holding the feet.
- Apply handcuffs on the subject, and double lock them.
- Search the subject while the subject is prone, while simultaneously checking the subject for injuries.

**Summative Assessment:** Demonstrate the proper techniques listed in the DAAT Skills Competency Checklist. \* (Mandatory for recruits – DAAT Summative Assessment - PAT 3)

## **FIREARMS II (INCLUDES 2 HOURS OF DEADLY FORCE DECISION MAKING) (52)**

In this phase two course, students will expand upon their previous firearms training. Students will review and practice firearms safety and care, basic shooting fundamentals, and clearing malfunctions. Students will learn the legal basis and limitations on the use of deadly force, make deadly force decisions, engage in movement and changing positions, and practice in live-fire exercises. Students must qualify with a semi-automatic pistol using the state qualification course. Students will learn how to identify, unload, and secure non-duty firearms.

Finally, students will also learn how to safely handle, use, and care for a rifle, including basic shooting fundamentals, clearing malfunctions, positions, and movement practiced with a rifle in live-fire exercises. Students must qualify with a rifle using the state qualification course.

### **Competencies and Learning Objectives**

1. Identify the issues that are associated with deadly force decision-making and the use of deadly force.
  - 1.1 Identify and describe the legal and policy issues involving the use of deadly force.
  - 1.2 Define deadly force and explain justified use of deadly force within the defensive and arrest tactics Disturbance Resolution Model.
  - 1.3 Define imminent threat and the criteria that need to be met in order for a threat to be imminent.
  - 1.4 Assess whether alternatives to shooting are appropriate when encountering a potentially life-threatening situation.
  - 1.5 Identify the target requirements that must be met in order to use deadly force.

### **Performance Standards**

Students will participate in a discussion on deadly force decision-making.

During the discussion, students will:

- Identify federal and state law that governs deadly force decision-making.
- Identify current case law that governs deadly force decision-making.
- Explain the concepts of imminence, preclusion, and target requirements.
- Articulate the legal justification for making a deadly force decision.

2. Fire the handgun accurately in a variety of conditions and environments. \*

- 2.1 Identify “cover” and how to use “cover.”
- 2.2 Analyze the various shooting positions and the advantages and disadvantages of each position.
- 2.3 Identify the issues involved when multiple adversaries are to be engaged.
- 2.4 Identify the issues involved when close combat shooting occurs.
- 2.5 Identify the issues involved when using unsupported shooting techniques.
- 2.6 Identify the issues involved when shooting in low light levels.
- 2.7 Demonstrate proficiency in basic shooting fundamentals in a variety of tactical situations.

### **Performance Standards**

Students will demonstrate their competence by firing their weapon on the range and successfully completing the handgun qualification course (mandatory performance assessment tasks – See Summative Assessment – Skills Competency Checklist – Handgun – Firearms II PAT 1).

Specifically, students will:

- Draw and recover the handgun.
- Load and unload the handgun.
- Clear malfunctions on a live handgun range.
- Engage multiple adversaries in a simulated environment.
- Use a tactical barricade on a live handgun range.
- Demonstrate tactical close combat with a handgun in a simulated environment.
- Demonstrate unsupported shooting on a live handgun range.
- Demonstrate shooting while seated on a live handgun range.
- Demonstrate shooting in a low light situation on a live handgun range.
- Demonstrate flashlight assisted shooting on a live handgun range.
- Demonstrate shooting from a kneeling position on a live handgun range.
- Demonstrate shooting in a rollover prone position on a live handgun range.
- Demonstrate taking immediate cover in a simulated environment.
- Demonstrate lateral movement on a live handgun range.
- Maintain 100% accountability when firing their weapon in a simulated environment.
- Make appropriate shoot – no shoot decisions in a simulated environment.

3. Take appropriate actions after combat shooting. \*

- 3.1 Assess threat to determine if it has been neutralized.
- 3.2 Complete post-shooting legal procedures.
- 3.3 Prepare to testify in court related to a shooting incident.
- 3.4 Prepare a report or verbal narration on an officer-involved shooting scenario.

## **Performance Standards**

Students will demonstrate their competence by initiating appropriate follow-through procedures after combat shooting in a simulated environment and by appropriately reporting their use of deadly force (mandatory for recruits – Firearms II – PAT 2).

Specifically, students will:

- Find or remain behind cover.
  - Communicate with dispatch.
  - Plan the approach to the subject.
  - Approach the subject and begin the follow-through.
  - Plan and write a narrative/report articulating actions taken.
4. Identify the various types of firearms (both handguns and long guns) and their design and functional differences.
    - 4.1. Identify the various types of firearms and the major functional parts of these firearms.
    - 4.2. Unload and secure a firearm other than one's own.

## **Performance Standards**

Students will demonstrate their competence by handling weapons in a safe manner and by unloading various types of handguns and long guns.

Specifically, students will:

- Safely handle an unfamiliar weapon.
  - Secure and disarm a wide variety of firearms.
5. Examine the role and characteristics of law enforcement patrol rifles.
    - 5.1. Identify and describe the role that ballistics play in the performance of the rifle.
    - 5.2. Identify nomenclature and functions of patrol rifles.
    - 5.3. Fieldstrip, clean, lubricate, reassemble and function check the rifle.
    - 5.4. Describe the advantages, limitations, and nomenclature of patrol rifles.

## **Performance Standards**

Students will summarize internal, external, and terminal ballistics of rifles and fieldstrip, clean, lubricate, and function test the duty weapon.

Specifically, students will:

- Handle and care for rifles in a manner that prevents interference with internal ballistics (plugged muzzles, etc.).
  - Fieldstrip, clean, lubricate, reassemble, and function check the rifle.
6. Fire the rifle accurately in a variety of conditions and environments. \*
    - 6.1. Load, deploy, carry, reload, and unload rifles in a safe manner.
    - 6.2. Identify and perform the carry and ready positions that an officer may employ with a rifle and the uses for these positions.
    - 6.3. Analyze various shooting positions and the advantages and disadvantages of each position.
    - 6.4. Identify various types of rifle malfunctions and clear those malfunctions.

- 6.5. Identify rifle-specific issues involved in multiple adversary, close combat, and low-light engagements.
- 6.6. Demonstrate proficiency in rifle shooting fundamentals in a variety of tactical situations.

### **Performance Standards**

Students will demonstrate their competence by firing the rifle in a variety of conditions and environments and successfully completing a rifle qualification course (mandatory performance assessment tasks – See Summative Assessment – Skills Competency Checklist – Rifle – PAT 1).

Specifically, students will:

- Deploy a rifle, when available, on all high-risk and appropriate unknown-risk calls.
- Discuss how patrol rifles are sighted-in and why sight-in is necessary.
- Correctly remove a rifle from, and returning a rifle to, a squad car.
- Use a weapon-mounted or handheld light when appropriate and leaving lights off when activation is inappropriate.
- Clear malfunctions in a live-fire environment.
- Prepare, deploy, and store rifles in a safe manner at all times.
- Load, reload, and unload the rifle.
- Demonstrate the ready positions on a rifle range.
- Demonstrate shooting a rifle from a kneeling position on a live rifle range.
- Demonstrate shooting a rifle from a prone position on a live rifle range.
- Maintain 100% accountability when firing the rifle in a simulated environment.

**Summative Assessment:** Fire the handgun and rifle accurately and take appropriate actions after combat shooting in a variety of conditions and environments – See Summative Assessment - Skills Competency Checklist. \* (Mandatory for recruits – DAAT Summative Assessment - PAT 1-3)

## **TACTICAL EMERGENCY CRITICAL CARE FOR LAW ENFORCEMENT OFFICERS (8)**

In this course, recruits will learn how to provide self-care and buddy aid in cases where medical aid cannot immediately respond to an officer's life-threatening injury. These skills are meant for situations where basic first aid procedures or CPR are not effective and advanced care will be delayed. These are perishable skills that must be re-trained on a regular basis (suggested re-training take place at least every other year at an agency).

### **Competencies and Learning Objectives**

1. Provide self and buddy aid care in a hostile environment. \*
  - 1.1. Discuss how first aid care can be provided by law enforcement officers and emergency medical system (EMS) responders at a secure scene.
  - 1.2. Describe the role of an officer providing medical interventions in a tactically "hot" zone.

- 1.3. Identify priorities and safety concerns of providing medical interventions in a tactical hot zone, and while in an area of relative safety using cover and concealment.
- 1.4. Identify phases of care (and goals of each phase) when providing care in a hostile environment (direct threat, indirect threat care, and tactical evacuation care).
- 1.5. Provide care for a compromised airway while providing for the safety of yourself and the victim using cover and concealment.
- 1.6. Control bleeding using a pressure dressing, wound packing (with or without a haemostatic agent), and tourniquet while providing for the safety of yourself and the victim using cover and concealment.
- 1.7. Provide treatment for an open penetrating chest wound while providing for the safety of yourself and the victim using cover and concealment.

### **Performance Standards**

Students will demonstrate their competence by treating simulated casualties exhibiting critical medical issues (mandatory performance assessment tasks – Tactical Emergency Critical Care for Law Enforcement Officers – PAT 1, 2, and 3).

Specifically, students will:

- Evaluate the scene.
  - Determine the priority and type of care that can be provided, based on the scene's risk zone.
  - Describe the steps the first responding officers must take to ensure scene safety.
  - Demonstrate how and when to use a nasopharyngeal airway on an adult manikin.
  - Demonstrate how to assess bleeding and perform wound packing.
  - Demonstrate how and when to apply a tourniquet on self or other.
2. Tactically evacuate yourself or another injured officer/victim from a hostile environment.
    - 2.1. Identify the risk versus benefit of moving a casualty in a hostile environment.
    - 2.2. Determine the best way to move a casualty out of a hostile environment.
    - 2.3. Identify the need for ongoing treatment, reassessment, and hypothermia prevention after tactically evacuating a casualty out of a hostile environment.

### **Performance Standards**

Students will learn to move casualties and re-assess after casualty movement.

Specifically, students will:

- Identify when to move casualties in direct care, indirect care, and evacuation stages of an incident.
- Describe the advantages and disadvantages of each type of casualty movement.
- Move casualties by using lifts, drags, and carries.
- Discuss commercial and improvised equipment that can assist in casualty movement.
- Re-assess the casualty after every movement.

- Describe the possible medical consequences from shifting tourniquets, loosened bandages, and other medical adjuncts during and/or after you move a casualty.
- Treat for hypothermia.

## **TACTICAL RESPONSE (24)**

The overall purpose of this portion of the Wisconsin law enforcement officer recruit training course is to train recruit candidates in basic concepts and tactics related to approaching, controlling, and intervening in unknown-risk and high-risk situations, including ongoing deadly assaults.

### **Competencies and Learning Objectives**

1. Describe preparations and practices that assist officers in unknown-risk and high-risk incidents.
  - 1.1. Describe how mental preparation and debriefing improves responses.
  - 1.2. Describe physical preparations that assist responses.

### **Performance Standards**

Students will participate in class discussions on mental preparedness and debriefing and by using contact/cover techniques to promote officer safety.

Specifically, students will:

- Describe the importance of mental preparedness and debriefing.
  - Use contact/cover principles in the field.
2. Respond to unknown-risk and high-risk incidents. \*
    - 2.1. Approach incidents using appropriate tactics.
    - 2.2. Contain incidents using appropriate tactics.
    - 2.3. Intervene in incidents using appropriate tactics.

### **Performance Standards**

Students will demonstrate their competence by participating in a discussion about conducting foot pursuits, explaining the purpose and method of invisible deployments and perimeters, performing methodical searches (mandatory performance assessment task – Tactical Response PAT 1), by discussing small unit tactics, including leapfrogging and movement under fire, and by contrasting incidents requiring immediate intervention with incidents requiring containment of the scene.

Specifically, students will:

- Define the roles of officers on inner and outer perimeters.
- Discuss breaching considerations and options.
- Perform invisible deployment.
- Establish an inner and outer perimeter.
- Perform a methodical search utilizing at least two officers.
- Use "crisscross" and "buttonhook" room entry techniques when appropriate.

- Describe differences between an ongoing deadly assault and a hostage/barricade situation and explain why immediate intervention is required in ongoing deadly assault situations.
  - Define "safe wall," "problem area," and "fatal funnel."
3. Examine characteristics of an "active shooter" event. \*
- 3.1. Describe an active shooter event.
  - 3.2. Describe the principles of a law enforcement response to an active shooter event.
  - 3.3. Analyze challenges officers may encounter during an active shooter response.
  - 3.4. Summarize initiatives and public education regarding prevention and tactics.
  - 3.5. Intervene in an active shooter event.

### **Performance Standards**

Students will demonstrate their competence by participating in a class discussion on active shooters, by responding to a simulated active shooter as a member of a 1-5 officer contact team (mandatory performance assessment task – Tactical Response – PAT 2), and by responding to a simulated active shooter event as a rescuer team member.

Specifically, students will:

- Identify examples of previous active shooter incidents.
- Differentiate between a hostage/barricade and active shooter situation.
- Explain why immediate intervention is required in active shooter situations.
- Immediately intervene in an active shooter event, including the use of deadly force when necessary.
- Explain the roles of contact and rescue teams.
- Use appropriate tactics as a contact team member.
- Handle your firearm in accordance with handgun and rifle course standards.
- Articulate predictable challenges law enforcement officers may face when intervening in these incidents.
- Summarize prevention and response tactics taught to the public.

### **CRISIS MANAGEMENT (20)**

In this course, students will learn principles, guidelines and techniques for law enforcement response to persons with possible mental disorders, alcohol or drug problems, dementia disorders, and/or developmental disabilities. Students will also learn the legal bases under Wisconsin law for conducting emergency detentions and emergency protective placements of persons, as well as legal requirements and practical guidelines for implementing these procedures.

Students will also explore some of the resources that are available to help them in their capacity as a law enforcement officer. Many community-based agencies and organizations can serve as excellent resources for law enforcement officers.

## Competencies and Learning Objectives

1. Explain the concept of a crisis and the phases of an emotional response to a crisis.
  - 1.1. Identify factors which constitute a crisis.
  - 1.2. Identify common stages of a crisis.
  - 1.3. Identify the phases of an emotional response to a crisis.

## Performance Standards

Students will write an essay on the range of behaviors that emotionally disturbed persons are likely to display in crisis situations and that law enforcement officers will need to address.

2. Explain crisis intervention and the magnitude of crisis situations encountered by law enforcement officers.
  - 2.1. Identify the key provisions of Wis. Stat. § 51.15, regarding conducting emergency detentions of persons.
  - 2.2. Define an "Intoxicated person" according to Wis. Stat. § 51.45(2)(f).
  - 2.3. Define the term "incapacitated by alcohol" according to Wis. Stat. § 51.45(2)(d).
  - 2.4. Identify the criteria that a law enforcement officer is to use when determining the appropriateness of taking a person into custody for purposes of emergency detention, under Wis. Stat. § 51.15.
  - 2.5. Identify the requirements under Wis. Stat. § 51.45(11)(b), for a law enforcement officer in responding to a person who meets the statutory definition of a person who is "incapacitated by alcohol."
  - 2.6. Identify the key provisions of Wis. Stat. § 55.06(11), regarding conducting emergency protective placements of persons.

## Performance Standards

Students will complete emergency detention and emergency protective placement forms based on simulated situations.

The forms will:

- Present an accurate account of the background information.
  - Present an accurate account of the situation.
  - Is written in a factual manner.
  - Presents information in an organized (chronological) fashion.
3. Identify key concepts and elements associated with law enforcement response to people in crisis and identify community resources available to help the law enforcement response.
    - 3.1. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person with a possible mental disorder.
    - 3.2. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person in an apparent suicidal crisis.



- 3.3. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have an intellectual disability or another form of developmental disability.
- 3.4. Identify the recommended guidelines for a law enforcement officer to follow when responding to a person who has or may have Alzheimer's disease or another form of dementia.
- 3.5. Recognize the signs and symptoms of Traumatic Brain Injuries (TBI) and identify the recommended guidelines for a law enforcement officer to follow when responding to a person with a possible TBI.
- 3.6. Recognize the signs and symptoms of Post Traumatic Stress Disorder (PTSD) and identify the recommended guidelines for a law enforcement officer to follow when responding to a person with PTSD.
- 3.7. Identify major mental health and community resources available in the student's own community available to assist law enforcement officers.
- 3.8. Identify local Alcohol and other Drug Abuse (AODA) detoxification and treatment facilities.
- 3.9. Identify Alzheimer's resources and other local support groups.

### **Performance Standards**

Students will classify law enforcement responses to crisis intervention situations into a flowchart and listing community resources that help the officer respond to the situation, including mental health agencies, agencies specializing in AODA treatment, and agencies specializing in Alzheimer's patients.

4. Apply crisis intervention principles and techniques.
  - 4.1. Apply pre-intervention preparation strategies in crisis intervention situations.
  - 4.2. Demonstrate application of the crisis intervention format in simulated situations.
  - 4.3. Devise resolution strategies for use in crisis intervention situations.
  - 4.4. Implement resolution strategies in crisis intervention situations.

### **Performance Standards**

Students will respond to a crisis intervention contact in a simulated environment.

Specifically, the students will:

- Follow the RESPOND model when approaching the scene.
  - Dialog with the subject in accordance with professional procedures.
  - Continually assess the situation for unsafe conditions and maintain appropriate distances.
  - Choose an appropriate resolution to the contact and act according to the chosen resolution.
5. Articulate the decision-making process taken to manage persons in crisis.
    - 5.1. Verbally explain crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation involving a law enforcement contact with an emotionally disturbed person or persons (EDP).
    - 5.2. Complete a written statement of emergency detention, which includes minimum information specified in Wis. Stats. §§ 51.15(4) and (5), based on a simulated situation.

- 5.3. Complete a written statement of observations regarding a person who may require emergency protective placement under Wis. Stat. § 55.06, based on a simulated situation.
- 5.4. Prepare a written incident report which satisfactorily describes crisis intervention actions taken and the reason(s) for such actions, based on a simulated situation involving a law enforcement contact with an emotionally disturbed person or persons (EDP).

### **Performance Standards**

Students will verbally explain the actions taken in the simulated crisis intervention contact and by writing a report of the actions taken in the simulated crisis intervention contact.

6. Describe the role of an advocacy group in the criminal justice community.
  - 6.1. Identify the advocacy groups in the student's own community.
  - 6.2. Describe how services available through advocacy groups can assist law enforcement.

### **Performance Standards**

Students will deliver a short oral report on an assigned (or approved if chosen) community organization.

The report will:

- Include a brief introduction to the community organization.
- Summarize the services provided by the organization.
- Describes when it would be appropriate to contact the organization.
- Describes how law enforcement and the community organization might interact.

## **EVOC (EMERGENCY VEHICLE OPERATION AND CONTROL) (40)**

In this course, students will learn the legal basis and limitations on the use of non-emergency and emergency driving, basic patrol operation, emergency vehicle response, and pursuit driving.

### **Competencies and Learning Objectives**

1. Inspect and place a patrol vehicle into service at the beginning of a shift.
  - 1.1 Distinguish among the various types of law enforcement driving.
  - 1.2 Identify parts of the patrol vehicle and the associated equipment that need to be inspected prior to placing a patrol vehicle into operation.
  - 1.3 Conduct driver preparation steps that need to be taken prior to placing a patrol vehicle into operation.

### **Performance Standards**

Students will perform an inspection of the patrol vehicle in order to place it into service and by conducting the driver preparation steps required to drive a patrol vehicle.

Specifically, students will:

- Inspect the tires, exterior, trunk, and passenger compartment of the vehicle.
- Identify any and all deficiencies in the vehicle and make arrangements to have these deficiencies corrected.
- Adjust the seat, steering wheel, and mirrors to the appropriate setting every time they drive a patrol vehicle.
- Buckle the safety harness every time they drive a patrol vehicle.
- Secure their squad box every time they drive a patrol vehicle.

2. Apply proper driving strategies and techniques for basic patrol operation of a vehicle.\*

- 2.1 Identify driving strategies used in basic patrolling.
- 2.2 Identify techniques for steering, backing, cornering and braking.
- 2.3 Identify the role that multi-tasking, weather, road conditions, night driving and fatigue play in normal patrol driving.
- 2.4 Identify methods to maintain control of the vehicle in situations of rapid air loss in a tire (tire blow-out) and running off road recovery.
- 2.5 Demonstrate driving techniques in simulated conditions.

### **Performance Standards**

Students will demonstrate their competence by steering, backing, cornering, and braking a patrol vehicle in a controlled environment (mandatory performance assessment task – See Summative Assessment below).

Specifically, students will:

- Successfully perform the Forward Serpentine exercise.
- Successfully perform the Reverse Serpentine exercise.
- Successfully perform the Straight-line Backing exercise.
- Successfully perform the Evasive Maneuver exercise.
- Successfully perform the Braking exercise.
- Successfully perform the Parking Maneuver exercise.
- Successfully perform the Y-Turn Maneuver exercise.
- Successfully perform the Cornering Maneuver exercise.
- Maintain the required speed throughout the driving course.
- Use the correct hand position designated for each exercise.
- Have controlled acceleration and deceleration throughout the driving course.
- Use the brakes efficiently and effectively throughout the driving course.
- Will not hit any cones on the driving course.

3. Describe the legal and policy considerations surrounding law enforcement driving, including normal patrol operation, emergency response, and pursuit driving.

- 3.1 Identify and interpret the laws related to officer non-emergency and emergency driving.
- 3.2 Describe the legal issues surrounding a silent emergency response.

### **Performance Standards**

Students will participate in a class discussion on the legal and policy considerations surrounding law enforcement driving.

Specifically, students will:

- Distinguish among the various types of law enforcement driving (normal patrol operation, emergency response, pursuit).
  - Identify the laws related to emergency response driving.
  - Identify the policy issues that relate to emergency response driving.
  - Identify the requirements that must be met for a silent emergency response.
4. Describe safety factors and vehicle dynamics involved in emergency driving and apply proper emergency driving techniques. \*
- 4.1 Identify the effects of increased speed on steering, braking, and cornering.
  - 4.2 Describe possible citizen responses to emergency lights and sirens.
  - 4.3 Identify route selection issues that affect emergency driving.
  - 4.4 Identify radio use issues that influence emergency driving.
  - 4.5 Demonstrate emergency driving techniques in simulated conditions.

### **Performance Standards**

Students will demonstrate their competence by using emergency driving techniques in a patrol vehicle in a controlled environment (mandatory performance assessment task – see Summative Assessment below).

Specifically, students will:

- Drive through the mandatory driving exercises demonstrating appropriate steering, backing, cornering and braking during each exercise.
  - Assume the proper driving position.
  - Use proper braking/acceleration methods.
  - Maintain steering control throughout the driving course.
  - Negotiate the driving course smoothly (stay on the designated course).
  - Demonstrate proper decision-making on the driving course.
  - Will not hit any cones on the driving course.
5. Identify the legal, policy, and safety considerations in initiating, conducting, and terminating pursuits, including options to stop subject vehicles. \*
- 5.1 Identify how the disturbance resolution model applies to emergency vehicle operation.
  - 5.2 Define pursuit as it relates to law enforcement.
  - 5.3 Identify legal and policy issues related to pursuits.
  - 5.4 Describe the responsibilities and requirements of pursuit driving.
  - 5.5 Identify the conditions that warrant termination of a pursuit.
  - 5.6 Document and debrief a simulated pursuit.
  - 5.7 Describe induce-to-stop methods.
  - 5.8 Demonstrate induce-to-stop methods in simulated conditions.
  - 5.9 Identify when force-to-stop methods would be appropriate.
  - 5.10 Describe force to stop methods and the criteria for use.

### **Performance Standards**

Students will participate in a class discussion on the legal and policy considerations surrounding pursuit driving and also discuss various types of induce-to-stop and force-to-stop methods. Students will also participate in simulated vehicle pursuit and

emergency response situations (mandatory performance assessment task – see Summative Assessment below).

Specifically, students will:

- Identify the legal issues related to pursuits.
- Identify the policy issues related to pursuits.
- Identify the conditions that warrant termination of a pursuit.
- Identify the legal and policy issues related to induce-to-stop and force-to-stop methods.
- Identify and describe when induce-to-stop and force-to-stop methods would be appropriate.
- Describe how to implement induce-to-stop and force-to-stop methods.
- Successfully perform simulated vehicle pursuits and emergency response driving on a driving range.

**Summative Assessment:** Demonstrate the proper techniques listed in the EVOC Skills Competency Checklist. \* (Mandatory for recruits – EVOC Summative Assessment – EVOC - PAT 1)

## **VEHICLE CONTACTS II (16)**

In this course, students will learn the legal bases for making vehicle contacts, how to conduct a threat assessment to help determine the appropriate type of contact, and how to conduct different types of vehicle contacts.

### **Competencies and Learning Objectives**

1. Identify the legal basis for conducting and limits to a search of the vehicle.
  - 1.1 Identify situations where a search of a vehicle is warranted.
  - 1.2 Identify the limitations on searching a vehicle.
  - 1.3 Observe a physical search of a vehicle.

### **Performance Standards**

Students will observe the search of a vehicle and identify areas of a vehicle that are allowed to be searched without a warrant.

2. Conduct an appropriate threat assessment prior to and during a vehicle contact.
  - 2.1 Identify the various threat assessment opportunities applicable to a vehicle contact.
  - 2.2 Identify officer/subject factors when making a vehicle contact.
  - 2.3 Identify the role that environment plays in making a vehicle contact.

### **Performance Standards**

Students will conduct a threat assessment in a simulated vehicle contact situation and identify factors that were considered when conducting the threat assessment.

Specifically, students will:

- Conduct a tactical evaluation and articulate any relevant threat assessment opportunity factors in regard to any or all of the following: subject behavior

factors, factors related to the type or nature of vehicle(s) involved, and environmental concern factors.

- Articulate factors as to whether or not it seems possible to control the situation at the moment, including identification of the type of contact.
  - Articulate basic elements of a tactical plan, including the location of the stop, approach options, and escalation/disengagement options.
3. Demonstrate the proper procedures for making a non-approach, and high-risk vehicle contact. \*
- 3.1 Identify the steps in conducting a non-approach contact.
  - 3.2 Demonstrate the steps in conducting a non-approach contact.
  - 3.3 Identify situations in which a high-risk contact is warranted.
  - 3.4 Identify the steps to follow in conducting a high-risk contact.
  - 3.5 Demonstrate the steps to follow in conducting a high-risk contact.
  - 3.6 Describe how to manage non-cooperative subjects.

### **Performance Standards**

Students will demonstrate their competence by performing non-approach and high-risk vehicle contacts in a simulated environment (mandatory performance assessment tasks – see Summative Assessment below).

Specifically, students will:

- Follow proper approach (pre-stop) considerations.
  - Radio in location of contact to dispatcher.
  - Observe pre-stop considerations.
  - Initiate contact.
  - Position the squad properly.
  - Communicate with the dispatcher and other required units.
  - Make appropriate approach/non-approach decision (determine what type of contact should be made based on threat assessment).
  - Exit the vehicle, if safe to do so, and continue to assess threat.
  - Position themselves properly.
  - Make contact with the subject(s) properly.
  - Control the subject(s) through justifiable levels of force.
  - Initiate follow-thru procedures, as necessary and appropriate.
  - Complete paperwork appropriately.
4. Conduct vehicle contacts on specialized vehicles (motorcycles, commercial motor vehicles, etc.).
- 4.1 Review common motorcycle (and related) traffic laws.
  - 4.2 Conduct a motorcycle contact.
  - 4.3 Conduct a vehicle contact on a commercial motor vehicle.

### **Performance Standards**

Students will participate in a discussion that explains the difference in making a vehicle contact with a motorcycle and commercial motor vehicle.

Specifically, students will:

- Explain the difference between a motorcycle, moped, scooter and motorized bicycle.
- Explain laws regarding motorcycles (helmet requirements, eye protection requirements, equipment violations, and traffic violations and laws regarding motorcycles and mopeds).
- Discuss the steps for conducting an approach and non-approach contact with a motorcycle.
- Discuss safety concerns with limited-visibility vehicles (vans, recreational vehicles, utility trucks, etc.).
- Discuss the steps for conducting a vehicle contact on a large vehicle such as a semi-trailer, but or other commercial motor vehicle.

**Summative Assessment:** Demonstrate the proper procedures for a non-approach contact and high-risk contact as listed in the Vehicle Contacts Skills Competency Checklist. \* (Mandatory for recruits – Vehicle Contacts Summative Assessment – Vehicle Contacts II - PAT 1)

## **PHASE II INTEGRATION EXERCISES EXAMPLES (20)**

### Armed Individual Exercise

- PCS – Communication Skills
- Use cover and concealment
- Use of deadly force decision making
- Assess alternatives to shooting
- Articulate officer actions verbally and justify use of force (use plain language)

### Crisis Intervention Exercise

- PCS – Communication Skills
- Gather appropriate information (take field notes)
- Complete a written statement of emergency detention
- Write an incident report (articulate actions in narrative)

### Bar Scene/Crowd Control Exercise

- PCS – Communication Skills
- Demonstrate DAAT techniques (empty hand control techniques, intermediate weapon use)
- Arrest suspect
- Articulate officer actions verbally and justify use of force (use plain language)

### Arrest Warrant Exercise

- Demonstrate knowledge of warrants; identify elements of lawful arrest
- PCS – Communication Skills
- Demonstrate empty hand control techniques
- Arrest suspect; handcuff
- Describe follow-through considerations
- Frisk and search subject

## **WRITTEN ASSESSMENT (4)**



# PHASE III: INVESTIGATIONS (200 HOURS)

## **PHYSICAL FITNESS (10)**

Recruits will participate in two required physical fitness sessions per week while attending the academy. In this phase, recruits will take their final physical fitness assessment. Recruits must pass the Exit PRT consisting of the following six events and passing standards:

<u>Event</u>	<u>Standard</u>
Vertical Jump	14 inches
Agility Run	19.5 seconds
1 Minute Sit-Ups	30
300 Meter Run	68 seconds
Push-Ups	23
1.5 Mile Run	16:57

## **OFFICER WELLNESS II (4)**

In this course, students will learn about signs and cues of law enforcement suicide and learn how to questions, persuade and refer help to someone who is contemplating suicide. The student will also learn to ask the question: "Are you thinking of committing suicide?"

### **Competencies and Learning Objectives**

1. Prevent Suicide. \*
  - 1.1. List the reasons officers commit suicide.
  - 1.2. Discuss the stigma associated with mental health, substance abuse, and suicide prevention services.
  - 1.3. Recognize at-risk behavior, treatment and services needed to address suicidal ideations.
  - 1.4. Recognize the triggers, signs, and events that can cause Post Traumatic Stress Disorder (PTSD).
  - 1.5. Identify effective suicide prevention strategies.
  - 1.6. Identify effective suicide prevention resources.

### **Performance Standards**

Students will demonstrate their competence by participating in a class discussion and activities dealing with suicide prevention strategies and on PTSD and services to assist those with PTSD. Students will role play asking someone if they are planning on committing suicide (mandatory performance assessment task – Officer Wellness II: Suicide Prevention PAT 1).

Additionally, students will:

- Describe clues and warning signs of suicide.
- Explain steps a person can take to intervene if they suspect someone is contemplating suicide.

- Identify suicide prevention resources.
- Identify reasons law enforcement officers commit suicide.
- Describe triggers and signs that lead to PTSD.
- Identify early intervention strategies.
- Identify the myths of suicide.

## **REPORT WRITING (4)**

In this course, students will learn how to write a wide variety of law enforcement reports to accurately and fairly convey necessary information for use by investigators, prosecutors, and the public.

The last 4 hours of this course, taught at the beginning of Phase Three, should be you (the instructor) reviewing the types of errors that were common with all the reports you saw from the other classes. This may be different for each class of recruits, point out something the recruits did not understand correctly, and helps you wrap up the report writing class. After you cover the common errors and talk about how to correct those, you will also give the students a final writing exercise that will be used along with two other reports (two reports of your choosing – but you need the students to know which one BEFORE they write the report) as the final test for this class.

### **Competencies and Learning Objectives**

1. Identify common Report Writing errors that need improvement. \*
  - 1.1 Review common errors made in reports throughout the recruit academy.
  - 1.2 Correct common errors and trends in your report writing.

### **Performance Standards**

Students will demonstrate their competence by writing a final written narrative (mandatory performance assessment task – Report Writing III – PAT 1). This narrative and two previously written reports will serve as the final “written exam” for the Report Writing topic.

Specifically, students will:

- Watch a video or role play and write a narrative about what they observed.
- Include the 5 W’s (+2 H’s) in the narrative.
- Include the elements of any crimes observed and list supporting evidence for each element.
- Include identifying information of the suspect(s) in question.
- Include observations at the scene.
- Include directions for follow-up.
- Not include opinions, editorials, assumptions, or identifying information on confidential informants.

## **ETHICS II: MORAL REASONING AND PROFESSIONAL CONDUCT (4)**

In this course, students will learn how to make the best decisions and choices. They will begin by learning why they tend to believe, think, and act the way they do. They will compare their personal beliefs of the profession. They will learn to critically analyze situations and defend the choices and decisions they make.

### **Competencies and Learning Objectives**

1. Develop sensitivity to ethical issues that are likely to arise in law enforcement.
  - 1.1 Recognize situations that include an ethical component.
  - 1.2 State who are the affected parties in an ethical situation.
  - 1.3 List the possible consequences of each action or inaction in ethical situations.

### **Performance Standards**

Students will complete ethical case studies and participate in a class discussion on the case studies.

For each case study, students will:

- List at least one ethical dilemma.
- Identify at least two parties affected by the dilemma.
- List at least one potential action or inaction for each case.
- Describe a possible consequence of any action or inaction.
- Make discussion points concise.
- Listen to the comments of others.

2. Reason carefully about ethical conflicts.
  - 2.1 Prioritize competing ethical values and principles.
  - 2.2 Determine a course of action.
  - 2.3 Explain your course of action decision based on the Code of Ethics or Oath of Honor.

### **Performance Standards**

Students will complete an ethical case study.

For the case study, students will:

- List competing values and principles.
- State a recommended course of action.
- Defend the course of action based on the Code of Ethics and/or Oath of Honor.

3. Integrate professional norms and values into your personal identity.
  - 3.1 Utilize professional standards to evaluate situations.
  - 3.2 Distinguish between what would be easy for you and what is best for the profession.
  - 3.3 Describe which professional norms may be challenging for you to accept and why.

## **Performance Standards**

Students will decide on a course of action for a case study based on professional standards.

Specifically, students will:

- State the ethical dilemma.
  - Name the decision-making model used.
  - Defend the decision based on the components of the model used.
  - Relate the decision to accepted professional standards/codes of conduct.
4. Exhibit competence in ethical problem solving.
    - 4.1 Select a professionally responsible course of action when presented with an ethical dilemma.
    - 4.2 Utilize the interpersonal skills necessary to take action.
    - 4.3 Review your actions to determine their effectiveness.
    - 4.4 Devise a process to continually improve your critical thinking and interpersonal problem-solving skills.

## **Performance Standards**

Students will participate in an ethical dilemma role play.

Specifically, students will:

- Follow the role play script.
- Describe which part of the role play was most challenging.
- Explain ways the character could improve their ethical behavior.

## **CULTURAL COMPETENCE II (4)**

In this course, students will learn about the state and federal laws related to discrimination and diversity and describe how biased policing affects law enforcement agencies and the communities they serve.

### **Competencies and Learning Objectives**

1. Interpret state and federal laws related to discrimination and diversity.
  - 1.1 List the groups that are protected by Wisconsin statutes and federal laws.
  - 1.2 Explain how the Constitution of the United States protects members of various cultural groups.
  - 1.3 Define civil rights violation.
  - 1.4 Identify different types of profiling.
  - 1.5 Define hate crime.
  - 1.6 Describe the potential effects of civil rights violations, racial profiling and hate crimes on a community.

## **Performance Standards**

If the students were given a research project or were sent to a cultural event/meeting in their community, they will present their findings to the rest of the class. Students will

also discuss current law enforcement cases involving law enforcement profiling and how it affected the officer, agency, and community.

Specifically, students will:

- Explain what they learned about a culture they do not identify with and explain how their views changed by learning more about that culture.
- Explain the difference between investigative profiling, providing suspect descriptions, and racial profiling (explaining that racial profiling is not culturally acceptable).

2. Describe how biased policing affects the agency and the community.

- 2.1 Articulate the impact biased policing has on community members.
- 2.2 Articulate the impact of biased policing on their law enforcement organizations.
- 2.3 Articulate the impact that biased policing may have on the willingness of community members to cooperate with law enforcement officers.
- 2.4 Recognize how fair and impartial policing is fundamental to the legitimacy of law enforcement in society.

### **Performance Standards**

Students will participate in a discussion on how implicit bias affects their agency and the community. During this discussion, students will talk about how officers can control their biases in the law enforcement profession.

Specifically, students will:

- Discuss ways to monitor and attempt to control their hidden attitudes before they are expressed through behavior.
- Explain that they can control these hidden attitudes by being aware of their language, body language, and attention to the stigma felt by target groups.

### **INTERROGATIONS (4)**

During this course, students will learn how interrogations differ from interviews and will learn basic concepts in interrogating suspects.

### **Competencies and Learning Objectives**

1. Examine the fundamentals of interrogations.

- 1.1 Differentiate between an interview and an interrogation.
- 1.2 Describe characteristics of a good interrogator.

### **Performance Standards**

Students will discuss the basic steps used in both interviewing and interrogating individuals.

Specifically, students will:

- Explain that interviews are typically conducted with victims and witnesses.
- Explain that the goal of an interview is to find out as much relevant information as possible about an event while also putting the victim or witness at ease.

- Explain that interviews tend to be friendly, loosely structured, and non-confrontational.
- Explain that interrogations are typically conducted with suspects.
- Explain that the goal of an interrogation (assuming the suspect is actually guilty) is to establish the suspect's guilt in a court-presentable way.
- Explain that interrogations are controlled and directed (the officer asks the questions) and may involve the suspect being at a psychological disadvantage.
- Explain that interrogations are accusatory in nature and that you must advise the suspect of certain legal rights before proceeding with an interrogation if the suspect is in custody.
- Describe a good interviewer as inquisitive, observant, energetic, good communicators, problem solvers, and patient.

## 2. Conduct interrogations. \*

- 2.1. Analyze the steps for conducting an interrogation.
- 2.2. Describe the requirements for electronic recording of custodial questioning.
- 2.3. Develop a plan to handle resistance from suspects.
- 2.4. Discuss the factors that can lead to false confessions.

### **Performance Standards**

Students will demonstrate their competence by conducting an electronically recorded custodial interrogation with a suspect (mandatory performance assessment task – Interrogations - PAT 1).

The interrogation will follow the following format/steps:

#### Preparation and Planning:

- Gather as much information as possible about the suspect and incident as possible before the interrogation.
- Identify what elements of the crime must be proven prior to the interrogation.
- Assess what evidence is available and assess what evidence is still needed and how it can be obtained.
- Create an effective interrogation environment (room set up, number of interviewers, etc.).

#### Engage and Explain:

- Introduce self and provide instructions and explain the procedure for the interrogation.
- Encourage the suspect to provide information freely rather than only responding to specific questions.
- Take time to explain what is going to happen and explain the expectations of the suspect during the interrogation.

#### Account Clarification and Challenge:

- Ask the suspect to tell, in his/her own words, what happened with minimal interruptions.
- After the suspect provides a narrative, follow up with relevant, probing questions.
- Challenge the suspect's account when necessary.

### Closure:

- Review notes and other materials for completeness and accuracy.
- Ask the suspect if there is anything he/she wants to add.
- Encourage the suspect to contact you if he/she has more information in the future.
- Thank the suspect for his/her cooperation and close the interview.

### Evaluation:

- Examine whether the goals and objectives for the interrogation were achieved.
- Review the investigation in light of the information obtained during the interrogation.
- Reflect upon how well you conducted the interrogation and consider what improvements could be made in the future.

### Additional Performance Criteria:

- Understand that custodial questioning requires Miranda warnings to be given and requires that the suspect voluntarily agree to answer questions.
- Explain the steps used to record custodial interrogations.
- Describe techniques you can use when an interviewee fails to cooperate in an interview/interrogation.
- Describe what ethical interviewing means and how to apply ethical principles during an interview/interrogation.
- Assess the credibility of an individual's story or answers to your questions during an interview/interrogation.

## **TESTIFYING IN COURT (8)**

In this course, students will learn the basics of presenting effective court testimony and will have the opportunity to practice giving testimony based on a report they have previously written.

### **Competencies and Learning Objectives**

#### 1. Prepare for court.

- 1.1 Explain the roles of the prosecutor and defense attorney.
- 1.2 Describe what happens at a preliminary hearing.
- 1.3 Describe the steps officers should use to prepare their testimony for a trial.
- 1.4 Describe the differences between the kinds of questions that can be asked on direct and cross-examination.
- 1.5 Define a "leading question."
- 1.6 Define a "hostile witness."

### **Performance Standards**

Students will describe an officer's role in a preliminary hearing and a criminal trial. Specifically, students will:

#### Preliminary Hearing:

- Describe that in felony cases, a preliminary hearing is held (unless the defendant waives his or her right to have one) to determine whether a crime was committed

and whether there is probable cause to believe that the defendant committed the crime.

- Describe that a preliminary hearing is held before a judge, not a jury.
- Identify that the prosecutor presents the complaint (usually based on the arresting officer's arrest report and any other associated reports).
- Identify that the defense argues either that a crime was not committed or (more often) that the evidence against his or her client does not rise to the level of probable cause.
- Identify that if the judge finds in favor of the prosecution, the defendant enters a plea, and a trial date is set.
- If subpoenaed to testify at a preliminary hearing, review the criminal complaint (often attached to the subpoena).

#### Criminal Trial:

- For a criminal trial review their report and everything else that is available.
- Become as familiar with the case as possible.
- Explain that in some cases, the prosecutor may want to discuss the officer's testimony with before trial.

#### 2. Describe how to be an effective witness.

- 2.1 Present a positive, professional image and demeanor in court.
- 2.2 Answer questions accurately.
- 2.3 Avoid traps when testifying in court.
- 2.4 Describe officer behaviors that can discredit an officer on the stand.

### **Performance Standards**

Students will discuss tips for testifying in court.

Specifically, students will:

- Describe the importance of presenting themselves as a professional in both appearance and demeanor.
- Explain that they want their appearance to convey to the jury that they are a competent, careful, and thorough investigator.
- Describe two aspects that affect first impressions: how an officer dresses and how they carry themselves.
- Describe how an officer's demeanor - their body language, tone of voice, and facial expressions - contribute more than actual words to the jury's impression of the officer.
- Discuss how they should look and act in court (look interested and open to questions from both the prosecuting attorney and the defense attorney, look at both the attorney asking the questions and the jury, remain calm and attentive, and stay professional).
- Explain that an officer's behaviors and actions, even on social media such as Facebook, etc., can discredit an officer by calling their ethics, morals, and community trust into question.



3. Testify as a witness in court. \*

- 3.1 In a simulated environment, give testimony on direct examination.
- 3.2 Undergo cross-examination.

**Performance Standards**

Students will demonstrate their competence by giving testimony on direct examination and undergo cross-examination in a simulated environment (mandatory performance assessment task – Testifying in Court – PAT 1).

Specifically, students will:

Answer questions accurately:

- Ensure they understand what is being asked and that it is appropriate for them to respond (if they do not understand a question, ask for clarification).
- Ensure they answer the question that is asked and then stop (resist the temptation to explain or justify your actions beyond what is requested in the question, particularly on cross-examination).
- Make sure the answer is as accurate as they can make it (always tell the truth no matter what).

Avoid traps:

- Explain that verbal traps are designed to make you do one of two things: become defensive and say something that can be used to undermine your testimony.
- Explain that the first category includes questions that are aimed to make you feel that you haven't done something that you should have done or, conversely, that you have done something you shouldn't have.
- Explain that the second category deals with how you prepared for testimony and includes questions that are aimed to elicit statements from you that could be damaging.
- Explain that you should not try to outsmart the attorney, instead, just do your best to be straightforward, neutral, and professional and to answer questions honestly and forthrightly.

**TRAFFIC LAW ENFORCEMENT II: CORE MODULE AND RADAR MODULE (24)**

In this course, students will learn how to properly set up, test, and read a speed-measuring device (RADAR). Upon completion of the National Highway Traffic Safety Administration (NHTSA) core module (RADAR), students will be able to demonstrate the association between excessive speed and crashes, injuries, and deaths, as well as the highway safety benefits of effective speed control. The students will be able to describe the principles of speed measurement, demonstrate the ability to conduct pre-operation accuracy tests for RADAR devices, identify and describe the laws, court rulings, regulations, health and safety, electronic countermeasures, and policies and procedures affecting speed measuring device operations and speed enforcement in general.

After the academic operator training is completed (this 24-Hour course at the academy), the officer should receive not less than 16 hours of field training in a realistic enforcement environment. The field training should be under the supervision of a trained speed-measuring device operator.

## **Competencies and Learning Objectives**

1. Preview the Speed-Measuring Device Operator Training Program (Core Module).\*
  - 1.1 Review the National Highway Traffic Safety Administration (NHTSA) Core Module learning objectives.
  - 1.2 Review the NHTSA Core Module course content.
  - 1.3 Explain the course completion requirements.
  - 1.4 Explain the follow-up training needed upon completion of the Core Module.

## **Performance Standards**

Students will demonstrate their competence by taking the Core module Speed Measurement Instrument Operator Course Pre-Test (mandatory performance assessment task – Traffic Law Enforcement II – PAT 1).

Specifically, students will:

- Discuss that the purpose of the Core Module is to provide them with the knowledge and skills necessary to perform speed enforcement activities.
  - Review the module content: speed enforcement; legal considerations; operational considerations; and module review.
  - Understand that there is a written post-test and practical demonstration at the end of the course.
  - Explain that this is just a core module. Once at an agency, new officers will need a minimum of 16 hours of field training in a realistic enforcement environment under the supervision of a trained speed-measuring device operator.
2. Explore how speed enforcement helps reduce crashes and their severity in addition to reducing the number of fatalities and injuries caused by speeding.
    - 2.1 Discuss the relationship of speeding and vehicle crashes, fatalities and injuries.
    - 2.2 Discuss the benefits of effective speed enforcement.
    - 2.3 Discuss the relationship of increased vehicle speed and highway crashes.
    - 2.4 Discuss how effective speed enforcement helps reduce the number of vehicle crashes and their resulting injuries.

## **Performance Standards**

Students will participate in a discussion about how exceeding the posted speed limit or driving too fast for conditions is one of the most prevalent factors contributing to traffic crashes.

Specifically, students will:

- Discuss how higher speeds can overwhelm a driver's capabilities.
- Discuss how an operator's capability can be affected by his/her perception-reaction time.
- Discuss how higher speeds can affect driver reaction time and crash severity.
- Identify factors that influence speed enforcement site selection.
- Identify speed enforcement electronic countermeasures and jamming devices.

3. Identify and describe the laws, court rulings, regulations, and policies and procedures affecting speed device operations and speed enforcement in general.
  - 3.1 Discuss elements of the basic speed law and absolute speed law.
  - 3.2 Define judicial notice and discuss how it applies to speed entrapment.
  - 3.3 Describe the principles of the Daubert rules and how they apply to speed enforcement.
  - 3.4 Describe the required steps for successfully prosecuting a speed violation.

### **Performance Standards**

Specifically, students will:

- Differentiate between the basic speed law and the absolute speed law.
  - Discuss the basic/absolute rule overlap.
  - Explain how to prove the speed law violation in court (core elements of proof; driver, vehicle, time, and venue; sufficient observation; opinion concerning speed; speed exceeded lawful speed, and measurement device and operator considerations).
  - Explain hearsay, judicial notice, and prima facie.
4. Set up, test, and operate a speed-measuring device for enforcement purposes. \*
    - 4.1 Discuss the components of a speed enforcement tracking history.
    - 4.2 Discuss the safety considerations that apply to speed enforcement.
    - 4.3 Demonstrate the ability to estimate vehicle speeds.

### **Performance Standards**

Students will demonstrate their competence by setting up and reading a speed-measuring device (RADAR) and by successfully passing the core module written post-test (70%) and practical knowledge test (skills checklist) (mandatory performance assessment tasks – Traffic Law Enforcement II – PATs 2 and 3).

Additionally, students will:

- Explain that an officer must know, and later articulate, that a specific vehicle and a particular person operating that vehicle did in fact violate the speed law (tracking history).
  - Describe the steps for developing a tracking history: visual observation and estimation; audio confirmation; and device corroboration.
  - Describe the safety considerations for site selection, officer safety and violator safety.
  - Describe and demonstrate how to estimate speed (violator identification and target vehicle considerations).
5. Examine the scientific principles applied to the operation of radar devices
    - 5.1 Define radar and discuss the origin and history of radar technology as it relates to speed measuring.
    - 5.2 Define the terms frequency, wavelength and signal speed and discuss their relationship in the radar speed-measuring process.
    - 5.3 Define the Doppler Principles and discuss its applicability to the radar speed-measuring process.

## Performance Standards

Students will participate in a discussion of the scientific principles of radar devices.

Specifically, students will:

- Explain that RADAR is an acronym of the phrase **r**adio **d**etection **a**nd **r**anging.
- Explain that Radar speed-measuring devices provide a speed reading of a detected target, but not the range to the target.
- Define frequency as the number of recurrences of a signal during one second of time. Frequency refers to the oscillation rate of a periodic signal (source).
- Define wavelength as the distance from the beginning of the peak to the end of the valley. Wavelength is a property associated with the propagation of a reoccurring signal. A wave usually consists of many cycles (not just one).
- Differentiate between the Federal Communications Commission (FCC) assigned radar frequency bands currently used: K-band, and Ka-band.
- Discuss the characteristics of the radar beam and radar range.

6. Apply the principles of operation to specific radar devices. \*

- 6.1 Discuss how radar devices determine a vehicle's speed.
- 6.2 Describe the operation of stationary radar devices.
- 6.3 Describe the operation of moving radar devices.
- 6.4 Describe the operation of same direction radar devices.
- 6.5 Discuss factors that can affect the accuracy and effectiveness of radar speed-measuring devices.
- 6.6 Identify the components, features, and their function of the specific radar device(s) used.
- 6.7 Set up and perform an accuracy test with specific radar speed-measuring devices.
- 6.8 Operate the radar speed-measuring device to accurately measure the speed of a target vehicle.
- 6.9 Describe health and safety risks associated with operating speed measuring devices.

## Performance Standards

Students will demonstrate their competence by setting up, testing and operating a radar device and successfully passing the post-test (70%) and practical knowledge test (skills checklist) (mandatory performance assessment tasks – Traffic Law Enforcement II – PATs 2 and 3).

Students will specifically:

- Describe how to operate stationary radar, moving radar and same direction radar devices and list factors that affect the accuracy and effectiveness of each type of device.
- List the tracking history for each type of radar device.
- List general operation considerations.
- Describe the tests for accuracy of radar devices (light test, internal circuit test, external tuning fork test, patrol speed verification test, and other subsequent accuracy tests).
- Describe various case law to support radar device use and accuracy.

- Set up, test and operate a radar device.
- Participate in a moot court exercise, demonstrating proper courtroom testimony and demeanor, articulating that all elements of the offense were present and that the speed-measuring device was used in compliance with appropriate law.

## **INCIDENT COMMAND SYSTEM (2)**

In this course, students will be introduced to the Incident Command System, learn basic principles of responding to a major incident including learning how the chain of command is established, how the scene management is set up and run, the roles and responsibilities of responding leadership on scene, and gain an understanding of how patrol officers fit into the Incident Command System. Students will also learn what critical incident stress is and learn about critical incident stress debriefings and critical incident stress defusings.

### **Competencies and Learning Objectives**

1. Introduce the Incident Command System (ICS) as part of a prolonged response to an incident. \*
  - 1.1. Describe the Incident Command System (ICS).
  - 1.2. Examine the leadership organization under the ICS.
  - 1.3. Compare the responsibilities of each leadership role under the ICS.
  - 1.4. Describe how a patrol officer's initial response is handed off to other emergency response leadership as they respond to the incident.

### **Performance Standards**

Students will demonstrate their competence by completing the patrol-level National Incident Management System (NIMS) and Incident Command System (ICS) training offered by the Federal government (mandatory performance assessment task – Incident Command System – PAT 1). Students will also participate in a tabletop exercise where small groups will manage the response to a critical incident.

Specifically, students will:

- Learn how to evaluate a scene.
- Identify the initial steps first responding officers must take to stabilize a scene.
- Describe the steps the first responding officers must take to ensure scene safety.
- Determine if additional resources are needed and describe how to request additional resources if needed.
- Identify steps first responding officers must take to preserve life and preserve and collect evidence at the scene.
- Debrief the appropriate people as they arrive on scene.
- Document your actions at the scene on the appropriate reports.
- Describe the incident command system's role in the ongoing response to the incident (how did each responding agency set up, who was in charge overall, how did the agency that was in charge set up the scene and communicate with each responding agency, etc.).
- Submit certificates of completion for NIMS IS-700 (National Incident Management System: An Introduction) and IS-100 (Introduction to Incident Command System), or other patrol-level NIMS/ICS courses as required by the Federal government.

## 2. Manage Critical Incident Stress.

- 2.1. Identify emotional aspects of emergency care.
- 2.2. Describe Critical Incident Stress and ways to manage it.
- 2.3. Describe the purpose of a Critical Incident Stress Debriefing (CISD) and a Critical Incident Stress Defusing.

### **Performance Standards**

Students will participate in a discussion on critical incident stress and ways to manage it.

Specifically, students will:

- Discuss the emotional aspects of emergency care and the toll it can take on officers and their careers.
- Discuss critical incident stress management and the purpose of critical incident stress debriefings and critical incidents stress defusings.

## **HAZARDOUS MATERIALS AND WEAPONS OF MASS DESTRUCTION (4)**

In this course, students will learn the basics of responding to situations in which hazardous materials may be present.

### **Competencies and Learning Objectives**

1. Recognize and respond appropriately to the presence of hazardous materials, including substances used in weapons of mass destruction.
  - 1.1. Identify general types of hazardous materials and their effects.
  - 1.2. Identify clues that may indicate the presence of hazardous materials.
  - 1.3. Identify the potential outcomes associated with an emergency created when hazardous substances are present.
  - 1.4. Explain the role of domestic and international terrorism, including the rationale behind its use, typical targets, and its potential impact on the public.
  - 1.4. Identify categories of weapons of mass destruction (Biological, Nuclear, Incendiary, Chemical, and Explosive).
  - 1.5. Describe proper law enforcement response to an incident involving hazardous materials and/or weapons of mass destruction, including initial response, isolation and containment procedures, and crime scene preservation.

### **Performance Standards**

Students will describe how to identify hazardous materials, describe how to use the Emergency Response Guidebook to guide them through responding to a hazardous material incident and participate in a discussion about terrorism.

Specifically, students will:

- Discuss what a hazardous material is and discuss community resources available to help in response to a hazardous material incident.
- Identify the dangers associated with hazardous materials.
- Explain the exposure routes hazardous materials can take to affect people, animals and the environment.

- Identify the nine classes of hazardous material and explain how they are identified by markings, labels, placards and documents.
- Explain how to use the emergency response guidebook.
- Define terrorism and explain different methods terrorists use to deliver hazardous materials.
- Explain law enforcement's role in responding to an incident involving hazardous materials or weapons of mass destruction.

## **TRAFFIC CRASH INVESTIGATION AND TRAFFIC INCIDENT MANAGEMENT (16)**

In this course, students will learn to respond to and manage crash scenes, investigate traffic crashes, prepare traffic crash reports in TraCS, and take appropriate actions following a crash. Students will also learn about the Wisconsin Department of Transportation, Traffic Incident Management Enhancement (TIME) Emergency Traffic Control and Scene Management Guidelines. These guidelines enable and promote statewide consistency in establishing the safest possible work environment for incident responders and promotes the quick clearance of traffic crashes.

### **Competencies and Learning Objectives**

1. Recognize how the Emergency Traffic Control and Scene Management Guidelines can benefit emergency responders and the general public.
  - 1.1 List the primary impacts of traffic incidents.
  - 1.2 Explain the purpose of the Emergency Traffic Control and Scene Management Guidelines.
  - 1.3 Identify at least five response disciplines that can benefit from awareness of the Emergency Traffic Control and Scene Management Guidelines.

### **Performance Standards**

Students will participate in a discussion about the Emergency Traffic Control and Scene Management Guidelines.

Specifically, students will:

- Define a traffic incident as an incident that is manmade that impacts highway travel and an incident that requires a response to protect life or property and to mitigate its impacts.
  - Explain that traffic incidents include motor vehicle crashes, fires, disabled vehicles, infrastructure damage, HAZMAT release, and major disasters.
  - Discuss the impact of incidents; congestion and delay, economic impacts, and the impact on safety of responders, crash victims, and the traveling public.
  - Describe the Traffic Incident Management Enhancement Program.
  - Explain how the Emergency Traffic Control and Scene Management Guidelines were developed and explain the purpose of the guidelines.
  - List incident response partners.
2. Explain basic Traffic Incident Management (TIM) concepts.
    - 2.1 Define traffic incident management.
    - 2.2 Explain the three Traffic Incident Management (TIM) National Unified Goal (NUG) objectives.

- 2.3 List the three incident classifications and the anticipated duration of each.
- 2.4 Explain the purpose of the Incident Command System (ICS) and Unified Command at a traffic incident scene.
- 2.5 List the three incident response priorities.

### **Performance Standards**

Students will participate in a class discussion about traffic incident management. Specifically, students will:

- Explain that TIM consists of a planned and coordinated multi-disciplinary process to detect, respond to and clear traffic incidents so that traffic flow may be restored as safely and quickly as possible.
  - Explain that effective TIM reduces the duration and impacts of traffic incidents and improves the safety of motorists, crash victims, and emergency responders.
  - Explain that the National Unified Goal for TIM includes responder safety; safe, quick clearance; and prompt, reliable, interoperable communications.
  - Describe the Incident Command System (ICS) as a standardized, on-scene, all-hazards incident management concept which allows users to adopt an organizational structure for handling an incident without being hindered by jurisdictional boundaries.
  - Discuss the differences in an ICS response for a single command and a unified command response.
  - List the overriding incident response priorities as: life safety, incident stabilization, and preservation of property and the environment.
  - Identify incident classifications as: major (expected duration of more than 2 hours), intermediate (expected duration between 30 minutes and 2 hours), and minor (expected duration of less than 30 minutes).
3. Examine responder safety fundamentals.
    - 3.1 Describe the Wisconsin “Move Over Law.”
    - 3.2 Define high-visibility safety apparel requirements for incident responders.
    - 3.3 Identify at least three safety considerations related to working on or alongside active highways.
    - 3.4 Describe how both emergency vehicle lighting and markings can impact scene safety.

### **Performance Standards**

Students will review the high-visibility safety apparel that must be worn by incident responders.

Specifically, students will:

- Explain the purpose of Wisconsin’s “Move Over Law.”
- Describe the responder visibility requirements (high-visibility safety apparel that must be worn by incident responders).
- Discuss factors that influence situational awareness (never trust traffic, never turn your back to approaching traffic, look before you move, plan an escape route, tunnel vision, and current weather effects on driving and visibility).
- Discuss the benefits of and how to properly use emergency vehicle lighting during incidents.



- Describe the importance of emergency vehicle markings and how they can affect incident safety.
4. Describe how to size up the scene and communicate during an incident response.
    - 4.1 List six initial scene response objectives.
    - 4.2 Identify ten scene size-up considerations.
    - 4.3 Determine whether to investigate the crash at its location or move it to a secondary location.
    - 4.4 Describe the role of public safety communications/dispatch centers.

### **Performance Standards**

Students will participate in a discussion on sizing up the scene and communicating with others during the incident.

Specifically, students will:

- Discuss six initial scene response objectives and how to achieve them (put on high-visibility safety apparel, position your vehicle to establish the initial block, conduct scene size-up, stabilize the scene and provide medical attention to the injured persons, initiate ICS and/or unified command, establish a traffic incident management area (TIMA)).
  - Explain ten scene size-up considerations (location, incident classification, public works and/or highway department, vehicles, injured persons, hazardous materials, towing and recovery, traffic conditions, additional resources, and any other conditions that affect responder safety).
  - Determine if you should investigate a crash in place (move it or work it) or move it to a secondary location.
  - Describe the communications that happen between dispatchers and incident responders during an incident.
  - Describe the role that the Statewide Traffic Operations Center (STOC) plays in managing traffic incidents.
  - Describe the role and capabilities of the WI 511 program.
5. Establish a Traffic Incident Management Area (TIMA). \*
    - 5.1 Describe the four main components of a Traffic Incident Management Area (TIMA).
    - 5.2 Identify multiple traffic control devices that can be used to provide advanced warning.
    - 5.3 Describe the need for, and how to set up, a taper.
    - 5.4 Identify where response vehicles should be safely positioned within a TIMA.
    - 5.5 Describe traffic control considerations for helicopter emergency medical service (HEMS) incidents.
    - 5.6 Describe how scene breakdown results in changing traffic conditions and the corresponding safety implications.
    - 5.7 Explain how to deploy a ramp gate.

## Performance Standards

Students will demonstrate their competence by participating in a group tabletop exercise setting up TIMAs based on the scenarios provided (mandatory performance assessment task – Traffic Crash Investigations – PAT 1).

Specifically, students will:

- Explain how the Manual on Uniform Traffic Control Devices can help you during an incident response.
  - Differentiate between an advanced warning area, a transition area, an activity area, and a termination area.
  - Identify different types of equipment that you can deploy to help set up the TIMA (cones, signs, flares, etc.).
  - Identify where response vehicles should be safely positioned within a TIMA.
  - Describe the need for, and how to set up, a taper.
  - Describe how to position emergency vehicles and create a barrier between the upstream traffic and the incident space (blocking).
  - Describe the traffic control and safety considerations that are needed for a HEMS landing and takeoff.
  - Describe the steps to breakdown the scene and return it to its normal working condition.
  - Explain the steps for deploying a ramp gate.
6. Describe clearance and removal operations at the end of a traffic crash incident.
- 6.1 Describe Wisconsin's quick clearance law and the related hold harmless provision strategies for both minor incidents and incidents that involve tractor trailers and/or spilled cargo.
- 6.2 List the types of information that needs to be provided to towing and recovery to facilitate their response.
- 6.3 Describe the major activities that take place during termination and identify safety related considerations for scene breakdown.

## Performance Standards

Students will participate in a group discussion on clearance and removal operations.

Specifically, students will:

- Explain Wisconsin's quick clearance law (steer it or clear it) and related hold harmless provisions.
  - Review the Towing and Recovery Call-Out Checklist.
  - Provide a reason for the tow, location, vehicle information (light duty vs. heavy duty), and any additional vehicle/crash information available.
  - Explain why and when delayed recovery should be used.
7. Conduct an initial investigation at a crash scene.
- 7.1 Summarize traffic crash facts for Wisconsin and the history of traffic crash investigations.
- 7.2 Describe legal aspects of crash investigations; identify the level of investigation required for a specific crash based upon the severity.
- 7.3 Identify operators, passengers, and witnesses at a crash scene.

- 7.4 Inspect vehicles involved in a crash.
- 7.5 Inspect occupant protection systems.

### **Performance Standards**

Students will discuss the RESPOND model as it relates to traffic crash investigations and discuss officer actions when conducting an initial investigation at the crash scene.

Specifically, students will:

- Discuss how to identify the level of investigation required for various types of traffic crashes based upon severity.
  - Identify the different types of measurement systems used for traffic crash investigations.
  - Discuss how to identify and interview operators, passengers, and witnesses at a crash scene.
  - Discuss how to identify physical appearance factors, characteristics, and behaviors of the driver relevant to the crash investigation.
  - Discuss what types of equipment officers should inspect on a vehicle and discuss expected damage results, potential equipment failures, and unusual conditions an officer may find at a crash scene.
  - Discuss what types of occupant restraint systems officers should inspect on a vehicle and discuss expected damage results, potential equipment failures, and unusual conditions an officer may find at a crash scene.
8. Identify the mechanics of measuring and documenting traffic crash scenes. \*
    - 8.1 Decide what evidence of the crash to locate at a property damage only scene.
    - 8.2 Decide what evidence of the crash to locate at a moderate injury scene.
    - 8.3 Identify and mark evidence on the road and roadside.
    - 8.4 Draw a field sketch.
    - 8.5 Identify items on your field sketch.

### **Performance Standards**

Students will demonstrate their competence by participating in an instructor led measuring field exercise demonstrating the principles of documenting and recording roadway evidence through accepted measurement techniques and by participating in a mock traffic crash field investigation (mandatory performance assessment task - – Traffic Crash Investigations – PAT 2).

Specifically, students will:

- Complete a field sketch and field measurement sheet obtaining data during the instructor led field measurement exercise demonstration.
  - Obtain all required information to conduct a thorough traffic crash investigation in order to complete the DT4000 traffic crash report.
  - Obtain all information for your basic crash investigation field sketch.
9. Complete the Wisconsin Motor Vehicle Crash Report (DT4000) in TraCS. \*
    - 9.1 Complete each field in a Wisconsin Motor Vehicle Crash Report (DT4000) in TraCS.
    - 9.2 Record vehicles, roadway, and environmental conditions prior to the collision.
    - 9.3 Become familiar with the TraCS Location Tool (TLT) function of TraCS.

- 9.4 Diagram the crash scene in field 99 on the Wisconsin Motor Vehicle Crash Report (DT4000) in TraCS.
- 9.5 Record contributing circumstances to the crash.

### **Performance Standards**

Students will demonstrate their competence by completing the Wisconsin Motor Vehicle Crash Report (DT4000) in TraCS (mandatory performance assessment task – Traffic Crash Investigations – PAT 3).

Specifically, students will:

- Fill out each field on the DT4000 in TraCS.
  - Record vehicles, roadway, and environmental conditions prior to the collision.
  - Understand how to use the TraCS Location Tool (TLT) to diagram the crash scene in TraCS.
  - Diagram the crash scene in the diagram field of the DT4000 in TraCS.
  - Record possible contributing circumstances to the crash.
10. Record the crash scene using photography.
    - 10.1 Describe the purpose for photographing crash scenes.
    - 10.2 Take basic "At-Scene" photos.
    - 10.3 Photograph physical marks on the road.
    - 10.4 Photograph vehicle damage.
    - 10.5 Take pictures of additional conditions at the crash scene.

### **Performance Standards**

Students will explain to an instructor or complete a photo log listing what you would take pictures of, from what angle, and why.

Specifically, students will:

#### "At-Scene" Photographs:

- Explain that 4 overall views (at least 150 feet from the near intersection side for a 4-lane undivided road) are taken.
- Explain that 4 medium views (cover street width at or near the area of impact) should be taken.
- Explain that driver view(s) on approach should be taken (36 to 42 inches above ground level).
- Explain that you take a best overall picture of the scene (including vehicles, all results, and landmark(s)).

#### Photographs of the Road:

- Explain that photographs should include skid marks, yaw marks, tire marks, solid and liquid debris, what's there and maybe even what is NOT present.
- Explain that photographs should show location identification of marks on the road, including a landmark or by taking two photos, one including a background object or including your own identifying marks in the photo.
- Discuss photographing long marks (more than 40 feet) beginning to end and any peculiarities in between, at regular intervals, and that special attention should be paid to changes in direction or peculiar areas and textures of the road.

### Vehicle Damage Photographs:

- Explain how these photographs can be used to reconstruct the scene and evaluate repair costs.
- Explain standard photo recording (8 photos starting at the front of the vehicle working around the vehicle corners and sides photographing along the vehicle's centerline (aligning camera by undamaged parts).
- List detailed damage photos that should be taken, such as imprints of one vehicle on another, friction and/or abrasion marks, damage to lamps, damage to loads, sources of injury to pedestrians or occupants (flash for interior photos), and detailed damage to tires and wheels and underside of vehicle.

### Specific Photographs:

- Identify specific photographs to take such as, vehicle interiors (make exposure as if there were no daylight), use a series with an assistant for specific items (VIN's, matched areas, evidence, etc.), take un-scaled and scaled photos, and visibility conditions (weather, fog, traffic control devices, parked vehicles, obstructions, window condition, etc.).
- Identify photographs that document victim(s)' location(s) and injuries when appropriate (thrown from vehicle or contact areas inside the vehicle).
- Discuss photos taken that identify vehicle condition (contents, tires, any indication the vehicle was unsafe prior to the crash).

11. Take appropriate enforcement action based on information gathered.

11.1 Observe procedures to determine speed estimates.

11.2 Identify issues involved in taking enforcement action based on a traffic crash.

11.3 Determine what enforcement action, if any, to take.

11.4 Document the crash and crash investigation to support prosecution.

11.5 Complete an electronic Uniform TraCS Traffic Citation for the casual factor(s) and other violation(s) identified during the mock crash exercise.

### **Performance Standards**

Students will use their mock investigation to determine if they should take enforcement action or take no action against any person involved in the crash. Students will also successfully complete an electronic citation in TraCS.

Additionally, students will:

- List any factors involved in taking enforcement action against any person involved in the crash.
- Explain your reasoning for taking no action.
- Explain how to use the information gathered at the scene and documentation of the crash to justify prosecution.

### **CRIMES III (8)**

In this course, students will learn the classifications of crimes and other violations into felonies, misdemeanors, and ordinance violations, and will learn the elements of crimes listed in the criminal code.

## Competencies and Learning Objectives

1. Analyze facts, circumstances, and situations and determine which, if any, crimes involving drugs, alcohol or other criminal activity have been committed.
  - 1.1 Identify the types, classifications, and characteristics of controlled substances.
  - 1.2 Identify the elements of possession of a controlled substance (Wis. Stats. §961.41(3g)).
  - 1.3 Identify the elements of possession of drug paraphernalia (Wis. Stats. §961.573).
  - 1.4 Identify the elements of endangering safety by use of a dangerous weapon (Wis. Stats. §941.20).
  - 1.5 Identify the elements of resisting or obstructing an officer (Wis. Stats. §946.41).
  - 1.6 Identify the elements of disorderly conduct (Wis. Stats. §947.01).
  - 1.7 Identify the elements of unlawful use of a telephone (Wis. Stats. §947.012).
  - 1.8 Name the drug, alcohol or other crimes that have occurred in simulated cases.
  - 1.9 Identify the specific criminal statutes and applicable subparagraphs that were violated in simulated cases.

## Performance Standards

Students will work through a criminal activity case study.

Specifically, students will:

- Analyze the facts and circumstances of the case study and determine the correct crime.
  - Identify the specific criminal statute and applicable subparagraphs that were violated.
  - Identify special legal circumstances including self defense, attempt, party to a crime and defense of property.
  - Determine whether each element is present or not and make the correct arrest decision.
  - Identify evidence that supports each element.
  - Identify questions that need to be asked of people involved that are necessary to support the elements.
2. Analyze facts, circumstances, and situations and determine which, if any, forfeiture offenses have been committed.
    - 2.1 Identify the elements of underage drinking (Wis. Stats §125.07).
    - 2.2 Identify the elements of status and non-criminal offenses (tobacco, curfew, truancy).
    - 2.3 Discuss offenses where officers may exercise discretion to cite as an ordinance or refer for criminal charges.

## Performance Standards

Students will work through a forfeiture offense case study.

Specifically, students will:

- Analyze the facts and circumstances of the case study and determine the correct violation.

- Identify the specific criminal statute and applicable subparagraphs that were violated.
  - Determine whether each element is present or not.
  - Identify evidence that supports each element.
  - Identify questions that need to be asked of people involved that are necessary to support the elements.
  - Complete the correct citation for the violation.
1. Analyze facts, circumstances, and situations and determine which, if any, crimes against persons have been committed.
    - 1.1. Identify the elements of homicide (Chapter 940).
    - 1.2. Identify the elements of battery (Wis. Stats. §940.19).
    - 1.3. Identify the elements of sexual assault (Wis. Stats. §940.225).
    - 1.4. Identify the elements of sexual assault of a child (Wis. Stats. §948.02).
    - 1.5. Identify the elements of physical abuse of a child (Wis. Stats. §948.03).
    - 1.6. Identify the name of the crimes against persons in simulated cases.
    - 1.7. Identify the specific criminal statutes and applicable subparagraphs that were violated in simulated cases.
    - 1.8. Describe what information should be included in a crime against person(s) incident report.

### **Performance Standards**

Students will read a case scenario and determine the crimes against person(s) and list supporting evidence for each element.

Specifically, students will:

- Analyze the facts and circumstances of each situation and determine the correct crime.
  - Identify the specific criminal statute and applicable subparagraphs that were violated.
  - Identify special legal circumstances including self defense, attempt, party to a crime and defense of property.
  - Determine whether each element is present or not and make the correct arrest decision.
  - Identify evidence that supports each element.
  - Identify questions that need to be asked persons involved that are necessary to support the elements.
  - Complete a charging sheet.
2. Analyze facts, circumstances, and situations and determine which, if any, crimes against property have been committed.
    - 2.1. Identify the elements of criminal damage to property (Wis. Stats. §943.01).
    - 2.2. Identify the elements of burglary (Wis. Stats. §943.10).
    - 2.3. Identify the elements of theft (Wis. Stats. §943.20).
    - 2.4. Identify the elements of operating a vehicle without the owner's consent (Wis. Stats. §943.23).
    - 2.5. Identify the elements of robbery (Wis. Stats. §943.32).
    - 2.6. Identify the elements of retail theft (Wis. Stats. §943.50).
    - 2.7. Identify the name of the crimes against property in simulated cases.

- 2.8. Identify the specific criminal statutes and applicable subparagraphs that were violated in simulated cases.
- 2.9. Describe what information should be included in a property crime incident report.

### **Performance Standards**

Students will read a case scenario and determine the crimes against property and list supporting evidence for each element.

Specifically, students will:

- Analyze the facts and circumstances of each situation and determine the correct crime.
- Identify the specific criminal statute and applicable subparagraphs that were violated.
- Identify special legal circumstances including self defense, attempt, party to a crime and defense of property.
- Determine whether each element is present or not and make the correct arrest decision.
- Identify evidence that supports each element.
- Identify questions that need to be asked persons involved that are necessary to support the elements.
- Complete a charging sheet.

### **OWI/SFST (36) (THE 24-HOUR NHTSA SFST COURSE MUST BE TAUGHT FIRST, THEN THE OTHER SECTIONS)**

In this course, students will learn to recognize and interpret evidence of operating a motor vehicle while intoxicated (OMVWI) violations, administer and interpret standardized field sobriety tests (SFST), make appropriate enforcement decisions, prepare arrest reports for OMVWI violations, and complete associated paperwork.

There are also two additional training blocks on OWI paperwork and drugged driving that students must attend. The Wisconsin OWI Paperwork session is 4 hours long and is required for all students. The last 8 hours consists of two options: Option One includes a 4-hour session called "Introduction to Drugged Driving" and also includes a session on drug and drug paraphernalia identification. This option wraps up with students participating in practice scenarios on SFST traffic contacts that turn into drugged driving contacts. Option Two is an 8-hour session called "Drugs that Impair Driving." Instructors can choose which 8-hour session they want to teach. Instructors must document which option was taught in the additional 8-hour drugged driving session.

### **Competencies and Learning Objectives**

1. Describe the detection, general deterrence and legal environment of impaired driving.
  - 1.1 Demonstrate pre-training knowledge of the Standardized Field Sobriety Test (SFST) course topics.
  - 1.2 Describe the frequency of impaired driving violations and crashes.
  - 1.3 Define general deterrence.
  - 1.4 Describe the relationship between detection and general deterrence.



- 1.5 Describe a brief history of alcohol.
- 1.6 Identify common alcohol types.
- 1.7 Describe the physiologic processes of absorption, distribution and elimination of alcohol in the human body.
- 1.8 Discuss the elements of impaired driving offenses.
- 1.9 Discuss the provisions of the implied consent law.
- 1.10 Discuss the relevance of chemical test evidence.
- 1.11 Discuss precedents established through case law.

### **Performance Standards**

Students participate in a class discussion on general deterrence, detection and legal issues surrounding impaired driving and by describing the evidentiary tests and other test used after an impaired driving arrest. Students will also describe the procedures for processing subjects who refuse to consent to testing and describe the procedures for suspending or revoking a suspect's license and issuing a temporary license.

Specifically, students will:

- Define general deterrence.
  - Describe the relationship between detection and general deterrence.
  - State the elements of an impaired driving offense.
  - Discuss the implied consent law.
  - Discuss the relevance of chemical test evidence.
  - Review precedents established through case law.
2. Recognize and interpret indicators of impaired driving.
    - 2.1 Describe the three phases of detection.
    - 2.2 Describe the tasks and key decisions of each phase.
    - 2.3 Use a standard note taking guide.
    - 2.4 Introduce guidelines for effective testimony.
    - 2.5 Identify initial observations and visual cues of impaired vehicle operation.
    - 2.6 Identify driver behavior that is indicative of an impaired driver.
    - 2.7 Identify reasonable suspicion as it relates to a traffic stop for impaired driving.
    - 2.8 Describe the role of psychophysical (SFSTs) and preliminary breath tests.
    - 2.9 Describe the concepts of divided attention and nystagmus tests.
    - 2.10 Discuss the advantages and limitations of preliminary breath testing.
    - 2.11 Discuss the arrest/no arrest decision.

### **Performance Standards**

Students will create an outline of the three phases of impaired driving detection, by identifying the issues that determine whether a subject will be incarcerated or released, and by watching video clips of traffic stops and taking notes on impaired driving evidence observed.

Specifically, students will:

- Create an outline of the three phases of detection that includes specific detection cues and decisions officers must make in each phase.
- List the issues that determine whether a subject will be incarcerated or released.
- Your notes indicate evidence of impaired driving from cues identified by NHTSA.

- Your notes detail the manner in which the drivers respond to the officer's signal to stop.
  - Your notes include what was seen and heard during face-to-face contact between officers and drivers.
  - Your notes detail the drivers exit from the vehicle and any other actions.
3. Describe the concepts and principles of the standardized field sobriety tests.
    - 3.1 Discuss the development and validity of the research and the standardized elements, clues and interpretation of the three standardized field sobriety tests.
    - 3.2 Review SFST field validation studies.

### **Performance Standards**

Students will participate in a discussion on the development and validation of the field sobriety tests.

Specifically, students will:

- Describe how the horizontal gaze nystagmus, walk-and-turn and one-leg stand became the primary SFSTs administered in the field.
  - Discuss three SFST validation studies that were undertaken between 1995 and 1998.
4. Administer and interpret the Horizontal Gaze Nystagmus test.
    - 4.1 Discuss the different types of nystagmus and their effects on the horizontal gaze nystagmus test.
    - 4.2 Administer the horizontal gaze nystagmus test.
    - 4.3 Discuss the clues of horizontal gaze nystagmus.
    - 4.4 Interpret observations of test performance.

### **Performance Standards**

Students will perform the horizontal and vertical nystagmus tests and explain their observations and results of the test.

Specifically, students will:

- Ask the suspect if they have any eye problems or eye abnormalities.
- Instruct the suspect to remove their glasses if they are wearing them.
- Inform the suspect that you are going to check their eyes.
- Instruct the suspect to stand with their feet together.
- Instruct the suspect to stand with their hands at their sides.
- Check for equal pupil size and resting nystagmus.
- Check the suspect's eyes for the ability to track together.
- Instruct the suspect to hold their head still as they follow the motion of a small stimulus with their eyes only.
- Begin the horizontal gaze nystagmus test by observing the left eye first then the right eye.
- Hold the stimulus 12 - 15 inches from the suspect's nose.
- Move the stimulus smoothly across the suspect's entire field of vision from left to right and then back to the left. Repeat this test observing the suspect's right eye.
- Make two or more passes before each eye to look for clues of nystagmus.

- Check the eyes for distinct nystagmus at maximum deviation. Eye held at maximum deviation for a minimum of four seconds (check left eye then right eye).
- Check for the onset of nystagmus prior to 45 degrees. Eye moved slowly from center to 45-degree angle (check left eye then right eye).
- Check for vertical gaze nystagmus for a minimum of four seconds, repeat a second time so you can observe both eyes (left eye first, then right eye).

5. Administer and interpret the Walk-and-Turn test.

- 5.1 Define the concept of divided attention tests.
- 5.2 Administer the walk-and-turn standard field sobriety test.
- 5.3 Describe the identification clues for the walk-and-turn standard field sobriety test.
- 5.4 Interpret observations of test performance.

**Performance Standards**

Students will perform the walk-and-turn standard field sobriety test and explain their observations and results of the test.

Specifically, students will:

- Ask the suspect if they have any physical problems or disabilities.
- Instruct the suspect to assume a heel-to-toe stance. Ask them to place their left foot on a line. Demonstrate for the suspect.
- Ask the suspect to place their right foot on the line ahead of their left foot, with heel of right foot against toe of left foot. Demonstrate for the suspect.
- Instruct the suspect to keep their arms at their sides. Demonstrate for the suspect.
- Instruct the suspect to keep the position until you tell them to begin. Tell the suspect not to walk until told to do so.
- Tell the suspect that when you ask them to start, they should take nine heel-to-toe steps, turn and take nine heel-to-toe steps back. Demonstrate 3 heel-to-toe steps.
- Tell the suspect that while they are walking, they need to keep their arms at their sides, watch their feet at all times, and count their steps out loud.
- Tell the suspect once they start walking, they shouldn't stop until they have completed the test.
- Ask the suspect if they understand the directions (make sure the suspect indicates understanding).
- Instruct the suspect to begin and to count their first step from the heel-to-toe position as "One."
- If necessary, you provide additional instructions to a suspect who is not performing the test correctly.

6. Administer and interpret the One-Leg Stand test.

- 6.1 Define the instruction phase of the one-leg stand standard field sobriety test.
- 6.2 Administer the one-leg stand standard field sobriety test.
- 6.3 Describe the identification clues for the one-leg stand standard field sobriety test.
- 6.4 Interpret observations of test performance.

- 6.5 Describe in a clear and convincing manner the results of the three standardized field sobriety tests.
- 6.6 Record the results of the three standardized field sobriety tests on a standard note taking guide.
- 6.7 Discuss limiting factors of the three standardized field sobriety tests.

### **Performance Standards**

Students will perform the one-leg stand standard field sobriety test and explain their observations and results of the test.

Specifically, students will:

- Instruct the suspect to stand with their feet together with their arms at their sides. Demonstrate for the suspect.
- Tell the suspect not to start the test until instructed to do so.
- Tell the suspect when told to do so they will raise one leg (either leg) with their foot approximately six inches off the ground keeping their foot parallel to the ground. Demonstrate for the suspect.
- Instruct the suspect to keep both legs straight and arms at their sides throughout the test.
- Instruct the suspect to look at their raised foot and count out loud in the following manner: "one thousand and one," "one thousand and two," "one thousand and three," until told to stop. Demonstrate for the suspect.
- Ask the suspect if they understand the directions so far (make sure the suspect indicates understanding).
- Tell the suspect to begin the test.
- Have the suspect hold this stance for a minimum of 30 seconds.
- If necessary, you provide additional instructions to a suspect who is not performing the test correctly.

### 7. Administer the standardized field sobriety test battery (dry run). \*

- 7.1 Observe an instructor demonstrate how to administer the standard field sobriety test battery.
- 7.2 Demonstrate administering the standard field sobriety test battery.

### **Performance Standards**

Students will demonstrate their competence by administering the horizontal gaze nystagmus, walk-and-turn, and one-leg stand test battery (mandatory performance assessment task – OWI/SFST Basic Course – PAT 1)

Specifically, students will:

#### Horizontal Gaze Nystagmus

- Have the subject remove glasses if worn.
- Hold the stimulus in proper position (approximately 12" - 15" from nose, just slightly above eye level).
- Check for equal pupil size and resting nystagmus.
- Check for equal tracking.
- Move the stimulus from the center of the subject's nose to maximum deviation in approximately 2 seconds and then back across the subject's face to maximum

deviation in right eye, then back to the center. Check left eye, then right eye. (Repeat)

- Hold eye at maximum deviation for a minimum of 4 seconds (no white showing). Check left eye, then right eye. (Repeat)
- Check for nystagmus prior to 45 degrees. Eye moved slowly from center to 45 degree angle (approximately 4 seconds). Check left eye, then right eye. (Repeat)
- Check for vertical gaze nystagmus. (Repeat)

#### Walk-and-Turn

- Give your instructions from a safe position.
- Tell the subject to place their feet on a line in a heel-to-toe stance (left foot behind right foot) with their arms at their sides and give a demonstration for the subject.
- Tell the subject not to begin test until instructed to do so and ask if the subject understands.
- Tell subject to take nine heel-to-toe steps on the line and then demonstrate for the subject.
- Explain and demonstrate the turning procedure.
- Tell the subject to return on the line taking nine heel-to-toe steps.
- Tell the subject to count steps out loud.
- Tell subject to look at their feet while walking.
- Tell subject not to raise their arms from sides.
- Tell subject not to stop once they begin.
- Ask subject if they understand all the instructions.

#### One-Leg Stand

- Give instructions from a safe position.
- Tell subject to stand straight, place feet together, and hold their arms at their sides.
- Tell subject not to begin the test until told to do so and ask if they understand.
- Tell the subject to raise one leg, either leg, approximately 6" from the ground, keeping raised foot parallel to the ground and you demonstrate this stance for them.
- Tell subject to keep both legs straight and to look at the elevated foot.
- Tell subject to count out loud in the following manner: one thousand and one, one thousand and two, one thousand and three, until told to stop and then you demonstrate this for the subject.
- Check the actual time subject holds leg up. (Time for 30 seconds)

8. Administer and interpret the standardized field sobriety test battery (Session 1). \*

8.1 Identify and describe the methods of conducting standardized field sobriety tests.

8.2 Identify and describe criteria indicating driver impairment from standardized field sobriety tests.

8.3 Administer the three standardized field sobriety tests.

#### **Performance Standards**

Students will demonstrate their competence by performing the standardized field sobriety tests (horizontal gaze nystagmus, walk-and-turn and one-leg stand) on subjects who volunteered to be dosed for this exercise (mandatory performance assessment task – OWI/SFST Basic Course – PAT 2).

Specifically, students will:

- Correctly administer the horizontal gaze nystagmus.
- Correctly identify nystagmus if it exists.
- Your notes include all of the clues exhibited by the subjects during the horizontal gaze nystagmus test. Clues should be based on the three specific clues officers should look for, listed in your textbook.
- Administer the walk-and-turn test.
- Instruct the suspect to assume the heel-to-toe stance with their arms at their sides.
- Correctly interpret the suspect's cues throughout the test.
- Your notes include all of the clues exhibited by the subjects during the walk-and-turn test. Clues should be based on the eight clues officers should look for during the walk-and-turn test, listed in your textbook.
- Correctly administer the one-leg stand test.
- Correctly interpret the suspect's cues throughout the test.
- Your notes include all of the clues exhibited by the subjects during the one-leg-stand test. Clues should be based on the four specific clues officers should look for, listed in your textbook.
- Accurately record your observation on a SFST Field Arrest Log.

9. Process arrested suspects of impaired driving including report preparation.

- 9.1 Discuss the importance of correct processing and report writing procedures in impaired driving arrests.
- 9.2 Discuss the correct sequence of impaired driver suspect processing.
- 9.3 Discuss the essential elements of the impaired driver arrest report.
- 9.4 Discuss the required information on a narrative arrest report
- 9.5 Prepare a narrative impaired driver arrest report.

### **Performance Standards**

Students will complete citations, arrest reports, and other reports as appropriate to various situations.

Specifically, students will:

- Completing citations, arrest reports, and other reports as appropriate to various situations.
- Reinforce cues, maneuvers or actions, observed after signaling the driver to stop, but before driver's vehicle came to a complete stop in their report.
- Include statements and other evidence obtained during the face-to-face contact with the driver in their report.
- Include pre-arrest screening sobriety tests administered to the driver in their report.
- Explain the arrest itself; including procedures used to inform the suspect of arrest, and to advise suspect of rights in their report.

- Include information on the disposition of passengers and property after an impaired driver is arrested in their report.
- Include suspect's actions and statements subsequent to the arrest in their report.
- Include the request for the chemical test; including the procedures used, and advisement of rights and requirements in their report.
- Include the results of the chemical test in their report.

10. Prepare for trial.

- 10.1 Discuss the importance of pretrial conferences and presentation of evidence in an impaired driving trial.
- 10.2 Discuss the need for competent courtroom testimony.
- 10.3 Discuss case preparation and the pretrial conference.
- 10.4 Discuss guidelines for giving direct testimony in court.
- 10.5 Demonstrate the proper technique of courtroom testimony.

**Performance Standards**

Students will participate in a moot court exercise and discuss the testimony in the moot court exercise.

The students' oral testimony will include:

- Statements and other evidence obtained as you observed the suspect's vehicle in motion prior to making the traffic stop.
- Statements and other evidence obtained during face-to-face contact with the driver.
- A description and results of the pre-arrest screening standard field sobriety tests administered to the driver.
- Explains the arrest including procedures used to inform the suspect of arrest and to advise the suspect of their rights.
- The suspect's actions and statements subsequent to the arrest.
- A request for the chemical test, including the procedures used and advisement of rights and requirements.

11. Administer and interpret the standardized field sobriety test battery. (Session 2). \*

- 11.1 Identify and describe the methods of conducting standardized field sobriety tests.
- 11.2 Identify and describe criteria indicating driver impairment from standardized field sobriety tests.
- 11.3 Administer the three standardized field sobriety tests.

**Performance Standards**

Students will demonstrate their competence by performing the standardized field sobriety tests (horizontal gaze nystagmus, walk-and-turn and one-leg stand) on subjects who volunteered to be dosed for this exercise (mandatory performance assessment task – OWI/SFST Basic Course – PAT 3). Students will also record their observations during the standardized field sobriety tests and pass the final proficiency exam (written post-test and administer the SFSTs in a proficiency exam) (also mandatory performance assessment tasks – OWI/SFST Basic Course – PAT 4).

Specifically, students will:

- Correctly administer the horizontal gaze nystagmus.
- Correctly identify nystagmus if it exists.
- Your notes include all of the clues exhibited by the subjects during the horizontal gaze nystagmus test. Clues should be based on the three specific clues officers should look for, listed in your textbook.
- Correctly administer the walk-and-turn test.
- Correctly interpret the suspect's cues throughout the test.
- Your notes include all of the clues exhibited by the subjects during the walk-and-turn test. Clues should be based on the eight clues officers should look for during the walk-and-turn test, listed in your textbook.
- Correctly administer the one-leg stand test.
- Correctly interpret the suspect's cues throughout the test.
- Your notes include all of the clues exhibited by the subjects during the one-leg-stand test. Clues should be based on the four specific clues officers should look for, listed in your textbook.
- Accurately record your observation on a SFST Field Arrest Log.
- Perform each administrative step of the SFST battery perfectly during the participant proficiency examination.
- Score 80% or higher on the written test.

12. Identify procedures for conducting an impaired driver arrest in Wisconsin.

- 12.1 Describe the procedures for making an impaired driver arrest.
- 12.2 Identify the evidentiary tests and other tests used after an impaired driver arrest in Wisconsin.
- 12.3 Identify procedures for suspending an operator's license and issuing a temporary license.
- 12.4 Process a subject who refuses to consent to testing.
- 12.5 Identify factors that determine whether a subject will be incarcerated or released.
- 12.6 Explain the disposition of the vehicle and passengers after an impaired driver arrest.
- 12.7 Complete citations, arrest reports, and other reports as appropriate to various OWI situations (including the OWI related forms in TraCS).

### **Performance Standards**

Students will discuss law enforcement officer actions and information provided to the driver if he/she is arrested for driving while impaired. Students will also discuss the procedures law enforcement officers should follow if the person refuses to consent to testing. Finally, students will review the forms related to impaired driving arrests specific to Wisconsin including the forms in TraCS.

Specifically, students will:

- Review the Alcohol Incident Report.
- Review the Informing the Accused form.
- Provide the person with a Notice of Intent to Suspend Operating Privilege form and an Administrative Review Request form.
- Review the Notice of Intent to Suspend Operating Privilege form.
- Review the Administrative Review Request form.



- Explain that they submit a copy of their report and the results of the chemical tests within 5 days after the issue date of the Notice of Intent to Suspend Operating Privilege to the nearest Division of Motor Vehicle headquarters.
- Discuss the requirements for officers to appear in the administrative review.
- Discuss when a suspension will be vacated.
- Discuss when a suspension shall become effective.
- Discuss that if the person refuses to submit to a chemical test, the officer issues him/her a Notice of Intent to Revoke form.
- Review the Notice of Intent to Revoke Operating Privilege form.
- Discuss the penalties for the driver's refusal to testing.
- Review the Alcohol/Drug Influence Report.
- Review the OWI Tracking and Alcohol Influence Report.
- Review and import the Electronic Citation (ELCI) into the Alcohol Incident Form and complete the report.
- Review the Court Referral-Juvenile form.
- Review the 24-Hour Out-of-Service Order form.
- Review the Court Ordered vehicle Immobilization form.
- Review the Agreement to Undertake Responsibility for Care of a Person Arrested for Operating a Motor Vehicle While Intoxicated form.
- Identify other forms you should complete as necessary in TraCS (ELCI, crash (DT-4000) form, Fatal Supplement Form, etc.).

**Introduction to Drugged Driving/Drug and Drug Paraphernalia Identification (Option 1 of 2)**

This course will improve the students' ability to recognize suspects who may be medically impaired or impaired by drugs other than alcohol and, when these suspects are encountered, teach students to take appropriate action. The first half of this session includes a 4-hour NHTSA approved introduction session on "Introduction to Drugged Driving." The second half of this session includes a 4-hour block on drug and drug paraphernalia identification. Students will see a variety of pictures and items that will allow them to identify various drugs, drug paraphernalia, and even see some examples of clothing and hats that represent various drugs and drug paraphernalia. **\*\*\*The "Introduction to Drugged Driving and Drug and Drug Paraphernalia Identification" session does not qualify a student/officer to serve as a "Drug Recognition Expert" (DRE).**

**Competencies and Learning Objectives**

1. Describe eye examinations that aid in the detection of drug use.
  - 1.1 Define the term "drug" in the context of impaired driving enforcement.
  - 1.2 Describe the incidence of drug involvement in motor vehicle crashes and in impaired driving enforcement.
  - 1.3 Identify different eye examinations that detect signs of drug use.
  - 1.4 Recognize signs of drug influence during various eye examinations.

**Performance Standards**

Students will participate in a discussion on various eye examinations used to detect signs of drug influence.

Specifically, students will discuss:

- Clues of drug influence in the suspect's tracking ability.
- Clues of drug influence in the suspect's pupil size.
- Clues of drug influence in the suspect's horizontal gaze nystagmus.
- Clues of drug influence in the suspect's vertical gaze nystagmus.

2. Identify drug categories and medical conditions and their observable effects.

- 2.1 Name the major categories of drugs.
- 2.2 Describe the observable signs generally associated with the major drug categories and medical conditions that can produce similar signs.
- 2.3 Discuss the effects of "polydrug use."

### **Performance Standards**

Students will create a chart listing the seven categories of drugs and their observable effects. Students will also take the "4-Hour Introduction to Drugged Driving" quiz.

The chart will list:

- The drug category in the left column.
- The observable effects of each drug category in the column just to the right of the category.
- The medical conditions and other situations that could cause similar effects as specific drug categories.
- Students should strive to score a minimum of 75% on the written quiz.

3. Describe procedures for dealing with drug-impaired or medically impaired suspects.

- 3.1 Discuss local and state laws governing drug-impaired driving and chemical testing of drug impaired suspects.
- 3.2 Review procedures for interviewing and searching drug-impaired suspects.
- 3.3 Review procedures for contacting drug recognition experts (DREs) and assisting in or witnessing the drug evaluation and classification examination.
- 3.4 Review procedures for requesting, obtaining and handling chemical test specimens.

### **Performance Standards**

Students will participate in a discussion about procedures specific to Wisconsin when dealing with drug-impaired suspects.

Specifically, students will:

- Discuss local and state laws governing drug-impaired driving and chemical testing of drug impaired suspects.
- Review procedures for interviewing and searching drug-impaired suspects.
- Discuss how to contact a drug recognition expert (DRE).
- Discuss your role in assisting in or witnessing a drug evaluation and classification examination.
- Review procedures for requesting, obtaining and handling chemical test specimens.

4. Visually identify drugs and drug paraphernalia.
  - 4.1 Visually identify various types of drugs and drug paraphernalia.
  - 4.2 List and define the commonly used street terms for drugs and drug paraphernalia.
  - 4.3 Cite the importance and proper handling of controlled substances, both for the safety of the officer and for protecting the chain of custody.
  - 4.4 Outline the crimes in Wisconsin Chapter 961, the Wisconsin Uniform Controlled Substances Act.
  - 4.5 Describe the assistance available to law enforcement agencies from agency Drug Recognition Experts (DRE) and from the Wisconsin Department of Justice Division of Narcotics Enforcement (DNE).

### **Performance Standards**

Students will visually identify drugs, drug paraphernalia and clothing/hats that reference drugs.

Specifically, students will:

- Watch a lecture and observe visual displays of drugs and drug paraphernalia identification.
- Discuss officer safety issues when handling various drugs and drug paraphernalia, or entering locations where drugs were being manufactured.
- Explain when and how to contact a DRE and explain what services they can provide officers and their agencies.

### **Summative Exercises**

After the students receive the basic 24-hour SFST curriculum, accompanying 4-hour Wisconsin OWI Paperwork (TraCS) and 4-Hour Introduction to Drugged Driving/Drug and Drug Paraphernalia Identification information, spend the last hours of this course running students through scenarios of OWI traffic stops that turn into Drugged Driving stops.

Have students apply what they learned in these courses to each scenario. For example, a student conducts the standardized field sobriety tests on a subject and determines the subject is impaired, but not by alcohol. Have the students go through what steps they need to (contacting a DRE, etc.) to make an arrest and complete any appropriate paperwork.

These exercises should help students learn how to respond to a drugged driving incident should they come upon one in their career (without becoming a DRE). These scenarios will also allow students to learn how to link the SFST, OWI paperwork and what they learned in this course together.

## **Drugs that Impair Driving (Option 2 of 2; 8-Hour Drugs that Impair)**

The purpose of this course is to provide students with information on the general, observable signs of drug impaired drivers. **This session on drugs that impair driving does not qualify an officer to serve as a "Drug Recognition Expert" (DRE).**

### **Competencies and Learning Objectives**

1. Describe the drug categories and legal implications associated with drugs that impair driving.
  - 1.1 Define the term "drug" in the context of impaired driving enforcement.
  - 1.2 Name the seven categories of drugs.
  - 1.3 Describe the observable signs generally associated with the seven drug categories.
  - 1.4 Describe medical conditions and other situations that can produce similar signs.
  - 1.5 Describe the applicable laws relating to driving under the influence of drugs.
  - 1.6 Describe the administrative per se requirements and procedures involved in impaired driving while drugged incidents.
  - 1.7 Describe procedures for obtaining, packaging and processing toxicology samples.

### **Performance Standards**

Students will create a chart listing the seven categories of drugs and their observable effects.

The chart will:

- List the drug category in the left column.
- List the observable effects of each drug category in the column just to the right of the category.

2. Identify seven drug categories and major indicators of impairment. \*

- 2.1 Identify the major indicators of impairment.
- 2.2 Name examples of the drugs in each of the seven categories.
- 2.3 Identify the indicators of impairment associated with each category.
- 2.4 Describe medical clues that mimic drug impairment.

### **Performance Standards**

Students will demonstrate their competence by administering the modified Romberg Balance Test to another student in the class (mandatory performance assessment task – 8-Hour Drugs that Impair Driving – PAT 1). Students will also add a third column to the chart listing the seven categories of drugs and listing any additional indicators of impairment specific to each drug category.

Specifically, students will:

- Instruct the subject to stand with their feet together, arms at their sides.
- Tell the subject to watch you and to listen to your instructions and tell them they are not to start the test until told to do so.
- Ask the subject if they understand your instructions so far.

- Tell the subject, "when I tell you to start, I want you to tilt your head back slightly (demonstrate while talking) and close your eyes" (you do not demonstrate closing your eyes).
  - Tell the subject "once you have closed your eyes, I want you to remain in that position until you think 30 seconds has gone by. As soon as you think 30 seconds has gone by, open your eyes and tilt your head forward and say stop."
  - Look at your watch as soon as you tell the suspect to start the test. You must record the actual time that passes by until the subject opens his/her eyes.
3. Detect signs of drug influence through eye examinations.
- 3.1 Identify different eye examinations that detect signs of drug use.
- 3.2 Recognize signs of drug influence during various eye examinations.

### **Performance Standards**

Students will participate in a discussion on various eye examinations used to detect signs of drug influence.

Specifically, students will discuss:

- Clues of drug influence in the suspect's tracking ability.
  - Clues of drug influence in the suspect's pupil size.
  - Clues of drug influence in the suspect's horizontal gaze nystagmus.
  - Clues of drug influence in the suspect's vertical gaze nystagmus.
4. Describe methods of ingestion and injection of drugs.
- 4.1 Identify methods of ingesting drugs.
- 4.2 Identify methods of injecting drugs.

### **Performance Standards**

Students will participate in a discussion on common methods of ingesting or injecting drugs.

Specifically, students will:

- Discuss different ways to ingest drugs, including oral, nasal, smoking and inhaling drugs.
  - Discuss different drugs that may be injected.
  - Identify different injection sites on a suspect.
5. Identify drug categories and their observable effects.
- 5.1 Describe how various drug categories affect muscle tone.
- 5.2 Identify the indicators of impairment associated with each drug category.
- 5.3 Describe the expected results of roadside observations/indicators of impairment.
- 5.4 Describe general indicators that may be present for each drug category.

## **Performance Standards**

Students will review eight scenarios and determine what drug category is involved in each scenario. Students will demonstrate their competence by taking the written "Introduction to Drugged Driving" quiz.

Specifically, students will:

- List observations for each scenario that indicate a specific drug category.
- List the correct drug category for each scenario.
- Strive to score a minimum of 75% on the written quiz.

## **PHYSICAL EVIDENCE COLLECTION (4)**

In this course, students will learn how to recognize, process, and preserve physical evidence. This second 4 hours will put into practice what was introduced in Phase Two. These 4 hours are taught in Phase Three and will focus on processing a mock crime scene.

### **Competencies and Learning Objectives**

1. Review the role evidence plays in criminal investigations and prosecutions.
  - 1.1. Review the principles of evidence collection.
  - 1.2. Apply the rules of evidence.
  - 1.3. Review the various types of physical evidence.

## **Performance Standards**

Students will review the basics before processing a mock crime scene.

The critique should:

- Include a clear explanation of procedures to protect all evidence.
  - Include a summary of the custody chain in both cases.
  - Identify any mistakes made with the custody chain in the case studies.
2. Apply the steps for processing crime scenes. \*
    - 2.1. Review the steps within the RESPOND model as relating to a criminal investigation.
    - 2.2. Manage a crime scene in a simulated environment.

## **Performance Standards**

Students will process a mock crime scene (mandatory PAT 1 for recruits).

Specifically, students will learn how to:

- Evaluate current legal ramifications of crime scene searches.
- Discuss the upcoming search with personnel.
- Select, when feasible, a person-in-charge prior to arriving on scene.
- Control the scene and keep unauthorized persons out.
- Approach the scene carefully.
- Secure and protect the scene.

- Initiate a preliminary survey.
  - Conduct a final survey.
  - Release the scene only after the final survey.
3. Apply appropriate strategies to locate, handle, and package evidentiary items.
    - 3.1. Review the collection and preservation process of evidentiary items.
    - 3.2. Review the chain of custody.
    - 3.3. Review the process for preserving, handling and collecting digital evidence (computers, iPads, cell phones, GPS devices, storage devices, improvised electronic devices, etc.).
    - 3.4. Demonstrate a crime scene search during simulation.
    - 3.5. Demonstrate handling and packaging evidentiary items.

### **Performance Standards**

Students will demonstrate their competence by handling simulated evidence from a mock crime scene (mandatory performance assessment task).

Specifically, students will learn how to:

- Take control of the scene on arrival.
  - Mark evidence location on a diagram/sketch.
  - Ensure that the evidence or container is initialed by the investigator collecting the evidence.
  - Seal all evidence containers at the crime scene.
  - Not handle items excessively.
  - Not guess on packaging requirements – different types of evidence can require different containers.
  - Always wear gloves.
  - Allow wet or damp evidence to dry before sealing.
  - Assume that any relatively smooth area that your gloves touch will destroy identifiable latent prints.
  - Avoid unnecessary writing or marking on surfaces to be processed for latent prints.
  - Use a pencil for marking porous items.
  - Avoid taping or sticking labels on the surfaces to be processed for latent prints.
  - Describe crime scene considerations regarding digital evidence.
  - Discuss what digital forensics is, when it is needed, and why.
  - Describe how to collect and handle the electronic device to prevent data from being destroyed or lost.
  - Maintain a chain of custody.
4. Document the crime scene. \*
    - 4.1. Review the different processes to document (videotape, photos, sketches, diagrams, report, etc).
    - 4.2. Review interview considerations regarding digital evidence (asking for usernames, passwords, online account information, data storage/backups, networks, wireless devices, and case type specific questions).

- 4.3. Prepare a written police report of observations and actions during a simulated crime scene.

### **Performance Standards**

Students will demonstrate their competence by documenting and sketching a mock crime scene (mandatory performance assessment task).

Additionally, students will:

- Conduct an interview, asking questions about usernames, passwords, encryption, online account information, data storage/backups, networks and wireless devices, and case type specific questions – information must be legally obtained (search and seizure rules).

### **VICTIMS (8)**

Law enforcement's response to a victim of crime includes the dynamics of victimization, victim's rights, and integrates professional communication with law enforcement's responsibilities to victims.

### **Competencies and Learning Objectives**

1. Assist a crime victim.
  - 1.1. Examine victimization.
  - 1.2. Recognize the impact of a crisis on a variety of victims.
  - 1.3. Describe the importance of responding to calls for service in a way that promotes integrity and accountability, high citizen satisfaction, positive agency reputation, and officer safety.
  - 1.4. Assess victim needs.
  - 1.5. Recognize that victims of different crimes have specific needs associated with their victimization.
  - 1.6. Explain key elements of a successful victim response for diverse populations within the community.
  - 1.7. Develop strategies for assisting uncooperative victims.

### **Performance Standards**

Students will discuss personal experiences regarding victimization and explain why this training is so important. Students will also explain the critical needs of victims.

Specifically, students will:

- Assess your own knowledge associated with victimization.
- Explain the importance of providing effective victim response.
- Establish sound, respectful, and supportive responses to the needs of victims.
- Articulate what each of the seven critical needs of victims are and explain how officers can assist a victim in addressing each need.



2. Incorporate victim assistance principles, statutes, and policy into conducting and assisting victims and witnesses of crime. \*
  - 2.1. Provide information about victim rights and available resources (Wisconsin Chapter 950).
  - 2.2. Apply ethical behavior when investigating crimes, writing reports, testifying in court, and dealing with victims of crime.
  - 2.3. Provide follow-up assistance to the victim during an investigation.

### **Performance Standards**

Students will analyze the statutes in Wisconsin Chapter 950 and how they apply to victim response and by reviewing the information available on the Wisconsin Department of Justice Office of Crime Victims website at: <http://www.doj.state.wi.us/cvs/>. Students will demonstrate their competence by interacting with simulated adult and/or child witnesses and victims of a simulated crime (mandatory performance assessment task – Victims – PAT 1).

Specifically, students will:

- Review Wisconsin Chapter 950.
- Articulate what rights crime victims have.
- Identify community resources and referral information you can provide the victim with.
- Review your agency victim response policy and procedures.

#### Interacting with victims/witnesses:

- The interview is preceded with introductions and identification.
- Make initial contact and assess the victim's needs.
- Determine the individual was victimized.
- Be polite and professional.
- Interview with the victim or witness is friendly in tone.
- Show empathy towards the victim/witness.
- Comply with Chapter 950 in your interaction with the victim.
- Provide information about victim rights.
- Locate culturally appropriate resources for assistance (to accommodate language barriers and to address special needs for victims with disabilities, special needs, diminished capacity, mental illness or cultural dissimilarities).
- Gather complete information during the interview.
- Use open-ended, specific and follow-up questions in your interview.
- Educate the victim on reducing the likelihood of re-victimization.
- Complete any necessary documentation.

### **DOMESTICS (16)**

In this course, students will learn the statutory elements of domestic crimes and learn about the dynamics, impact, and response and investigative strategies unique to domestic crimes.

#### **Competencies and Learning Objectives**

1. Analyze the role of law enforcement in responding to domestic abuse.

- 1.1. Explain the unique offender/victim relationship in domestic violence situations.
- 1.2. Describe the power differential and its effect on the offender/victim relationship.
- 1.3. Describe how domestic violence trauma affects the victim's response to law enforcement.
- 1.4. Define the elements of domestic abuse.
- 1.5. Define mandatory arrest (Wis. Stats. § 968.075)
- 1.6. Define predominant aggressor.
- 1.7. Define restraining order, injunction and no contact violations that require arrest (Wis. Stats. § 813.12; 813.122; 813.123; 813.125; 968.075 (5)).

## **Performance Standards**

Students will participate in a discussion on the dynamics of domestic violence and on the legal issues surrounding domestic violence and by reviewing case studies and identifying the elements that require mandatory arrest (Wis. Stats. §968.075).

Specifically, students will:

- Define domestic abuse and the elements requiring arrest according to Wis. Stats. §968.075.
- Describe the characteristics of victims.
- Discuss the offender/victim relationship including information on elder abuse, implications for child abuse, and same sex relationships.
- List barriers to leaving.
- Describe how leaving the relationship does not mean safety for the victim(s).
- Describe offender thinking patterns.
- Discuss the power differential and its effect on the offender/victim relationship including a discussion on recantation.
- Explain legal terminology such as "No Contact."
- Discuss restraining orders and injunctions.
- Differentiate between criminal and civil injunctions.
- Explain the process for obtaining a no-contact order.
- Explain how domestic violence trauma can affect the victim's response to law enforcement.

## 2. Intervene and apply appropriate investigative strategies. \*

- 2.1. Tactically response to a domestic violence scene using the incident response steps and approach considerations.
- 2.2. Contact, separate, and interview everyone present.
- 2.3. Determine which party or parties involved in the domestic is subject to mandatory arrest.
- 2.4. Identify the predominant aggressor using the mandated investigative strategies outlined in Wis. Stats. § 968.075(2)(ar). (Include information on strangulation and self-defense.)
- 2.5. Articulate and document procedures and notification from a domestic violence arrest (72-hour no contact, restraining orders, no contact order, full faith and credit).
- 2.6. Assess risk for victim and develop a safety plan.
- 2.7. Identify related crimes (harassment, stalking, and strangulation).
- 2.8. Describe how you would interview and document and interview with a victim who recants.

- 2.9. Identify multidisciplinary resources available to assist law enforcement (e.g. advocates, trauma response, etc.) and describe the benefits of partnering with those resources.

### **Performance Standards**

Students will demonstrate their competence by participating in a simulated domestic violence scenario (mandatory performance assessment task) and by identifying ways to work with local advocacy groups and referring the victim to multi-disciplinary services available to help him or her.

During the simulated response students will:

- Make initial contact with everyone present.
- Manage the crisis with officer safety considerations and consideration of other's level of risk.
- Interview is friendly and professional in tone.
- Use open-ended, specific and follow-up questions in the interview.
- Interview gathers complete information.
- Make a determination of victimization based on criminal statutes.
- Make a determination of victimization based on whether or not the domestic abuse criterion applies.
- Comply with Wis. Chapter 950 in interaction with the victim.
- Review the recommended guidelines on how agencies will respond to domestic violence incidents, including: prevention, early warning and intervention, incident response procedures, surrender or seizure of weapons, victim safety and protection, and collaboration with victim advocacy agencies.

3. Respond to an officer-involved domestic violence incident.

- 3.1. Discuss issues involved in officer-involved domestic violence.
- 3.2. Review the model policy on officer-involved domestic violence.
- 3.3. Discuss officer and supervisor responsibilities and consequences when responding to an officer-involved domestic violence incident.
- 3.4. Discuss legal issues involved with officer-involved domestic violence.

### **Performance Standards**

Students will participate in a discussion about officer-involved violence, review a case study, articulate the differences between officer-involved domestic violence and domestic violence in the general population, describe how it is more dangerous, explain the barriers officers face as the responding officer, and analyze the ethical component of officer-involved domestic violence (for example a fellow officer asks an officer to drive past an ex-wife's house to check and see what she's doing).

Specifically, students will:

- Discuss the scope of the problem.
- Discuss the difference between officer-involved domestic violence and domestic violence in the general population.
- Discuss potential causes that lead to officer-involved domestic violence.
- Discuss the legal issues surrounding officer-involved domestic violence, including the consequences to officers' careers if convicted of a domestic violence crime.

- Discuss the ethical issues responding officers face when handling an officer-involved domestic violence incident.
- Review the Wisconsin model policy on officer-involved domestic violence.
- Review the recommended guidelines on how agencies will respond to officer-involved domestic violence, including: prevention, early warning and intervention, incident response procedures, surrender or seizure of weapons, victim safety and protection, and collaboration with victim advocacy agencies.

## **SEXUAL ASSAULT (12)**

In this course, students will learn the statutory elements of sexual assault crimes and the dynamics, impacts, and investigative strategies unique to them.

### **Competencies and Learning Objectives**

1. Analyze the role of law enforcement in responding to sexual abuse.
  - 1.1. Define sexual abuse and the elements requiring arrest (Wis. Stat. § 940.225).
  - 1.2. Describe unique dynamics of sensitive crime victimization. (Include acquaintance rape and statutory rape situations, other victim/offender relationships.)

### **Performance Standards**

Students will review Wis. Stats. §940.225 and discuss the elements of sexual assault crimes.

Specifically, students will:

- Identify the elements of First-Degree Sexual Assault (Wis. Stats. §940.225(1)).
  - Identify the elements of Second-Degree Sexual Assault (Wis. Stats. §940.225(2)).
  - Identify the elements of Third-Degree Sexual Assault (Wis. Stats. §940.225(3)).
  - Identify the elements of Fourth Degree Sexual Assault (Wis. Stats. §940.225(3m)).
  - Define "consent" (Wis. Stats. §940.225(4)).
  - Discuss that neither marriage nor death prevents Wis. Stats. §940.225 from being applied to an offender (Wis. Stats. §940.225(6-7)).
2. Demonstrate investigative techniques in a simulated sexual assault case.
    - 2.1. Identify the unique obstacles to interviewing a sexual assault victim (includes victimization issues as well as rape drugs or AODA issues).
    - 2.2. Demonstrate appropriate interviewing techniques for sexual assault victims.
    - 2.3. Identify what physical evidence should be collected and what limitations exist on physical evidence collection.
    - 2.4. Explain the implementation of the forensic medical exam and the proper use of the sexual assault evidence kit (for victims and suspects).
    - 2.5. Describe importance of corroborative statements.

## Performance Standards

Students will read a sexual assault scenario or view a video provided by the instructor and respond orally or in writing on what they'd do as the responding officer in this situation.

The steps the student would follow include:

- Making initial contact and assess the individual's needs.
- Interviewing in a friendly and professional in tone.
- Gathering complete information during the interview.
- Using open-ended, specific and follow-up questions in the interview.
- Making a determination of victimization based upon elements of 1st, 2nd, 3rd, and 4th degree sexual assault.
- Complying with Chapter 950 requirements for the victim.
- Complying with and applying all procedures to protect the viability of the evidence.
- Addressing specific victim traumatization needs with a referral to Rape Crisis or other entity that provides support.
- Addressing investigative needs by contacting SANE or other medical professionals in the pursuit of evidence.
- Evaluating the testimonial evidence against the physical evidence.
- Analyzing all the evidence towards corroboration of the victim's statement and the prosecution of the case.
- Making inquiries of Probation and Parole, Registered Sex Offender database, the FBI Behavioral Unit or other agencies that may assist in investigation.

3. Identify other resources that can assist in sexual assault cases.

3.1 Describe the role of the Sexual Assault Nurse Examiners (SANE) nurses.

3.2 Assess resources that can assist in sexual assault cases: Probation and Parole, Registered Sex Offender database, Behavioral Unit FBI, and Rape Crisis centers.

## Performance Standards

Students will research additional resources that can assist in a sexual assault case.

Specifically, students will:

- Explain what a SANE nurse's role is in examining the victim.
- Explain the advantages of using a SANE nurse for the victim and for law enforcement.
- Address investigative needs by contacting SANE or other medical professionals in the pursuit of evidence.
- Address specific victim traumatization needs with a referral to Rape Crisis or other entity that provides support.
- Make inquiries of Probation and Parole, Registered Sex Offender database, the FBI Behavioral Unit or other agencies that may assist in investigation.

## **CHILD MALTREATMENT (8)**

In this course, students will learn the statutory elements of child maltreatment crimes and the dynamics, impacts, and investigative strategies unique to them.

### **Competencies and Learning Objectives**

1. Examine child maltreatment crimes.
  - 1.1. Define child maltreatment.
  - 1.2. Identify mandatory reporting situations dealing with child maltreatment crimes (Wis. Stats. 48.981).
  - 1.3. Identify the elements required to arrest for neglect, physical, and sexual abuse of a child (Chapter 948)
  - 1.4. Explain elements and procedures for referral for child maltreatment crimes (Wis. Stats. 48.981(3)).
  - 1.5. Explain child protective custody and procedures (Wis. Stats. 48.94(3)(c)).
  - 1.6. Identify the elements of child enticement crimes that include physical, mental and sexual abuse and child enticement that includes giving or selling a child a controlled substance (Wis. Stats. 948.07)
  - 1.7. Identify other criminal offenses relating to child maltreatment, such as failure to act/protect and leaving or storing a loaded firearm within the reach or easy access of a child (Chapter 948).

### **Performance Standards**

Students will review Wisconsin Chapters 948 and 48 and report back on the elements of child maltreatment crimes.

Specifically, students will:

- Explain who must report child maltreatment crimes, what must be reported and when it must be reported.
  - Describe elements of crimes related to child neglect (emotional, psychological and physical).
  - Describe elements of crimes related to physical abuse of a child, including pediatric abusive head trauma.
  - Describe elements of crimes related to sexual abuse of a child.
  - Describe elements of crimes besides neglect and physical/sexual abuse listed in Chapter 948 (child enticement, failure to act/protect, loaded firearms within reach of children, etc).
2. Analyze the dynamics involved in child maltreatment crimes.
    - 2.1. Describe how family dynamics and developmental level of the child can affect an investigation of child maltreatment.
    - 2.2. Articulate the effect of a power differential between victim and offender.
    - 2.3. Describe the manipulation and grooming of a child sexual abuse victim.

### **Performance Standards**

Students will discuss the dynamics between the victims and offenders of child maltreatment.

Specifically, students will:

- Discuss the dynamics involved in child maltreatment.
- Discuss the power differential that exists between the victims and offenders in child maltreatment crimes.
- Discuss how offenders groom children as victims of sexual abuse.

3. Respond to child maltreatment crimes.

- 3.1. Manage a family crisis.
- 3.2. Demonstrate appropriate interviewing techniques for children and adults.
- 3.3. Demonstrate and document the collection of physical evidence including environmental, physical (sexual & physical abuse, shaken baby), emotional, and psychological.
- 3.4. Describe importance of and types of corroborative interviews.
- 3.5. Explain the circumstances surrounding recantation.
- 3.6. Describe the roles of other agencies in child maltreatment cases, including CPS, the *Guardian ad Litem*, medical professionals, child forensic interviewers, Juvenile Court, and others.

### **Performance Standards**

Students will participate in a role play exercise practicing how to respond to a child maltreatment crime.

Specifically, students will:

- Make initial contact and assess the individual's needs.
- Explain how you would manage family crisis on scene for short term.
- Note the family dynamics affecting the victim and the investigation.
- Describe productive interview techniques for children and adults and identify child forensic interview experts for assistance with child interviews.
- Interview is friendly, professional in tone and gathers complete information.
- Use open-ended, specific and follow-up questions in your interview.
- Work collaboratively with Child Protection Workers during the investigation.
- Make a determination of victimization as stated in Chapter 948 of Wisconsin Statutes.
- Evaluate the child victim's need for services with the requirements of the juvenile court system.
- Note the behavioral characteristics of both victim and alleged offender and any relationship that exists between the two.
- Comply with statute 950 in your interaction (or proposed interaction) with the victim.
- Comply with and apply all procedures to protect the viability of the evidence.
- Refer the victim to medical professionals appropriately and evaluate the records towards the prosecution of the case.
- Analyze all the evidence towards corroboration of the victim's statement and the prosecution of the case.
- Examine ways to deal with victims who recant or who are not cooperative during the law enforcement response.

4. Recognize the unique investigative issues for missing children.
  - 4.1. Describe the factors required to determine whether a crime was committed (runaway, lost, abducted, etc.).
  - 4.2. Describe investigative strategies for missing children.
  - 4.3. Describe criteria for activating an Amber Alert and be aware of the National Center for Missing and Exploited Children.

### **Performance Standards**

Students will participate in a role play exercise practicing how to respond to a missing child case.

Specifically, students will:

- Determine whether a crime was committed.
- Gather testimonial and physical evidence.
- Make use of all available resources to locate a missing and endangered child.

### **JUVENILE LAW (8)**

This course covers the structure of the juvenile justice system. Students will learn the laws and procedures that affect juveniles, including those related to taking a juvenile into custody.

### **Competencies and Learning Objectives**

1. Describe the juvenile justice system.
  - 1.1. Differentiate between a juvenile and an adult.
  - 1.2. Describe the main categories of the juvenile justice system (Child in Need of Protection of Services (CHIPS), Juvenile in Need of Protection or Services (JIPS), and delinquency).

### **Performance Standards**

Students will define the ages that determine if someone is a juvenile or adult, discuss when a juvenile might fall into one of the categories in the juvenile justice system (CHIPS, JIPS, or delinquency), and list common offenses.

Students will:

- Differentiate between a juvenile and adult (Wis. Stats. 938.02(1), and (10m)).
- Compare juvenile legal terminology to adult legal terminology (Wis. Stats. 938.02).
- Review (overview only) various agencies they may come into contact with when dealing with juveniles (Child Protective Services, Juvenile in Need of Protective Services, etc.).

2. Make Contact with a Juvenile.
  - 2.1. Describe common juvenile ordinance violations and traffic violations and explain the general disposition of each type of violation.
  - 2.2. Describe status offenses and explain the general disposition of each type of offense.



- 2.3. Differentiate between status offenses and delinquency and explain the general disposition for delinquency.

### **Performance Standards**

Students will explain the difference between status offenses, ordinance violations, and delinquency, review common juvenile offenses and the general disposition of the juvenile who committed the offense, and working in groups. Will also review a case and determine what type of offense it is and explain what action the group would take with the juvenile (release, cite, or refer).

Each group will:

- Explain the process for determining if a juvenile violated a traffic law or ordinance and explain that in most cases they would issue a citation and then release the juvenile (to self but still notify a parent in cases of ordinance violations or release them to a parent, guardian, or legal custodian if they are under 15 years old).
  - Explain the process for determining if a juvenile violated a status offense and explain the disposition for each type of status offense.
  - Explain that a delinquent act means that a juvenile violated a law that would be criminal if the juvenile was adult.
  - Describe the difference between arresting an adult and taking a juvenile into custody.
3. Take a juvenile into custody.
    - 3.1. Explain when a juvenile can be taken into custody.
    - 3.2. Notify a parent or legal guardian if a juvenile is going to be taken into custody (Wis. Stats. §938.19(2)).
    - 3.3. Explain the process for releasing a juvenile from custody if the decision is made not to detain the juvenile.
    - 3.4. Describe a parent's legal rights to witness an interview/interrogation of a juvenile.
    - 3.5. Explain that juveniles must be read a Miranda Waiver and are entitled to all constitutional rights that adults are (In re Gault).
    - 3.6. Explain that a custodial interrogation with a juvenile must be video/audio recorded (Wis. Stats. §938.195).
    - 3.7. Explain when a juvenile must be fingerprinted, photographed, and when he/she must submit to a buccal swab for DNA testing (Wis. Stats §165.76(1)(gm)).
    - 3.8. Contact the Intake Worker and transport the juvenile to a secure juvenile detention facility.
    - 3.9. Describe the duties of an Intake Worker (Wis. Stats. §938.067(1)-(4)).
    - 3.10. Provide the intake worker with the facts of the case.
    - 3.11. Complete the arrest report and any property/evidence tagging if needed.
    - 3.12. Explain that juvenile records must be kept separate from adult files and records.
    - 3.13. Recognize if a juvenile meets the criteria for an Emergency Detention (Wis. Stats. §938.20(5)).

### **Performance Standards**

Students, working in small groups, will either role play the parts of an officer, juvenile, and intake worker based on a scenario provided by the instructor or review a case

student and list out the steps that the officer must follow to take a juvenile into custody, explain the steps they'd follow with the intake worker, and follow through steps the officer must complete regarding the case.

Students will:

- Explain when a juvenile can be taken into custody.
- Explain that when they take a juvenile into custody, they must immediately attempt to notify the parent, guardian, legal custodian, or Indian custodian by the most practical means.
- Explain that the person taking the juvenile into custody shall continue such attempt until the parent, guardian, legal custodian, or Indian custodian of the juvenile is notified, or the juvenile is delivered to an intake worker, whichever occurs first.
- Explain that if a juvenile is delivered to an intake worker before notified, the intake worker, or another person at his or her direction, shall continue to attempt to notify until the parent, guardian, legal custodian, or Indian custodian of the juvenile is notified.
- Explain that they must still contact a parent, guardian, legal custodian or Indian custodian if they transport a juvenile for fingerprints but are planning to release the juvenile to a parent instead of detaining him/her in a detention facility.
- Describe the process for releasing a juvenile from custody.
- Describe that parents do not have the right to witness an interview or interrogation of a juvenile in custody.
- Explain that a law enforcement agency shall make an audio and visual recording of any custodial interrogation of a juvenile that is conducted at a place of detention (Wis. Stats. 938.195(2)).
- Explain that the law enforcement officer conducting the custodial interrogation is not required to inform the subject of the interrogation that the officer is making an audio or audio and visual recording of the interrogation (Wis. Stats. 938.195(3)) but explain that the officer should not lie about it either.
- Review the State v. Raheem Moore (June 2015) case and discuss that if a juvenile specifically states that he or she will not continue the interview unless the recorder is turned off that the officer should capture that statement on the recorded and then should turn the recording device off.
- Determine when a juvenile must be fingerprinted, photographed, and when a DNA sample must be taken.
- Explain the duties and powers of intake workers (Wis. Stats. 938.067 and 938.20(7)).
- Discuss the information that should be included in a report on the incident and discuss how any juvenile files must strictly be kept separate from adult files and records.
- Explain that any evidence or property must be properly collected and tagged if needed.
- Explain the criteria that must be met for a juvenile Emergency Detention (Wis. Stats. §938.20(5)) and discuss the procedures to follow for a juvenile Emergency Detention.

4. Analyze issues impacting juveniles in the community.

- 4.1 Examine how gangs recruit juveniles and review the basics on how gangs operate in Wisconsin.

- 4.2 Review how social media/technology contributes to juvenile delinquency.
- 4.3 Analyze threats made at schools; is the threat viable, does the person have the ability to carry it out, does the person have access to weapons, and has the person shown steps in furtherance of a plan?
- 4.4 Examine indicators of human trafficking with regards to juveniles.
- 4.5 Discuss restorative justice for juveniles.
- 4.6 Explain the purpose and procedures used in peer or teen court.

### **Performance Standards**

Students will discuss various issues impacting juveniles in the community.

Students will:

- Talk about gang related activity and recruiting tactics gangs use to recruit youths.
- Discuss how gangs currently operate versus how they used to operate in the 90's and early 2000's (how they've changed).
- Review cases of cyber bullying, use of stalking on the internet and the statutes that are applicable; stalking doesn't have to be sexual in nature.
- Explain how every school system has a tool to assess threats made against the school.
- Explain that officers should assess threats using the following criteria: Is the threat specific and viable; does the person have the ability to carry out the threat; does the person have access to weapons; and has the person taken steps to further the plan?
- Explain that threats must be assessed not by just a threat being made, but that the threat poses a real risk.
- Discuss how youths can be caught up in human trafficking and identify Wisconsin cases that illustrate this crime.
- Explain that restorative justice seeks to repair the harm done by involving the entire community in rehabilitating offenders and holding them accountable for their behavior.
- Discuss that teen courts typically hear the cases of juveniles between the ages of 12 and 17 who have committed one non-violent offense or who are minor repeat offenders. In most programs, offenders must admit guilt and agree to abide by the program's decision before the court accepts their case.
- Explain that teen court programs come in many forms – from three to five-person teen tribunals that recommend sentencing, to a more formal court process where attorneys, bailiffs, clerks, and jurors are all volunteer teens and the judge is an adult, usually a municipal or circuit court judge, law enforcement officer, attorney or other community member.

## **PHASE III INTEGRATION EXERCISES (12)**

### OWI/SFST Exercise

- Traffic Contact (PCS, Vehicle Contact, Traffic Law Enforcement)
- SFST (Conduct Field Tests)
- Arrest (Handcuffing, Frisk/Search, Place in the squad)
- Report Writing (OWI Reports, Citations, Intent)

### Civil Dispute Exercise

- PCS – Introduce self
- Interview – Gather appropriate information
- DAAT – Demonstrate use of presence/dialog/empty hand control
- Critical Thinking – apply problem-solving
- PCS – use appropriate strategies toward a resolution

### Domestic Exercise

- PCS – introduce self (OIR)
- Interview victim, witnesses and suspects
- Determine predominant aggressor (use criteria)
- Determine arrest based on Mandatory Arrest Criteria
- Make arrest using DAAT skills
- Provide information and 72-Hour No Contact form to victim and go through the information with the victim

### Crime Scene/Evidence Preservation and Collection Exercise

- Control access to the scene
- Photograph and document evidence
- Collect evidence
- Make a field sketch
- Take field notes
- Write a report/narrative based on field notes and evidence collected

### Sexual Assault Exercise

- PCS – introduce self
- Interview victim
- Identify crimes (sex assault, strangulation, stalking, etc.)
- Take field notes
- Seek medical attention and physical evidence collection (SANE Nurse)
- Write report based on field notes

### Interrogate a Subject

- Introduce self and reason for interrogation
- Gather information
- Take field notes
- Write a report based on field notes

### Interview a Victim or Child

- Introduce self and reason for interview
- Gather information
- Take field notes
- Write a report based on field notes

## **WRITTEN ASSESSMENT (4)**

## **SCENARIO EVALUATION (40 HOURS)**

The final 40 hours of the academy curriculum will consist of six training scenarios and four testing scenarios. Both the training scenarios and the testing scenarios will include non-use-of-force, use-of-force, and use-of-deadly-force situations.

During the training scenarios, the instructors can pause the scenario and provide the student with feedback and remediation. The instructor will then resume or restart the scenario. The duration of each training scenario will depend upon the time needed for each student to successfully complete the scenario from start to finish.

During the four testing scenarios, the instructor will evaluate the student's demonstration of the specific performance outcomes for each scenario without any coaching or feedback from the evaluator. Students must successfully demonstrate all of the specific performance outcomes to earn a passing score for each of the four testing scenarios.