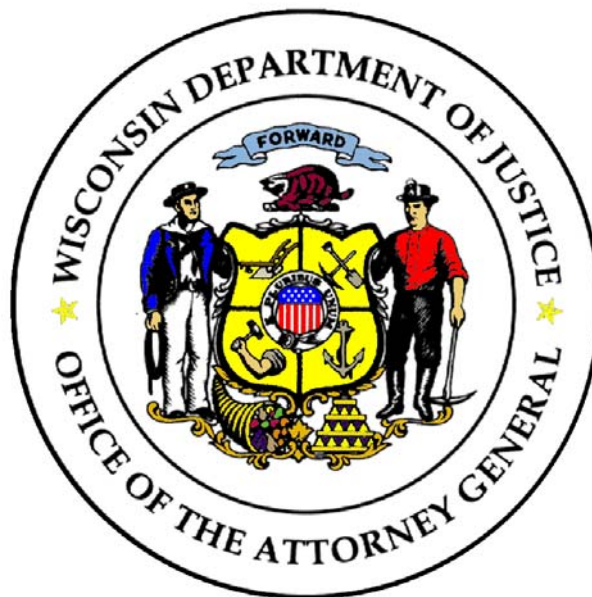


# **LAW ENFORCEMENT BASIC TRAINING 720-HOUR CURRICULUM**

## **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  
December 2014**

**Effective: January 1, 2016**

The revisions in this document from the December 2014 version of this document should be incorporated into all training programs that begin after January 1, 2016. Training programs that begin between December 2014 and December 31, 2015 may incorporate the changes at the school director's discretion.

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

## I-Y. PHYSICAL FITNESS TEST (2)

Either prior to or at the start of the academy, recruits will complete a baseline physical fitness assessment to determine their basic level of fitness. Recruits will have to pass a final physical fitness assessment (based on the Cooper Fitness Assessment) at the end of the academy. This initial assessment will allow recruits to set fitness goals and develop a fitness plan to help them successfully pass the final assessment as well as increase their fitness and wellness as future officers.

The test will consist 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

## I-A. 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.

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.

## I-Y. 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 and be encouraged to work out 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.
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.
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.

## **I-B FUNDAMENTALS OF CRIMINAL JUSTICE (12) (Professional Orientation, Policing in a Free Society and Policing Strategies combined into one course)**

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.
  - 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.
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.
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.
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.
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.
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.
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.
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.



## **I-C. 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.
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.

## **I-Z. 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.
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.
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.

#### **I-V. 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.

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 mental models, mental shortcuts or 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.
2. Interpret state and federal laws related to discrimination and diversity.
  - 2.1 List the groups that are protected by Wisconsin statutes and federal law.
  - 2.2 Explain how the Constitution of the United States protects members of various cultural groups.
  - 2.3 Define civil rights violation.
  - 2.4 Explain the difference between racial profiling and professional profiling.
  - 2.5 Define hate crime.
  - 2.6 Describe the potential effects of civil rights violations, racial profiling and hate crime on a community.

#### **I-D. 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.
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.

## **I-Q. CONSTITUTIONAL LAW I (16)**

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. Show the structure of the criminal justice system.
  - 1.1. Describe the various sources of law and their interrelationships.
  - 1.2. Describe the various levels of municipal, state and federal courts, their interrelationships and the burdens of proof required for conviction at each level.
  - 1.3. Describe the roles of judges, juries, prosecutor and defense attorneys, probation and parole officers, and correctional officers.
  - 1.4. Define legal terminology relevant to law enforcement.
2. Identify situations where constitutional rules are applicable.
  - 2.1. Describe the Bill of Rights.
  - 2.2. Describe the purposes of the 4<sup>th</sup> amendment and possible sanctions for violating it.
  - 2.3. Describe the purposes of the 5<sup>th</sup> amendment and possible sanctions for violating it.
  - 2.4. Describe the purposes of the 6<sup>th</sup> amendment and possible sanctions for violating it.
  - 2.5. Describe the purposes of the 8<sup>th</sup> amendment and possible sanctions for violating it.
  - 2.6. Describe the purposes of the 14<sup>th</sup> amendment and possible sanctions for violating it.
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.
4. Identify the elements of a lawful arrest.
  - 4.1. Define probable cause as it relates to the arrest of a person.
  - 4.2. Develop probable cause for violations based on simulated situations.
  - 4.3. Differentiate between a frisk of a person stopped under Terry and a search of a person incident to arrest.
  - 4.4. Describe the requirements and procedure for making an arrest with and without a warrant.
  - 4.5. Identify the extent to which force may be used when conducting an arrest.
  - 4.6. Describe the jurisdiction of a peace officer and where an arrest may occur.
  - 4.7. Describe fresh pursuit and its effect on an officer’s jurisdiction.
  - 4.8. Explain the authority to use force to make arrests with or without a warrant.
5. Identify the legal requirements for obtaining confessions and statements.
  - 5.2. Review the facts of the Miranda decision.
  - 5.3. Explain the 5<sup>th</sup> and 6<sup>th</sup> amendment rights as they relate to confessions and statements.
  - 5.4. Describe custody and questioning as it relates to Miranda rights.
  - 5.5. Describe situations where Miranda rights do not apply.
  - 5.6. Identify the methods in which a defendant can invoke the Miranda privilege.
  - 5.7. Describe the rules and the limitations on further questioning after a suspect invokes constitutional rights.

- 5.8. Differentiate between the Miranda rule and the 6<sup>th</sup> amendment right to counsel.
  - 5.9. Describe the Miranda rule as it relates to juveniles.
  - 5.10. Describe the requirement that all police obtained statements of a defendant must be voluntarily given.
  - 5.11. Define voluntary and coercion as they relate to statements and the potential consequences for obtaining involuntary statements.
  - 5.12. Describe the legal requirements for recording custodial interviews of juveniles and adults.
6. Analyze the relationship between law enforcement actions and the admissibility of evidence in court.
    - 6.2. Review the purpose for the Exclusionary Rule.
    - 6.3. Review the requirements of the Exclusionary Rule and the Fruit of the Poisonous Doctrines.
    - 6.4. List the exceptions that may allow unlawfully obtained evidence to be admitted in court, including Good Faith, Attenuation, Inevitable Discovery and Independent Source exceptions.
    - 6.5. Explain the requirements for show-ups and line-ups.
    - 6.6. Rank the reliability of different sources of information.
    - 6.7. Describe hearsay and the reasons it is not normally admissible in court.
    - 6.8. Review the basic exceptions to the hearsay rule including dying declarations, present sense impressions and excited utterances.

## **I-R. 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. Define crime (939.12).
  - 1.2. Describe how to identify the elements of a crime.

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

### **I-E. 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 child, a juvenile, and an adult.
  - 1.2. Link juvenile terminology to adult terminology.
  - 1.3. Identify the facilities that make up the juvenile justice system.
  - 1.4. Describe the roles and responsibilities of law enforcement officer, juvenile court intake worker, disposition worker, child protective services worker, juvenile court judge, Guardian ad litem, and juvenile court commissioner as relating to the juvenile justice system.
  - 1.5. Review the different juvenile court proceedings and dispositions.
  - 1.6. Review the basic issues of confidentiality of juvenile records.
  - 1.7. Identify the rights, privileges, duties, and powers of a parent.
2. Describe the handling of cases of children in need of protection or services (CHIPS).
  - 2.1. Identify the criteria for a child to be in need of protection and services.

- 2.2. Identify the criteria to take a child into custody.
- 2.3. Identify the duties of an officer when taking a newborn into custody under Wis. Stat. 48.195.
- 2.4. Describe the responsibilities for holding a child in custody and releasing a child from custody.
3. Describe the handling of cases of juveniles in need of protection or services (JIPS).
  - 3.1. Identify the cases where jurisdiction is exercised over juveniles alleged to be in need of protection and services.
4. Describe the handling of cases of juveniles alleged to be delinquent.
  - 4.1 Identify the cases where jurisdiction is exercised over juveniles alleged to be delinquent.
  - 4.2 Identify the cases where jurisdiction is exercised over juveniles alleged to have violated civil laws or ordinances, including alcohol violations.
  - 4.3 Identify the cases where jurisdiction is exercised over juveniles alleged to have traffic, boating, snowmobile, or all-terrain vehicle violations.
  - 4.4 Describe the conditions under which a juvenile is charged in adult court.
  - 4.5 Identify the criteria to take a juvenile into custody.
  - 4.6 Describe the responsibilities for holding a juvenile in custody and releasing a juvenile from custody.
  - 4.7 Identify the potential venues for juvenile cases.
2. Identify constitutional and other legal issues that are relevant to juvenile confessions and waiver of rights.
  - 5.1 Identify standards for juvenile confessions.
  - 5.2 Identify standards for juvenile waiver of rights.

#### **I-F. 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.
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.
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.

### **I-N. 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.
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).

## **I-G. 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.
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.).

## **I-S. PROFESSIONAL COMMUNICATION SKILLS I (8)**

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.
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.

## **I-P. REPORT WRITING I (8)**

**(6 hours distributed in DAAT, Traffic Crash Investigations and Crimes for writing specific types of reports – Use of Force, Crimes against property and people, Probable Cause Affidavit, and the Traffic Crash Report in TraCS)**

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 three phases. The first 8 hours is taught in Phase One of the academy. These first 8 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.

The information taught in Phase Two on report writing starts to get into more detail of specific types of reports. In this phase, 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. Save covering specific reports until the second phase report writing course.

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 (the probable cause affidavit and one other report 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. 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.
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.
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.

## **I-H. 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.
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.

## **I-I. 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. This introductory course introduces students to the TraCS reporting system, (forms, navigation, etc.). Students will learn how to complete specific forms in follow-up courses (specifically traffic citation, traffic crash reports and Operating While Intoxicated forms).

### **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.
  - 1.4 Access the Badger TraCS website online.

## **I-W. 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)**)

### **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.
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.
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 uniform traffic citation (paper copy and in TraCS).
  - 3.5 Issue a uniform traffic citation.
  - 3.6 Explain the disposition of a uniform traffic citation.

- 3.7 Identify and describe issues involved in making a traffic arrest.
- 3.8 Demonstrate making a traffic arrest.
- 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).

#### **I-U. 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 and describe 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 (Terry stops, and giving assistance).
- 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.
- 3. Demonstrate the proper procedures for making an approach, non-approach, and high-risk vehicle contact.
  - 3.1 Identify the steps in conducting an approach contact.
  - 3.2 Demonstrate the steps in conducting an approach contact.

## **I-T. 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.
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 Field-strip, clean, lubricate, and function check the handgun.
  - 2.4 Maintain 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.

## **I-J. FIRST AID, CPR/AED (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.

### **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.
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.
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.
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.
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.
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.
7. Review how to conduct an initial and secondary assessment to assess the severity of injuries or other medical conditions.
    - 7.1 Check the scene for safety.
    - 7.2 Conduct an initial assessment on the victim(s) to identify life threatening conditions, including opening the airway, checking breathing and circulation.
    - 7.3 Call for additional help based on your initial assessment.
8. Provide care for breathing emergencies.
    - 8.1 Identify signs and symptoms of breathing emergencies.
    - 8.2 Demonstrate methods to open and maintain an airway on an adult, child and infant.
    - 8.3 Describe different types of protective masks and breathing barriers.
    - 8.4 Demonstrate rescue breathing for an adult, child and infant using a protective mask and gloves.
    - 8.5 Clear an obstructed airway for a conscious adult, child and infant.
    - 8.6 Clear an obstructed airway for an unconscious adult, child and infant.
9. Perform Cardiopulmonary Resuscitation (CPR).
    - 9.1 Identify signs and symptoms for heart attacks, cardiac distress and cardiac arrest.
    - 9.2 Demonstrate CPR on an adult, child and infant using a protective mask and gloves.
    - 9.3 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).
    - 9.4 Use a Bag-Valve Mask on an adult. (Familiarization in CPR for the professional rescuer)

- 9.5 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.
  - 9.6 Explain cardiocerebral resuscitation (hands-only or compressions-only CPR) and the conditions under which it can be performed.
10. Use an Automated External Defibrillator (AED).
    - 10.1 Discuss the heart's electrical system.
    - 10.2 Describe the differences between ventricular fibrillation, ventricular tachycardia and asystole.
    - 10.3 Describe the rationale for early defibrillation.
    - 10.4 Identify the general steps for using an automated external defibrillator (AED).
    - 10.5 Demonstrate using an AED on an adult victim (manikin).
    - 10.6 Identify precautions to take when using an AED.
11. Provide care in special situations.
    - 11.1 Care for special groups, including children, the elderly and disabled victims.
    - 11.2 Triage a multiple casualty incident.
    - 11.3 Gain access to victims in vehicular crashes.
    - 11.4 Call for Air-Medical Support (Flight for Life).
    - 11.5 Care for victims of water emergencies.
    - 11.6 Discuss critical incident stress.

## **I-O. OFFICER WELLNESS I (4)**

In this course, students will learn about steps they can take to regain and/or maintain good health. They will talk about overall health, stress management, law enforcement suicide, and healthy habits that they can use throughout their law enforcement careers.

### **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.

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.
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.

## **I-K. PHYSICAL EVIDENCE COLLECTION (8)**

In this course, students will learn how to recognize, process, and preserve physical evidence.

### **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.
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. Demonstrate management of a crime scene in a simulated environment.
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.
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 user names, 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.
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).
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.

## **WRITTEN ASSESSMENT (4)**

### **PHASE I INTEGRATION EXERCISES (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





# PHASE II: EMERGENCY RESPONSE (320 HOURS)

## II-Y. PHYSICAL FITNESS (16)

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

## II-P. REPORT WRITING (22) (8)

**(6 hours distributed in DAAT, Traffic Crash Investigations and Crimes for writing specific types of reports – Use of Force, Crimes against property and people, Probable Cause Affidavit, and the Traffic Crash Report in TraCS)**

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.

Part Two of the Report Writing course is intended to be taught in Phase Two of the academy. If possible (highly recommended), the instructor should teach this 8 hours at the beginning of Phase Two. This 8 hours gives recruits a good overview of the types of reports officers will write. 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. One 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.

### **Competencies and Learning Objectives**

1. Describe what information should be included in certain types of reports. \*
  - 1.1. Describe what information should be included in a Use-of-Force report.
  - 1.2. Describe what information should be included in a property crime incident report.
  - 1.3. Describe what information should be included in a crime against person(s) report.
  - 1.4. Complete a Probable Cause Affidavit.

### **II-Q. CONSTITUTIONAL LAW II (16)**

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. Identify search-related activities where the 4th amendment is not applicable.
  - 1.1. Analyze information gathering opportunities where the 4th amendment does not apply (dog sniffs, fly-overs, looking for VIN numbers, inspection of prison cells, abandoned property).
  - 1.2. Compare “open fields” to curtilage where the 4<sup>th</sup> amendment does apply.
  - 1.3. Compare “open view” to “plain view” and how it relates to search and seizure law.
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. Complete a Probable Cause Affidavit.
- 2.4. Describe forcible entry and no-knock issues as they relate to search warrants.
- 2.5. Explain the scope of a search with a warrant and when it must be terminated.
- 2.6. Ensure that items located during searches are properly seized.
- 2.7. Describe items that may be temporarily seized for officer and public safety.
- 2.8. Define contraband and the requirements for its seizure.
- 2.9. Describe items that may be seized pursuant to a valid warrant.
- 2.10. Describe the authority and scope of search warrants regarding electronic devices and cell phones.
3. Analyze exceptions to the search warrant requirement.
  - 3.1. Explain when a valid consent search can be made and what can be searched.
  - 3.2. Describe the automobile exception to the warrant requirement, aka the Carroll Doctrine, and describe the permissible scope of a search under this doctrine.
  - 3.3. Describe the inventory exception to the warrant requirement.
  - 3.4. Describe the authority and limitations of a search incident to arrest as it relates to searches of persons, vehicles and residences.
  - 3.5. Describe the authority and scope of searches regarding electronic devices and cell phones.
  - 3.6. Describe the authority to make a warrant-less entry to a residence based on exigent circumstances.
  - 3.7. Describe the authority and scope of searches under special circumstances including probation, school, community caretaker, and emergency.
4. Identify the special requirements for searching disabled persons and strip searches.
  - 4.1. Describe the requirements for conducting a search of a physically disabled person (Wis. Stats 968.256).

- 4.2. Describe a strip search and the requirements for conducting a strip search (Wis. Stats. 968.255).

## **II-R. CRIMES II (4)**

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 against persons have been committed.
  - 1.1. Identify the elements of homicide (Chapter 940).
  - 1.2. Identify the elements of battery (940.19).
  - 1.3. Identify the elements of sexual assault (940.225).
  - 1.4. Identify the elements of sexual assault of a child (948.02).
  - 1.5. Identify the elements of physical abuse of a child (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.
  
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 (943.01).
  - 2.2. Identify the elements of burglary (943.10).
  - 2.3. Identify the elements of theft (943.20).
  - 2.4. Identify the elements of operating a vehicle without the owner's consent (943.23).
  - 2.5. Identify the elements of robbery (943.32).
  - 2.6. Identify the elements of retail theft (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.

## **II-S. PROFESSIONAL COMMUNICATION SKILLS II (16)**

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.
2. Incorporate communication skills in specific situations.
  - 2.1 Identify steps to take in conducting a death notification.

## **II-N. DAAT (INCLUDES 2 HOURS OF USE OF FORCE CONCEPTS) (54)**

(46 hours of basic DAAT, 2 Hours added for Use of Force Report Writing, 4 Hours Basic Ground Defense – Escapes, 6 hours Basic ECD Manufacturer Course.)

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.
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.
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.
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.
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.

## **II-T. FIREARMS II (INCLUDES 2 HOURS OF DEADLY FORCE DECISION MAKING, 2 HOURS FOR THE HANDGUN QUALIFICATION COURSE, AND 16 HOURS FOR PATROL RIFLES) (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.
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.
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.
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.

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. Field-strip, clean, lubricate, reassemble and function check the rifle.
  - 5.4. Describe the advantages, limitations, and nomenclature of patrol rifles.
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.

## **II-B. 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 hemostatic 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.
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.

## **II-B. 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.

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.
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.

## **II-C. INCIDENT COMMAND SYSTEM (2)**

(Competencies and Learning Objectives moved here from Scene Management.)

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.

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.

## **II-D. 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.
  - 1.5. Identify categories of weapons of mass destruction (Biological, Nuclear, Incendiary, Chemical, and Explosive).
  - 1.6. 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.

## **II-E. CRISIS MANAGEMENT (20)**

(Community Resources and Info on Traumatic Brain Injury (TBI) and Post-Traumatic Stress Disorder (PTSD) added.)

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.
2. Explain crisis intervention and identify the types of situations and the characteristics of individuals that law enforcement officers are likely to be encountered in crisis management situations.
  - 2.1. Identify the goals of crisis intervention.
  - 2.2. Discuss the components of crisis intervention.
  - 2.3. Identify conditions under which crisis intervention is necessary.
  - 2.4. Explain the role of law enforcement crisis intervention teams.
3. Explain safety precautions and basic procedures used when responding to crisis or disturbance situations.
  - 3.1. Identify the types of situations which present the greatest danger to law enforcement officers when responding to a crisis.
  - 3.2. Identify potential dangers and safety procedures for responding to a person in crisis.
  - 3.3. Use de-escalation techniques to diffuse a crisis.
  - 3.4. Gather information about a situation and the person involved in the crisis in an effort to assess and resolve the problem.
  - 3.5. Identify possible resolutions for a person in crisis once the problem has been identified.
  - 3.6. Identify community resources available to help with the law enforcement response to a crisis.

4. Apply Wisconsin statutory requirements and general guidelines regarding emergency detentions and emergency protective placements of persons.
  - 4.1. Identify the key provisions of Wis. Stat. § 51.15, regarding conducting emergency detentions of persons.
  - 4.2. Identify the criteria that a law enforcement officer uses when determining the appropriateness of taking a person into custody for purposes of emergency detention under Wis. Stats. § 51.15.
  - 4.3. Define an “intoxicated person” according to Wis. Stat. § 51.45(2)(f).
  - 4.4. Define the term “incapacitated by alcohol” according to Wis. Stat. § 51.45(2)(d).
  - 4.5. 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.”
  - 4.6. Identify the key provisions of Wis. Stat. § 55.06(11), regarding conducting emergency protective placements of persons.
5. Explain existing laws and court decisions relating to crisis intervention and the handling of disturbed persons.
  - 5.1. Identify laws, court decisions, and legal trends relating to crisis intervention within the scope of a law enforcement officer’s duties.
  - 5.2. Identify applicable laws, rules and court decisions concerning use of force by officers when handling crisis situations.
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.

## **II-F. 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.
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.
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.
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.
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.

## **II-U. 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 and describe 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.
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.
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.
- 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.

## **II-G. 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)).
- 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. ~~Explain~~ 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.
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.

## **WRITTEN ASSESSMENT (4)**

### **PHASE II INTEGRATION EXERCISES (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)

#### 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

#### 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

# PHASE III: INVESTIGATIONS (160 HOURS)

## III-Y PHYSICAL FITNESS (8)

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 Cooper Assessment 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

## III-O. 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.

### 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.

### **III-P. REPORT WRITING (4)**

**(6 hours distributed in DAAT, Traffic Crash Investigations and Crimes for writing specific types of reports – Use of Force, Crimes against property and people, Probable Cause Affidavit, and the Traffic Crash Report in TraCS)**

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 (the probable cause affidavit and one other report 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.

### **III-Z. 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.

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.
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.
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.

### **III-V. CULTURAL COMPETENCE II: FAIR AND IMPARTIAL POLICING (4)**

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.

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

1. Examine the concept of implicit bias and how it can impact the perception and behaviors of law enforcement officers.
  - 1.1 Recognize that biases are normal and that all people, even well-intentioned people, have biases.
  - 1.2 Analyze how unconscious or implicit bias works in the human mind.
  - 1.3 Describe the impact of bias on a law enforcement officer's perceptions and behavior.

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.
3. Apply fair and impartial and effective policing.
  - 3.1 Apply strategies that will help you become aware of your personal biases.
  - 3.2 Apply strategies for ensuring that your behavior is bias free.

### **III-A. 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.
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.

### **III-B. 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."
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.
3. Testify as a witness in court. \*
  - 3.1 In a simulated environment, give testimony on direct examination.
  - 3.2 Undergo cross-examination.

### **III-W. 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.
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.
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.

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.
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, wave length 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.
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.

### **III-C. TRAFFIC CRASH INVESTIGATION AND TRAFFIC INCIDENT MANAGEMENT (12) (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.

#### **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.
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.
3. Examine responder safety fundamentals.
  - 3.1 Define high-visibility safety apparel requirements for incident responders.
  - 3.2 Identify at least three safety considerations related to working on or alongside active highways.
  - 3.3 Describe how both emergency vehicle lighting and markings can impact scene 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.
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.
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.
7. Conduct an initial investigation at a crash scene.
  - 7.1 Review 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.
8. Identify the mechanics of measuring and documenting traffic crash scenes.
  - 8.1 Decide what results of the crash to locate at a property damage only scene.
  - 8.2 Decide what results of the crash to locate at a moderate injury scene.
  - 8.3 Mark spots on the road and roadside.
  - 8.4 Draw a field sketch.
  - 8.5 Identify items on your field sketch.
9. Complete the Wisconsin Motor Vehicle Crash Report (MV4000) in TraCS.
  - 9.1 Complete each field in a Wisconsin Motor Vehicle Crash Report (MV4000) in TraCS.
  - 9.2 Record vehicles, roadway, and environmental conditions prior to the collision.
  - 9.3 Become familiar with how a template (Northwestern University Version) is used to diagram the crash scene.
  - 9.4 Diagram the crash scene in field 99 on the Wisconsin Motor Vehicle Crash Report (MV4000) in TraCS.
  - 9.5 Record 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.

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 a Uniform Traffic Citation (MV 4016 paper version) and/or electronic Uniform TraCS Traffic Citation for the casual factor(s) and other violation(s) identified during the mock crash exercise.

### **III-R. CRIMES III (4)**

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 [961.41(3g)].
  - 1.3 Identify the elements of possession of drug paraphernalia (961.573).
  - 1.4 Identify the elements of endangering safety by use of a dangerous weapon (941.20).
  - 1.5 Identify the elements of resisting or obstructing an officer (946.41).
  - 1.6 Identify the elements of disorderly conduct (947.01).
  - 1.7 Identify the elements of unlawful use of a telephone (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.

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.

### **III-D. OMVWI/SFST (36)**

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.

The OMVWI/SFST training is 36 hours in length. The SFST portion of this course is 24 hours long. There is also an additional 12-hour program on OMVWI that students must attend. For 8 hours of the 12-hour training, there are two options offered: Option One is an 8-hour session on drugs that impair driving. Option Two is a 4-hour session on additional OWI information (form completion, regulation issues, etc.) and a 4-hour session on 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 OWI session. The last 4-hour session will focus on Wisconsin OWI paperwork done in TraCS and on drug and drug paraphernalia recognition and is required for all students.

#### **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.
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.
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.
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.
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.
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.
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.
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.
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.

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.
  
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.
  
12. Complete Wisconsin OWI reports and paperwork in TraCS.
  - 12.1 Identify the reports that must be completed following an OWI arrest.
  - 12.2 Complete the OWI reports in TraCS.
  
13. Recognize drugs and drug paraphernalia.
  - 13.1 Visually identify various types of drugs and drug paraphernalia.
  - 13.2 List and define the commonly used street terms for drugs and drug paraphernalia.
  - 13.3 Cite the importance and proper handling of controlled substances, both for the safety of the officer and for protecting the chain of custody.
  - 13.4 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).

**Drugs that Impair Driving (Option 1 of 2; 4 Hours of OWI paperwork specific to Wisconsin and 4 Hours of Drugs that Impair)**

The OMWI/SFST training is 32 hours in length. The SFST portion of this course that is presented on the previous pages is 24 hours long. There are also two optional 8 hour curriculums on drugs that impair driving. Instructors must document what was taught in the additional 8 hour OWI block.

## Competencies and Learning Objectives

1. Identify procedures for conducting an impaired driver arrest in Wisconsin.
  - 1.1 Describe the procedures for making an impaired driver arrest.
  - 1.2 Identify the evidentiary tests and other tests used after an impaired driver arrest in Wisconsin.
  - 1.3 Identify procedures for suspending an operator's license and issuing a temporary license.
  - 1.4 Process a subject who refuses to consent to testing.
  - 1.5 Identify factors that determine whether a subject will be incarcerated or released.
  - 1.6 Explain the disposition of the vehicle and passengers after an impaired driver arrest.
  - 1.7 Complete citations, arrest reports and other reports as appropriate to various situations.
2. Describe eye examinations that aid in the detection of drug use.
  - 2.1 Define the term "drug" in the context of impaired driving enforcement.
  - 2.2 Describe the incidence of drug involvement in motor vehicle crashes and in impaired driving enforcement.
  - 2.3 Identify different eye examinations that detect signs of drug use.
  - 2.4 Recognize signs of drug influence during various eye examinations.
3. Identify drug categories and medical conditions and their observable effects.
  - 3.1 Name the major categories of drugs.
  - 3.2 Describe the observable signs generally associated with the major drug categories and medical conditions that can produce similar signs.
  - 3.3 Discuss the effects of "polydrug use."
4. Describe procedures for dealing with drug-impaired or medically-impaired suspects.
  - 4.1 Discuss local and state laws governing drug-impaired driving and chemical testing of drug impaired suspects.
  - 4.2 Review procedures for interviewing and searching drug-impaired suspects.
  - 4.3 Review procedures for contacting drug recognition experts (DREs) and assisting in or witnessing the drug evaluation and classification examination.
  - 4.4 Review procedures for requesting, obtaining and handling chemical test specimens.

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

### 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.
  
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.
  
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.
  
4. Describe methods of ingestion and injection of drugs.
  - 4.1 Identify methods of ingesting drugs.
  - 4.2 Identify methods of injecting drugs.
  
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.

### **III-F. 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.
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.

### **III-F. 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.)
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.
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.

### **III-G. 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).
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.
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.



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.

## **WRITTEN ASSESSMENT (4)**

### **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

#### **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

## **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.