Basic Police Academy

2018 Curriculum Revision
Phase 1

State of Oregon
Department of Public Safety Standards and Training

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www.oregon.gov/DPSST
ACKNOWLEDGEMENTS

Phase 1 of the revised curriculum for the Basic Police Academy was made possible by the collaborative efforts between statewide police professionals, community members and DPSST staff.

DPSST is extremely grateful to all those who volunteered their time and efforts to the revision process. Their expertise and dedication, as well as the generous support of their agencies, has enabled DPSST to create an innovative and effective revised training program for entry-level Police professionals.

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EXECUTIVE SUMMARY

DPSST is conducting a review and update of the 16-Week Basic Police Academy. The full revision will be completed in a series of phases. Each phase will include review, content development and implementation of approximately four weeks of programming. Each phase will be driven by an advisory panel made up of constituents, community members, DPSST staff and research partners.

We know more today about effective policing AND effective content delivery, therefore it is time for a comprehensive review and update of the Basic Police Academy rather than conducting a simpler content update.

Today we know more about effective policing as a significant body of research exists. For example, through research we know more about:

- The importance of trust and how trust is built
- The influence of bias and the impact of counter-bias training
- Officer behaviors that are more likely to lead to a positive outcome

As DPSST has partnered with researchers and expanded our expertise, we continue to know more about effective learning and training. For example: how long classes are, when they occur and how much sleep a student has had in between classes matters in learning and retention. We know more about the importance of student engagement in the learning process. Training utilizing active cognitive processes versus passive learning techniques is far more effective.

The focus of Phase 1 starts with the officer themselves (Who am I? What is my role?) and ends with their ability to engage in a simple encounter with a citizen (Who am I engaging with? How am I engaging with them?). Courses that fall outside of the focus of Phase 1 have been included in the first four weeks due to scheduling, but their content will not be reviewed and updated until future phases.

Lastly, through this process, the Advisory Panel identified “golden thread” concepts which will come up throughout the 16-weeks, for example resiliency and emotional intelligence.
PROGRAM CHANGES – “AT A GLANCE”

Curriculum Changes:

New Courses Added in Phase 1

- Emotional Intelligence
- Implicit Bias
- Legitimacy and Procedural Justice
- Problem-Solving
- Resiliency
- Roles and Responsibilities
- Stress First Aid

Expanded Courses and/or Original Content Replaced in Phase 1

- Communication
- Problem-Oriented Policing
- Community Crime Prevention
- Community Competency
  (replaced Cultural Diversity)
- History of Policing

Modified Instructional Delivery and Content Verified (but not changed) in Phase 1

- Academy Orientation and Closing
- Confrontational Simulation
- Defensive Tactics
- Ethics
- Introduction to the Criminal Justice System
- Offenses Against Persons
- Offenses Against Property
- Patrol Procedures
- Procedural Law
- Report Writing
- Supporting Victims of Crime

Content Removed Completely and/or Merged with Another Topic

- Crime Scene and Interrogation Scenarios (consolidated content into another class)
- Missing and Exploited Children (consolidated content into another class)
- Weapons of Mass Destruction (transitioned to online self-study)
Other Changes:

- The curriculum is built upon research and evidence-based practices in both public safety and adult learning, ensuring both quality of content and effective delivery.

- Concepts are interlaced and on-going allowing for better connectivity between concepts. This also serves to provide a framework for building upon concepts and increasing complexity.

- Student performance evaluations will expand beyond written tests. There will be more coaching/feedback, more quantifiable evaluation criteria and the use of self-reflection to promote intrinsic development.
LEARNING METHODOLOGIES

The Phase 1 revision of the Basic Police Academy program has produced a contemporary curriculum focused on job task proficiency, critical thinking and personal development. The new model incorporates several modern learning theories and educational models.

Principles of Adult Learning
The principles of adult learning have been well documented. Summarized, these principles affirm:

- Experience (including mistakes) provides the basis for learning activities.

- Adults are most interested in subjects that have immediate relevance to their job or personal life.

- Adult learning is problem-centered rather than content-oriented.

- Adults need to be involved in the planning and evaluation of their instruction.

Over the past twenty years, the application of adult learning principles has been used extensively in the design of organizational training programs, especially for “soft skill” domains such as resiliency, empathy and emotional intelligence, ethics and self-regulation. Strategies such as case studies, role-playing, simulations and self-reflection/self-evaluation are most useful. Instructors then adopt a role of facilitator or resource rather than lecturer or grader.

The Phase 1 revision of the Basic Police Academy incorporates these same principles. Based on what research has deemed best practices, the instructional material has been developed with relevant information necessary in today’s law enforcement profession. The revised portion of the Basic Police Academy also includes a multitude of activities and scenarios designed to enhance experiential and student-centered learning. Finally, the revised portion of the Academy encourages students to develop specific skill proficiencies, thereby increasing confidence paramount to job performance. Studies have shown that adult learners perform their best when self-esteem is highest, and that self-esteem is highest when tasks and/or goals can be achieved.
CONTENT OVERVIEWS
CIVIL RIGHTS AND LIABILITIES

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s knowledge of police actions that could expose them to civil liability and that may constitute civil rights violations.
2. Enhance a new police officer’s awareness regarding officers can do to reduce the civil liability risks associated with their jobs.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the legal authorities for civil liability and civil rights claims against law enforcement officers and differences in potential penalties.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Articulate steps that law enforcement officers/agencies can take to reduce exposure to civil liability.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify the two-part test for qualified immunity as determined by the courts.</td>
<td>In-Class Activity Exam</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Constitutional Rights
Significance of Civil Liability
Legal Authority for Civil Liability / Civil Rights Violations Claims
Consequences and Costs
Qualified Immunity
Preventing/Reducing Exposure to Civil Liability
COMMUNICATION (Classroom and Lab)

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s communication skills to help them to communicate effectively.
2. Increase a new police officer’s understanding of what contributes to effective communication (verbal, non-verbal and written forms).
3. Provide a new police officer with opportunities to demonstrate effective communication skills.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective communication in a variety of circumstances.</td>
<td>In-Class Activity Scenarios Lab</td>
</tr>
<tr>
<td>Analyze a situation and choose the appropriate communication approach to result in a positive interaction.</td>
<td>In-Class Activity Scenarios Lab</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:

Part 1

Communication 101
Communicating with Stakeholders
The Communication Process

Part 2

Listening
Non-Verbal Behaviors

Part 3

Asking Questions
Communicating during “Common” Encounters

Assertive vs. Aggressive Communication
Communication with Difficult People
Communication and Compliance
COMMUNITY COMPETENCY (Classroom and Lab)

INSTRUCTIONAL GOALS:
This course is designed to:
1. Develop a new police officer’s understanding of the significance of working within diverse communities.
2. Develop a new police officer’s ability to effectively interact with diverse communities.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
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</thead>
<tbody>
<tr>
<td>Identify the six tools of discrimination and resistance.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Articulate strategies to improve interactions with diverse communities.</td>
<td>Exam</td>
</tr>
<tr>
<td>Articulate strategies to improve interactions with diverse communities.</td>
<td>Lab</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Who Are the Members of our Communities?

Increasing Cultural Understanding of Our Communities

Six Tools: Discrimination and Resistance

Engaging Diverse Communities
- Acknowledging our History
- Maximizing Collaborations with Communities of Color
- Procedural Justice
- Trauma Informed Policing
- Community Informed Strategies
COMMUNITY CRIME PREVENTION

INSTRUCTIONAL GOAL:
This course is designed to introduce a new police officer to crime prevention strategies.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
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</thead>
<tbody>
<tr>
<td>Explain the role of police in crime prevention.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify effective crime prevention strategies.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Project</td>
</tr>
<tr>
<td>Recognize risks of unintentional consequences of crime prevention strategies.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
21st Century Policing – Pillar 4

Theories of Crime

Effectiveness of Policing Strategies on Crime Prevention

Crime Prevention through Environmental Design (CPTED)

Situational Crime Prevention

Hot Spots
DEFENSIVE TACTICS

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s knowledge and skills necessary to use the reasonable amount of force necessary to make an arrest, overcome a person resisting arrest and to defend oneself from an armed or unarmed attacker.

2. Develop a new police officer’s ability to safely control suspects and maximize protection of the public and officers.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively defend against a physical attack and/or immediate threat from standing and ground positions.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Effectively control a resisting threat.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Effectively utilize defensive equipment/tools.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Apply mechanical restraints (handcuffs) in a safe and controlled manner.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>
CONTENT SUMMARY:
Session 1 - Intro to Warm Ups, Center Line Control, Shielding, Handcuffing
Session 2 - Ground Core, Takedowns, Clinch Escapes
Session 3 - Takedown Review, Clinch Defense, Striking, Wrist Lock
Session 4 - Takedown Defense, Grounded Handcuffing, Weapon Retention, Striking
Session 5 - Striking, Weapon Retention, Ground Review, Standing Review
Session 6 - Intro to Weapon Access Drills, Striking, Ground
Session 7 - Multi Officer Handcuffing, Weapon Access, Intro to Catch, Perry, Cover
Session 8 - Flow Drilling, Weapon Access, Striking, Evolution
Session 9 - Flow Drilling, Multi Threat Attacks, Ground, Evolution
Session 10 - Full Review, Low Light Handcuffing and Searching
EFFECTIVE INTERACTIONS WITH THE DEAF AND HARD OF HEARING

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s understanding of the deaf and hard of hearing community.
2. Provide new police officers with communication tools and strategies to improve interactions with the deaf and hard of hearing community.

LEARNING OUTCOME(S):
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify appropriate auxiliary aides.</td>
<td>In-Class Discussion Scenario</td>
</tr>
<tr>
<td>Accurately assess a situation to determine whether an auxiliary aid, including an interpreter, is required.</td>
<td>In-Class Activity Scenario</td>
</tr>
<tr>
<td>Demonstrate effective and professional communication.</td>
<td>Scenario</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Civil Rights- Americans with Disabilities Act
Increasing Cultural Understanding
Tactical Social Interactions
Effective Interactions
De-escalation and Defusing Hostilities
Police as Guardians
Cultural Vulnerabilities
The Role of an Interpreter
Tips for Communicating Through an Interpreter
EMOTIONAL INTELLIGENCE

INSTRUCTIONAL GOALS:
This course is designed to:

1. Enhance a new police officer’s awareness of emotional intelligence.
2. Provide a new police officer with a framework of what emotional intelligence is and what it means for them.
3. Provide opportunities for new police officers to analyze circumstances and assess the level of emotional intelligence involved or recognize if it’s lacking.
4. Develop a new police officer’s understanding of the expectation to demonstrate emotional intelligence in their role as a police officer.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify what contributes to emotional intelligence.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Recognize when emotional intelligence is lacking.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>Analyze an interaction and reflect on the level of emotional intelligence demonstrated.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Lab</td>
<td></td>
</tr>
<tr>
<td>Articulate what emotional intelligence means in their role as a police officer.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
What is Emotional Intelligence?
The Role of the Brain
Competencies:
- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

Stress
Improving Emotional Intelligence
ETHICS

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s understanding of human behavior and risk factors that can lead to unethical behavior.
2. Enhance a new police officer’s ability to recognize and report unethical behavior.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>Describe how conscious and non-conscious processes in the human brain impact behavior.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Summarize the ethical standards and expectations of a police officer.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify risk factors that can lead to unethical behavior.</td>
<td>In-Class Activity Exam Scenarios</td>
</tr>
<tr>
<td>Articulate strategies for reporting unethical behavior.</td>
<td>In-Class Activity Scenarios</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Brain Processes and Behavior
Ethical Standards/Expectations
Risk Factors for Unethical Behavior
Reporting Unethical Behavior
FITNESS AND NUTRITION

INSTRUCTIONAL GOALS:
This course is designed to develop a new police officer’s awareness of:

1. The correlation between fitness and quality of life.
2. The importance of nutrition in both occupational and lifestyle wellness.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>Complete fitness activities involving all of the components of fitness.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Assess the nutritional value of a food through reading the nutrition facts label.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Recognize and assess the benefits and pitfalls of various diet plans.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Identify the nutritional and timing needs of macronutrients for the body.</td>
<td>In-Class Activity Exam</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Basic Health Introduction

- Health Problems Faced by Public Safety Officials
- Factors Influencing Health
- Controllable Risk Factors
- Effects of Tobacco and Alcohol on the Body

Nutrition

- Reasons We Eat What We Eat
- Various Diets and Why Individuals Choose Them
- Macronutrients
- Saturated Fat
- What are Macronutrients Used For?
- Timing
- Eating Healthier
HISTORY OF POLICING

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s understanding of the evolution of American policing and what that means for law enforcement professionals today.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
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<tbody>
<tr>
<td>Explain how the history of law enforcement in America has an impact on the perception of the police today.</td>
<td>In-Class Activity Lab</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Early Days of American Law Enforcement
History of Modern Policing
Contemporary Policing
Acknowledging History
Communities of Color in Oregon
Impact of History on Communities
IMPLICIT BIAS (Classroom and Lab)

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s understanding of the concept of implicit bias and the implications on policing.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
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</thead>
<tbody>
<tr>
<td>Explain the impact of bias on perceptions.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Recognize situations where decisions may be inappropriately impacted by bias.</td>
<td>In-Class Activity</td>
</tr>
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<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
</tr>
<tr>
<td>Identify steps for well-intentioned officers to avoid biased policing.</td>
<td>In-Class Activity</td>
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<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
The Science of Bias
- The Implicit System in our Brain
- Stereotypes
- Implicit Associations

Racially Biased Policing
- Ill-Intentioned verses Well Meaning Officers
- The Impact of Perceptions on Police and Communities

Minimizing Bias
- Awareness
- Reduce Ambiguity
- Engage with People
- Tools
INTRODUCTION TO THE JUSTICE SYSTEM

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s understanding of the criminal justice system and of general criminal code concepts and application.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
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</thead>
<tbody>
<tr>
<td>Locate and differentiate between criminal code offenses.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Articulate sources of law.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Analyze a situation to identify the appropriate criminal code application to the circumstances.</td>
<td>In-Class Activity Scenarios</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Sources of Law
Oregon’s Court System
Criminal Justice System Partners
Stages through Oregon’s Justice System
Oregon Revised Statutes
The Criminal Code
Criminal Liability
LEGITIMACY AND PROCEDURAL JUSTICE (Classroom and Lab)

INSTRUCTIONAL GOAL:
This course is designed to:

1. Introduce a new police officer to the concepts of police legitimacy and procedural justice.
2. Develop a new police officer’s understanding of why legitimacy is a critical component of trust and confidence in the police.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the concept of police legitimacy.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify the four pillars of procedural justice.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
</tr>
<tr>
<td>Explain the importance of procedural justice in attaining legitimacy.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:

Legitimacy
- Legitimate vs Legal

Procedural Justice
- Respect
- Voice
- Neutrality
- Trustworthiness

Perception versus Outcome

The Bank Account
LESS LETHAL OPTIONS AND CONCEPTS

INSTRUCTIONAL GOAL:
This course is designed to introduce a new police officer to the less lethal options and concepts of use of force situations.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a threat immediately.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Respond to an immediate threat with reasonable force.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Document the event in a well-written report.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Case Law
Extended Range Impact Weapons
Pepper ball
Taser
Oleoresin Capsicum (O.C.)
MENTAL HEALTH (Units 1-7)

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s understanding of behaviors commonly associated with mental illness, addiction, trauma and developmental disabilities.

2. Develop a new police officer’s understanding of state and federal statutes and case law related to interactions between law enforcement officers and people with mental illnesses.

3. Develop a new police officer’s understanding of mental health crisis and crisis de-escalation techniques.

4. Develop a new police officer’s ability to recognize actions and behaviors which could indicate that an individual is a Veteran and may be experiencing a mental health crisis and effectively de-escalate the individual from the crisis state.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate how stigma impacts mental illness and addiction.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Describe behaviors commonly associated with mental illness, addictions, trauma and developmental disabilities.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Identify potential barriers to communication with a person experiencing a mental health crisis.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Describe the officer’s authority under ORS 426.228 (custody of persons in need of emergency care and treatment).</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Articulate significant case law principles impacting interactions between law enforcement and mentally ill persons.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>OUTCOME</td>
<td>MEASURE</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Understand the significance of the Americans with Disabilities Act, as it relates to law enforcement interactions with mentally ill persons.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify those circumstances where possession of firearms is prohibited by law and/or by court order.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Describe the Crisis Cycle.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify behaviors associated with a person experiencing a mental health crisis.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify potential barriers to communication with a person experiencing a mental health crisis.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Demonstrate de-escalation skills.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Describe behaviors commonly associated with Post Traumatic Stress Disorder and Traumatic Brain Injury.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Describe Readjustment Challenges a Veteran may experience when leaving the military.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Articulate strategies to consider when interacting with Veterans.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Describe veteran specific community resources.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>
CONTENT SUMMARY:

Unit 1 – Mental Health Awareness
Unit 2 – Introduction to Mental Illness, Addiction, Trauma, Disabilities and Crisis
Unit 3 – Application for Units 1 and 2 (Scenarios)
Unit 4 – Legal Considerations
Unit 5 – De-escalation
Unit 6 – Veterans Awareness
Unit 7 – Application for Units 4, 5 and 6 (Scenarios)
OFFENSES AGAINST PERSONS

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s ability to recognize assault, homicide and related offenses as defined by the Oregon Criminal Code, including necessary definitions.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between assault, homicide and related offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Define assault, homicide and those related offenses according to Oregon Criminal Code.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Criminal Code Definitions
Assault Offenses
Criminal Homicide Defined
Criminal Homicide Offenses
Other Person Offenses
OFFENSES AGAINST PROPERTY

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s ability to recognize offenses against property as defined by the Oregon Criminal Code.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify property offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Scenario</td>
</tr>
<tr>
<td>Distinguish between the levels of criminal mischief offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Analyze a situation and determine the appropriate property offenses applicable using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Scenario</td>
</tr>
<tr>
<td>Articulate the levels of robbery offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Exam</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Arson and Related Offenses
Criminal Mischief
Criminal Trespass and Burglary
Robbery
PATROL PROCEDURES (Units 1-4)

INSTRUCTIONAL GOALS:
This course is designed to:
1. Develop a new police officer’s knowledge and understanding of the procedures, methods, and purposes of patrol.
2. Develop a new police officer’s awareness of how the knowledge and skills being built during training fit into the patrol function of their job.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a situation or circumstance, use the knowledge gained to problem solve and make informed, appropriate decisions.</td>
<td>In-Class Activity Scenario</td>
</tr>
<tr>
<td>Apply appropriate skills to a given circumstance requiring action.</td>
<td>In-Class Activity Scenario</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Application of Concepts from that Week
- Video Analysis
- Scenarios
- Role Plays
- Simulations
- Group Work
PHYSICAL FITNESS TRAINING

INSTRUCTIONAL GOAL:
This course is designed to enhance a new police officer’s ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in all physical fitness training sessions.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Cardiovascular Endurance
Core Strength
Speed and Agility Conditioning
Team Building
Aerobic and Anaerobic Capacity
Muscle Failure Thresholds
Proprioceptive Muscular Facilitation
PROCEDURAL LAW (Classroom and Lab)

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s understanding of the rules, restrictions and guidelines established by Oregon Revised Statutes, and/or appellate courts which control a police officer’s authority to arrest, search and seize property, obtain statements and confessions, and to present evidence in a court of law.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the scope and application of the Miranda decision (state and federal application – case law).</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
</tr>
<tr>
<td>Identify applicable search and seizure rules and procedures.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Scenarios</td>
</tr>
<tr>
<td>Identify general procedural requirements for citations, arrests, probable cause statements and other procedural activities.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:

**Part 1**
Types of Encounters
- Mere Conversation
- Stop
- Arrest

Stop and Frisk

**Part 2**
Arrests
Consular Notification
Custody Interrogation
Miranda v. Arizona

**Part 3**
Search and Seizure
PROBLEM-ORIENTED POLICING

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s problem solving skills in relation to addressing community problems.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the steps of the SARA model.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td>Apply problem-oriented policing strategies to a given circumstance.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Role of Police- Service Delivery, Order Maintenance, Law Enforcement
Problem-Oriented Policing Defined
History and Development of Problem-Oriented Policing
Why Problem-Oriented Policing?
Key Elements
Problem Solving
The SARA Model
PROBLEM SOLVING

INSTRUCTIONAL GOAL:
This course is designed to enhance a new police officer’s problem solving skills.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Describe the steps of the problem solving process.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Analyze a problem and determine the steps necessary to develop a solution.</td>
<td>In-Class Activity Scenarios</td>
</tr>
<tr>
<td>Complete the steps of the problem solving process to address a police-specific problem.</td>
<td>In-Class Activity Scenarios</td>
</tr>
<tr>
<td>Present solutions to a complex, police-specific problem.</td>
<td>In-Class Activity Project</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Problem Solving Process

Steps of the Process

- What Is the Problem?
- How Do You Know?
- What Do You Need to Know?
- Use Resources and Identify Possible Solutions
- Act / Try the Solution
- Evaluate the Solution
REPORT WRITING

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s report writing skills to effectively document information discovered and received during an investigation.
2. Develop a new police officer’s understanding regarding the proper procedures for preparing a police report for criminal prosecution.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the principles of report writing and note taking.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Demonstrate the ability to correctly construct sample reports, notes and documents given the necessary information.</td>
<td>In-Class Activity Scenarios</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Importance of Police Reports

Report Writing Process (GROWE)
- Step 1 – Gather the Facts
- Step 2 – Record the Facts
- Step 3 – Organize the Facts
- Step 4 – Write the Report
- Step 5 – Evaluate the Report
RESILIENCY

INSTRUCTIONAL GOALS:
This course is designed to:
1. Enhance a new police officer’s awareness of job-related stressors.
2. Develop a new police officer’s understanding of potential strategies for addressing stressors to maintain their emotional, physical and mental health.
3. Develop a new police officer’s ability to self-assess or reflect on their self-care strategies.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize symptoms of trauma and/or job-related stress.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify factors that contribute to the stress and associated trauma of a career in public safety.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Articulate healthy ways to address potential trauma or stress to maintain whole health.</td>
<td>In-Class Activity Exam</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Overview
- What is Resiliency?
- Stages of Professional Journey
- Setting the Stage for 16 Weeks

Developing Awareness for 16 Weeks
- Vicarious Trauma
- Triggers

- Recognizing Tactical Thinking Errors
- Developing Stress Reduction Strategies
- Building Strong Support Systems

Resources
- Creating a Resource Directory
ROLES AND RESPONSIBILITIES (Classroom, Lab and Project)

INSTRUCTIONAL GOALS:
This course is designed to:

1. Develop a new police officer’s understanding of sources of authority and legitimacy in their role as a law enforcement officer.
2. Develop a new police officer’s awareness of what it means to be a servant-minded leader in their community, responsible for building partnerships to contribute to community safety.
3. Help a new police officer understand how to implement proactive policing techniques to enhance their effectiveness as a police officer.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify sources of authority and legitimacy.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Articulate responsibilities and duties as a law enforcement officer.</td>
<td>Exam</td>
</tr>
<tr>
<td>Explain the significance for building partnerships with the community for a law enforcement officer.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify proactive policing techniques that can help build partnerships or solve problems in the community.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td></td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
</tr>
</tbody>
</table>
CONTENT SUMMARY:
Role / Responsibility / Authority / Duty

Primary Categories of Police Functions
- Service Delivery
- Order Maintenance
- Law Enforcement

Mindset
- The Warrior
- The Guardian

The Role of Community in Policing
- Community Partnerships
- Organizational Transformation
- Problem-Solving
STRESS FIRST AID

INSTRUCTIONAL GOAL:
This course is designed to teach new police officers about Stress First Aid with a focus on how the Stress First Aid model helps peers to recognize stress injuries, first aid strategies for stress injuries, and some implications for leaders.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how Stress First Aid reduces the risk for stress reactions.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Describe the seven core actions of Stress First Aid.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Recognize the physical and psychological effects of stress.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify appropriate techniques for coping with stress.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Introduction to Stress First Aid
Stress Continuum Model
Stress Injuries
Stress First Aid Actions
Career Balance
SUPPORTING VICTIMS OF CRIME

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s awareness surrounding victim’s rights laws and practices.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain notification responsibilities for law enforcement related to victims.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Given a circumstance, determine the need to provide victim’s rights information to a victim.</td>
<td>Scenarios</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Notification
Statutory Provisions
Statutory Analysis and Application
Best Practice
THEFT AND OFFENSES INVOLVING FRAUD OR DECEPTION

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s ability to recognize theft and offenses involving fraud or deception, as defined by the Oregon Criminal Code.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguish between theft and related offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Differentiate between offenses involving fraud and/or deception using the Oregon Criminal Code Book.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify procedures for investigating identity theft.</td>
<td>In-Class Activity</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Theft and Related Offenses
Fraud or Deception
Other Offenses
Identity Theft
USE OF FORCE

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s recognition of the interrelatedness between statutory law, case law and defensive tactics skills as these pertain to lawful public safety use of force.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the application of relevant use of force statutes.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Identify federal and state case law relevant to the use of force, applicable to ORS.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Identify the principles of the use of force by police officers.</td>
<td>In-Class Activity Exam</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Legal
- Introduction to “Civilian” Use of Force
- Police Use of Force

Application
- Basic Concepts
- Options
- Threat Assessment
- Levels of Resistance
- Force Escalation
- Managing the Use of Force Incident
- Use of Force Report
- Officer Safety
- Mindset
WEAPONS AND PUBLIC ORDER OFFENSES

INSTRUCTIONAL GOAL:
This course is designed to develop a new police officer’s ability to recognize weapons and public order offenses as defined by the Oregon Criminal Code.

LEARNING OUTCOMES:
Upon completion of instruction, students will be able to:

<table>
<thead>
<tr>
<th>OUTCOME</th>
<th>MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify disorderly conduct, harassment and related offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Exam</td>
</tr>
<tr>
<td>Differentiate between firearms and weapons offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity</td>
</tr>
<tr>
<td>Identify intimidation offenses using the Oregon Criminal Code Book.</td>
<td>In-Class Activity Scenarios</td>
</tr>
<tr>
<td>Identify legal requirements for law enforcement agencies to report bias-related crimes to the state.</td>
<td>In-Class Activity Exam</td>
</tr>
</tbody>
</table>

CONTENT SUMMARY:
Public Order Offenses
Weapons
Intimidation
Bias Crime Reporting Requirements