

Basic Police Academy

2021 Curriculum Overview



State of Oregon

Department of Public Safety Standards and Training

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DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
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Mission

To promote excellence in public safety by delivering quality training and developing and upholding professional standards.

Vision

DPSST will deliver programs and services through an agency that is committed to its values, collaborates internally and externally and is responsive to its constituents. The agency will ensure public safety constituents are highly-skilled professionals who demonstrate excellence, embody the diversity of the state, and inspire public trust, as they protect the lives, assets and livability of Oregon's citizens and visitors.



Executive Summary

The Oregon Department of Public Safety Standards and Training (DPSST) is entrusted to provide quality training as a service to its public safety constituency and the communities they serve. The 2021 Basic Police Program overview is the culmination of a multi-year collaborative effort to align basic police training with evidence-based practices, both in content and delivery.

This document provides an overview of the 2021 Oregon Basic Police Training Academy. The following pages include a description of how the program was developed, program evaluation results, and course information. Course information includes high-level course content for each course, or in some cases series of courses. The content includes the course (or series) goal, learning outcomes, measureable behavior metrics, and a high-level outline of course content.

This high-level document is not reflective of all content students will receive during their 640 hours of training. It is simply meant to provide an overview of the full 16-week program. The complete student material is available on the DPSST website or by request.

Cornerstone to the program are recommendations from the President's Task Force on 21st Century Policing Report (2015) and the subsequent Evidence-Assessment of the Recommendations of the President's Task Force on 21st Century Policing (2016). Additionally, the program is grounded in empirical research on officer behaviors during encounters with the public. These behaviors (metrics) are objective measures used to assess officer performance and affect the probability of desirable encounter outcomes.



Program Summary

The Basic Police Program consists of 16-weeks (640 hours) of academic and skills training for new officers. The goal of the academy is to prepare new officers for the next step of their professional development, field training.

After more than a decade in its traditional form, the Basic Police Academy began transitioning to a research-informed program in 2017. The complete revision has resulted in significant changes to program structure, course topics, content, application, assessment, and delivery methodologies.

Topics and Content

Course topics and content are informed by academic research where possible. However, many topics related to effective policing and police training are not well supported by research. In the absence of empirical research, topics and content are informed by recommendations from trusted professional sources such as the International Association of Chiefs of Police, the Police Executive Research Forum, the American Society of Evidence-Based Policing, and Crisis Intervention Team International among others. Subject matter experts from public safety, academia, mental health, the legal community, community partners, and community members contributed to course development

Course Structure and Delivery

The program is designed based on decades of research on learning, performance improvement, cognitive psychology, and training transfer among other well-established concepts. Foundational theories include learning processing, cognitive load, adult learning, and active learning among others.

Aligning with research on effective learning practices, the program structure includes short, frequent sessions on multiple topics rather than long blocks of training on a single topic. Connections between content is intentionally designed into the curricula and course content builds upon itself as the program progresses.



Training delivery methodologies includes students actively engaging in learning activities rather than being passive recipients of information. Opportunities for practice and feedback are built in throughout the program in the form of activities, role plays, skill drills, fragment drills, and scenario training. Students are guided through a process of self-reflection and self-assessment to further develop their emotional intelligence, critical thinking, and problem-solving abilities.

Student Assessment

Students complete a variety of knowledge and skill assessments throughout the program. In addition to in-class discussions, activities, and projects, students must pass a series of written quizzes and exams. Students participate in skill assessments in firearms, emergency vehicle operations, and defensive tactics among others. Students participate in a series of video and live scenarios where they receive an evaluation and feedback.

Successful completion of academy training requires students to meet a combination of standards set by Oregon Administrative Rule, Oregon Revised Statutes, legislative mandates, and DPSST Board approval.



Board-Approved Course Breakdown

640-Hour Basic Police Academy

COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
BEHAVIORAL HEALTH	18		
Behavioral Health: Awareness	8	Mandated per OAR- Training will include the recognition of mental illness utilizing a crisis intervention training model. Students must complete all sessions.	When possible, remediation should occur while the student is still at the academy. Behavioral Health Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop understanding of behaviors commonly associated with mental illness, crisis, addiction, trauma, and developmental disabilities.			
<i>Core Topic:</i> Stigma			
<i>Core Topic:</i> Impact and common characteristics of mental health disorders			
<i>Core Topic:</i> Communication strategies			
<i>Core Topic:</i> Suicide			
<i>Core Topic:</i> Trauma-informed approach			
<i>Core Topic:</i> Substance dependence disorders			
<i>Core Topic:</i> LEDS			
<i>Core Topic:</i> Crisis intervention			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDIATION PROCESS
Behavioral Health: Legal Considerations	2	Mandated per OAR-Training will include the recognition of mental illness utilizing a crisis intervention training model. Students must complete all sessions.	When possible, remediation should occur while the student is still at the academy. Behavioral Health Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Introduce the legal authority associated with behavioral health interactions			
<i>Core Topic:</i> Peace officer custody			
<i>Core Topic:</i> Use of force and persons with mental illness			
<i>Core Topic:</i> Americans with Disabilities Act			
Behavioral Health: De-escalation	4	Mandated per OAR-Training will include the recognition of mental illness utilizing a crisis intervention training model. Students must complete all sessions.	When possible, remediation should occur while the student is still at the academy. Behavioral Health Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop understanding of crisis and crisis de-escalation techniques			
<i>Core Topic:</i> Crisis and the Crisis Cycle			
<i>Core Topic:</i> Crisis communication			
<i>Core Topic:</i> Active listening			
Behavioral Health: Veterans Awareness	4	Mandated per OAR-Training will include the recognition of mental illness utilizing a crisis intervention training model. Students must complete all sessions.	When possible, remediation should occur while the student is still at the academy. Behavioral Health Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop ability to recognize actions and behaviors which could indicate an individual is a Veteran and may be experiencing a mental health crisis, and effectively de-escalate the individual from the crisis state.			
<i>Core Topic:</i> Military information			
<i>Core Topic:</i> Post-Traumatic Stress Disorder and Traumatic Brain Injury			
<i>Core Topic:</i> Stress Cycle			
<i>Core Topic:</i> Strategies when working with Veterans			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Behavioral Health: Scenarios	<i>See Scenarios Section</i>		
COMMUNITY RELATIONS	58		
Communication for Policing	10	None	N/A
<i>Goal:</i> Develop effective communication skills			
<i>Goal:</i> Recognize communication challenges and apply adaptive approaches toward resolution.			
<i>Goal:</i> Provide opportunities to demonstrate effective communication skills			
<i>Core Topic:</i> Verbal communication			
<i>Core Topic:</i> Non-verbal communication			
<i>Core Topic:</i> Assertive communication			
<i>Core Topic:</i> Radio communication			
Community Competency	6	None	N/A
<i>Goal:</i> Develop understanding of the significance of working within diverse communities			
<i>Goal:</i> Develop ability to effectively interact with diverse communities			
<i>Core Topic:</i> Community diversity			
<i>Core Topic:</i> Increasing cultural understanding			
<i>Core Topic:</i> Engaging diverse communities			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Community Crime Prevention	2	None	N/A
<i>Goal:</i> Introduce crime prevention strategies			
<i>Core Topic:</i> 21 st Century Policing – Pillar 4			
<i>Core Topic:</i> Theories of crime			
<i>Core Topic:</i> Effectiveness of policing strategies on crime prevention			
<i>Core Topic:</i> Crime Prevention Through Environmental Design (CPTED)			
<i>Core Topic:</i> Situational Crime Prevention			
<i>Core Topic:</i> Hot spots policing			
Community Policing Lab	2	None	N/A
<i>Goal:</i> Provide opportunities to integrate knowledge and skills to solve a community problem			
Effective Interactions with the Deaf/Hard of Hearing Community	2	None	N/A
<i>Goal:</i> Develop understanding of the deaf and hard of hearing community			
<i>Goal:</i> Provide communication tools and strategies to improve interactions with the deaf and hard of hearing community			
<i>Core Topic:</i> Civil Rights- Americans with Disabilities Act			
<i>Core Topic:</i> Increasing cultural understanding			
<i>Core Topic:</i> Effective interactions			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDIATION PROCESS
Emotional Intelligence	8	None	N/A
<i>Goal:</i> Enhance awareness of emotional intelligence			
<i>Goal:</i> Develop understanding of the expectation to demonstrate emotional intelligence as a police officer			
<i>Core Topic:</i> Self-awareness			
<i>Core Topic:</i> Self-management			
<i>Core Topic:</i> Social awareness			
<i>Core Topic:</i> Relationship management			
<i>Core Topic:</i> Empathy			
<i>Core Topic:</i> Role of the brain			
<i>Core Topic:</i> Stress			
<i>Core Topic:</i> Improving emotional intelligence			



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Ethics	8	Required by DPSST- Students must complete the session to align with the OAR requirement for annual ethics training	When possible, remediation should occur while the student is still at the academy. Students may attend ethics training within any discipline. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator, or provide documentation they have completed equivalent ethics training through their agency.
<i>Goal:</i> Develop understanding of human behavior and risk factors that can lead to unethical behavior			
<i>Goal:</i> Enhance ability to recognize and report unethical behavior			
<i>Core Topic:</i> Ethical standards and expectations			
<i>Core Topic:</i> Brain processes and ethical behavior			
<i>Core Topic:</i> Risk factors for unethical behavior			
<i>Core Topic:</i> Recognizing and reporting unethical behavior			
History of Policing	2	None	N/A
<i>Goal:</i> Develop understanding of the evolution of American policing and what that means for law enforcement professionals today			
<i>Core Topic:</i> Eras of policing			
<i>Core Topic:</i> Impact of history on communities			
Implicit Bias	6	None	N/A
<i>Goal:</i> Develop understanding of the concept of implicit bias and the implications on policing			
<i>Core Topic:</i> Science of bias			
<i>Core Topic:</i> Racially biased policing			
<i>Core Topic:</i> Minimizing bias			



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Legitimacy and Procedural Justice	4	None	N/A
<i>Goal:</i> Introduce the concepts of police legitimacy and procedural justice			
<i>Goal:</i> Develop understanding of why legitimacy is a critical component of trust and confidence in the police			
<i>Core Topic:</i> Legitimate versus legal			
<i>Core Topic:</i> Procedural justice (respect, voice, neutrality, trustworthiness)			
<i>Core Topic:</i> Perception versus outcome			
<i>Core Topic:</i> The “bank account”			
Problem Solving	2	None	N/A
<i>Goal:</i> Enhance problem solving skills			
<i>Core Topic:</i> Problem-solving process			
Problem-Oriented Policing	2	None	N/A
<i>Goal:</i> Develop problem-solving skills in relation to addressing community problems			
<i>Core Topic:</i> Role of police			
<i>Core Topic:</i> Problem-Oriented Policing			
<i>Core Topic:</i> Problem-solving			
<i>Core Topic:</i> SARA model			



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Roles and Responsibilities	4	None	N/A
<i>Goal:</i> Develop understanding of sources of authority and legitimacy as a law enforcement officer			
<i>Goal:</i> Develop understanding of various police functions.			
<i>Goal:</i> Develop understanding of the role of community partnerships.			
<i>Core Topic:</i> Service delivery			
<i>Core Topic:</i> Order maintenance			
<i>Core Topic:</i> Law enforcement			
<i>Core Topic:</i> Mindset (warrior and guardian)			
<i>Core Topic:</i> Role of the community			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDIATION PROCESS
INVESTIGATIONS	51		
Affidavits and Search Warrants	2	None	N/A
<i>Goal:</i> Introduce the use, limitations, and process of affidavits and search warrants			
<i>Core Topic:</i> Search warrant parameters			
<i>Core Topic:</i> Probable cause			
<i>Core Topic:</i> Subjects of a search warrant			
<i>Core Topic:</i> Affidavits			
<i>Core Topic:</i> Drafting a search warrant			
<i>Core Topic:</i> Executing a search warrant			



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Child Abuse and Neglect Investigations	6	Mandated per OAR-Training will include the investigation, identification and reporting of crimes constituting abuse. Students must complete all sessions.	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Introduce basic factors related to child abuse and neglect investigations			
<i>Core Topic:</i> Child abuse statutes			
<i>Core Topic:</i> Karly's Law			
<i>Core Topic:</i> Suspicious physical injury			
<i>Core Topic:</i> DHS referrals			
<i>Core Topic:</i> Dynamics of child abuse			
<i>Core Topic:</i> Physical abuse investigations			
<i>Core Topic:</i> Neglect investigations			
<i>Core Topic:</i> Mandatory reporting			
<i>Core Topic:</i> Multi-Disciplinary Teams			
<i>Core Topic:</i> Assessment centers			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Crash Response and Investigations	4	None	N/A
<i>Goal:</i> Develop understanding of role in traffic crash prevention, response, and investigations			
<i>Core Topic:</i> Crash prevention			
<i>Core Topic:</i> Crash response			
<i>Core Topic:</i> Traffic control			
<i>Core Topic:</i> Crash investigations			
<i>Core Topic:</i> Evidence and collection			
<i>Core Topic:</i> Crash scene documentation			
<i>Core Topic:</i> Crash reporting			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Criminal Investigations	13	None	N/A
<i>Goal:</i> Introduce the general principles of conducting a criminal investigation			
<i>Core Topic:</i> Crime scene response (secure scene, documentation)			
<i>Core Topic:</i> Evidence collection			
<i>Core Topic:</i> Physical evidence			
<i>Core Topic:</i> Digital evidence			
<i>Core Topic:</i> Field investigations			
<i>Core Topic:</i> Identifying a suspect			
<i>Core Topic:</i> Miranda			
<i>Core Topic:</i> Interviews (witness, victim, suspect)			
<i>Core Topic:</i> Suspect interrogations			
<i>Core Topic:</i> Arrests			
<i>Core Topics:</i> Mandatory arrests			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Death Notifications and Investigations	2	None	N/A
<i>Goal:</i> Introduce basic factors related to death response and investigations			
<i>Core Topic:</i> Statutes related to death investigations			
<i>Core Topic:</i> Cause versus manner of death			
<i>Core Topic:</i> Preliminary investigation			
<i>Core Topic:</i> Natural cause death			
<i>Core Topic:</i> Strangulation versus hanging			
<i>Core Topic:</i> Suicide			
<i>Core Topic:</i> Accidental death			
<i>Core Topic:</i> Homicide			
<i>Core Topic:</i> Documenting the scene			
<i>Core Topic:</i> Evidence collection			



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Domestic Violence Response and Investigations	8	Mandated per OAR-Training will include the investigation, identification and reporting of crimes constituting domestic violence. Student must complete all sessions.	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal: Introduce basic factors related to domestic violence response and investigations</i>			
<i>Core Topic:</i> Domestic violence statutes			
<i>Core Topic:</i> Dynamics of domestic violence			
<i>Core Topic:</i> Mandatory arrest crimes			
<i>Core Topic:</i> Probable cause			
<i>Core Topic:</i> Elements of domestic violence crimes			
<i>Core Topic:</i> Arrests			
<i>Core Topic:</i> Protective orders			
<i>Core Topic:</i> Stalking			
<i>Core Topic:</i> Federal statutes			
<i>Core Topic:</i> Lethality indicators			
<i>Core Topic:</i> Advocates			
<i>Core Topic:</i> Domestic violence investigations			
<i>Core Topic:</i> Advising victims			
<i>Core Topic:</i> Crisis intervention			
<i>Core Topic:</i> Civil standby			
<i>Core Topic:</i> Community competency and domestic violence			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Elder Abuse Investigations	4	None	N/A
<i>Goal:</i> Introduce basic factors related to elder abuse response and investigations			
<i>Core Topic:</i> Elder abuse statutes			
<i>Core Topic:</i> Mandatory reporting			
<i>Core Topic:</i> DHS referrals			
<i>Core Topic:</i> Communication strategies			
<i>Core Topic:</i> Investigations			
<i>Core Topic:</i> Elder abuse dynamics			
<i>Core Topic:</i> Elder abuse risk factors			
<i>Core Topic:</i> Physical abuse			
<i>Core Topic:</i> Sexual abuse			
<i>Core Topic:</i> Psychological abuse			
<i>Core Topic:</i> Abandonment			
<i>Core Topic:</i> Financial exploitation			
<i>Core Topic:</i> Neglect and self-neglect			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Human Trafficking	1.5	None	N/A
<i>Goal:</i> Develop awareness of human trafficking crimes			
<i>Core Topic:</i> Intersection of violence			
<i>Core Topic:</i> Labor trafficking			
<i>Core Topic:</i> Sex trafficking			
Missing Persons Investigations	1.5	Mandated per OAR-Training will include the investigation, identification and reporting of cases of missing children and adults. Student must complete the session.	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Introduce types of missing persons and the different approaches to investigations.			
<i>Core Topic:</i> State and federal statutes			
<i>Core Topic:</i> Missing vulnerable adults			
<i>Core Topic:</i> Missing children- family abductions			
<i>Core Topic:</i> Missing children- non-family abductions			
<i>Core Topic:</i> Missing children- lost, injured, or otherwise missing children			
<i>Core Topic:</i> Missing children with special needs			
<i>Core Topic:</i> Critically missing young adults			
<i>Core Topic:</i> AMBER alert			



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Sexual Assault Investigations	7	None	N/A
<i>Goal:</i> Introduce basic factors related to sexual assault response and investigations using a victim centered and trauma informed approach			
<i>Core Topic:</i> Victim centered / offender focused			
<i>Core Topic:</i> Victim interviewing			
<i>Core Topic:</i> Report writing			
<i>Core Topic:</i> Sexual assault response teams			
Threat Assessment	2	None	N/A
<i>Goal:</i> Introduce basic factors related to preventing acts of targeted violence			
<i>Core Topic:</i> Types of targeted violence			
<i>Core Topic:</i> Pathway to targeted violence			
<i>Core Topic:</i> Behavioral Threat Assessment Center			
<i>Core Topic:</i> Active attacker pre-attack behaviors			
<i>Core Topic:</i> Active attacker variables			
<i>Core Topic:</i> Active attacker key findings			
<i>Core Topic:</i> Concerning behaviors			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
LEGAL	79		
Civil Rights and Liabilities	4	None	N/A
<i>Goal:</i> Develop understanding of the constitution, duty to protect the rights of all citizens, and how to reduce the civil liability risks			
<i>Core Topic:</i> Constitutional rights			
<i>Core Topic:</i> Criminal versus civil law			
<i>Core Topic:</i> Civil liability			
<i>Core Topic:</i> Federal civil rights violations			
<i>Core Topic:</i> Americans with Disabilities Act			
<i>Core Topic:</i> Qualified immunity			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Criminal Law: Controlled Substances	2	None	N/A
<i>Goal:</i> Develop understanding of behavioral offenses defined by the Oregon Criminal Code			
<i>Core Topic:</i> Controlled substances			
<i>Core Topic:</i> Cannabis			
<i>Core Topic:</i> Alcohol			
Criminal Law: Person Offenses	8	None	N/A
<i>Goal:</i> Develop understanding of persons' offenses defined by the Oregon Criminal Code			
<i>Core Topic:</i> Assault			
<i>Core Topic:</i> Criminal homicide			
<i>Core Topic:</i> Kidnapping			
<i>Core Topic:</i> Custodial interference			
<i>Core Topic:</i> Sexual offenses			
<i>Core Topic:</i> Offenses against family			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Criminal Law: Property Offenses	8	None	N/A
<i>Goal:</i> Develop understanding of property offenses defined by the Oregon Criminal Code			
<i>Core Topic:</i> Theft and related offenses			
<i>Core Topic:</i> Fraud or deception			
<i>Core Topic:</i> Identity theft			
<i>Core Topic:</i> Arson and related offenses			
<i>Core Topic:</i> Criminal mischief			
<i>Core Topic:</i> Criminal trespass and burglary			
<i>Core Topic:</i> Robbery			
Criminal Law: Public Order and Weapons	2	Mandated per OAR-Training will include the investigation, identification and reporting of crimes motivated by prejudice. Student must complete the session.	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop understanding of behavioral offenses defined by the Oregon Criminal Code			
<i>Core Topic:</i> Public order offenses			
<i>Core Topic:</i> Bias crime			
<i>Core Topic:</i> Bias crime reporting requirements			
<i>Core Topic:</i> Weapons offenses			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Criminal Law: State and Public Justice	2	None	N/A
<i>Goal:</i> Develop understanding of behavioral offenses defined by the Oregon Criminal Code			
<i>Core Topic:</i> State and public justice offenses			
<i>Core Topic:</i> Prostitution offenses			
<i>Core Topic:</i> Obscenity and related offenses			
<i>Core Topic:</i> Animal offenses			
Introduction to the Justice System	4	None	N/A
<i>Goal:</i> Develop understanding of the justice system and of general criminal code concepts and application			
<i>Core Topic:</i> Sources of law			
<i>Core Topic:</i> Court systems			
<i>Core Topic:</i> Justice system components			
<i>Core Topic:</i> Justice system stages			
<i>Core Topic:</i> Oregon Revised Statutes			
<i>Core Topic:</i> Criminal liability			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Juveniles: Adolescent Development and the Juvenile Code	4	None	N/A
<i>Goal:</i> Introduce factors related to interactions and investigations involving juvenile			
<i>Core Topic:</i> Dependency cases			
<i>Core Topic:</i> Mandatory reporting			
<i>Core Topic:</i> Protective custody			
<i>Core Topic:</i> Department of Human Services			
<i>Core Topic:</i> Delinquency cases			
<i>Core Topic:</i> Custody			
<i>Core Topic:</i> Juvenile Justice and Delinquency Act requirements			
<i>Core Topic:</i> Status offenses			
<i>Core Topic:</i> Investigations involving juveniles			
<i>Core Topic:</i> Interviewing juveniles			
Law Lab	2	None	N/A
<i>Goal:</i> Provide opportunities to integrate knowledge and skills related to criminal and procedural law			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Officer in Court and Mock Trial	10	None	N/A
<i>Goal:</i> Introduce courtroom basics, including types of proceedings, and the role of the officer and other parties in proceedings.			
<i>Goal:</i> Develop ability to provide courtroom testimony			
<i>Core Topic:</i> Types of proceedings			
<i>Core Topic:</i> Courtroom participants			
<i>Core Topic:</i> Testimony			
<i>Core Topic:</i> Preparation			
<i>Core Topic:</i> Presenting			
<i>Core Topic:</i> Grand Jury			
<i>Core Topic:</i> Traffic Cases			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
Procedural Law	10	Mandated per OAR-Training will include the requirements of the Vienna Convention on Consular Relations. Student must complete the related session.	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop understanding of the legal authority to carry out duties			
<i>Core Topic:</i> Mere conversations			
<i>Core Topic:</i> Stops			
<i>Core Topic:</i> Arrests			
<i>Core Topic:</i> Probable cause			
<i>Core Topic:</i> Consular notification			
<i>Core Topic:</i> Custody and interrogation			
<i>Core Topic:</i> Miranda			
<i>Core Topic:</i> Search and seizure			
<i>Core Topic:</i> Searches with a warrant			
<i>Core Topic:</i> Searches without a warrant			
Supporting Victims of Crime	1	None	N/A
<i>Goal:</i> Develop awareness surrounding victim's rights laws and practices			
<i>Core Topic:</i> Victim's rights			
<i>Core Topic:</i> Major needs of victims			

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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
OFFICER WELLNESS	41.5		
Fitness and Nutrition	6	None	N/A
<i>Goal:</i> Develop awareness of the correlation between fitness and quality of life			
<i>Goal:</i> Develop awareness of the importance of nutrition in both occupational and lifestyle wellness			
<i>Core Topic:</i> Performance breathing			
<i>Core Topic:</i> Nutrition			
<i>Core Topic:</i> Hydration			
<i>Core Topic:</i> Meal planning and prepping			
Oregon Physical Abilities Test (ORPAT)	7	Mandated per OAR- Students must successfully complete the ORPAT	Students must complete the ORPAT in 5min 30sec or less on any one of the available attempts during the academy. Students who are unable to remediate while at the academy must return to complete the ORPAT as scheduled through the Class Coordinator.
<i>Goal:</i> Evaluate ability to complete critical and essential physical tasks and demands relevant to the performance of normal job duties			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Physical Fitness Training	20.5	Required by DPSST- Students must complete a minimum of 37 sessions.	When possible, remediation should occur while the student is still at the academy. Students may attend a make-up session with another class (any discipline) or otherwise as arranged with the Health & Fitness Coordinator. Students unable to remediate while at the academy will develop a plan with the Health & Fitness Coordinator to remediate at their agency.
<i>Goal:</i> Enhance ability to complete critical and essential physical tasks and demands relevant to the performance of normal duties			
<i>Core Topic:</i> Cardiovascular endurance			
<i>Core Topic:</i> Core strength			
<i>Core Topic:</i> Speed and agility conditioning			
<i>Core Topic:</i> Muscle failure thresholds and proprioceptive neuromuscular facilitation			
<i>Core Topic:</i> Aerobic and anaerobic capacity			
Resiliency	8	None	N/A
<i>Goal:</i> Enhance awareness of job-related stressors			
<i>Goal:</i> Develop understanding of potential strategies for addressing stressors to maintain emotional, physical, and mental health			
<i>Goal:</i> Develop ability to self-assess or reflect on self-care strategies			
<i>Core Topic:</i> Awareness (stress, vicarious trauma, triggers, thinking errors)			
<i>Core Topic:</i> Strategies (stress reduction, support systems, coping skills)			
<i>Core Topic:</i> Officer suicide			
<i>Core Topic:</i> Resources			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
PATROL PROCEDURES	55		
Bombs and Explosives	1.5	None	N/A
<i>Goal:</i> Develop understanding of safe and effective tactics when responding to incidents involving or potentially involving bombs and/or explosive devices			
<i>Core Topic:</i> Safety			
<i>Core Topic:</i> Law enforcement response			
<i>Core Topic:</i> Effects of an explosion			
<i>Core Topic:</i> Types of explosions			
<i>Core Topic:</i> Types of explosives			
<i>Core Topic:</i> Improvised explosives			
<i>Core Topic:</i> Bomb threats			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Contact and Cover	2	None	N/A
<i>Goal:</i> Develop understanding of the concepts of contact and cover			
<i>Goal:</i> Enhance knowledge in all types of police interactions and become familiar with two officer, one suspect contacts			
<i>Core Topic:</i> Responsibilities of contact officer			
<i>Core Topic:</i> Responsibilities of cover officer			
<i>Core Topic:</i> Risks of complacency			
<i>Core Topic:</i> Fatal tendencies			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Criminal Networks and Intelligence	1.5	None	N/A
<i>Goal:</i> Introduce basic information about understanding and disrupting criminal networks operating in communities, including use of criminal intelligence resources			
<i>Core Topic:</i> Criminal networks			
<i>Core Topic:</i> Disrupting and preventing crime			
<i>Core Topic:</i> Criminal intelligence			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDIATION PROCESS
Drugs That Impair Driving	8	Mandated per ORS- Training will include the recognition of drug impaired driving. Student must complete the session.	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop ability to observe, identify, recognize, and articulate the signs of impairment related to drug impaired driving			
<i>Core Topic:</i> Implied consent			
<i>Core Topic:</i> Field sobriety tests			
<i>Core Topic:</i> Documentation			
<i>Core Topic:</i> Effects of drugs on the human body			
<i>Core Topic:</i> Central nervous system depressants			
<i>Core Topic:</i> Central nervous system stimulants			
<i>Core Topic:</i> Hallucinogens			
<i>Core Topic:</i> Dissociative anesthetics			
<i>Core Topic:</i> Inhalants			
<i>Core Topic:</i> Cannabis			
<i>Core Topic:</i> Poly drug use			
<i>Core Topic:</i> Medical conditions that mimic impairment			
<i>Core Topic:</i> Controlled substance investigations			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Intoxilyzer Certification	6	None	N/A
<i>Goal:</i> Develop ability to conduct valid breath alcohol testing.			
<i>Core Topic:</i> Criminal DUII law			
<i>Core Topic:</i> Implied consent			
<i>Core Topic:</i> Criminal versus administrative law			
<i>Core Topic:</i> Blood and urine collection procedures			
<i>Core Topic:</i> Documentation			
<i>Core Topic:</i> Oregon DUII case law			
<i>Core Topic:</i> Intoxilyzer 8000 operation			
Motor Vehicle Code	6	None	N/A
<i>Goal:</i> Introduce statutes in the Oregon Vehicle Code and other special considerations that are relevant to enforcement activities			
<i>Core Topic:</i> Common traffic violations			
<i>Core Topic:</i> Traffic crimes			
<i>Core Topic:</i> Other violations			
<i>Core Topic:</i> Special considerations			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Report Writing	10	Mandated per OAR- Students must successfully complete course projects and assignments	<p>Students must complete the assault report to an acceptable standard as determined in the grading rubric. Students failing to obtain a passing grade must resubmit their revised work for grading.</p> <p>Students must complete the search warrant and DUII reports.</p> <p>When possible, remediation should occur while the student is still at the academy. Students unable to remediate while at the academy must arrange with the Class Coordinator a process for resubmitting work.</p>
<i>Goal:</i> Develop report writing skills to effectively document information discovered and received during an investigation			
<i>Goal:</i> Develop understanding regarding the proper procedures for preparing a police report for criminal prosecution			
<i>Core Topic:</i> Importance of police reports			
<i>Core Topic:</i> Report writing process			
<i>Core Topic:</i> Four pillars: clear, concise, complete, accurate			
<i>Core Topic:</i> Report sections			
<i>Core Topic:</i> Reviewing and proofreading			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Standardized Field Sobriety Testing	16	None	N/A
<i>Goal:</i> Develop ability to deter, detect, and apprehend impaired drivers.			
<i>Goal:</i> Provide opportunities to practice conducting safe, lawful, and effective impaired driving investigations.			
<i>Core Topic:</i> General deterrence			
<i>Core Topic:</i> Legal environment			
<i>Core Topic:</i> Detection			
<i>Core Topic:</i> Documentation			
<i>Core Topic:</i> Vehicle in motion			
<i>Core Topic:</i> Personal contact			
<i>Core Topic:</i> Pre-arrest screening			
<i>Core Topic:</i> Processing the arrested subject			
<i>Core Topic:</i> Preparing for and testifying at trial			
<i>Core Topic:</i> Elements of DUII			
<i>Core Topic:</i> Implied consent			
<i>Core Topic:</i> Blood alcohol content			
<i>Core Topic:</i> Searches			
<i>Core Topic:</i> Administration of field sobriety tests			
<i>Core Topic:</i> Horizontal gaze nystagmus			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Wet Lab	4	None	N/A
<i>Goal:</i> Provide opportunities to integrate knowledge and skills related to standardized field sobriety testing			
SKILLS	207		
Building Search and Tactical Movement	16	None	N/A
<i>Goal:</i> Develop understanding of tactics and movements related to safe and effective building approaches and searches			
<i>Core Topic:</i> Principles of searching			
<i>Core Topic:</i> Building identification			
<i>Core Topic:</i> Speed of movement			
<i>Core Topic:</i> Structural challenges			
<i>Core Topic:</i> Room entry			
<i>Core Topic:</i> Low light			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Defensive Tactics	52	Required by DPSST- Students must complete all sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a similar session within any discipline. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Introduce physical skills and techniques used to affect an arrest or defend against an attack			
<i>Goal:</i> Develop ability to effectively make decisions in stressful or violent situations			
<i>Core Topic:</i> Defensive concepts while standing			
<i>Core Topic:</i> Defensive concepts while on the ground		Required by DPSST- Students must achieve a passing score on the Law Enforcement Skills Assessment Score (LESAS) test	Students must achieve a passing score of 36 on the LESAS. Students unable to pass the test must remediate as scheduled through the Class Coordinator.
<i>Core Topic:</i> Handcuffing			
<i>Core Topic:</i> Decision making under stress			
<i>Core Topic:</i> Person searches			
<i>Core Topic:</i> Less Lethal options			



COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
Emergency Vehicle Operations	44	Mandated per OAR-Training will include law, theory, policies, practices, and exercises related to pursuit driving. Student must complete the classroom session and Pursuit Decision Making scenarios.	When possible, remediation should occur while the student is still at the academy. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level.
<i>Goal:</i> Develop safe and efficient use of an emergency vehicle			
<i>Core Topic:</i> Science of driving (motion, force, friction)			
<i>Core Topic:</i> Legal considerations			Students unable to pass the skills test must remediate skill-specific sessions.
<i>Core Topic:</i> Driving techniques		Required by DPSST-Students must achieve a passing score on the skills test	Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Core Topic:</i> Pursuit driving			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
Firearms	60	Required by DPSST- Students must complete all sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a similar session within any discipline. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Introduce use, limitations, and techniques of the service handgun, patrol rifle, and shotgun			
<i>Goal:</i> Develop ability to effective use firearms to defend self, a partner, or a third party against a lethal force encounter			
<i>Core Topic:</i> Safety			
<i>Core Topic:</i> Nomenclature and ammunition			
<i>Core Topic:</i> Care and cleaning			
<i>Core Topic:</i> Essentials (grip, trigger, aim, stance)		Required by DPSST- Students must achieve a passing score on the qualification course	Students must achieve a passing score of 80% on any one of the available attempts during the academy. Students unable to pass the qualification must remediate the qualification course as scheduled through the Class Coordinator.
<i>Core Topic:</i> Cover and concealment			
<i>Core Topic:</i> Movement and obstacles			
<i>Core Topic:</i> Reduced light			
<i>Core Topic:</i> Multiple targets			
<i>Core Topic:</i> Single-handed manipulations			
<i>Core Topic:</i> Ballistic shield familiarization			
<i>Core Topic:</i> Shotgun familiarization			
<i>Core Topic:</i> Patrol rifle familiarization			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
Tactical Medicine	3	None	N/A
<i>Goal:</i> Introduce techniques for improving the survivability of victims, self, and fellow officers during violent circumstances.			
<i>Core Topic:</i> Casualty care			
<i>Core Topic:</i> Tourniquets			
<i>Core Topic:</i> Trauma management			
Vehicle Stops	32	Required by DPSST- Students must complete all sessions	<p>When possible, remediation should occur while the student is still at the academy. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.</p>
<i>Goal:</i> Introduce concepts of unknown- and high-risk vehicle stops, including various approaches to vehicle stops, safe tactics, and issuing citations			
<i>Goal:</i> Provide opportunities to practice conducting safe and effective vehicle stops			
<i>Core Topic:</i> Pre-stop preparation			
<i>Core Topic:</i> Vehicle approaches			
<i>Core Topic:</i> Making contact at the vehicle			
<i>Core Topic:</i> Communication and respect			
<i>Core Topic:</i> Legal actions			
<i>Core Topic:</i> Citation process			
<i>Core Topic:</i> Conflict management			
<i>Core Topic:</i> Occupant control			



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COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDATION PROCESS
SCENARIOS	84		
Application Scenarios	40	Required by DPSST- Students must complete a combined minimum of 46 hours of scenario sessions for Application Scenarios and Fragment Drills	When possible, remediation should occur while the student is still at the academy. Students may participate in additional scenarios during their remaining sessions. Students must meet the objectives of the scenarios they missed in the make-up scenarios. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Provide opportunities to apply knowledge and skills in a realistic training environment			
Behavioral Health Scenarios	8	Mandated per OAR- Training will include the recognition of mental illness utilizing a crisis intervention training model. Students must complete all sessions.	When possible, remediation should occur while the student is still at the academy. Behavioral Health Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop foundational skills to initiate contact and take basic calls for service related to mental illness, crisis, addiction, trauma, and developmental disabilities			
DUII Scenarios	4	None	N/A
<i>Goal:</i> Develop foundational skills to initiate a DUII investigation			



COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
Fragment Drills	12	Required by DPSST- Students must complete a combined minimum of 46 hours of scenario sessions for Application Scenarios and Fragment Drills	When possible, remediation should occur while the student is still at the academy. Students may participate in additional scenarios during their remaining sessions. Students must meet the objectives of the scenarios they missed in the make-up scenarios. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Develop foundational skills to initiate contact and take basic calls for service in the community			
Use of Force/Decision Making Scenarios	20	Required by DPSST- Students must complete all sessions	When possible, remediation should occur while the student is still at the academy. Students may attend a similar session within any discipline. Venue Coordinator makes the determination as to appropriateness of available sessions and student skill level. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.
<i>Goal:</i> Provide opportunities to apply knowledge and skills in a realistic training environment			
ADMINISTRATION	46.5		
Academy Orientation, Feedback, Closeout, Checkout	7	None	N/A
Certification, Revocation and College Credit Presentations	1	None	N/A



COURSE LIST BY SECTION	HOURS	MANDATES/ REQUIREMENTS	REMEDICATION PROCESS
Final Project and Project Time	10	Mandated per OAR- Students must successfully complete course projects and assignments	Students must complete the Final Project. When possible, remediation should occur while the student is still at the academy. Students unable to remediate while at the academy must arrange with the Class Coordinator a process for resubmitting work.
Graduation Activities	4	None	N/A
Quizzes and Exams	8.5	Mandated per OAR- Students must obtain a minimum cumulative score of 75% by Quiz 4 Mandated per OAR- Students must obtain a minimum score of 75% on the midterm exam Mandated per OAR- Students must obtain a minimum score of 75% on the final exam	Students unable to meet any of the testing standards will be dismissed from the academy immediately. Dismissed students must complete the entire academy from the beginning as scheduled through their employing agency.
Reviews	12	None	N/A
Skills Midterm	4	None	N/A
GRAND TOTAL	640	Mandated per OAR- No more than 10% of the course may be missed (must complete a minimum of 576 hours of training)	When possible, remediation should occur while the student is still at the academy. Class Coordinator makes the determination as to appropriate make-up options. Students unable to remediate while at the academy must return to complete activities as scheduled through the Class Coordinator.



Program Development

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Casey Froehlich
Eugene Police Department

Paul Garrison
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Liesbeth Gerritsen
Portland Police Bureau

Ron Gregory
*Warm Springs Police
Department*

Robert Hayes
Albany Police Department

Mike Herb
*Forest Grove Police
Department*

Eric Hlad
*Marion County Sheriff's
Office*

Bill Hopper
*Washington County Sheriff's
Office*

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Marci Jackson
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Office*

Barry Jerkins
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STATE OF OREGON
DEPARTMENT OF PUBLIC SAFETY STANDARDS AND TRAINING
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Scenario Contributors

Albany Police Department	Eugene Police Department	Morrow County Sheriff's Office
Baker City Police Department	Gilliam County Sheriff's Office	Pendleton Police Department
Bend Police Department	Gresham Police Department	Polk County Sheriff's Office
Canby Police Department	Hermiston Police Department	Portland Police Bureau
Clackamas County Sheriff's Office	Hillsboro Police Department	Roseburg Police Department
Corvallis Police Department	Lincoln County Sheriff's Office	Toledo Police Department
The Dalles Police Department	Malheur County Sheriff's Office	Washington County Sheriff's Office
		Wheeler County Sheriff's Office

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Development Timeline

Phase 1: Development by Phase 1 Advisory Panel	May - October, 2017
Phase 1: Review by Center for Policing Excellence Advisory Panel	October, 2017
Phase 1: Recommended Approval by Police Policy Committee	November, 2017
Phase 1: Approval by Board on Public Safety Standards and Training	January, 2018
Phase 1: Implemented	February, 2018
Phase 1: Evaluation	February, 2018 – July, 2019
Phase 2: Development by Phase 2 Advisory Panel	March – October, 2018
Phase 2: Review by Center for Policing Excellence Advisory Panel	October, 2018
Phase 2: Recommended Approval by Police Policy Committee	November, 2018
Phase 2: Approval by Board on Public Safety Standards and Training	January, 2019
Phase 2: Implemented	July, 2019
Phase 2: Evaluation	July, 2019 - Present
Phase 3: Development by Phase 3 Advisory Panel	June, 2019 – January, 2020
Phase 3: Pending Approval by Police Policy Committee	May, 2021
Phase 3: Pending Approval by Board on Public Safety Standards and Training	July, 2021
Phase 3: Pending Implementation	August, 2021
Phase 3: Pending Evaluation	August, 2021 - Ongoing



Program Evaluation

The Basic Police program has been undergoing a formal external evaluation since the implementation of Phase 1. Under a contract with Washington State University, evaluators began collecting baseline data on the Basic Police program in May 2018. The evaluators have completed an evaluation of Phase 1. The Phase 2 evaluation report is pending. Once implemented, Phase 3 will receive a formal evaluation.

The data collection occurs during Week 16 of the Basic Program and consists of a series of video simulations. Each student completes six video simulations, based on the following circumstances:

1. Domestic disturbance
2. Vehicle stop
3. Suspicious person call
4. Investigation of suspicious circumstances
5. Disturbance of the peace
6. Welfare check

Three of the scenarios are tactical social interactions and can end either as a positive, neutral, or lethal encounter depending on the actions of the recruit. Three of the scenarios are Use of Force which are predetermined to end in one or two deadly encounters which are allocated at random.

Student performance is assessed based on a series of research-based metrics. These metrics have been infused throughout their 16 weeks of training. The evaluation intent is to assess whether students are demonstrating use of the metrics at the end of their training.

The evaluation finds that of 187 possible metrics used to assess student performance during their six scenarios, 39 showed significant positive change from baseline to Phase 1. Four metrics showed negative change during this same period.



The greatest positive change (54% increase) was in students ability to explain the encounter, including developing a shared understanding for the reason for the encounter, and the expectations for the community member as displayed in Table 1. This is a fundamental tenant of procedural justice.

Table 1

Students Ability to Explain the Encounter

Baseline	After Phase 1	Percent Change
24%	78%	54%

Another positive change (41% increase) included an increase in students showing a more determined mindset in dealing with the nature of the call for service in a more direct way as displayed in Table 2.

Table 2

Students Dealing with Calls for Service in a Direct Way

Baseline	After Phase 1	Percent Change
57%	98%	41%

A third positive change (34% increase) was an increase in the students' ability to use communication skills to defuse or de-escalate a potentially violent situation as displayed in Table 3.

Table 3

Students Use of Communication Skills to De-Escalate a Situation

Baseline	After Phase 1	Percent Change
42%	76%	34%



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Although only 43 of the 187 metrics have shown a significant change from the baseline data, over half of the metrics (55%) are demonstrated frequently. Eighty-eight of the metrics are demonstrated 90% or more of the time. Another fifteen metrics are demonstrated more than 80% of the time.

Four metrics showed negative change, or a decline in student performance from the baseline to Phase 1 data. These include:

1. Picking up on tone of voice of person in crisis.
2. Recognizing weapons of opportunity in the environment
3. Calling for backup when appropriate
4. Establishing common ground

The evaluation also examines students' ability to recognize when a scenario is heading in a negative direction and whether they take steps to repair the encounter. The evaluation shows a greater percentage of scenarios moving in a positive direction as demonstrated in Table 4.

Table 4

Scenarios Moving in a Positive Direction

Baseline	After Phase 1	Percent Change
52%	69%	17%

As displayed in Table 5, for scenarios that turned negative, a higher percentage of encounters were repaired by post Phase 1 cohorts compared to those at baseline.

Table 5

Scenarios Heading in a Negative Direction Repaired

Baseline	After Phase 1	Percent Change
40%	66%	26%



A final outcome identified in the evaluation is fewer scenarios are ending in deadly force as demonstrated in Table 6.

Table 6
Scenarios Ending in Deadly Force

Baseline	After Phase 1	Percent Change
28%	11%	17%

Overall, the evaluation indicates students are applying the concepts of communication, emotional intelligence, legitimacy, procedural justice, and de-escalation that have been integrated throughout the Basic Police program curriculum. Additionally, the evaluation informs the organization where attention is needed.

Once Phase 3 is implemented, data collection will begin and a final evaluation will be conducted.



Program Content



Affidavits and Search Warrants

Instructional Goal:

This course is designed to introduce a new officer to the use, limitations, and processes relating to affidavits and search warrants.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify when a search warrant is required in a given situation.
2. Describe probable cause in a given situation.
3. Describe the scope of a search in a given situation.

Content Outline:

- Constitutional Foundations
- Subjects of a Search Warrant
- Affidavits
- Drafting a Warrant
- Executing a Warrant

Behavior Metrics:

- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Behavioral Health: Awareness

Instructional Goal:

This series is designed to:

1. Develop a new officer's understanding of behaviors commonly associated with mental illness, crisis, addiction, trauma, and developmental disabilities.
2. Provide a new officer with opportunities to practice conducting safe, lawful, and effective interactions involving persons experiencing a possible behavioral health related crisis.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate how stigma impacts mental illness and addiction.
2. Articulate behaviors commonly associated with mental illness, addictions, trauma and developmental disabilities.
3. Identify potential barriers to communication with a person experiencing a mental health crisis.

Content Outline:

- Stigma
- Myths and Facts: Mental Illness, Addictions, Developmental Disabilities
- Impact and Common Characteristics of Mental Health Disorders
- Major Mental Illnesses
- Suicide
- Trauma-Informed Approach
- Substance Dependence Disorders
- Disabilities
- LEDS
- Crisis Intervention



Behavior Metrics:

- Bias
 - Managing personal biases related the person in crisis that influence decision making
- Communication
 - Asses the civilian's understanding of the officer
 - Being able to actively listen to the person in crisis during the encounter
 - Being aware of his or her own non-verbal cues
 - Being aware of the words he or she uses and how they influence the person in crisis
 - Gives relevant and meaningful commands
 - Introducing him/herself to the civilian
 - Maintains control of the encounter until it is resolved
 - Making sure he/she understands what the civilian is communicating
 - Picking up on tone of voice of the person in crisis
 - Providing clear instructions
 - Reading non-verbal cues of the person in crisis
 - Recognizing the person in crisis's ability to communicate with the officer
 - Recognizing the person in crisis's ability to follow directions
- Critical Thinking
 - Thinks outside the standard set of tactics that he/she has been taught to use
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Being able to see things from the person in crisis's point of view
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Effectively managed his/her frustration during a prolonged encounter
 - Emotional control contributes to his/her command presence
 - Maintains a professional demeanor



- Maintains appropriate command presence
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Shows empathy
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
 - Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Information
 - Confirming and verifying call information
 - Giving the person in crisis information about resources that can help him or her
 - Knowing where to get accurate information on the person in crisis
 - Seeking access to previous information about the person in crisis (personal history)
 - Seeking access to previous information about the person in crisis (personal history)
 - Obtaining critical information from family members about the person in crisis
- Legitimacy and Procedural Justice
 - Demonstrating patience with the person in crisis
 - Explaining his or her actions to the person in crisis
 - Maintaining a respect for basic human rights
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point



- Treating mentally ill or disabled civilians with dignity and respect
 - Willingness to spend time with the person in crisis
- Mental Health
 - Accurately describing the behaviors of the person in crisis to mental health professionals
 - Appropriately using mental health resources (e.g. calling mental health professionals, homeless shelters)
 - Determining the person in crisis's level of risk due to his or her inability to meet basic health and safety needs
 - Knowing key mental health terms (e.g. legal acronyms)
 - Knowing about available mental health resources (e.g. mental health professional, homeless shelters)
 - Recognize/identify mental health issues
 - Recognizing whether the person in crisis has symptoms of a medical condition and not mental illness
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for backup when appropriate
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing hazards in the environment (e.g. trip hazards, bio-hazards)
 - Recognizing urgent medical needs of the person in crisis
 - Recognizing weapons of opportunity in the environment (e.g. rocks, lamp shades)
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adapting tactics based on the key indicators from the person in crisis
 - Adapting tactics based on the key indicators from the person in crisis
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary



- Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changed positions when appropriate
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Effectively controlling the person in crisis's movement
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
- Threat Response
 - Adapting based on changing level of threat
 - Continually assessing the level of threat the person in crisis poses
 - Correctly identifies threats
 - Correctly responds to a threat
 - Optimizes the distance between him or herself and the identified threat



Behavioral Health: De-escalation

Instructional Goal:

This course is designed to:

1. Develop a new officer's understanding of mental health crises and crisis de-escalation techniques.
2. Provide a new officer with opportunities to practice conducting safe, lawful, and effective interactions involving persons experiencing a possible behavioral health related crisis.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify characteristics of a behavioral health crisis.
2. Describe considerations when responding to a behavioral health crisis.
3. Demonstrate an ability to safely interact with someone in a behavioral health crisis.
4. Practice de-escalation techniques that can be used in a crisis.
5. Identify options for resolving behavioral health crisis situations.

Content Outline:

- Crisis and the Crisis Cycle
- Crisis Communication
- Crisis Calls
 - Prior to Arriving
 - Arriving
 - Engaging the Person in Crisis
 - Diffusing
 - Stabilizing the Call
 - Referral/Resource Information
 - Documenting
 - Self-Care



Behavior Metrics:

- Bias
 - Managing personal biases related the person in crisis that influence decision making
- Communication
 - Asses the civilian's understanding of the officer
 - Being able to actively listen to the person in crisis during the encounter
 - Being aware of his or her own non-verbal cues
 - Being aware of the words he or she uses and how they influence the person in crisis
 - Gives relevant and meaningful commands
 - Introducing him/herself to the civilian
 - Maintains control of the encounter until it is resolved
 - Making sure he/she understands what the civilian is communicating
 - Picking up on tone of voice of the person in crisis
 - Providing clear instructions
 - Reading non-verbal cues of the person in crisis
 - Recognizing the person in crisis's ability to communicate with the officer
 - Recognizing the person in crisis's ability to follow directions
- Critical Thinking
 - Thinks outside the standard set of tactics that he/she has been taught to use
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Being able to see things from the person in crisis's point of view
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Effectively managed his/her frustration during a prolonged encounter
 - Emotional control contributes to his/her command presence
 - Maintains a professional demeanor



- Maintains appropriate command presence
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Shows empathy
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
 - Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Information
 - Confirming and verifying call information
 - Giving the person in crisis information about resources that can help him or her
 - Knowing where to get accurate information on the person in crisis
 - Seeking access to previous information about the person in crisis (personal history)
 - Seeking access to previous information about the person in crisis (personal history)
 - Obtaining critical information from family members about the person in crisis
- Legitimacy and Procedural Justice
 - Demonstrating patience with the person in crisis
 - Explaining his or her actions to the person in crisis
 - Maintaining a respect for basic human rights
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point



- Treating mentally ill or disabled civilians with dignity and respect
- Willingness to spend time with the person in crisis
- Mental Health
 - Accurately describing the behaviors of the person in crisis to mental health professionals
 - Appropriately using mental health resources (e.g. calling mental health professionals, homeless shelters)
 - Determining the person in crisis's level of risk due to his or her inability to meet basic health and safety needs
 - Knowing key mental health terms (e.g. legal acronyms)
 - Knowing about available mental health resources (e.g. mental health professional, homeless shelters)
 - Recognize/identify mental health issues
 - Recognizing whether the person in crisis has symptoms of a medical condition and not mental illness
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for backup when appropriate
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing hazards in the environment (e.g. trip hazards, bio-hazards)
 - Recognizing urgent medical needs of the person in crisis
 - Recognizing weapons of opportunity in the environment (e.g. rocks, lamp shades)
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adapting tactics based on the key indicators from the person in crisis
 - Adapting tactics based on the key indicators from the person in crisis
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary



- Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changed positions when appropriate
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Effectively controlling the person in crisis's movement
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
- Threat Response
 - Adapting based on changing level of threat
 - Continually assessing the level of threat the person in crisis poses
 - Correctly identifies threats
 - Correctly responds to a threat
 - Optimizes the distance between him or herself and the identified threat
- Use of Force
 - Escalates and de-escalates during a confrontation
 - Escalates and de-escalates during a physical altercation
 - Having the ability to de-escalate a situation (calm the person in crisis down)
 - Is able to use communication skills to defuse or de-escalate a potentially violent situation



Behavioral Health: Legal Considerations

Instructional Goal:

This course is designed to:

1. Introduce a new officer to the legal authority associated with behavioral health interactions.
2. Provide a new officer with opportunities to practice conducting safe, lawful, and effective interactions involving persons experiencing a possible behavioral health related crisis.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe the officer's authority under ORS 426.228 (custody of persons in need of emergency care and treatment).
2. Articulate significant case law principles impacting interactions between law enforcement and mentally ill persons.
3. Understand the significance of the Americans with Disabilities Act, as it relates to law enforcement interactions with mentally ill persons.

Content Outline:

- Peace Officer Custody
- Use of Force and Persons with Mental Illness
- Americans with Disabilities Act



Behavior Metrics:

- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Mental Health
 - Appropriately using mental health resources (e.g. calling mental health professionals, homeless shelters)
 - Determining the person in crisis's level of risk due to his or her inability to meet basic health and safety needs
 - Knowing key mental health terms (e.g. legal acronyms)
 - Knowing about available mental health resources (e.g. mental health professional, homeless shelters)
 - Recognize/identify mental health issues
 - Recognizing urgent medical needs of the person in crisis
 - Recognizing whether the person in crisis has symptoms of a medical condition and not mental illness
- Situational Awareness
 - Recognizing urgent medical needs of the person in crisis



Behavioral Health: Veterans Awareness

Instructional Goal:

This course is designed to:

1. Develop a new 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.
2. Provide a new officer with opportunities to practice conducting safe, lawful, and effective interactions involving persons experiencing a possible behavioral health related crisis.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe behaviors commonly associated with Post Traumatic Stress Disorder and Traumatic Brain Injury.
2. Describe Readjustment Challenges a Veteran may experience when leaving the military.
3. Articulate strategies to consider when interacting with Veterans.
4. Describe veteran specific community resources.

Content Outline:

- Military Information
- Challenges Returning from Deployment
- Post-Traumatic Stress Disorder and Traumatic Brain Injury
- Stress Cycle
- Strategies when Working with Veterans
- Veterans Resources



Behavior Metrics:

- Bias
 - Managing personal biases related the person in crisis that influence decision making
- Communication
 - Asses the civilian's understanding of the officer
 - Being able to actively listen to the person in crisis during the encounter
 - Being aware of his or her own non-verbal cues
 - Being aware of the words he or she uses and how they influence the person in crisis
 - Gives relevant and meaningful commands
 - Introducing him/herself to the civilian
 - Maintains control of the encounter until it is resolved
 - Making sure he/she understands what the civilian is communicating
 - Picking up on tone of voice of the person in crisis
 - Providing clear instructions
 - Reading non-verbal cues of the person in crisis
 - Recognizing the person in crisis's ability to communicate with the officer
 - Recognizing the person in crisis's ability to follow directions
- Critical Thinking
 - Thinks outside the standard set of tactics that he/she has been taught to use
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Being able to see things from the person in crisis's point of view
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Effectively managed his/her frustration during a prolonged encounter
 - Emotional control contributes to his/her command presence
 - Maintains a professional demeanor



- Maintains appropriate command presence
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Shows empathy
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
 - Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Information
 - Confirming and verifying call information
 - Giving the person in crisis information about resources that can help him or her
 - Knowing where to get accurate information on the person in crisis
 - Seeking access to previous information about the person in crisis (personal history)
 - Seeking access to previous information about the person in crisis (personal history)
 - Obtaining critical information from family members about the person in crisis
- Legitimacy and Procedural Justice
 - Demonstrating patience with the person in crisis
 - Explaining his or her actions to the person in crisis
 - Maintaining a respect for basic human rights
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point



- Treating mentally ill or disabled civilians with dignity and respect
 - Willingness to spend time with the person in crisis
- Mental Health
 - Accurately describing the behaviors of the person in crisis to mental health professionals
 - Appropriately using mental health resources (e.g. calling mental health professionals, homeless shelters)
 - Determining the person in crisis's level of risk due to his or her inability to meet basic health and safety needs
 - Knowing key mental health terms (e.g. legal acronyms)
 - Knowing about available mental health resources (e.g. mental health professional, homeless shelters)
 - Recognize/identify mental health issues
 - Recognizing whether the person in crisis has symptoms of a medical condition and not mental illness
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for backup when appropriate
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing hazards in the environment (e.g. trip hazards, bio-hazards)
 - Recognizing urgent medical needs of the person in crisis
 - Recognizing weapons of opportunity in the environment (e.g. rocks, lamp shades)
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adapting tactics based on the key indicators from the person in crisis
 - Adapting tactics based on the key indicators from the person in crisis
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary



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- Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changed positions when appropriate
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Effectively controlling the person in crisis's movement
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
- Threat Response
 - Adapting based on changing level of threat
 - Continually assessing the level of threat the person in crisis poses
 - Correctly identifies threats
 - Correctly responds to a threat
 - Optimizes the distance between him or herself and the identified threat
- Use of Force
 - Escalates and de-escalates during a confrontation
 - Escalates and de-escalates during a physical altercation
 - Having the ability to de-escalate a situation (calm the person in crisis down)
 - Is able to use communication skills to defuse or de-escalate a potentially violent situation



Bombs and Explosives

Instructional Goal:

This course is designed to develop a new officer's understanding of safe and effective tactics when responding to incidents involving or potentially involving bombs and/or explosive devices.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate characteristics of a suspicious device or package.
2. Explain the role of an officer in responding to a bomb threat.
3. Identify procedures to take when a suspicious item is located.

Content Outline:

- Safety
- Law Enforcement Response
- Effects of an Explosion
- Types of Explosions
- Types of Explosives
- Improvised Explosives
- Bomb Threats



Behavior Metrics:

- Communication
 - Appears to pay attention to details
 - Communicate with other officers on scene
- Situational Awareness
 - Calling for backup when appropriate
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Recognizing hazards in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision-making skills
 - Knows about available tactical resources
- Threat Response
 - Correctly identifies threats
 - Optimizes the distance between him or herself and the identified threat
 - Prioritizes threats



Building Search and Tactical Movement

Instructional Goal:

This series is designed to develop a new officer's understanding of tactics and movements related to safe and effective building approaches and searches.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate authority to search a given structure.
2. Identify a structure by a labeling system.
3. Identify appropriate search speed for a given situation.
4. Demonstrate safe building and room entry.
5. Demonstrate safe weapon handling while moving.

Content Outline:

- Principles of Searching
- Building Identification
- Speed of Movement
- Structural Challenges
- Room Entries
- Low Light



Behavior Metrics:

- Communication
 - Appears to pay attention to details
 - Communicate with other officers on scene
- Equipment
 - Being proficient with standard equipment
 - Can effectively operate and handle flashlights under emergency conditions
- Situational Awareness
 - Calling for backup when appropriate
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Recognizing hazards in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Has appropriate tactical decision-making skills
 - Knows where the available cover/concealment is located on-scene
 - Maintaining a position of tactical advantage
 - Makes full use of cover and concealment
 - Uses proper tactical movement
- Threat Response
 - Correctly identifies threats
 - Optimizes the distance between him or herself and the identified threat
 - Prioritizes threats



Civil Rights and Liabilities

Instructional Goal:

This course is designed to develop a new officer's understanding of the constitution, duty to protect the rights of all citizens, and how to reduce the civil liability risks.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Explain the role of an officer in protecting the rights of citizens.
2. Articulate police encounters that could expose an officer to potential criminal or civil action.
3. Articulate steps that law enforcement officers/agencies can take to reduce exposure to civil liability.

Behavior Metrics:

- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Maintaining a respect for basic human rights

Content Outline:

- Constitutional Rights
- Criminal versus Civil Law
- Civil Liability
- Federal Civil Rights Violations
- Americans with Disabilities Acts
- Qualified Immunity



Child Abuse and Neglect Investigations

Instructional Goal:

This course is designed to introduce a new officer to basic factors related to child abuse and neglect investigations.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe police officer duties under Karly's Law.
2. Articulate the meaning of suspicious physical injury.
3. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

- Child Abuse Statutes
- Karly's Law
- Suspicious Physical Injury
- Department of Human Services Referrals
- Dynamics of Child Abuse
- Physical Abuse
- Neglect
- Investigations
- Mandatory Reporting
- Multi-Disciplinary Teams
- Assessment Centers



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



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- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian



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- Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working



- Differentiates what is relevant from what is irrelevant in the encounter
- Gains control of the encounter
- Has appropriate tactical decision making skills
- Maintaining a position of tactical advantage
- Used proper tactical movement



Communication for Policing

Instructional Goals:

This series is designed to:

1. Develop a new officer's ability to communicate effectively with others.
2. Develop a new officer's ability to recognize communication challenges and apply adaptive approaches toward resolution.
3. Provide a new officer opportunities to demonstrate effective communication skills

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Demonstrate effective communication in a variety of circumstances.
2. Analyze a situation and choose the appropriate communication approach to result in a positive interaction.
3. Identify the fundamentals of radio operation.
4. Demonstrate effective use of a radio to communicate information to another person.

Content Outline:

- Types of Communication (Verbal, Para Verbal, Non-Verbal)
- Tools for Effective Communication
 - Rapport Building
 - Active Listening
 - Empathy
- Common Encounters
 - Field Interviews
 - Traffic Stops
- Contact Models
- Communication Styles (Assertive Communication)
- Human Behavior
- Diffusing Conflict



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- Persuasion
- Effective Commands
- Communicating with Persons in Crisis
- Radio Communication

Behavior Metrics:

- Communication
 - Appears to pay attention to details
 - Being aware of his or her own non-verbal cues
 - Controlling his or her own tone of voice
 - Gives relevant and meaningful commands
 - Introducing him/herself to the civilian
 - Listen effectively
 - Maintains appropriate eye contact
 - Maintains control of the encounter until it is resolved
 - Making sure he/she understands what the civilian is communicating
 - Non-verbally greeting the civilian (e.g. wave, smile, nod)
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
 - Reading non-verbal cues of the person in crisis
 - Verbally greeting the civilian
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Appears to be professional and ready to respond to threats effectively
 - Aware of how own physical attributes contribute to his/her command presence
 - Aware of own level of physiological excitement
 - Being aware of how he/she is coming across to civilians
 - Being self-aware of current emotional status



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- Being self-aware of current mental status
 - Being self-aware of fatigue level
 - Controlling his or her own emotions during the encounter
 - Diffuses the situation by psychologically calming the suspect
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Effectively managed his/her frustration during a prolonged encounter
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains appropriate command presence
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Practicing self-control techniques during the encounter (e.g. deep breathing)
 - Recognizing what emotional stage the person in crisis is in
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion
 - Shows empathy
 - The officer's ego is not a factor
 - Using appropriate techniques based on what emotional stage the person in crisis is in
- Information
 - Confirming and verifying call information
 - Seeking information about civilian
 - Seeking information about situation



- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - End on positive note
 - Establishing common ground
 - Explaining his or her actions to the person in crisis
 - Giving options and explaining consequences
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Providing incentives for co-operation
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye
 - Used an appropriate level of aggressiveness
 - Used an appropriate level of assertiveness
- Use of Force
 - Escalates and de-escalates during a confrontation
 - Is able to use communication skills to defuse or de-escalate a potentially violent situation



Community Competency

Instructional Goal:

This series is designed to:

1. Develop a new officer's understanding of the significance of working within diverse communities
2. Develop a new officer's ability to interact with diverse communities effectively.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe community diversity.
2. Identify barriers to police-community relationships.
3. Identify examples of discrimination faced by diverse communities.
4. Demonstrate cultural humility in a given situation.
5. Demonstrate culturally appropriate language in a given situation.
6. Articulate strategies for engaging with diverse communities.

Content Outline:

- Diverse Communities
- Social Bias
- Tools of Discrimination
- Barriers to Effective Relationships
- Increasing Cultural Understanding
- Tools of Resistance
- Cultural Humility
- Choosing Language
- Engaging Diverse Communities



Behavior Metrics:

- Bias
 - Managing personal biases related to gender that influence his/her decision making
 - Managing personal biases related to mental illness that influence his/her decision making
 - Managing personal biases related to race that influence his/her decision making
 - Managing personal biases related to religion that influence his/her decision making
- Communication
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Maintains appropriate eye contact
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Picking up on cultural norms during an encounter
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Being aware of the political climate in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries



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- Looking for signs of a civilian's comfort level with personal boundaries during an interaction
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion
 - Shows empathy
 - Using appropriate techniques based on what emotional stage the person in crisis is in
 - Using the individual skills or characteristics of officers involved
 - Using the individual skills or characteristics of other responders involved
- Ethics
 - Not trying to force his/her beliefs on the civilian
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - End on positive note
 - Establishing common ground
 - Giving options and explaining consequences
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Providing incentives for co-operation
 - Remembering names and using them when saying goodbye



- Showing respect by accepting items from the civilian if offered (when appropriate)
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Schema
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter



Community Crime Prevention

Instructional Goal:

This course is designed to introduce a new officer to crime prevention strategies.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Explain the role of police in crime prevention.
2. Identify effective crime prevention strategies.
3. Recognize risks of unintentional consequences of crime prevention strategies.

Content Outline:

- 21st Century Policing Report Pillar 4
- Theories of Crime
- Effectiveness of Policing Strategies on Crime Prevention
- Crime Prevention through Environmental Design (CPTED)
- Situational Crime Prevention
- Hot Spots Policing



Behavior Metrics:

- Situational Awareness
 - Recognizing anomalies in the environment
 - Recognizing hazards in the environment (e.g. trip hazards, bio-hazards)
- Information
 - Leaving the civilian with useful information
- Legitimacy and Procedural Justice
 - End on positive note
 - Establishing common ground
 - Follow through on any promises made
 - Leaving the scene of the encounter as he/she found it
 - Looking for opportunities to help a civilian
 - Not making unrealistic promises
 - Remembering names and using them when saying goodbye



Contact and Cover

Instructional Goal:

This course is designed to

1. Develop a new officer's understanding of the concepts of contact and cover.
2. Enhance a new officer's knowledge in all types of police interactions and become familiar with two officer, one suspect contacts.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Recognize officer contact and cover officers responsibilities
2. Identify fatal tendencies and characteristics that lead to officer injury and death
3. Articulate why contact and cover is essential

Content Outline:

- Responsibilities of Contact officer
- Responsibilities of Cover officer
- Agency Specific Considerations
- Risks of Complacency
- Fatal Tendencies



Behavior Metrics:

- Communication
 - Appears to be assertive
 - Appears to pay attention to details
 - Assigning roles before encounter
 - Communicate with other officers on scene
 - Has discussed pre-planning and assessments with his/her partner(s) prior to the encounter
 - Maintains control of the encounter until it is resolved
 - Providing clear instructions
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appears to be professional and ready to respond to threats effectively
 - Correctly estimates his/her ability to read a situation
 - Has sufficient cognitive discipline to focus attention
 - Is invested in the encounter
 - Maintains appropriate command presence
 - Maintains a professional demeanor
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Used an appropriate level of aggressiveness
 - Used an appropriate level of assertiveness
 - Using the individual skills or characteristics of officers involved
 - Using the individual skills or characteristics of other responders involved
- Information
 - Confirming and verifying call information
 - Seeking information about civilian
 - Seeking information about situation



- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - End on positive note
 - Establishing common ground
 - Giving options and explaining consequences
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Providing incentives for co-operation
 - Remembering names and using them when saying goodbye
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Planning
 - Carefully planning where to set up an encounter (e.g. a vehicle check point)
 - Understanding the mission objectives in advance of the encounter
- Policy
 - Understand agency policies
 - Pre-Assault Indicators
 - Acts on pre-assault indicators
 - Makes timely decisions regarding pre-assault indicators
 - Responds to pre-assault indicators in a timely manner
 - Understands pre-assault indicators



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- Schema
 - Mental rehearsal before the interaction
 - The officer's schema does not drive complacency
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter
- Situational Awareness
 - Accurately identified multiple opponents
 - Being willing to switch roles during the encounter (e.g. between cover and contact)
 - Calling for back-up when appropriate
 - Has a situational focus
 - Is aware of who is in charge of the situation, or who is leading when multiple officers are present
 - Is flexible and changes tactics when necessary
 - Removing non-involved participants from the encounter (e.g. bystanders, family members)
 - Scans, processes, interprets and acts
 - Shifts focus from broad to narrow
 - Shifts focus from narrow to broad
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changed positions when appropriate
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter



- Effectively controlling the person in crisis's movement
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Has assessed/planned potential cover/concealment prior to the encounter
 - Knows his/her position relative to bystanders
 - Maintaining a position of tactical advantage
 - Makes full use of available cover and concealment
 - Properly uses dynamic movement
 - Used or compensated for environmental conditions where the incident occurred
 - Used proper tactical movement
- Threat Response
 - Correctly identifies threats
 - Correctly responds to a threat
 - Prioritizes threats



Crash Response and Investigations

Instructional Goal:

This course is designed to develop a new officer's understanding of their role in traffic crash prevention, response, and investigations.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe the key elements of a crash response.
2. Describe the key elements of a crash investigation.
3. Identify evidence in a crash investigation.

Content Outline:

- Crash Prevention
- Crash Response
- Traffic Control
- Crash Investigations
- Evidence and Collection
- Crash Scene Documentation
- Crash Reporting



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Personal morals do not factor into decision making
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point



- Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Criminal Investigations: Introduction

Instructional Goal:

This course is designed to introduce a new officer to the general principles of conducting a criminal investigation.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate the duties of a responding officer in a criminal investigation.

Content Outline:

- Criminal Investigation Basics
- Role of Responding Officer
 - En Route
 - Arrival
 - Start of the Investigation

Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively



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- Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)



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- The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation



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- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Criminal Investigations: Investigative Interviewing

Instructional Goal:

This course is designed to introduce a new officer to methods of gathering information from various subjects in an investigation.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe the role of the interview in an investigation.
2. Describe the role of interrogation in an investigation.
3. Develop effective interview questions for a given circumstance.
4. Demonstrate legal interview and interrogation practices.

Content Outline:

- Investigative Interviewing Process
- Interviews (Witness, Victim, Suspect)
- Interrogations
 - Types of Questions
 - Truth and Lies
 - Recording Statements and Confessions



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Personal morals do not factor into decision making
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point



- Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Criminal Investigations: Evidence Collection

Instructional Goal:

This course is designed to introduce a new officer to protocols for collecting and submitting evidence for analysis.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify types of evidence in a given situation.
2. Identify proper evidence handling and collections procedures.

Content Outline:

- Photographs
- Forensic Science
- Types of Evidence
- Evidence Handling and Collection
- Chain of Custody
- Digital Evidence



Behavior Metrics:

- Communication
 - Accurately documenting the details of the encounter
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission (e.g. during a welfare check)
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Correctly estimates his/her ability to read a situation
 - Maintains a professional demeanor
- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Situational Awareness
 - Has an investigative focus
 - Prioritizing actions during an encounter
 - Scans, processes, interprets and acts
- Tactical Assessment
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Maintaining a position of tactical advantage



Criminal Investigations: Complex Investigations

Instructional Goal:

This course is designed to introduce a new officer to complex criminal investigations and crime scene procedures.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate safe crime scene practices.
2. Identify practices to protect crime scenes.
3. Identify constitutional eyewitness identification practices.

Content Outline:

- Initial Response and Prioritization of Efforts
- Securing the Crime Scene
- Control of the Scene
- Documentation
- Scene Walk Through
- Contamination Control
- Evidence Collection
- Eyewitness Identification Procedures



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



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- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian



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- Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working



- Differentiates what is relevant from what is irrelevant in the encounter
- Gains control of the encounter
- Has appropriate tactical decision making skills
- Maintaining a position of tactical advantage
- Used proper tactical movement



Criminal Law: Persons

Instructional Goal:

This series is designed to develop a new officer's understanding of persons' offenses defined by the Oregon Criminal Code.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify type of offense using the Oregon Criminal Code Book.
2. Distinguish level of offense using the Oregon Criminal Code Book.
3. Articulate the elements of a given crime.
4. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

- Criminal Code Definitions
- Assault Offenses
- Criminal Homicide Offenses
- Other Person Offenses
- Kidnapping
- Custodial Interference
- Sexual Offenses
- Offenses Against Family

Behavior Metrics:

- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Criminal Law: Property

Instructional Goal:

This series is designed to develop a new officer's understanding of property offenses defined by the Oregon Criminal Code.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify type of offense using the Oregon Criminal Code Book.
2. Distinguish level of offense using the Oregon Criminal Code Book.
3. Articulate the elements of a given crime.
4. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

- Theft and Related Offenses
- Fraud or Deception
- Other Offenses
- Identity Theft
- Arson and Related Offenses
- Criminal Mischief
- Criminal Trespass and Burglary
- Robbery

Behavior Metrics:

- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Criminal Law: Public Order and Weapons

Instructional Goal:

This course is designed to develop a new officer's understanding of behavioral offenses defined by the Oregon Criminal Code.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify type of offense using the Oregon Criminal Code Book.
2. Distinguish level of offense using the Oregon Criminal Code Book.
3. Articulate the elements of a given crime.
4. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

- Public Order Offenses
- Bias Crimes
 - Bias Crime Reporting Requirements
- Weapon Related Offenses

Behavior Metrics:

- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Criminal Law: State and Public Justice

Instructional Goal:

This course is designed to develop a new officer's understanding of behavioral offenses defined by the Oregon Criminal Code.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify type of offense using the Oregon Criminal Code Book.
2. Distinguish level of offense using the Oregon Criminal Code Book.
3. Articulate the elements of a given crime.
4. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

- State and Public Justice Offenses
- Prostitution Offenses
- Obscenity and Related Offenses
- Animal Offenses

Behavior Metrics:

- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Criminal Law: Controlled Substances

Instructional Goal:

This course is designed to develop a new officer's understanding of behavioral offenses defined by the Oregon Criminal Code.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify type of offense using the Oregon Criminal Code Book.
2. Distinguish level of offense using the Oregon Criminal Code Book.
3. Articulate the elements of a given crime.
4. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

- Controlled Substances
- Charging Controlled Substances
- Cannabis
- Alcohol

Behavior Metrics:

- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Criminal Networks and Intelligence

Instructional Goal:

This course is designed to introduce a new officer to basic information about understanding and disrupting criminal networks operating in communities, including the use of criminal intelligence resources.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe community concerns regarding criminal networks.
2. Identify features of criminal networks.
3. Describe the purpose of criminal intelligence.

Content Outline:

- Criminal Networks
 - Gang Activity
 - Human Trafficking
- Disrupting and Preventing Crime
 - Concentration of Crime
 - Deterrence
- Criminal Intelligence
 - Intelligence Resources

Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly



- Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy



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- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation



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- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Death Notifications and Investigations

Instructional Goal:

This course is designed to introduce a new officer to basic factors related to death response and investigations.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Demonstrate empathetic and clear communication related to death notifications and investigations.
2. Describe police officer duties in the response and investigation of an unattended death call.
3. Identify resources related to death investigations.

Content Outline:

- Death Notifications
- Death Investigations
 - State Medical Examiner Program
 - Statutes Related to Death Investigations
 - Preliminary Examination
- Causes and Manner of Death
- Identification

Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly



- Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy



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- Ethics
 - Not trying to force his/her beliefs on the civilian
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness



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- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Defensive Tactics

Instructional Goal:

This series is designed to:

1. Introduce a new officer to physical skills and techniques used to affect an arrest or defend against an attack.
2. Develop a new officer's ability to make decisions in stressful and violent situations effectively.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Demonstrate effective defensive concepts from a standing position.
2. Demonstrate effective defensive concepts from a ground position.
3. Handcuff and search a cooperative subject.
4. Demonstrate effective decision making under stress.

Content Outline:

- Defensive concepts while standing (Rubric 1)
 - Escort positions
 - Clinch work
 - Standing side control
 - Take Downs
 - "Default" punch defense
 - In-fight weapon access in clinched entanglements
- Defensive concepts while on the ground (Rubric 2)
 - Getting back to standing
 - Escaping full mount
 - Escaping side control
 - In-fight weapon access in grounded entanglements



- Handcuffing (Rubric 3)
 - Cooperative handcuffing
 - Searches
 - Kneeling and prone cuffing
 - High-risk cuffing
- Decision making under stress (Rubric 4)
 - Force on Force evolutions
 - Multitasking under life-threatening circumstances

Behavior Metrics:

- Communication
 - Appears to pay attention to details
 - Maintains control of the encounter until it is resolved
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
 - Uses an appropriate stance
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Correctly estimates his/her ability to read a situation
 - Is invested in the encounter
- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Maintaining a respect for basic human rights
 - Uses an appropriate level of assertiveness



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- Situational Awareness
 - Prioritizing actions during an encounter
 - Scans, processes, interprets and acts
- Tactical Assessment
 - Adapting tactics based on the terrain (e.g. geography, weather)
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Changed positions when appropriate
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Effectively controlling the person in crisis's movement
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Patient and identifies advantageous moments to act
 - Properly uses dynamic movement
 - Used or compensated for environmental conditions where the incident occurred
 - Used proper tactical movement
- Threat Response
 - Accurately assessed and prioritized the threats posed by multiple opponents
 - Adapting based on changing level of threat
 - Correctly responds to a threat
 - Knows his/her position relative to identified threats
 - Optimizes the distance between him or herself and the identified threat
 - Prioritizes threats



- Use of Force
 - Being proficient with control techniques
 - Escalates and de-escalates during a physical altercation
 - Having the ability to de-escalate a situation (calm the person in crisis down)
 - Is able to use communication skills to defuse or de-escalate a potentially violent situation
 - Is proficient with force options that are less-lethal than firearms
 - Recognized the need to transition to other force options
 - Selected among force options while moving
 - Selects reasonable force options



Domestic Violence: Response and Investigations

Instructional Goal:

This series is designed to introduce a new officer to basic factors related to domestic violence response and investigations.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Define the responsibilities of law enforcement in a report of domestic violence.
2. Identify dynamics of domestic violence that could impact the investigation.
3. Identify resources for law enforcement and victims in domestic violence investigations.
4. Articulate a plan for investigation of a given situation.

Content Outline:

- Dynamics of Domestic Violence
- Batterers
- Lethality Indicators
- Oregon Statutes
- Federal Statutes
- Interviewing Children
- Investigation
- Restraining Orders
- Emergency Protective Orders
- No Contact Orders
- Civil Standby
- Foreign Protective Orders
- Stalking
- Crisis Intervention



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian



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- Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working



- Differentiates what is relevant from what is irrelevant in the encounter
- Gains control of the encounter
- Has appropriate tactical decision making skills
- Maintaining a position of tactical advantage
- Used proper tactical movement



Drugs That Impair Driving

Instructional Goal:

This series is designed to develop a new officer's ability to observe, identify, recognize, and articulate the signs of impairment related to drug impaired driving.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe implied consent procedures related to the collection of urine samples.
2. Demonstrate giving instructions for alternative field sobriety tests.
3. List signs of impairment associated with alternative field sobriety tests.
4. Identify signs that indicate methods of ingestion.
5. Describe signs and symptoms associated with drug categories.
6. Recognize signs and symptoms of polydrug use in drivers.
7. Describe signs and symptoms associated with common medical conditions which can mimic drug impairment.
8. Articulate appropriate response to drivers with apparent medical conditions.

Content Outline:

Note- Course content is developed through a collaborative effort of DPSST and the Oregon Drug Evaluation & Classification Program (DECP). The subject matter is derived from curriculum by the National Highway Traffic Safety Administration (NHTSA) and the International Association of Chiefs of Police (IACP).

- Impact on Communities
- ORS 813.131 (2)
- Alternative Field Sobriety Tests
- Drugs and Methods of Ingestion
- Seven Categories of Drugs as Identified by the DECP
- Polydrug Use
- Medical Conditions that Mimic Impairment
- Controlled Substance Investigations



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian



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- Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working



- Differentiates what is relevant from what is irrelevant in the encounter
- Gains control of the encounter
- Has appropriate tactical decision making skills
- Maintaining a position of tactical advantage
- Used proper tactical movement



Effective Interactions with the Deaf and Hard of Hearing Community

Instructional Goal:

This course is designed to:

- Develop a new officer's understanding of the deaf and hard of hearing community.
- Provide new officer's with communication tools and strategies to improve interactions with the deaf and hard of hearing community.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify appropriate auxiliary aides.
2. Accurately assess a situation to determine whether an auxiliary aid, including an interpreter, is required.
3. Demonstrate effective and professional communication.

Content Outline:

- Civil Rights- Americans with Disabilities Act
- Increasing Cultural Understanding
- Tactical Social Interactions
- Effective Interactions
- De-escalation and Diffusing Hostilities
- Police as Guardians
- Cultural Vulnerabilities
- Role and Communicating through an Interpreter



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian



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- Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working



- Differentiates what is relevant from what is irrelevant in the encounter
- Gains control of the encounter
- Has appropriate tactical decision making skills
- Maintaining a position of tactical advantage
- Used proper tactical movement



Elder Abuse Investigations

Instructional Goal:

This course is designed to introduce a new officer to basic factors related to elder abuse response and investigations.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Define the responsibilities of law enforcement in a report of elder abuse.
2. Identify potential indicators of elder abuse.
3. Articulate a plan for investigation of a given situation.

Content Outline:

- Elder Abuse Statutes
- Mandatory Reporting
- Adult Protective Services
- Communication
- Abusers
- Risk Factors
- Types of Elder Abuse
 - Physical Abuse
 - Sexual Abuse
 - Psychological Abuse
 - Abandonment
 - Financial Exploitation
 - Neglect
 - Self-Neglect
- Resources



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



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- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian



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- Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working



- Differentiates what is relevant from what is irrelevant in the encounter
- Gains control of the encounter
- Has appropriate tactical decision making skills
- Maintaining a position of tactical advantage
- Used proper tactical movement



Emergency Vehicle Operations

Instructional Goal:

This series is designed to introduce a new officer to safe and efficient operation of emergency vehicles.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Demonstrate safe emergency vehicle operations.
2. Demonstrate sound judgment and decision-making when operating an emergency vehicle.

Content Outline:

- The Science of Driving
- Legal Considerations
- Driving Techniques
- Electronic Safety and Control Systems
- Drivetrain Configurations

Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice



- Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making



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- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness



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- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Emotional Intelligence

Instructional Goal:

This series is designed to:

1. Enhance a new officer's awareness of emotional intelligence.
2. Develop a new 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:

1. Identify what contributes to emotional intelligence.
2. Recognize when emotional intelligence is lacking.
3. Analyze an interaction and reflect on the level of emotional intelligence demonstrated.
4. Articulate what emotional intelligence means in their role as a police officer.

Content Outline:

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management
- Empathy
- Role of the Brain
- Stress
- Improving Emotional Intelligence



Behavior Metrics:

- Communication
 - Accurately documenting the details of the encounter
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission (e.g. during a welfare check)
 - Introducing him/herself to the civilian
 - Listens effectively
 - Maintains appropriate eye contact
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
 - Uses an appropriate stance
- Culture
 - Understand cultural norms
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Being aware of how he/she is coming across to civilians
 - Correctly estimates his/her ability to read a situation
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Personal morals do not factor into decision making



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- Information
 - Seeking information about situation
- Legitimacy and Procedural Justice
 - Demonstrating gratitude for compliance
 - Follow through on any promises made
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Remembering names and using them when saying goodbye
 - Spending some time with the civilian before leaving the encounter
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Situational Awareness
 - Prioritizing actions during an encounter
 - Scans, processes, interprets and acts
- Tactical Assessment
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Maintaining a position of tactical advantage



Ethics

Instructional Goal:

This series is designed to:

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

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Summarize the ethical standards and expectations of a police officer.
2. Describe how conscious and non-conscious processes in the human brain impact behavior.
3. Identify risk factors that can lead to unethical behavior.
4. Articulate strategies for reporting unethical behavior.

Content Outline:

- Brain Processes and Behavior
- Ethical Standards and Expectations
- Risk Factors for Unethical Behavior
- Reporting Unethical Behavior

Behavior Metrics:

- Communication
 - Accurately documenting the details of the encounter
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission (e.g. during a welfare check)
 - Introducing him/herself to the civilian
 - Listens effectively
 - Maintains appropriate eye contact



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- Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
 - Uses an appropriate stance
- Culture
 - Understand cultural norms
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Being aware of how he/she is coming across to civilians
 - Correctly estimates his/her ability to read a situation
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Personal morals do not factor into decision making
- Health and Wellness
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



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- Legitimacy and Procedural Justice
 - Demonstrating gratitude for compliance
 - Follow through on any promises made
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Remembering names and using them when saying goodbye
 - Spending some time with the civilian before leaving the encounter
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Situational Awareness
 - Has an investigative focus
 - Prioritizing actions during an encounter
 - Scans, processes, interprets and acts
- Tactical Assessment
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Maintaining a position of tactical advantage



Firearms

Instructional Goal:

This series is designed to:

1. Introduce a new officer to the use, limitations and techniques of the service handgun, patrol rifle, and shotgun.
2. Develop a new officer's ability to effectively use firearms to defend themselves, a partner, or a third party against a deadly force encounter.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate critical firearms safety rules.
2. Achieve a passing score on the qualification.
3. Demonstrate safe and proficient firearms handling skills.
4. Articulate the difference between cover and concealment and how to correctly use cover.

Content Outline:

- Safety
- Pistol Nomenclature
- Stance
- Grip and Draw
- Trigger
- Aiming
- Load and Unload
- Sight Picture and Alignment
- Malfunctions
- Cover
- Single Hand
- Reactionary Gap
- Movement
- Multiple Targets
- South/SUL
- Low Light Visual Impairment
- Ballistic Shield
- Vehicles
- Patrol Rifle Familiarization
- Shotgun Familiarization
- After-Action
- Team Movement
- Communication
- Off Duty Consideration



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Appears to pay attention to details
 - Communicate with other officers on scene
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Providing clear instructions
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Is emotionally mature
 - Maintains a professional demeanor
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
- Legitimacy and Procedural Justice
 - Maintaining a respect for basic human rights
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)



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- Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adapting tactics based on the terrain (e.g. geography, weather)
 - Adapts his/her tactics creatively when an encounter changes into something unusual or out of the ordinary
 - Adapts to the dark in a low light condition
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changed positions when appropriate
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Knows where the available cover/concealment is located on-scene
 - Maintaining a position of tactical advantage
 - Makes full use of available cover and concealment
 - Properly uses dynamic movement
 - Used proper tactical movement



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- Threat Response
 - Correctly identifies threats
 - Correctly responds to a threat
 - Knows his/her position relative to identified threats
 - Optimizes the distance between him or herself and the identified threat
 - Prioritizes threats
- Use of Force- Deadly Force
 - Reholsters a handgun
 - Shoots accurately during a deadly force encounter
 - Whether can effectively clear malfunctions under combat conditions



Fitness and Nutrition

Instructional Goal:

This series is designed to:

1. Develop a new officer's awareness of the correlation between fitness and quality of life.
2. Reinforce the importance of nutrition in both occupational and lifestyle wellness.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify breathing techniques to improve performance.
2. Identify the three macronutrients and the roles each plays in nutrition.
3. Recognize and assess the benefits and pitfalls of various diet plans.
4. Identify the nutritional and timing needs of macronutrients for the body.
5. Assess the amount of carbohydrate, protein and fat in personal diets.

Content Outline:

- Performance Breathing
- Nutrition
- Fitness
- Basic Health
- Hydration

Behavior Metrics:

- Health and Wellness
 - Officer maintains physically fitness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)



History of Policing

Instructional Goal:

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

Learning Outcome:

Upon completion of instruction, students will be able to:

1. Explain how the history of law enforcement in America has an impact on the perception of police today.

Content Outline:

- Eras of Policing
- Peel's Principles
- Origins of American Policing
- Oregon History
- Impact of History on Communities

Behavior Metrics:

- Bias
 - Managing personal biases related to race that influence his/her decision making
- Communication
 - Listens effectively
- Culture
 - Understand cultural norms
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Being aware of how he/she is coming across to civilians



- Being aware of the political climate (e.g. what local opinions are about police) in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
- Ethics
 - Not trying to force his/her beliefs on the civilian
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye



- Showing respect by accepting items from the civilian if offered (when appropriate)
 - Spending some time with the civilian before leaving the encounter
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Schema
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter



Human Trafficking

Instructional Goal:

This course is designed to develop a new officer's awareness of human trafficking crimes.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify red flags of human trafficking.
2. Identify resources for victims of human trafficking.

Content Outline:

- Federal Trafficking Victims Protection Act
- Intersection of Violence
- Labor Trafficking
- Sex Trafficking

Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved



- Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)



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- The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation



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- **Situational Awareness**
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- **Tactical Assessment**
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Implicit Bias

Instructional Goal:

This series is designed to develop a new 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:

1. Explain the impact of bias on perceptions.
2. Recognize situations where decisions may be inappropriately impacted by bias.
3. Identify steps for well-intentioned officers to avoid biased policing.

Content Outline:

- Science of Bias
 - Implicit Associations
- Racially Biased Policing
- Minimizing Bias

Behavior Metrics:

- Bias
 - Managing personal biases related to gender that influence his/her decision making
 - Managing personal biases related to mental illness that influence his/her decision making
 - Managing personal biases related to race that influence his/her decision making
 - Managing personal biases related to religion that influence his/her decision making
- Communication
 - Asses the civilian's understanding of the officer



- Being aware of his or her own non-verbal cues
 - Listens effectively
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Understand cultural norms
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Being aware of the political climate (e.g. what local opinions are about police) in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Take note of how civilians interact among themselves (e.g. language, gestures, etc.)



- Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
 - Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Ethics
 - Not trying to force his/her beliefs on the civilian
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye
 - Showing respect by accepting items from the civilian if offered (when appropriate)
 - Spending some time with the civilian before leaving the encounter
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Schema
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter



Intoxilyzer

Instructional Goal:

This course is designed to develop a new officer's ability to conduct valid breath alcohol testing.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Successfully complete a breath test using the Intoxilyzer system.
2. Demonstrate working knowledge of DUII laws.
3. Demonstrate working knowledge of implied consent laws.

Content Outline:

Note- This course content is provided by the Oregon State Police.

- Oregon DUII Laws
- Implied Consent
- Criminal versus Administrative Law
- Blood and Urine Collection Procedures
- Documentation
- Oregon DUII Case Law
- Intoxilyzer Operation

Behavior Metrics:

- Law
 - Does what actions are legal
 - Knowing legal issue/case law



Introduction to the Justice System

Instructional Goal:

This course is designed to develop a new officer's understanding of the justice system, general criminal code concepts, and application.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Locate and differentiate between criminal code offenses.
2. Articulate sources of law.
3. Analyze a situation to identify the appropriate criminal code application to the circumstances.
4. Identify elements of a crime in a given situation.

Content Outline:

- Sources of Law
- Court Systems
- Justice System Components
- Justice System Stages
- Oregon Revised Statutes
- Criminal Liability

Behavior Metrics:

- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Juveniles: Adolescent Development and the Juvenile Code

Instructional Goal:

This course is designed to introduce a new officer to basic factors related to interactions and investigations involving juveniles.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe police officer duties in the response and investigation of juvenile-involved calls.
2. Articulate the difference between a dependency and a delinquency matter.
3. Recognize and articulate the risks of juvenile investigations.
4. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

Dependency

- Mandatory Reports
- Karly's Law
- Juvenile Court
- Protective Custody
- Dependency Terminology
- Resources

Delinquency

- Juvenile Court
- Terminology Differences
- Custody
- Juvenile Justice Delinquency Prevention Act
- Detention
- Resources
- Status Offenses

Investigations Involving Juveniles

- Interview/Interrogation Best Practices



Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter



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- Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian



- Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age
 - Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working



- Differentiates what is relevant from what is irrelevant in the encounter
- Gains control of the encounter
- Has appropriate tactical decision making skills
- Maintaining a position of tactical advantage
- Used proper tactical movement



Legitimacy and Procedural Justice

Instructional Goal:

This series is designed to:

- Introduce a new officer to the concepts of police legitimacy and procedural justice.
- Develop a new 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:

1. Summarize the concept of police legitimacy.
2. Identify the four components of procedural justice.
3. Explain the importance of procedural justice in attaining legitimacy.

Content Outline:

- Legitimate versus Legal
- Procedural Justice (Respect, Voice, Neutrality, Trustworthiness)
- Perception versus Outcome
- The Bank Account

Behavior Metrics:

- Bias
- Communication
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Maintains appropriate eye contact
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Understand cultural norms



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- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Being aware of the political climate (e.g. what local opinions are about police) in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Take note of how civilians interact among themselves (e.g. language, gestures, etc.)
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)



- Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye
 - Showing respect by accepting items from the civilian if offered (when appropriate)
 - Spending some time with the civilian before leaving the encounter
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Schema
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter
- Situational Awareness
 - Prioritizing actions during an encounter
 - Scans, processes, interprets and acts
- Tactical Assessment
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Maintaining a position of tactical advantage



Missing Persons Investigations

Instructional Goal:

This course is designed to introduce a new officer to types of missing persons and the different approaches to investigations.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify investigation considerations for various types of missing person cases.
2. List criteria required to initiate an AMBER Alert.

Content Outline:

- State and Federal Statutes Related to Missing Persons
- Missing Vulnerable Adults
- Missing Children
 - Family Abductions
 - Non-Family Abductions
 - Runaway Children
 - Lost, Injured, or Otherwise Missing Children
 - Missing Children with Special Needs
 - Critically Missing Young Adults
- AMBER Alert
- Resources

Behavior Metrics:

- Bias
 - Managing personal biases that influence decision making
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive



- Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission
 - Being aware of his or her own non-verbal cues
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Properly distributing the report of the encounter
 - Providing clear instructions
 - Read body language and appearance to infer deceptive intent
- Culture
 - Understand cultural norms
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Controlling his or her own emotions during the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Is invested in the encounter
 - Knowing personal boundaries
 - Maintains a professional demeanor
 - Maintains appropriate command presence
 - Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy



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- Ethics
 - Not trying to force his/her beliefs on the civilian
 - Personal morals do not factor into decision making
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)
 - The officer's attention is not distracted by trauma he/she has experienced in the encounter
- Information
 - Leaving the civilian with useful information
 - Seeking information about situation
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - Establishing common ground
 - Follow through on any promises made
 - Giving options and explaining consequences
 - Leaving the civilian with useful information
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not making unrealistic promises
 - Not patronizing or insulting the person
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Time spent before getting to the purpose of the encounter not rushing to the purpose of the encounter/getting directly to the point
 - Treating civilians in a manner appropriate for their age



- Uses an appropriate level of assertiveness
- Schema
 - Has strategic goals in place and has rehearsed them prior to arriving at the scene
 - Knows what to look for in that type of situation
- Situational Awareness
 - Accurately assesses subject competence
 - Calling for back-up when appropriate
 - Has an investigative focus
 - Interpreting the clues in the environment relevant to the crisis (e.g. family pictures on the wall but no family present)
 - Is flexible and changes tactics when necessary
 - Prioritizing actions during an encounter
 - Recognizing anomalies in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Changing tactics when original tactics are not working
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Used proper tactical movement



Motor Vehicle Code

Instructional Goal:

This series is designed to introduce a new officer to statutes in the Oregon Vehicle Code and other special considerations that are relevant to the daily enforcement activities of the patrol officer.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Apply the associated statutes to overall traffic enforcement efforts in a given situation.
2. Identify the three special zones and how they relate to traffic safety.
3. Identify when these special considerations should be used in traffic enforcement.

Content Outline:

- Common Traffic Violations
- Traffic Crimes
- Other Violations
- Special Considerations

Behavior Metrics:

- Bias
 - Managing personal biases that influence his/her decision making
- Communication
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Understand cultural norms



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- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Being aware of the political climate (e.g. what local opinions are about police) in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Take note of how civilians interact among themselves (e.g. language, gestures, etc.)
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)



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- Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Ethics
 - Not trying to force his/her beliefs on the civilian
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye
 - Showing respect by accepting items from the civilian if offered (when appropriate)
 - Spending some time with the civilian before leaving the encounter
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Schema
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter
- Situational Awareness
 - Prioritizing actions during an encounter
 - Scans, processes, interprets and acts
- Tactical Assessment
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Maintaining a position of tactical advantage



Officer in Court and Mock Trial

Instructional Goal:

This course is designed to:

1. Introduce a new officer to courtroom basics, including types of proceedings, and the role of the officer and other parties in proceedings.
2. Develop a new officer's ability to provide courtroom testimony.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate the role of the officer in various court proceedings.
2. Demonstrate basic courtroom testimony skills.

Content Outline:

- Court System Review
- Court Participants: Judge, District Attorney, Defense Attorney, Law Enforcement, Juries
- Criminal Proceedings
- Law Enforcement Testimony: Knowledge of the Facts of the Case; Knowledge of Laws, Policies, and Procedures; Your Character
- Preparing for Court
- Presenting in Court
- Traffic Cases



Behavior Metrics:

- Bias
 - Managing personal biases that influence his/her decision making
- Communication
 - Appears to pay attention to details
 - Being aware of his or her own non-verbal cues
 - Controlling his or her own tone of voice
 - Listens effectively
 - Maintains appropriate eye contact
 - Making sure he/she understands what the civilian is communicating
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is emotionally mature
 - Knowing personal boundaries
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Physical Fitness

Instructional Goal:

This course is designed to develop a new officer's awareness of:

1. The importance of both lifetime and occupational fitness.
- 1) Different training modalities to fit the individual's lifestyle and interests.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Participate in a series of exercises designed to increase cardiovascular endurance through anaerobic exercise.
2. Participate in alternating exercises designed to increase foot speed/agility and core strength.
3. Participate in a series of activities that are designed to build both muscular strength and cardiovascular endurance.
4. Participate in physical fitness testing designed to provide feedback on the progress of their training.

Content Outline:

- Cardiovascular Endurance
- Core Strength
- Speed and Agility Conditioning
- Muscle Failure Thresholds and Proprioceptive Neuromuscular Facilitation
- Aerobic and Anaerobic Capacity

Behavior Metrics:

- Emotional Intelligence/Self-Awareness
 - Practicing self-control techniques during the encounter (e.g. deep breathing)
- Health and Wellness
 - Officer maintains physically fitness



Problem-Oriented Policing

Instructional Goal:

This course is designed to develop a new officer's problem-solving skills in relation to addressing community problems.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify the steps of the SARA model.
2. Apply problem-oriented policing strategies to a given circumstance.

Content Outline:

- Role of Police
- Problem-Oriented Policing
- Problem-Solving
- SARA Model

Behavior Metrics:

- Communication
 - Listens effectively
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Understand cultural norms
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Being aware of how he/she is coming across to civilians
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Is emotionally mature
 - Maintains a positive attitude



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- Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
- Ethics
 - Not trying to force his/her beliefs on the civilian
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Schema
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter
- Situational Awareness
 - Prioritizing actions during an encounter
 - Scans, processes, interprets and acts
- Tactical Assessment
 - Differentiates what is relevant from what is irrelevant in the encounter



Problem-Solving

Instructional Goal:

This course is designed to enhance a new officer's problem solving skills.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe the stages of the problem-solving process.
2. Analyze a problem and determine the steps necessary to develop a solution.
3. Complete the steps of the problem-solving process to address a police-specific problem.
4. Present solutions to a complex, police-specific problem.

Content Outline:

- Problem-Solving Process

Behavior Metrics

- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Correctly estimates his/her ability to read a situation



Procedural Law

Instructional Goal:

This series is designed to develop a new officer's understanding of the legal authority to carry out duties.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Identify different types of encounters and the justification for that interaction.
2. Analyze a situation, determine if Miranda applies, and apply when needed.
3. Articulate search and seizure authority in a given circumstance.
4. Identify the required contents of a search warrant.

Content Outline:

- Types of Encounters: Mere Conversations, Stops, Arrests
- Stops: Federal and Oregon Law
- Arrests: Oregon Law
- Probable Cause
- Consular Notification
- Custody and Interrogation
 - Miranda Warning
- Search and Seizure
 - Searches with a Warrant
 - Searches without a Warrant



Behavior Metrics:

- Bias
- Communication
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Maintains appropriate eye contact
 - Making sure he/she understands what the civilian is communicating
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Being aware of the political climate (e.g. what local opinions are about police) in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)



- Shows empathy
 - Take note of how civilians interact among themselves (e.g. language, gestures, etc.)
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
 - Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye
 - Showing respect by accepting items from the civilian if offered (when appropriate)
 - Spending some time with the civilian before leaving the encounter
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)
- Schema
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter



Report Writing

Instructional Goal:

This series is designed to:

1. Develop a new officer's report writing skills to document information discovered and received during an investigation effectively.
2. Develop a new 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:

1. Identify the principles of report writing and note-taking.
2. Demonstrate the ability to correctly construct sample reports, notes, and documents given the necessary information.

Content Outline:

- Report Writing Process
- Effective Report Writing Practices
- Report Sections
- Reviewing and Proofreading

Behavior Metrics:

- Communication
 - Accurately documenting the details of the encounter
 - Properly distributing the report of the encounter
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Correctly estimates his/her ability to read a situation
 - Maintains a professional demeanor



- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



Resiliency

Instructional Goal:

This series is designed to:

1. Enhance a new officer's awareness of job-related stressors.
2. Develop a new officer's understanding of potential strategies for addressing stressors to maintain their emotional, physical, and mental health.
3. Develop a new officer's ability to self-assess or reflect on their self-care strategies.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Recognize symptoms of trauma and job-related stress.
2. Identify factors that contribute to the stress and associated trauma of a career in public safety.
3. Articulate healthy ways to address potential trauma or stress to maintain whole health.

Content Outline:

- Resiliency
- Awareness (Stress, Vicarious Trauma, Triggers, Thinking Errors)
- Strategies (Stress Reduction, Support Systems, Coping Skills)
- Police Suicide
- Resources



Behavior Metrics:

- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
- Health and Wellness
 - Practicing self-wellness techniques to prevent burnout (e.g. meditation, personal care)



Roles and Responsibilities

Instructional Goal:

This series is designed to:

1. Develop a new officer's understanding of sources of authority and legitimacy in their role as a law enforcement officer.
2. Develop a new officer's understanding of various police functions.
3. Develop a new officer's understanding of the role of community partnerships.

Learning Outcomes: Upon completion of instruction, students will be able to:

1. Identify sources of authority and legitimacy.
2. Articulate responsibilities and duties as a law enforcement officer.
3. Explain the significance for building partnerships with the community for a law enforcement officer.
4. Identify proactive policing techniques that can help build partnerships or solve problems in the community.

Content Outline:

- Sources of Authority: United States Constitution, Oregon Constitution, Community
- Police Functions: Service Delivery, Order Maintenance, Law Enforcement
- Reactive and Proactive Policing
- Mindset: Warrior and Guardian
- Role of the Community: Community Policing
- Engaging Diverse Communities



Behavior Metrics:

- Bias
- Communication
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Maintains appropriate eye contact
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Understand cultural norms
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Being aware of the political climate (e.g. what local opinions are about police) in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintaining emotional control
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)



- Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Take note of how civilians interact among themselves (e.g. language, gestures, etc.)
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
 - Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)
- Ethics
 - Not trying to force his/her beliefs on the civilian
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye
 - Showing respect by accepting items from the civilian if offered (when appropriate)
 - Spending some time with the civilian before leaving the encounter
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)



Sexual Assault Investigations

Instructional Goal:

This series is designed to introduce a new officer to basic factors related to sexual assault response and investigations using a victim centered and trauma informed approach.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Demonstrate victim centered and offender focused interactions.
2. Analyze a situation and determine if there is an applicable ORS offense represented.

Content Outline:

Note- This course content was developed for DPSST by the Oregon Attorney Generals Sexual Assault Task Force (OAGSATF)

- Law Enforcement Role in Violence Prevention
- Victim Centered/Offender Focused
- Terms and Definitions
- Media and Culture
- Neurobiology of Trauma
- Victim Interviewing
- Report Writing
- Medical Forensics and SARTS



Behavior Metrics:

- Bias
 - Managing personal biases related to gender that influence his/her decision making
- Communication
 - Assesses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Maintains appropriate eye contact
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Understand cultural norms
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy



- Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
- Ethics
 - Not trying to force his/her beliefs on the civilian
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)



Standardized Field Sobriety Testing

Instructional Goal:

This series is designed to:

1. Develop a new officer's ability to deter, detect, and apprehend impaired drivers.
2. Provide a new officer with opportunities to practice conducting safe, lawful, and effective impaired driving investigations.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate factors related to the detection of impaired driving.
2. Describe evidence related to impaired driving.
3. Demonstrate ability to conduct Standardized Field Sobriety Tests in accordance with national standards.
4. Analyze a situation and determine if there is an applicable ORS offense represented

Content Outline:

Note- Course content is developed by the National Highway Safety Administration (NHTSA) and the International Association of Chiefs of Police (IACP).

- General Deterrence
- Oregon Statutes Related to Driving While Impaired (DWI)
- Detection
- Types of Evidence
- Evidence-Gathering
- Divided Attention Testing
- Horizontal Gaze Nystagmus
- Processing Arrests
- Arrest Reports
- Testifying in DWI Trials



Behavior Metrics:

- Communication
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Making sure he/she understands what the civilian is communicating
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law



- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Taking time throughout the entire process (pre-during-and post-encounter)



Supporting Victims of Crime

Instructional Goal:

This course is designed to develop a new officer's awareness of victim's rights laws and practices.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Explain notification responsibilities for law enforcement related to victims.
2. Given a circumstance, determine the need to provide victim's rights information to a victim.

Content Outline:

- Victim's Rights
 - Oregon Victim's Rights Laws
 - Oregon Crime Victim's Bill of Rights
 - Statutory Application
- Major Needs of Victims
- Resources

Behavior Metrics:

- Bias
- Communication
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Listens effectively
 - Making sure he/she understands what the civilian is communicating
- Culture
 - Understand cultural norms



- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Appropriate sense of interpersonal space
 - Being aware of how he/she is coming across to civilians
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Knowing personal boundaries
 - Looking for signs of a civilian's comfort level with personal boundaries during an interaction (e.g. how close he/she likes to stand)
 - Maintains a positive attitude
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)
 - Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Take note of how civilians interact among themselves (e.g. language, gestures, etc.)
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
 - Using the individual skills or characteristics of officers involved (e.g. previous experience, cultural factors)
 - Using the individual skills or characteristics of other responders involved (e.g. previous experience, cultural factors)



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- Ethics
 - Not trying to force his/her beliefs on the civilian
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - End on positive note
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Remembering names and using them when saying goodbye
 - Showing respect by accepting items from the civilian if offered (when appropriate)
 - Spending some time with the civilian before leaving the encounter
 - Taking action to improve civilian's conditions
 - Taking time throughout the entire process (pre-during-and post-encounter)



Tactical Medicine

Instructional Goal:

This course is designed to introduce a new officer to techniques for improving the survivability of victims, self, and fellow officers during violent circumstances.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate critical factors in hemorrhage control.
2. Apply a tourniquet to self and others.

Content Outline:

- Hartford Consensus THREAT Response
- Hemorrhage Control
- Tourniquet Use
- Tactical Emergency Casualty Care Guidelines
- Resources

Behavior Metrics:

- Communication
 - Appears to pay attention to details
 - Communicate with other officers on scene
- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Correctly estimates his/her ability to read a situation
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
- Equipment
 - Being proficient with standard equipment
 - Uses tools automatically and without conscious attention



Threat Assessment

Instructional Goal:

This course is designed to introduce a new officer to basic factors related to preventing acts of targeted violence.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Describe the role of police in targeted violence prevention.
2. Identify factors related to the pathway to targeted violence.
3. Describe key findings related to the behaviors of active attackers.

Content Outline:

- Types of Targeted Violence
- Pathway to Targeted Violence
- Behavioral Threat Assessment Center
- Active Attacker Incidents
- Active Attacker Pre-Attack Behaviors
- Active Attacker Variables
- Active Attacker Key Findings
- Concerning Behaviors

Behavior Metrics:

- Emotional Intelligence
 - Accurately assesses his/her knowledge and skills
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Maintains a professional demeanor
 - Maintains control over his/her emotions



- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Maintaining a respect for basic human rights
 - Taking time throughout the entire process (pre-during-and post-encounter)



Use of Force: Law and Decision Making

Instructional Goal:

This series is designed to:

1. Develop a new officer's understanding of the legal authority guiding use of force decisions and the ability to apply that authority appropriately.
2. Provide a new officer with opportunities to practice conducting safe and effective encounters involving force or the possibility of force.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate authority guiding an officer's use of force
2. Describe subject behaviors that could require officer intervention or response
3. Articulate governmental interest in a given situation
4. Differentiate between "type" of force and the "amount" of force that can be used by officers
5. Demonstrate effective communication to include verbal warnings
6. Analyze a given situation and respond with a reasonable type and amount of force

Content Outline:

- Civilian Use of Force Law
- The Reasonable Officer Standard
- Communication: Before and During the Use of Force
- Evaluating the Severity of a Crime
- Identifying an Immediate Threat
- Resisting Arrest
- Evading Arrest by Flight
- Totality of the Circumstances
- Types and Amounts of Force
- Oregon Use of Force Laws
- Force and Behavior Health



Behavior Metrics:

- Bias
 - Managing personal biases related to decision making.
- Communication
 - Accurately documenting the details of the encounter
 - Appears to be assertive
 - Appears to pay attention to details
 - Assesses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Can process what a subject is saying effectively
 - Communicate with other officers on scene
 - Controlling his or her own tone of voice
 - Gives relevant and meaningful commands
 - Maintains control of the encounter until it is resolved
 - Picking up on tone of voice of the person in crisis
 - Providing clear instructions
 - Reading non-verbal cues of the person in crisis
 - Recognizing the person in crisis's ability to communicate with the officer
 - Recognizing the person in crisis's ability to follow directions
 - Tracking the eye gaze of a civilian
 - Uses an appropriate stance
 - Uses appropriate hand positions
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Adapting response based on his or her own current physical status
 - Appearing confident in him or her self during the encounter
 - Appears to be professional and ready to respond to threats effectively
 - Aware of how own physical attributes contribute to his/her command presence
 - Aware of own anger
 - Aware of own anxiety



- Aware of own fear of liability
- Aware of own level of bravado
- Aware of own level of physiological excitement
- Being self-aware of current emotional status
- Being self-aware of current mental status
- Being self-aware of fatigue level
- Controlling his or her own emotions during the encounter
- Correctly estimates his/her ability to read a situation
- Displays appropriate interpersonal communication
- Does not negatively react to a perceived challenge to their authority
- Effectively managed his/her frustration during a prolonged encounter
- Emotional control contributes to his/her command presence
- Experiences stress inoculation, ability to regain control of self
- Has an appropriate sympathetic response : i.e. fight, flight, freeze
- Has sufficient cognitive discipline to control breathing
- Has sufficient cognitive discipline to control heart rate
- Has sufficient cognitive discipline to focus attention
- Having the desire to succeed throughout the encounter
- Maintains control over his/her emotions
- Maintains a professional demeanor
- Maintains a will to win
- Maintains appropriate command presence
- Manages his/her perceptual narrowing during a deadly encounter
- Not have a mindset of conflict avoidance
- Recognizing when his/her actions are not appropriate and modifying them
- Not taking things personally (e.g. verbal abuse)
- Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
- Practicing self-control techniques during the encounter (e.g. deep breathing)
- Recognizing what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)



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- **Equipment**
 - Being proficient with standard equipment
 - Can effectively operate and handle communications equipment under emergency conditions
 - Can effectively operate and handle flashlights under emergency conditions
 - Not over dependent on their tools
 - Properly deploying specialized equipment (e.g. Taser, k-9, hostage negotiator)
 - Uses tools automatically and without conscious attention
- **Information**
 - Seeking information about situation
- **Law**
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Applies deadly force rules of engagement (laws and policies) in a combat situation
 - Does what actions are legal
 - Is knowledgeable about relevant court procedures concerning the use of force
 - Is knowledgeable about relevant laws concerning the use of force
 - Knowing legal issue/case law
- **Legitimacy and Procedural Justice**
 - Maintaining a respect for basic human rights
 - The officer's perceptions of the consequences of using deadly force reflect the culture of his/her agency, community, and local news media
 - Used an appropriate level of aggressiveness
 - Used an appropriate level of assertiveness
- **Pre-Assault Indicators**
 - Acts on pre-assault indicators
 - Both perceives indicators that a suspect is carrying weapon and recognizes what type of weapon they are carrying
 - Identifies pre-assault indicators



- Makes timely decisions regarding pre-assault indicators
 - Perceives indicators that a suspect is carrying a weapon
 - Recognizing signs of hostility in a group of civilians
 - Responds to pre-assault indicators in a timely manner
 - Understands pre-assault indicators
- Schema
 - Knows what to look for in that type of situation
 - Using the lessons from previous similar encounters to help him or her succeed in the current encounter
- Situational Awareness
 - Calling for back-up when appropriate
 - Has a situational focus
 - Is flexible and changes tactics when necessary
 - Observing details of the environment before the encounter starts
 - Prioritizing actions during an encounter
 - Recognizing weapons of opportunity in the environment
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- Tactical Assessment
 - Accurately assesses subject compliance
 - Adjusts to the unexpected
 - Aware of proximity to the subject
 - Aware of the space around him/her and the position of nearby objects
 - Aware of what is going on in the periphery of his/her hearing
 - Aware of what is going on in the periphery of his/her vision
 - Can operationalize use of force law and policy
 - Changed positions when appropriate
 - Changing tactics when original tactics are not working
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Has assessed/planned potential cover/concealment prior to the encounter



- Knows where the available cover/concealment is located on-scene
 - Maintaining a position of tactical advantage
 - Makes full use of available cover and concealment
 - Patient and identifies advantageous moments to act
 - Properly uses dynamic movement
 - Used proper tactical movement
 - Uses light in a tactically sound manner
- Threat Response
 - Adapting based on changing level of threat
 - Correctly identifies threats
 - Correctly responds to a threat
 - Knows his/her position relative to identified threats
 - Optimizes the distance between him or herself and the identified threat
 - Prioritizes threats
- Use of Force
 - Being proficient with control techniques
 - Escalates and de-escalates during a confrontation
 - Escalates and de-escalates during a physical altercation
 - Is able to use communication skills to defuse or de-escalate a potentially violent situation
 - Is familiar with the weapon systems to which he has immediate access
 - Is knowledgeable about relevant policies concerning the use of force
 - Is knowledgeable about relevant tactics concerning the use of force
 - Is proficient with force options that are less-lethal than firearms
 - Recognized the need to transition to other force options
 - Selected among force options while moving
 - Selects reasonable force options
 - Understanding the law and policies surrounding use of force



- Use of Force- Deadly Force
 - Draws a handgun (if appropriate)
 - Escalates and de-escalates during shooting
 - Is able to decide whether to use deadly force in a timely manner
 - Is knowledgeable about potential stress-related effects of officer-involved shootings
 - Is knowledgeable about relevant case studies on officer-involved shootings



Vehicle Stops

Instructional Goal:

This series is designed to:

1. Introduce a new officer to unknown and high-risk vehicle stops, including various approaches to vehicle stops, safe tactics, and issuing citations.
2. Provide a new officer with opportunities to practice conducting safe and effective vehicle stops.

Learning Outcomes:

Upon completion of instruction, students will be able to:

1. Articulate concepts and considerations for officer approach and vehicle placement during contacts involving vehicles.
2. Demonstrate safe decision making and tactics when conducting an unknown risk vehicle stop.
3. Demonstrate intentional use of positioning, communication, and planning to lower the probability of a violent encounter.

Content Outline:

- Introduction to Unknown Risk and High-Risk Vehicle Stops
- Pre-Stop Preparations
- Approaching Vehicles
- Making Contact at a Vehicle
- Citations
 - Completing
 - Issuing
- Motor Vehicle Code Overview



Behavior Metrics:

- Bias
 - Managing personal biases that influence his/her decision making
- Communication
 - Appears to be assertive
 - Appears to be friendly
 - Appears to pay attention to details
 - Asking questions that are relevant to the mission (e.g. during a welfare check)
 - Asses the civilian's understanding of the officer
 - Being aware of his or her own non-verbal cues
 - Gives relevant and meaningful commands
 - Introducing him/herself to the civilian
 - Listens effectively
 - Maintains control of the encounter until it is resolved
 - Making sure he/she understands what the civilian is communicating
 - Providing clear instructions
- Emotional Intelligence/Self-Awareness
 - Accurately assesses his/her knowledge and skills
 - Appearing confident in him or her self during the encounter
 - Being aware of how he/she is coming across to civilians
 - Being aware of the political climate (e.g. what local opinions are about police) in the area in advance of the encounter
 - Correctly estimates his/her ability to read a situation
 - Displays appropriate interpersonal communication
 - Does not negatively react to a perceived challenge to their authority
 - Emotional control contributes to his/her command presence
 - Is aware of personal baggage affecting the encounter
 - Is emotionally mature
 - Maintains a professional demeanor
 - Maintains control over his/her emotions
 - Not taking things personally (e.g. verbal abuse)



- Paying attention to a civilian's demeanor or attitude (e.g. recognizing if they are angry, friendly, upset etc.)
 - Recognizing when his/her actions are not appropriate and modifying them
 - Showing natural human emotion (laughs at jokes, smiles at kids, etc.)
 - Shows empathy
 - Using appropriate techniques based on what emotional stage the person in crisis is in (e.g. fearful, enraged, anxious)
- Equipment
 - Being proficient with standard equipment
- Law
 - Acting based on knowledge about the legal issues surrounding the encounter
 - Does what actions are legal
 - Knowing legal issue/case law
- Legitimacy and Procedural Justice
 - Apologizing for the inconvenience of an encounter
 - Demonstrating gratitude for compliance
 - End on positive note
 - Explaining his/her actions
 - Giving options and explaining consequences
 - Looking for opportunities to help a civilian
 - Maintaining a respect for basic human rights
 - Not patronizing or insulting the person
 - Putting the civilian in his/her position ("put yourself in my shoes")
 - Taking time throughout the entire process (pre-during-and post-encounter)
 - Used an appropriate level of assertiveness
- Schema
 - Knows what to look for in that type of situation (possesses necessary mental schemas or models)
 - The officer's schema does not drive complacency



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- Using the lessons from previous similar encounters to help him or her succeed in the current encounter
- **Situational Awareness**
 - Calling for back-up when appropriate
 - Has a situational focus
 - Is flexible and changes tactics when necessary
 - Observing details of the environment before the encounter starts (e.g. note exit strategy)
 - Prioritizing actions during an encounter
 - Recognizing hazards in the environment (e.g. trip hazards, bio-hazards)
 - Scans, processes, interprets and acts
 - When possible, assesses the situation fully before acting
- **Tactical Assessment**
 - Accurately assesses subject compliance
 - Adapting tactics based on the terrain (e.g. geography, weather)
 - Adjusts to the unexpected
 - Changed positions when appropriate
 - Differentiates what is relevant from what is irrelevant in the encounter
 - Gains control of the encounter
 - Has appropriate tactical decision making skills
 - Maintaining a position of tactical advantage
 - Makes full use of available cover and concealment
 - Used proper tactical movement
- **Threat Response**
 - Adapting based on changing level of threat
 - Correctly identifies threats
 - Correctly responds to a threat
 - Knows his/her position relative to identified threats
 - Optimizes the distance between him or herself and the identified threat



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- Use of Force
 - Is able to use communication skills to defuse or de-escalate a potentially violent situation
 - Recognized the need to transition to other force options



Resources

Lum, C., Koper, C.S., Gill, C., Hibdon, J., Telep, C. & Robinson, L. (2016). An Evidence Assessment of the Recommendations of the President's Task Force on 21st Century Policing: Implementation and Research Priorities. Fairfax, VA: Center for Evidence-Based Crime Policy, George Mason University. Alexandria, VA: International Association of Chiefs of Police.

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Vila, B., James, S., & James, L. (2018). How police officers perform in encounters with the Public. Policing: An International Journal, 41 (2), 215-232.