

RESERVE ACADEMIC TRAINING PROGRAM
Effective January 1, 2025

MINIMUM REQUIRED HOURS

Academic	120
Arrest Control	62
Firearms	72
TOTAL	254

Driving (optional)	44
TOTAL with Driving	298

I. INTRODUCTION TO CRIMINAL JUSTICE SYSTEM

REQUIRED HOURS: 7

A. Authority of the Colorado Reserve Officer

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of the statutory authority of a Colorado reserve peace officer.

Specific Performance Outcomes:

1. The student will describe the provisions of § 16-2.5-110 (1) C.R.S., which designates authority and training for duties, as well as its limits, while functioning as a Colorado reserve peace officer.
2. The student will explain the statutory provisions of "direct supervision" and "express direction" pursuant to 16-2.5-110(6)(a)(b) C.R.S.
3. The student will explain how the "Colorado Governmental Immunity Act", 24-10-4(a) and 24-10-106 C.R.S., applies to reserve officers as volunteers.

Required Source Material:

Colorado Revised Statutes, 16-2.5-110 et seq.

B. Judicial Process

Required Minimum Hours: 2

General Learning Goal: The student will learn the organization and operation of the judicial process as it relates to an entry level law enforcement officer.

Specific Performance Outcomes:

1. The student will examine the purposes of the criminal justice system:
 - a. Guarantee due process and equal justice through application of laws (LE/courts)
 - b. Reduce crime, fear of crime, and public disorder (LE)
 - c. Protect life and property (LE)
 - d. Enforce laws (LE)
 - e. Protect the community from individuals who have committed crimes (Corrections)

2. The student will distinguish between the three components of the criminal justice system.
 - a. Law Enforcement
 - b. Courts (prosecution and adjudication)
 - c. Corrections

3. The student will explain the primary responsibilities of the following:
 - a. Federal supreme, appellate, and district courts
 - b. State supreme, appeals, and district courts
 - c. County and municipal courts
 - d. Attorneys-prosecuting and defense, public defenders

4. The student will define the steps in the judicial process from arrest to trial, as well as the steps in a trial and possible dispositions.

5. The student will explain the role of discretion at the law enforcement officer's level and the impact discretion has on the individual person as well as on the caseload for the overall

criminal justice system.

Required Source Material:

Colorado Peace Officer's Legal Source Book, Section 12 (Colorado District Attorney's Council/Colorado Attorney General)

Colorado Revised Statutes Title 16, Articles 2,3,4, and 5 Criminal Justice, Fagin (Prentice Hall)

Recommended Source Material:

Colorado Courts at a Glance, www.cobar.org

Criminal Justice: Introductory Cases & Materials, Skolnick, Feeley, McCoy (Foundation Publishing)

Introduction to Criminal Justice, Siegel and Worrall (Cengage Learning)

C. Law Enforcement Ethics and Anti-Bias Policing

Required Minimum Hours: 4

General Learning Goal: The student will understand the importance of professional, ethical, and unbiased conduct to the officer, the department and the community.

Specific Performance Outcomes:

1. The student will identify the ethical expectations of a peace officer as they relate to the following groups:
 - a. Community
 - b. Victim, witnesses, suspect
 - c. Department
 - d. Governmental agencies
 - e. Fellow officers
2. The student will describe the importance of ethical conduct as it relates to the restrictions on accessing and releasing criminal justice information and associated penalties concerning the NCIC/CCIC system.
3. Using the Law Enforcement Code of Ethics, the student will

analyze situations that may be encountered on the job that present conflicting values when exercising their authority as officers.

4. The student will identify the characteristics of an ethical officer.
5. The student will describe the consequences of unethical/unprofessional conduct to the peace officer, department, and community.
6. The student will explain why an officer should respond to a co-worker's unprofessional conduct to include the duty to report excessive use of force and the duty to intervene.
7. The student will summarize the impact of the landmark case decision in *Brady v Maryland* (1973) on law enforcement and the consequences of failure to comply with these duties and requirements.
8. The student will define:
 - a. Diversity
 - b. Stereotype
 - c. Prejudice
 - d. Discrimination
9. The student will identify personal, professional, and organizational benefits of valuing diversity within the community and law enforcement.
10. The student will discuss situations illustrating the intersection of race, gender, and disability, and their impact on law enforcement.
11. The student will examine cultural biases and beliefs regarding people with disabilities.

Recommended Source Material:

Arresting Police Video, Included in the “POST Anti-Bias Train the Trainer” materials

Case Studies – Facilitation Format

- a. Being in the Wrong Neighborhood
- b. Driving the Wrong Car

c. Suspicious Car

Character and Cops: Ethics in Policing, Delattre (American Enterprise Inc. Press)

Police Ethics, The Corruption of a Noble Cause, Crank and Caldero (Lexis Publishing), latest edition

State of Colorado Demographics – U.S. Census
<http://www.census.gov/quickfacts/table/PST045215/08>

CBI-Misuse of CCIC Data Handout, FACs and PowerPoint (Colorado Bureau of Investigation)

CCIC Training Manual (Colorado Bureau of Investigation)

Driving While Black, Included in the “POST Anti-Bias Train the Trainer” materials

Police Ethics: The Corruption of Noble Cause, Crank and Caldero (Lexis Publishing), latest edition

State of Colorado Demographics – U.S. Census
<http://www.census.gov/quickfacts/table/PST045215/08>

Americans with Disabilities Act. 42 U.S. Code § 12102 - Definition of disability

Improving Police Interactions with People with Disabilities
<https://www.aapd.com/improving-police-interactions-with-people-with-disabilities/>

Media Coverage of Law Enforcement Use of Force and Disability,
https://rudermanfoundation.org/white_papers/media-coverage-of-law-enforcement-use-of-force-and-disability/

Think Change Talks: Breaking the Barrier of Disability Bias,
<https://thinkchange.training/disability-bias/>

Think Change Talks: Breaking the Barrier of Disability Bias Discussion Guide, <https://www.flipsnack.com/thinkchange/breaking-the-barrier-of-disability-talks-discussion-guide/full-view.html>

Think Change Talks: The Intersection of Race and Disability,
<https://thinkchange.training/intersection-race-disability/>

II. BASIC LAW

REQUIRED HOURS: 42

A. Basic Constitutional Principles

Required Minimum Hours: 2

Specific Performance Outcomes:

1. The student will explain the historical context and foundations of the U.S. Constitution and the purpose of the Bill of Rights.
2. The student will identify the rights and guarantees found in the following Amendments to the U.S. Constitution:
 - a. First Amendment
 - b. Fourth Amendment
 - c. Fifth Amendment
 - d. Sixth Amendment
 - e. Eighth Amendment
 - f. Fourteenth Amendment
3. The student will compare the freedoms and rights afforded to individuals under the Colorado State Constitution and Amendments to the U.S. Constitution identified above.

Required Source Material:

United States Constitution, including Amendments
Colorado State Constitution, including Amendments

B. Evidence

Required Minimum Hours: 2

General Learning Goal: The student will have a basic understanding of the fundamental characteristics of admissible evidence, the reasons evidence is excluded, and how officer conduct can affect the admission of evidence.

Specific Performance Outcomes:

1. The student will distinguish between evidence and proof.

2. The student will categorize evidence as direct or circumstantial and recognize that both are acceptable evidence, and neither is necessarily more reliable than the other.
3. The student will describe the basic criteria for admitting evidence; will distinguish between evidence that satisfies these criteria and evidence that fails to satisfy these criteria; and will explain how these criteria impact officer conduct and investigation. To be admissible, evidence must be:
 - a. Relevant
 - b. Reliable
 - c. Not unduly prejudicial
 - d. Supported by adequate foundation; and
 - e. Constitutionally obtained
4. The student will identify circumstances, which may cause evidence to be excluded, to include the failure to properly and timely disclose evidence as required by both the U.S. and Colorado Constitutions, Colorado law and Rule 16 of the Colorado Rules of Criminal Procedure.
5. The student will define hearsay and explain how the hearsay rule applies to the following types of evidence:
 - a. Admissions, confessions and statements of Defendants, Colorado Rule of Evidence 801(d)(2)(A).
 - b. Officer reports, including video and audio material; and
 - c. The hearsay exceptions identified in Rule 803(1) through 803(4).
6. As applicable to peace officers, the student will explain the requirements and expectations for admitting evidence pursuant to Colorado Rules of Evidence 701, 702 and 703 regarding expert witness testimony; will identify the types of testimony from officers defined as expert testimony by court decisions; and will understand the requirements for pre-trial disclosure as set forth in Rule 16, Part I.(d)(3) of the Colorado Rules of Criminal Procedure.

Required Source Material:

Colorado Rules of Evidence Rule

16, *Colorado Rules of Criminal Procedure* (Colorado Supreme Court)

Recommended Source Material:

Colorado Peace Officer's Legal Source Book, Chapters 11 and 14
(Colorado District Attorney's Council/Colorado Attorney General)

C. Colorado Criminal Code

Required Minimum Hours: 16

General Learning Goal: The student will have a basic understanding of the Colorado Criminal Code so as to be able to correctly identify violations and apply current criminal statutes in a variety of commonly encountered situations.

Specific Performance Outcomes:

1. The student will locate current Colorado Criminal Code statutes in more than one resource, including digital-based resources.
2. The student will explain the Principles of Criminal Culpability. (18-1-501, 502 and 503 C.R.S.).
3. The student will explain, as set forth in the applicable statutes:
 - a. Rights of defendant (18-1-402, 403, 405(1), 406(1), 407, C.R.S.).
 - b. Definitions (18-1-901 C.R.S.).
 - c. Legal Accountability and Complicity (18-1-601 – 605 C.R.S.).
 - d. Justification and Exemptions from Criminal Responsibility (18-1-701 through 712 C.R.S.).
 - e. Responsibility (18-1-801, 802(2), 803(1) and 804 C.R.S.).
 - f. Inchoate offenses (18-2-101; 18-2-201; 18-2-301).
4. For the following offenses, the student will distinguish between felony, misdemeanor and petty offenses; and will identify the elements of, and any aggravating or mitigating factors or circumstances that may specifically apply to, the offense. The student is not required to identify the specific offense classification (e.g., class 1, 2, 3, 4, 5 or felony or class 1 or

misdemeanor), and is not required to understand or apply the sentencing terms, conditions, or provisions, if any, that are specific to the offense:

- a. Crimes Against Persons
 - (1) Homicide and Related Offenses (18-3-101 through 106 C.R.S.)
 - (2) Assaults (18-3-201 through 206 and 208 C.R.S.)
 - (3) Kidnapping (18-3-301 through 306 C.R.S.)
 - (4) Unlawful Sexual Behavior (18-3-401, 402, 404, 405, 405.3, 405.4, 405.6, 405.7, and 412.5 C.R.S.)
 - (5) Stalking (18-3-601 and 602 C.R.S.)
- b. Offenses Against Property
 - (1) Arson (18-4-101 through 105 C.R.S.)
 - (2) Burglary (18-4-201 through 205 C.R.S.)
 - (3) Robbery (18-4-301 through 18-4-303 C.R.S.)
 - (4) Theft (18-4-401, 406, 414 and 415 C.R.S.)
 - (5) Motor vehicle theft (18-4-409 and 409.5 C.R.S.)
 - (6) Trespass, Tampering, Criminal Mischief (18-4-501, 502, 503, 504, 505, 506 and 512 C.R.S.)
- c. Offenses Involving the Family Relations
 - (1) Child Abuse (18-6-401 C.R.S.)
 - (2) Contributing to the delinquency of a minor (18-6-701 C.R.S.)
 - (3) Domestic Violence (18-6-800.3, 801.5, 801.6, 803.5 and 803.6)
- d. Governmental Operations
 - (1) Obstruction of Public Justice 18-8-102, 103, 104
- e. Offenses Relating to Firearms and Weapons
 - (1) Firearms and Weapons – General (18-12-101, 102, 103, 104, 105, 105.5, 106, 106.5, 107.5, 108 and 108.5 C.R.S.)
 - (2) Permits to Carry Concealed Handguns (18-12-203 and 204 C.R.S.)
- f. Controlled Substance Offenses (18-18-403.5, 404, 405,

412, 415 and 428).

5. With respect to the Schedules found in Part 2 of the Uniform Controlled Substances Act (18-18-203 through 207 C.R.S.), the student will explain:
 - a. The factors used to determine in which Schedule a particular controlled substance is listed.
 - b. The specific Schedule in which the following controlled substances are listed:
 - (1) Cocaine
 - (2) Fentanyl
 - (3) Heroin
 - (4) Methamphetamine

Required Source Material:

Colorado Revised Statutes

Colorado Jury Instructions – Criminal

D. Crimes Involving Children

Required Minimum Hours: 2

General Learning Goal: The student will understand two distinct systems with different goals and procedures have responsibilities for investigating neglected or dependent children and investigating delinquent acts committed by juveniles. Students will understand the basic responsibilities and duties imposed on law enforcement officers when investigating crimes involving children and will be able to identify risk factors and indicators of harm to children that may be observed during such an investigation

Specific Performance Outcomes:

1. When provided with applicable fact patterns, the student will determine which fact patterns would support a finding that a child is neglected or dependent as defined in C.R.S. sections 19-3-102(1)(a) through (g).
2. The student will explain the broad scope of the types of persons required to report suspected child abuse or neglect. C.R.S. section 19-3-304(2).

3. The student will explain the legal circumstances that allow a child to be taken into temporary custody without an order of the court as identified in C.R.S. section 19-3-401(1)(a) and (b)
4. The student will define a delinquent act.
5. The student will explain the obligations of peace officers and the rights of juveniles during the investigation phase and the criminal proceedings.
 - a. Jurisdiction, 19-2.5-103 C.R.S.
 - b. Taking juvenile into custody, 19-2.5-209 C.R.S.
6. The student will describe the legal requirement and reasons for the sight and sound separation of a juvenile from all adult offenders in any custodial situation.
7. The student will explain the impact that a child's disability may have on investigating crimes involving the child.

Required Source Material:

Colorado Revised Statutes, Title 19

Colorado Revised Statutes, Title 18

E. Legal Liability

Required Minimum Hours: 4

General Learning Goal: The student will identify criminal charges and civil "causes of action" that may result from the improper performance of police duties.

Specific Performance Outcomes:

1. The student will explain the difference between civil and criminal liability.
2. The student will provide examples of the following types of civil actions:
 - a. Negligent torts
 - b. Intentional torts
 - c. Constitutional torts
3. The student will examine provisions of 13-21-131 C.R.S. (Civil

action for deprivation of rights) and identify the types of claims involved and how the actions of a peace officer may affect liability and indemnification.

4. The student will examine provisions of 24-31-901 through 906 C.R.S. (Law Enforcement Integrity) and explain:
 - a. A peace officer's obligations with respect to incident recordings and the possible consequences for noncompliance with those obligations (24-31-902);
 - b. The potential effect on a peace officer's P.O.S.T. certification resulting from criminal charges, civil liability, or internal investigations (24-31-904); and
 - c. The protections afforded whistleblower officers (24-31-906).
5. The student will identify and provide examples of state and Federal criminal charges that may result from improper police actions.
6. The student will examine the provisions of 18-8-801 to 804 C.R.S. and explain the reporting requirements contained therein.
7. The student will explain the provisions of 18-1-707 (Use of Force by Peace Officers) and 24-31-905 (Prohibited LE Action in Response to Protests).
8. The student will define terms involved in civil lawsuits, specifically:
 - a. Discovery and discovery methods
 - b. Vicarious liability
 - c. Supervisor liability
 - d. Governmental immunity (federal)
 - e. Governmental immunity (Colorado, 24-10-106 C.R.S.)

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 16[Colorado District Attorney's Council(CDAC)/Colorado Attorney General]

Colorado Revised Statutes 13-21-131

Colorado Revised Statutes 18-8-801 through 18-8-804

Colorado Revised Statutes 24-10-101 through 24-10-114.5

Colorado Revised Statutes 24-31-901 through 24-31-906

Title VII of the Civil Rights Act of 1964 Title 42 USC section 1983

Title 18 USC Section 241

Title 18 USC Section 242

F. Court Testimony

Required Minimum Hours: 2

General Learning Goal: The student will understand the critical role that clear, complete and credible testimony plays in communicating facts to a judge or jury.

Specific Learning Outcomes:

1. The student will cite the importance of reviewing reports, personal notes, relevant training, policy, and other legal authority prior to testimony.
2. The student will recognize the ethical obligation to testify truthfully to the facts regardless of personal or professional bias.
3. The student will provide examples of the courtroom strategies used by prosecuting and defense attorneys and the appropriate responses to those strategies.

Recommended Source Material:

Colorado Peace Officer's Legal Source Book [Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

<http://www.cdacweb.com/CDAC/Publications.aspx>

G. Arrest Search and Seizure

Required Minimum Hours: 12

General Learning Goal: The student will demonstrate an understanding of peace officer conduct pertaining to arrest, search and seizure.

Specific Performance Outcomes:

1. The student will explain the basic principles of search and seizure law:
 - a. The scope and applicability of the Fourth Amendment
 - b. Reasonable expectation of privacy
 - c. Probable cause

- d. Presumption that warrantless search is unconstitutional
- e. What constitutes a search
- f. What constitutes a seizure
- g. Exclusionary rule

Landmark cases: Mapp v. Ohio, 367 U.S. 643 (1961); Florida v. Jardines, 569 U.S. 1 (2013); Riley v. California, 573 U.S. 373 (2014)

- 2. The student will explain the laws and landmark court decisions for warrant searches and seizures:
 - a. Fourth Amendment requirements including particularity (place) and particularity (items or property to be seized).
 - b. Probable cause requirement and issues, including reliability, corroboration, and staleness.
 - c. Affidavits in support of warrant searches including misstatements and omissions, exculpatory information, role of legal counsel, and role of judge.
 - d. Execution of a search warrant
 - e. Colorado Revised Statute sections 16-3-301, 303, 304, 305 and 306; and Colorado Rule of Criminal Procedure 41.
- 3. The student will explain the laws and landmark court decisions for warrantless searches and seizures:
 - a. Consent searches
 - b. Exigent circumstance searches
 - c. Plain View Doctrine
 - d. Searches incident to custodial arrest
 - e. Searches incident to non-custodial arrest
 - f. Inventory/caretaking function searches
- 4. The student will explain the laws and landmark court decisions for searches and seizures involving motor vehicles:
 - a. Protective search for weapons during investigatory stop

- b. Probable cause searches of vehicles
- c. Consent searches of vehicles, including C.R.S. section 16-3-310
- d. Searches of vehicles incident to custodial arrests
- e. Vehicle inventory searches
- f. Vehicles as instrumentalities

Landmark cases: Carroll v. United States, 267 U.S. 132 (1925); Arizona v. Gant, 556 U.S. 332 (2009)

- 5. The student will explain the laws and landmark court decisions for searches and seizures involving persons:
 - a. Consensual Encounters
 - b. Investigatory Stops/Detentions, including C.R.S. section 16-3-103
 - c. Arrest, including C.R.S. sections 16-3-101, 102, 104, 105 106; and 16-3-201 and 202

Landmark cases: Terry v. Ohio, 392 U.S. 1 (1968); Chimel v. California, 395 U.S. 752 (1969); Pennsylvania v. Mimms, 434 U.S. 106 (1977); Rodriguez v. United States, 575 U.S. 348 (2015)

Required Source Material:

Colorado Peace Officer's Legal Source Book, Chapter 2-through 10
[Colorado District Attorney's Council (CDAC)/Colorado Attorney General]

Colorado Peace Officers Handbook with Search and Seizure, Latest edition. Blue360 Media.

Colorado Revised Statutes

Colorado Rules of Criminal Procedure, Rule 41

H. Controlled Substances Introduction to Marijuana
Required Minimum Hours: 2

General Learning Goal: The student will understand violations of Amendments 64 of the Colorado Constitution (Article XVIII, Section 14-Medical use of marijuana for persons suffering from debilitating medical

conditions, and Section 16 – Personal use and regulation of marijuana).

Specific Performance Outcomes:

The student will explain:

1. Medical Use of Marijuana (Amendment 20), including:
 - a. CO Const. Article XVIII, Section 14
 - b. Definitions: medical marijuana, the marijuana registry, caregivers, licensed physician, patient.
 - c. Amounts: by statute; doctor recommendation, use by minors. Exception from Criminal Law.
 - d. Medical use of marijuana for persons suffering from debilitating medical conditions [18-18-406.3 (5)]
 - e. Marijuana Enforcement Division.

2. Use and Regulation of Marijuana (Amendment 64), including:
 - a. CO Const. Article XVIII, Section 16
 - b. Definitions
 - c. Federal law considerations
 - d. Differences from medical marijuana
 - e. Grows: Medical and recreational safety hazards, what can be grown, and visibility
 - f. Applicable laws
 - (1) Distribution
 - (2) Distribution to minor
 - (3) Cultivation
 - (4) Possession
 - (5) Open use
 - g. Related Issues
 - (1) Edibles
 - (2) Forms of marijuana
 - (3) Black market/transportation and out of state seizures
 - (4) Internet-based distribution

- (5) Butane extraction
- (6) Impaired driving

Instructor Qualifications: The coverage of the 2-hour section on marijuana laws, regulations and investigative procedures will be instructed by persons who have successfully completed the 2- day “Marijuana Train-the-Trainer” course as designed by POST, or equivalent experience (Equivalent can be satisfied by 3 years in a full-time marijuana enforcement unit and approval by the POST marijuana curriculum manager. POST marijuana curriculum manager must observe instructor teaching the POST-approved curriculum as part of the approval process.).

Required Source Material

Colorado Revised Statutes 18-18-101 through 18-18-432

Colorado Peace Officer’s Handbook (Lexus Nexis Publishing)

1 CCR 212-1 Rules regarding the sales, manufacturing, and dispensing of medical marijuana (Colorado Department of Revenue, Marijuana Enforcement Division)

1 CCR 212-2, Permanent rules related to the Colorado retail marijuana code (Colorado Department of Revenue, Marijuana C-21 Return to Table of Contents Enforcement Division)

Colorado Peace Officer’s Statutory Source Book

Colorado Department of Public Health and Environment (CDPHE):
<http://www.colorado.gov/pacific/cdphe/law-enforcement-medical-marijuana-registry>

CDPHE: Registry Portal Login

<https://medicalmarijuana.colorado.gov/state-co-entellitrak/> Colorado

Department of Agriculture

<https://www.colorado.gov/pacific/agplants/pesticide-use-cannabis-production-information>

Butane Hash Oil Explosion Video (Shortened)

https://www.youtube.com/watch?v=3P_CEXRt010

III. HUMAN RIGHTS & VICTIM’S RIGHTS

REQUIRED HOURS 14

A. Domestic Violence

Required Minimum Hours: 4

General Learning Goal: The student will be able to recognize and investigate an act of domestic violence.

Specific Performance Outcomes:

The student will demonstrate an understanding of:

1. Domestic Violence Definitions and Statutes
 - a. Definitions (18-6-800.3 C.R.S.)
 - b. Domestic Violence – evidence of similar transactions [18-6-801.5 (1) C.R.S.]
 - c. Intimate relationship
 - (1) People v. Disher (No. 07SC1088, 224 P 3d 254)
2. Domestic Violence Dynamics
 - a. Victim and offender characteristics
 - b. Power and control
 - c. Understanding trauma
 - d. Relationship history
 - e. Risk and lethality factors
 - (1) Sexual violence
 - (2) Strangulation
 - (3) Isolation
 - (4) Separation
 - (5) Threats of suicide
 - (6) Weapons
 - (7) Escalation
 - (8) VPO
3. Duties of peace officers (18-6-803.6 C.R.S.)
 - a. Developing probable cause
 - b. Evidence collection, documentation and follow-up, including medical release forms
 - c. Predominate aggressor: four prong analysis
 - (1) Any prior complaints of domestic violence

- (2) The relative severity of the injuries inflicted on each person
 - (3) The likelihood of future injury to each person
 - (4) The possibility that one of the persons acted in self-defense (Consider offensive vs. defensive injuries)
4. Initial on-scene interviews
 - a. Separate parties
 - b. Interviews of the victim, children, suspect and witnesses
5. Stalking (18-3- 602 C.R.S.)
 - a. Definitions
 - (1) Credible threat
 - (2) Repeated
 - b. Serious emotional distress, such as fear, stress and/or changes made by the victim as a result of the offender's conduct
 - c. Investigation
 - (1) Technology
 - (2) Stalking log

Required Source Material:

Colorado Revised Statutes 18-6-800.3 through CRS 18-6-803.7

Recommended Source Material:

“Domestic Violence – A coordinated Response Through Community Policing”[Colorado Coalition Against Domestic Violence (CACDV)]

<http://ccadv.org/>

Colorado Peace Officers Handbook Latest edition. Blue360 Media.
A Typology of Domestic Violence: intimate terrorism, violent resistance, and situational couple violence by Michael P. Johnson

Violence Against Women. Paul Thomas Clements, PhD, RN; Jennifer Pierce-Weeks, RN, SANE-P, SANE-A; Karyn E. Holt, PhD, CNM; A (Publisher: STM Learning, Inc.)

Police and professionals' views and actions relating to domestic violence and women with intellectual disabilities, *Journal of Applied Research in Intellectual Disabilities*, Wiley-Blackwell, 2018. Provided in

Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

B. Bias Motivated Hate Crimes

Required Minimum Hours: 2

General Learning Goal: The student will discuss incidents of ethnic intimidation, hate crimes and responsibilities of peace officers relative to these crimes.

Specific Performance Outcomes:

1. The student will identify the elements of the crime and classifications of Bias-Motivated Crimes, C.R.S. 18-9-121 C.R.S.
2. The student will recognize the importance of prompt police response to “hate crimes”, to include but not limited to accurate and thorough evidence gathering, report writing, intervention and follow up.
3. The student will explain that CRS 18-9-111 broadened the definition of a bias-motivated hate crime to include physical, cognitive, or mental disability.

Required Source Material:

Colorado Revised Statute, § 18-9-121

FBI/U.S. Department of Justice Civil Rights Program, FBI/U.S. Department of Justice Civil Rights Program,

<https://www.justice.gov/hatecrimes>. Sections 1981,1981a, 1982, 1983.

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>.

C. Victim’s Rights

Required Minimum Hours: 2

General Learning Goal: The student will explain the laws relating to victim’s rights, community resources available for crime victim services, and law enforcement responsibilities.

Specific Performance Outcomes:

1. The student will explain the provisions of 24-4.1-301 through 24.4.1-

304, C.R.S., also known as the Victims' Rights Act, including crimes covered, victims' rights, and law enforcement responsibilities.

2. The student will identify local victim's resources, to include VRT, victim's advocate, and other non-profit victim's services, the resources they provide and what they can and cannot do.

Recommendation: A victim advocate or response team should be invited to present this course.

Required Source Material

Colorado Revised Statutes 24-4.1-301 through 24.4.1-304 also known as the Victims' Rights Act.

Colorado Constitutional Amendment Rights of Victims (Amendment 16a)

Colorado Organization for Victims Assistance.

www.coloradocrimevictims.org

Recommended Source Material:

Colorado Peace Officer's Handbook (Lexis Nexis Publishing)

D. Interaction with Special Populations

Required Minimum Hours: 4

General Learning Goal: The student will understand the laws protecting the rights of persons with disabilities in order to serve all individuals to whom the law applies.

Specific Performance Outcomes:

1. The student will define disability as defined by the Americans with Disabilities Act. 42 U.S. Code § 12102 – Definition of disability.
2. The student will identify the key provisions that impact law enforcement of the following federal and state laws enacted to protect the rights of persons with disabilities including, but not limited to:
 - a. Americans with Disabilities Act, Title II
 - b. 28 C.F.R. § 35.130(b)(3)(i), 28 C.F.R. § 35.130(b)(3)(i), regarding “disparate impact.”
 - c. Applicable Colorado Statutes

3. The student will describe and explain behavior that may be indicative of persons with special needs requiring peace officer intervention. These persons include but are not limited to the mentally ill, the elderly and the physically impaired.
4. The student will identify signs of abuse, neglect, and inadequate care.
5. The student will recognize indicators that could lead an officer to believe an individual is:
 - a. a danger to self
 - b. dangerous to others
 - c. gravely disabled
6. The student will identify specific provisions of the law which apply to persons with disabilities concerning public access and the use of service animals.
7. The student will describe the types of safety nets, service providers, and resources to assist persons with disabilities, their families, friends, and caregivers.

Instructor Qualifications: This course should be instructed by a person with a foundation in issues regarding the disability community.

NOTE: Practical applications of this content should be included in the scenario design of patrol procedure courses in collaboration with instructors of those courses.

Required Source Material:

Americans with Disabilities Act, www.ada.gov

ADA Update: A Primer for State and Local Governments

https://www.ada.gov/regs2010/titleII_2010/title_ii_primer.html#generalnonreq

CRS 24-34-803 Rights of individuals with service animals

Commonly Asked Questions About the Americans with Disabilities Act And Law Enforcement, https://www.ada.gov/q%26a_law.htm

Recommended Source Material:

Section 504 of the Rehabilitation Act of 1973 Title VI of the Civil Rights

Act

Ready San Diego First Responder Access & Functional Needs Training Series

<https://www.youtube.com/playlist?list=PLxNmLzgMtRHPFQ35Z83jvUdFMPmpJDKWh>

Disability Law History, <https://disabilitylawco.org/resources/disability-law-history>

Service, Therapy, and Emotional Support Animals, 44 Colo. Law. 69 (July 2015).

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

E. Interacting with Individuals in Mental Health Crisis

Required Minimum Hours: 2

General Learning Goal: To train peace officers who can identify persons with mental illness and to handle situations involving persons in crisis effectively.

Specific Performance Outcomes:

1. The student will identify behaviors of mental illness to aid in responding to mental illness related crises.
2. The student will recognize that, in itself, a mental health crisis or disability is not criminal in nature and that a more lasting solution is to divert those persons away from the criminal justice system.
3. The student will recognize behavioral cues that may make it necessary to isolate, contain, and assess a person in crisis, for their own safety.
4. The student will identify people with suicidal or homicidal ideations.
5. In a practical application, the student will apply verbal and non-verbal strategies when responding to a person in crisis that may allow for de-escalation of emotion and more successful resolutions.

Recommended Source Material:

Mental Health First Aid (MHFA)

American Psychological Association Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5)

National Alliance on Mental Illness (NAMI) Resource Guides National Institute on Mental Illness Brochures/Fact Sheets Crisis Intervention Training

Integrating Communications, Assessment and Tactics (ICAT-Police Executive Research Forum)

Columbia-Suicide Severity Rating Scale (C-SSRS),

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

IV. COMMUNITY INTERACTION

REQUIRED HOURS: 2

A. Community Policing/Community Partnerships

Required Minimum Hours: 1

General Learning Goal: The student will learn about community policing and the necessary elements for implementation of community policing practice and philosophy. The student will recognize community partnerships as an integral component in community policing and problem solving.

Specific Performance Outcomes:

1. The student will define community policing, identifying core components, and evaluate the effectiveness of community policing philosophies and strategies to reduce crime and disorder.
2. The student will recognize that enforcement action is not always necessary or beneficial to solve a community problem.

Recommended Source Material:

Collaboration Toolkit: How to Build, Fix and Sustain Productive Partnerships, Rinehart, Laszlo, Briscoe, (U.S. Department of Justice)

Community Policing: A Contemporary Perspective, Bucqueroux and Trojanowicz (Anderson Publishing)

Understanding Community Policing: A Framework for Action, Office of Justice Programs (Bureau of Justice Assistance)

Introduction to the Special Issue on policing and the community. Behav. Sci. Law. 2019; 37:633–635. <https://doi.org/10.1002/bsl.2445>, provided in Commission toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

B. Problem Solving/Crime Prevention

Required Minimum Hours: 1

General Learning Goal: The student will demonstrate an understanding of current models of crime prevention and problem solving.

Specific Performance Outcomes:

1. The student will identify problem solving opportunities for the line officers.
2. The student will apply the crime prevention triangle as a means of problem analysis for recurring problems of crime and disorder and recognize that crime or disorder results when an offender has the ability, opportunity, and a target.

Recommended Source Material:

ASU Center for Problem-Oriented Policing,
<https://popcenter.asu.edu/content/what-pop>

Assessing Responses to Problems: An Introductory Guide for Police Problem-Solvers, Eck (U.S. Department of Justice, Office of Community Oriented Policing Services)

Problem Solving Tips – A Guide to Reducing Crime and Disorder through Problem Solving Partnerships, Schlermer, Perkins, Phillips, Rinehart and Townsend (U.S. Dept. of Justice)

Tackling Crime and Other Public-Safety Problems: Case Studies in Problem Solving, Sampson, Rana and Michael S. Scott (U.S. Department of Justice)

Using Analysis for Problem Solving – A Guidebook for Law Enforcement (U.S. Department of Justice)

V. PATROL PROCEDURES

REQUIRED HOURS: 30

A. Officer Survival

Required Minimum Hours: 4

General Learning Goal: The student will understand the mental, physical, and tactical preparations required to survive on the job.

Specific Performance Outcomes:

1. The student will examine the circumstances in which peace officers are killed in order to recognize the elements involved in police combat confrontations.
2. The student will identify techniques for mental and physical preparation necessary to respond to critical incidents to include:
 - d. Crisis rehearsal
 - e. Positive self-talk
 - f. Physical fitness
 - g. Mental wellness
3. The student will describe an officer's focus of attention by using the awareness spectrum and the triad of tactical thinking.
4. The student will explain the importance of tactical readiness through officer competency and equipment readiness.
 - a. physical conditioning
 - b. emotional/mental health
 - c. equipment readiness/competency
5. Using case studies, videos or other media, the student will analyze pre-attack indicators, "Deadly Errors" and "Fatal Tendencies" in uses of force.

Recommended Source Material:

"Annual Report of Law Enforcement Officers Killed & Assaulted", FBI
www.fbi.gov

Street Survival II: Tactics for Armed Encounters, Remsburg, Marcou, Glennon (Calibre Press)

Tactics for Criminal Patrol, Remsburg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsburg (Calibre Press)

Deadly Force Encounters (Second Edition), Artwohl, Christensen
Officer Down Code 3, Brooks (Motorola Teleprograms Inc) Force
Science Institute

B. Hazardous Materials Awareness

Required Minimum Hours: 2

General Learning Goal: The student will recognize a hazardous materials incident and demonstrate understanding of the responsibilities of first responders.

Specific Performance Outcomes:

1. The student will describe the types, classes, and risks of hazardous materials.
2. The student will explain the proper safety tactics for handling a hazardous materials incident.

Recommended Source Material:

Emergency Response Guidebook, U.S. Dept. of Transportation

Hazardous Materials Field Guide, Bevelacqua and Stelp (Cengage Learning)

Hazardous Materials: Regulations, Response & Site Operations, Gantt (Cengage Learning)

C. Pedestrian Contacts

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate the legal and tactical aspects for safely contacting pedestrians while minimizing officer risk.

Specific Performance Outcomes:

1. Using field-based scenarios, the student will demonstrate the ability to legally and safely approach a pedestrian or suspect, including people with disabilities, while alone or with another officer.
2. The student will distinguish between consensual, reasonable suspicion detention, and Terry stop and frisk.

3. The student will explain contact and cover roles.
4. The student will effectively communicate with a pedestrian or suspect through the use of field-based scenarios, including but not limited to using a conversational versus commanding tone; asking pertinent identification questions, i.e., name, date of birth, address, phone number as well as pointed investigative questions.
5. The student will distinguish between behaviors that can be the result of a disability which might be similar to signs of intoxication, such as inconsistent responses or non-responsiveness to questions, coordination issues, heightened agitation, or inability to focus.
6. During field-based scenarios, the student will recognize signs of deception when in contact with subjects, including but not limited to: repeated questions, vague answers, contradictory answers, and provable lies.
7. During field-based scenarios, recognize emotional and physical behavioral warning signs and how to react to them, including but not limited to glances at officer weapon, looking for escape routes, rigid posture, clenched fists, etc.
8. The student will discuss the inherent dangers of foot pursuits, such as tripping, ambush, getting lost, fatigue, etc., and tactics that will reduce the risk of assault during a foot pursuit.
9. The student will demonstrate the proper use of an offensive and defensive posture during role-plays.
10. The student will document the contact in an accurate written report including required demographic information.

Recommendation: Incorporate information from Verbal Communication, ACT, Ethics, and other related courses.

Recommended Source Material:

Police Operations: Theory and Practice, Hess and Wroblewski (Thomson Wadsworth Publishing)

Police Patrol Operations and Management, Hale (Prentice-Hall Publishing)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

Street Survival II: Tactics for deadly force encounters, Remsberg,

Marcou, and Glennon (Calibre Press)

<https://calibrepress.com/2020/10/more-on-preattack-indicators/>

<https://calibrepress.com/2019/07/10-non-verbals-all-officers-should-be-able-to-recognize-interpret/>

CRS 24-31-903

How to Identify Hidden Disabilities, The Arc's National Center on Criminal Justice and Disability. <https://www.thearcofil.org/national-center-on-criminal-justice-disability/>

Commission on Improving First Responder Interactions with Persons with Disabilities Toolkit, <https://post.colorado.gov/training/crs-24-31-315-training-resource-guide>

D. Vehicle Contacts & Vehicle Searches

Required Minimum Hours: 8

General Learning Goal: The student will learn how to conduct unknown risk vehicle contacts, high risk vehicle contacts, unknown risk contacts that turn into high-risk contacts, how to determine the appropriate tactics for each type of contact and tactics necessary to conduct a legal, safe, and effective search of a vehicle. The student will recognize the elements and tactics necessary to conduct a legal, safe, and effective search of a vehicle, including the communication necessary to affect a stop and search.

Specific Performance Outcomes:

1. The student will setup unknown risk and high-risk traffic contacts using appropriate tactics and officer safety.
2. In practical exercises, the student will demonstrate the ability to change from an unknown risk vehicle contact to a high-risk vehicle contact when circumstances dictate.
3. In practical exercises, the student will select the appropriate tactics and resources to use based upon the surroundings and circumstances of the contact.
4. The student will determine how the driver communicates/ interacts and what methods of communication are most effective, i.e. adaptive devices, interpreters, etc.
5. In practical exercises, the student will demonstrate the search of a vehicle using appropriate officer safety considerations to:
 - a. Remove and control occupants
 - b. Systematically examine the vehicle's exterior and interior,

- identifying common hiding places for contraband
6. The student will demonstrate ways to interact with both drivers and passengers with disabilities, including:
 - a. Interacting with someone with an auditory disability during a traffic stop.
 - b. Safely removing a driver or passenger from a vehicle with a physical disability, including both cooperative and uncooperative subjects.
 - c. How to recognize and interact with someone with a cognitive disability.
 7. The student will explain the requirements and restrictions for a lawful search of a vehicle and seizure of evidence in the following situations:
 - a. with consent
 - b. incident to arrest
 - c. items in plain view
 - d. with a search warrant
 - e. with probable cause
 - f. inventory searches

Required Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Cengage Learning)

Police Operations Theory and Practice. Latest Edition. Hess, Orthmann, and Cho. (Cengage Learning)

Recommended Source Material:

Street Survival: Tactics for Armed Encounters, Adams, McTernan, Remsberg (Calibre Press)

Tactics for Criminal Patrol, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

How to Identify Hidden Disabilities, The Arc's National Center on Criminal Justice and Disability. <https://www.thearcofil.org/arc-national-center-on-criminal-justice-disability/>

E. Building Searches

Required Minimum Hours: 4

General Learning Goal: The student will demonstrate an understanding of tactics needed to safely search buildings.

Specific Performance Outcomes:

1. In practical applications, the student will demonstrate various building search tactics.
2. Through field exercises, the student will adapt searching techniques to various search scenarios.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Police Operations: Theory and Practice, Hess and Wroblecki (Thomson Wadsworth)

Street Survival, Adams, McTernan, Remsberg (Calibre Press)

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

F. Handling In-Progress Calls

Required Minimum Hours: 4

General Learning Goal: The student will understand the hazards involved with in-progress calls and describe proper procedures for responding to and handling the calls safely.

Specific Performance Outcomes:

1. Explain the factors to be considered in responding safely to in-progress calls, including:
 - a. information and intelligence gathering
 - b. response strategy, including route selection
 - c. cover/concealment
 - d. nature of crime
 - e. tactical aspects
 - f. control
 - g. containment
 - h. isolate and neutralize/reduce threats

2. Through scenarios, demonstrate tactical and legal considerations involved in handling in-progress calls.

Recommendation: Incorporate CRS requirements and search and seizure rules such as probable cause, arrest, search, reasonable suspicion, stop and frisk, ethics and de-escalation techniques in the initial discussions and debriefs for the scenarios.

Recommended Source Material:

Annual Report of Law Enforcement Officers Killed and Assaulted (FBI)

Colorado Peace Officer's Handbook, Latest edition. Blue360 Media.

In practical applications,,: *Tactics for Armed Encounters*, Remsberg, Marcou and Glennon (Calibre Press) Latest Edition

The Tactical Edge: Surviving High Risk Patrol, Remsberg (Calibre Press)

G. Civil Disputes

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate the ability to successfully identify, assess and intervene in a non-criminal dispute.

Specific Performance Outcomes:

1. The student will differentiate between criminal matters and civil disputes.
2. The student will demonstrate the officer safety techniques required to safely handle a civil dispute.
3. The student will discuss the practical and legal issues commonly encountered in a civil dispute.
4. The student will define conflict resolution techniques and problem-solving strategies required to successfully handle civil disputes.
5. The student will differentiate between various types of civil disputes and the techniques required to handle each, including:
 - a. Landlord-tenant disputes
 - b. Liens
 - c. Restraining orders
 - d. Child custody disputes

- e. Repossessions
 - f. Bail bondsman issues
 - g. Disputes regarding disability access and what to do when someone is denied access to a public accommodation (ADA Title III)
6. The student will resolve disputes where there is a disabled or elderly person who cannot be removed or who requires a caretaker.

Recommended Source Material:

Colorado Civil Process: Law, Practice and Procedure, Rosenberg
District Attorneys Council (CDAC)

Police Field Operations, Adams (Prentice-Hall)

Legal Source book chapter 15

H. Biohazards Awareness

Required Minimum Hours: 2

General Learning Goal:

The student will understand the common biohazards they may encounter in the course of their duties and the measures to be used to minimize or prevent exposures.

Specific Performance Outcomes:

1. Recognize how law enforcement duties may expose an officer to various infectious agents.
2. The student will identify common biohazards that may be encountered in the line of duty, such as blood and other bodily fluids, sharps, and hazardous chemicals.
3. The student will recognize the signs and symptoms of exposure to common biohazardous materials and the actions to take if exposed to such substances, including but not limited to the dangers of Fentanyl and other controlled substances.
4. Describe appropriate post-exposure management procedures.
5. The student will describe the appropriate application of prevention drugs like Narcan/Naloxone.

6. In practical applications, the student will demonstrate the appropriate use of basic personal protective equipment (PPE), including gloves, masks, and eye protection, when handling biohazardous materials.
7. The student will demonstrate the proper procedures for disposing of biohazardous waste, such as sharps containers and biohazard bags.
8. In practical applications, the student will make appropriate decisions to protect themselves and others from harm from biohazard that could be encountered on the job.

Recommended Source Material:

Bloodborne Pathogen Standards, OSHA Standards.

<http://www.osha.gov/SLTC/bloodbornepathogens/index.html>

Occupational Safety and Health Administration (OSHA) - Bloodborne Pathogens and Needlestick Prevention:

<https://www.osha.gov/SLTC/bloodbornepathogens/>

Police Executive Research Forum (PERF) - Infectious Diseases and Law Enforcement:

[https://www.policeforum.org/assets/docs/Subject to Debate/STD2017/2017STD_Ch9.pdf](https://www.policeforum.org/assets/docs/Subject%20to%20Debate/STD2017/2017STD_Ch9.pdf)

National Institute for Occupational Safety and Health (NIOSH)
Fentanyl: Emergency Responders at Risk

<https://www.cdc.gov/niosh/topics/fentanyl/risk.html>

VI. TRAFFIC CONTROL

REQUIRED HOURS: 2

A. Traffic Code

Required Minimum Hours: 2

General Learning Goal: The student will demonstrate a familiarity with Colorado traffic code Title 42 C.R.S.

Specific Performance Outcomes:

1. In practical applications such as photos and videos, the student will identify common traffic code violations found in C.R.S Title 42, Articles 2, 3, & 4.
2. The student will recognize the purpose of the model traffic code, as adopted by local governments.

Recommended Source Material:

Colorado Revised Statutes, Title 42

VII. INVESTIGATIVE PROCEDURES

REQUIRED HOURS 6

A. Preliminary Investigations

Required Minimum Hours: 2

General Learning Goal: The student will understand procedures for responding to a basic crime scene, conducting an initial crime scene investigation, interviewing victims, witnesses, and suspects, and conducting a follow up investigation.

Specific Performance Outcomes:

1. The student will describe factors that interfere with accurate reporting of information available prior to arrival on scene and how that may affect their response.
2. As the initial peace officer arriving on a crime scene, the student will determine the following:
 - a. If a crime has been committed and type of crime, or if the incident is civil.
 - b. Identification of the people on-scene and their role in the incident.
 - c. Immediate action to be taken and proper notifications to be made
 - d. Procedures necessary to establish a crime scene perimeter and protect the primary and any secondary scenes.
 - e. The procedures necessary to locate and isolate witnesses including conducting a neighborhood canvass and locating any available video
3. Given a series of fact patterns, the student will describe the actions to be taken from dispatch or observation of an incident

though securing the scene and gathering the available information and evidence.

Recommended Source Material:

Criminal Investigation, Latest Edition, Hess, Orthmann and Cho (Cengage Learning)

Police Field Operations, Adams (Prentice-Hall) Latest Edition

B. Crime Scene Search

Required Minimum Hours: 2

General Learning Goal: The student will understand how to conduct an indoor and outdoor search of a crime scene.

Specific Performance Outcomes:

1. The student will identify basic search techniques to discover relevant evidence both in an indoor and outdoor setting.
2. In practical exercises, the student will locate items in both an indoor and outdoor setting.

Recommended Source Material:

Criminal Investigation, Hess, Orthmann, and Cho, Latest Edition.(Cengage Learning)

C. Identification and Collection of Evidence

Required Minimum Hours: 2

General Learning Goal: The student will recognize different types of physical evidence, identify their value in a criminal investigation, and recognize the need to protect evidence until it can be collected.

Specific Performance Outcomes:

1. The student will demonstrate effective methods and techniques for collecting evidence, including but not limited to:
 - a. Maintaining admissibility through chain of custody by properly packaging, marking and documenting collected evidence
 - b. Locating, dusting, photographing, and lifting latent

- fingerprints.
- c. Locating, photographing, and collecting suspected bodily fluids.
 - d. Locating, photographing, and collecting other physical evidentiary items to include clothes, weapons, and suspected narcotics.
2. The student will recognize the need to maintain admissibility through chain of custody and safely preserve evidence, including items that may contain DNA evidence.

Recommended Source Material:

Criminal Investigation, Latest Edition. Hess, Orthmann, and Cho (Centage Learning)

Guidelines for the Documentation, Collection and Preservation of Evidence, Arndt (Colorado Bureau of Investigation)

VIII. COMMUNICATIONS

REQUIRED HOURS: 8

A. Report Writing

Required Minimum Hours: 4

General Learning Goal: The student will understand the basic requirements of written communication in law enforcement.

Specific Performance Outcomes:

1. The student will explain the value of note taking and techniques crucial to writing complete and accurate reports.
2. The student will write a minimum of four clear, complete, concise, and grammatically correct reports based on other courses' activities and exercises as subject matter.

Recommendation: Schedule class in separate blocks spaced throughout the academy to allow note taking on scenarios or exercises prior to the review of the final reports in the last class. Requires coordination with other instructors.

Recommended Source Material:

Report Writing for Law Enforcement (Joseph N. Davis, LawTech Publishing Co., Ltd, January 15, 1998)

B. Verbal Communication Techniques

Required Minimum Hours: 4

General Learning Goal: The student will understand effective communication techniques for interacting with people in multiple contexts and with various emotional states and disabilities.

Specific Performance Outcomes:

1. The student will discuss effective techniques for communicating with individuals or groups and the differences between the two.
2. The student will explain how a traumatic experience can adversely impact a person's ability to clearly communicate.
3. The student will use effective techniques for defusing conflict and stress using interpersonal communication in reality-based training.
4. The student will describe the various communication considerations when dealing with diverse populations.
5. The student will describe adaptive verbal and non-verbal de-escalation strategies for people with disabilities, including recognizing the need for sign language, interpreters, and interactive communication devices, for example a cell phone.

Note: PO#3, 4 and 5 can be met through incorporation in role-plays and scenarios in other courses, including ACT. The time should be documented in the lesson plan for this course.

Recommended Source Material:

Crisis Intervention—Contemporary Issue for On-site Interviewer, Dr. Hendricks (Thomas Publishers LTD)

Verbal Judo: The Gentle Art of Persuasion, Dr. Thompson (Quill)

Communicating with People Who are Deaf or Hard of Hearing: ADA Guide for Law Enforcement Officers,

<https://www.ada.gov/lawenfcomm.htm>

First Responder Tips for interacting with people with dementia,

IX. WELLNESS TRAINING PROGRAM

REQUIRED HOURS: 3

A. Introduction to Wellness

Required Minimum Hours: 1

General Learning Goal: The student will understand why wellness is an integral component of the law enforcement profession, and the necessity for being in good physical condition.

Specific Performance Outcomes:

1. The student will recognize the impact that police work has on a healthy lifestyle.
2. The student will explain the impact of diet and exercise on job performance.

Recommended Source Material:

Cooper Institute Aerobics Program for Total Well Being, Cooper (Bantam Books)

Physical Fitness Assessments and Norms (Cooper Institute)

B. Stress Management

Required Minimum Hours: 2

General Learning Goal: The student will learn strategies to recognize human responses to stress and apply techniques to manage stress that will assist in making decisions in stressful situations.

Specific Performance Outcomes:

1. The student will describe the emotional/psychological and physical responses to stress and how they may interfere with a peace officer's performance including decision-making.
2. The student will identify stress management techniques.
3. The student will recognize the need for a support system to help reduce job-related stress.

Recommended Source Material:

Emotional Survival for Law Enforcement, Gilmartin (E-S Press)

Managing Police Stress, Ford (The Management Advantage) *Police*

Field Operations, Adams (Prentice-Hall Publishing)

*Trauma Recovery Handbook: A Recovery Guide for Yourself, Your
Colleagues, and Those You Love*, Slover & Tasci (Debra Tasci)

X. Tactical /Operational Medicine

Required Minimum Hours: 6

A. Tactical /Operational – Lecture

Required Minimum Hours: 2

General Learning Goal: Students will learn about the different situations they may encounter during their career and will be equipped with the basic knowledge of how to apply life-saving medical aid to themselves and others. This course will focus on tactical situations, such as an active shooter/harmer events, as well as more common operational situations where medical care may be needed, such as traffic crashes or assaults.

NOTE: No advanced, invasive medical interventions (e.g., needle decompression, cricothyroidotomy/surgical airway, etc.) should be taught in the Basic Academy Training. Any basic life support (BLS) skill such as nasopharyngeal airway may be taught if the Academy/Agency understands and assumes all risk and liability in training and potential deployment in the field.

Specific Performance Outcomes:

1. Students will understand when they have a duty to render medical aid per CRS 18-1-707(2)(c).
2. Students will learn to apply the M.A.R.C.H. acronym as a form of rapid assessment in both tactical and operational settings.
 - a. **Mass hemorrhage/exsanguination**
 - i. Tourniquets/direct pressure
 - b. **Airway**
 - i. Simple airway maneuvers/Head Tilt-Chin Lift/Recovery Position
 - c. **Respirations**

- i. Promote Breathing/Sit Up/Chest Seals
 - d. Circulation
 - i. Non-life-Threatening Bleeding Control
 - e. Hypothermia/head injury
 - i. Hypothermia Prevention > Warming
- 3. Students will learn best practices in using carries and drags for emergent evacuation of the wounded.
- 4. Students will learn how to use a remote medical assessment in tactical and operational settings where they cannot readily access the wounded.

Recommendation: During and after instruction on tourniquet application, instructors will insert tourniquet drills through verbal or visual stimulus, where students must “get off the x,” find cover, and properly apply a tourniquet to themselves or others within 30 seconds.

B. Skills Stations and Scenario Based Training

Required Minimum Hours: 4

General Learning Goal: To apply the medical knowledge and skills taught during the didactic session in a series of case scenarios of gradually increasing complexity and stress.

Specific Performance Outcomes:

1. Students will complete skills stations:
 - a. Rapid trauma assessment using MARCH
 - b. Bleeding control by tourniquet and wound packing
 - c. Airway positioning
 - d. Occlusive dressings
 - e. Drags and carries
 - f. Remote medical assessment
2. The student will take part in a minimum of one (1) scenario designed to reinforce self-aid principles of getting off the x, finding cover and properly managing an extremity wound.
3. The student will take part in a minimum of two (2) scenarios

designed to simulate actual situations in which medical care will be performed and will demonstrate all skills taught. These scenarios will involve role-players with simulated wounds, bleeding and distractions such as noise, smoke and impaired vision, etc. all of which combine to enhance the skills application experience. Scenarios should reinforce the differences between tactical and operational settings.

Required: Instructor Ratio(s):

Lecture: No ratio limit.

Skills Stations and Scenarios: There must be at least two (2) instructors for any skills or scenario-based training session involving treatment of others. For self-care scenarios, there must be at least one instructor for every one student (1:1) in the scenario.

Required: Instructor Qualifications

Minimum – Must have successfully completed a Tactical Combat Casualty Care course (TCCC-ASM, TCCC, TECC, TECC-LEO) or equivalent.

Preferred – law enforcement officer with EMT or paramedic certification; firefighter with EMT or paramedic certification; EMT or paramedic; National Association of Emergency Medical Technicians (NAEMT) certified instructor of all levels of TCCC (TCCC-ASM, TCCC, TECC, TECC-LEO)

Recommended Source Material:

Pre-Hospital Trauma Life Support, National Association of Emergency Medical Technicians (Jones & Bartlett Learning)
<http://www.jblearning.com/catalog/9781284041736/>

Prehospital Trauma Life Support – Military Edition, National Association of Emergency Medical Technicians (Jones & Bartlett Learning) <http://www.jblearning.com/catalog/9781284041750/>

Tactical Emergency Casualty Care (latest edition), National Association of Emergency Medical Technicians (Jones & Bartlett Learning)

<https://www.psglearning.com/catalog/productdetails/9781284483871>