

# Basic Police Academy

2018 Curriculum Revision  
*Phase 1*



State of Oregon  
Department of Public Safety Standards and Training

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## ACKNOWLEDGEMENTS

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

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## **EXECUTIVE SUMMARY**

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

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

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

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

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

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

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



## **PROGRAM CHANGES – “AT A GLANCE”**

### Curriculum Changes:

#### New Courses Added in Phase 1

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

#### Expanded Courses and/or Original Content Replaced in Phase 1

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

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

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

#### Content Removed Completely and/or Merged with Another Topic

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





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Other Changes:

- The curriculum is built upon research and evidence-based practices in both public safety and adult learning, ensuring both quality of content and effective delivery.
- Concepts are interlaced and on-going allowing for better connectivity between concepts. This also serves to provide a framework for building upon concepts and increasing complexity.
- Student performance evaluations will expand beyond written tests. There will be more coaching/feedback, more quantifiable evaluation criteria and the use of self-reflection to promote intrinsic development.



## LEARNING METHODOLOGIES

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

### Principles of Adult Learning

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

- Experience (including mistakes) provides the basis for learning activities.
- Adults are most interested in subjects that have immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented.
- Adults need to be involved in the planning and evaluation of their instruction.

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

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



# **CONTENT OVERVIEWS**



## **CIVIL RIGHTS AND LIABILITIES**

### **INSTRUCTIONAL GOALS:**

This course is designed to:

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

Constitutional Rights  
Significance of Civil Liability  
Legal Authority for Civil Liability / Civil Rights Violations Claims  
Consequences and Costs  
Qualified Immunity  
Preventing/Reducing Exposure to Civil Liability



## COMMUNICATION (Classroom and Lab)

### INSTRUCTIONAL GOALS:

This course is designed to:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Demonstrate effective communication in a variety of circumstances.	In-Class Activity Scenarios Lab
Analyze a situation and choose the appropriate communication approach to result in a positive interaction.	In-Class Activity Scenarios Lab

### CONTENT SUMMARY:

*Part 1*

Communication 101  
 Communicating with Stakeholders  
 The Communication Process

Asking Questions

Communicating during “Common” Encounters

*Part 3*

*Part 2*

Listening  
 Non-Verbal Behaviors

Assertive vs. Aggressive Communication

Communication with Difficult People

Communication and Compliance



## COMMUNITY COMPETENCY (Classroom and Lab)

### INSTRUCTIONAL GOALS:

This course is designed to:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the six tools of discrimination and resistance.	In-Class Activity Exam
Articulate strategies to improve interactions with diverse communities.	In-Class Activity Lab

### CONTENT SUMMARY:

Who Are the Members of our Communities?

Increasing Cultural Understanding of Our Communities

Six Tools: Discrimination and Resistance

Engaging Diverse Communities

- Acknowledging our History
- Maximizing Collaborations with Communities of Color
- Procedural Justice
- Trauma Informed Policing
- Community Informed Strategies



## COMMUNITY CRIME PREVENTION

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Explain the role of police in crime prevention.	In-Class Activity
Identify effective crime prevention strategies.	In-Class Activity Exam Project
Recognize risks of unintentional consequences of crime prevention strategies.	In-Class Activity Exam

### CONTENT SUMMARY:

21st Century Policing – Pillar 4

Theories of Crime

Effectiveness of Policing Strategies on Crime Prevention

Crime Prevention through Environmental Design (CPTED)

Situational Crime Prevention

Hot Spots



## DEFENSIVE TACTICS

### INSTRUCTIONAL GOALS:

This course is designed to:

1. Develop a new police officer's knowledge and skills necessary to use the reasonable amount of force necessary to make an arrest, overcome a person resisting arrest and to defend oneself from an armed or unarmed attacker.
2. Develop a new police officer's ability to safely control suspects and maximize protection of the public and officers.

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Effectively defend against a physical attack and/or immediate threat from standing and ground positions.	In-Class Activity
Effectively control a resisting threat.	In-Class Activity
Effectively utilize defensive equipment/tools.	In-Class Activity
Apply mechanical restraints (handcuffs) in a safe and controlled manner.	In-Class Activity





**CONTENT SUMMARY:**

- Session 1 - Intro to Warm Ups, Center Line Control, Shielding, Handcuffing
- Session 2 - Ground Core, Takedowns, Clinch Escapes
- Session 3 - Takedown Review, Clinch Defense, Striking, Wrist Lock
- Session 4 - Takedown Defense, Grounded Handcuffing, Weapon Retention, Striking
- Session 5 - Striking, Weapon Retention, Ground Review, Standing Review
- Session 6 - Intro to Weapon Access Drills, Striking, Ground
- Session 7 - Multi Officer Handcuffing, Weapon Access, Intro to Catch, Perry, Cover
- Session 8 - Flow Drilling, Weapon Access, Striking, Evolution
- Session 9 - Flow Drilling, Multi Threat Attacks, Ground, Evolution
- Session 10 - Full Review, Low Light Handcuffing and Searching



## **EFFECTIVE INTERACTIONS WITH THE DEAF AND HARD OF HEARING**

### **INSTRUCTIONAL GOALS:**

This course is designed to:

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

### **LEARNING OUTCOME(S):**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

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



## EMOTIONAL INTELLIGENCE

### INSTRUCTIONAL GOALS:

This course is designed to:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

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

### CONTENT SUMMARY:

What is Emotional Intelligence?

The Role of the Brain

Competencies:

Stress

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Management

Improving Emotional Intelligence



## **ETHICS**

### **INSTRUCTIONAL GOALS:**

This course is designed to:

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

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



## **FITNESS AND NUTRITION**

### **INSTRUCTIONAL GOALS:**

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

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

#### Basic Health Introduction

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

#### Nutrition

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



## HISTORY OF POLICING

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Explain how the history of law enforcement in America has an impact on the perception of the police today.	In-Class Activity Lab

### CONTENT SUMMARY:

Early Days of American Law Enforcement  
History of Modern Policing  
Contemporary Policing  
Acknowledging History  
Communities of Color in Oregon  
Impact of History on Communities



## IMPLICIT BIAS (Classroom and Lab)

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Explain the impact of bias on perceptions.	In-Class Activity
Recognize situations where decisions may be inappropriately impacted by bias.	In-Class Activity Scenarios Exam Lab
Identify steps for well-intentioned officers to avoid biased policing.	In-Class Activity Exam Lab

### CONTENT SUMMARY:

#### The Science of Bias

- The Implicit System in our Brain
- Stereotypes
- Implicit Associations

#### Minimizing Bias

- Awareness
- Reduce Ambiguity
- Engage with People
- Tools

#### Racially Biased Policing

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



## INTRODUCTION TO THE JUSTICE SYSTEM

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Locate and differentiate between criminal code offenses.	In-Class Activity
Articulate sources of law.	In-Class Activity Exam
Analyze a situation to identify the appropriate criminal code application to the circumstances.	In-Class Activity Scenarios

### CONTENT SUMMARY:

Sources of Law

Oregon's Court System

Criminal Justice System Partners

Stages through Oregon's Justice System

Oregon Revised Statutes

The Criminal Code

Criminal Liability





## **LEGITIMACY AND PROCEDURAL JUSTICE (Classroom and Lab)**

### **INSTRUCTIONAL GOAL:**

This course is designed to:

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Summarize the concept of police legitimacy.	In-Class Activity
Identify the four pillars of procedural justice.	In-Class Activity Exam Lab
Explain the importance of procedural justice in attaining legitimacy.	In-Class Activity Lab

### **CONTENT SUMMARY:**

Legitimacy

- Legitimate vs Legal

Perception versus Outcome

The Bank Account

Procedural Justice

- Respect
- Voice
- Neutrality
- Trustworthiness



## LESS LETHAL OPTIONS AND CONCEPTS

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify a threat immediately.	In-Class Activity
Respond to an immediate threat with reasonable force.	In-Class Activity
Document the event in a well-written report.	In-Class Activity

### CONTENT SUMMARY:

Case Law  
Extended Range Impact Weapons  
Pepper ball  
Taser  
Oleoresin Capsicum (O.C.)



## **MENTAL HEALTH (Units 1-7)**

### **INSTRUCTIONAL GOALS:**

This course is designed to:

1. Develop a new police officer’s understanding of behaviors commonly associated with mental illness, addiction, trauma and developmental disabilities.
2. Develop a new police officer’s understanding of state and federal statutes and case law related to interactions between law enforcement officers and people with mental illnesses.
3. Develop a new police officer’s understanding of mental health crisis and crisis de-escalation techniques.
4. Develop a new police officer’s ability to recognize actions and behaviors which could indicate that an individual is a Veteran and may be experiencing a mental health crisis and effectively de-escalate the individual from the crisis state.

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Articulate how stigma impacts mental illness and addiction.	In-Class Activity
Describe behaviors commonly associated with mental illness, addictions, trauma and developmental disabilities.	In-Class Activity Exam
Identify potential barriers to communication with a person experiencing a mental health crisis.	In-Class Activity
Describe the officer’s authority under ORS 426.228 (custody of persons in need of emergency care and treatment).	In-Class Activity Exam
Articulate significant case law principles impacting interactions between law enforcement and mentally ill persons.	In-Class Activity



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<b>OUTCOME</b>	<b>MEASURE</b>
Understand the significance of the Americans with Disabilities Act, as it relates to law enforcement interactions with mentally ill persons.	In-Class Activity
Identify those circumstances where possession of firearms is prohibited by law and/or by court order.	In-Class Activity
Describe the Crisis Cycle.	In-Class Activity
Identify behaviors associated with a person experiencing a mental health crisis.	In-Class Activity
Identify potential barriers to communication with a person experiencing a mental health crisis.	In-Class Activity
Demonstrate de-escalation skills.	In-Class Activity
Describe behaviors commonly associated with Post Traumatic Stress Disorder and Traumatic Brain Injury.	In-Class Activity
Describe Readjustment Challenges a Veteran may experience when leaving the military.	In-Class Activity
Articulate strategies to consider when interacting with Veterans.	In-Class Activity Exam
Describe veteran specific community resources.	In-Class Activity



**CONTENT SUMMARY:**

Unit 1 – Mental Health Awareness

Unit 2 – Introduction to Mental Illness, Addiction, Trauma, Disabilities and Crisis

Unit 3 – Application for Units 1 and 2 (Scenarios)

Unit 4 – Legal Considerations

Unit 5 – De-escalation

Unit 6 – Veterans Awareness

Unit 7 – Application for Units 4, 5 and 6 (Scenarios)



## **OFFENSES AGAINST PERSONS**

### **INSTRUCTIONAL GOAL:**

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

Criminal Code Definitions

Assault Offenses

Criminal Homicide Defined

Criminal Homicide Offenses

Other Person Offenses



## OFFENSES AGAINST PROPERTY

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify property offenses using the Oregon Criminal Code Book.	In-Class Activity Scenario
Distinguish between the levels of criminal mischief offenses using the Oregon Criminal Code Book.	In-Class Activity Exam
Analyze a situation a determine the appropriate property offenses applicable using the Oregon Criminal Code Book.	In-Class Activity Scenario
Articulate the levels of robbery offenses using the Oregon Criminal Code Book.	In-Class Activity Exam

### CONTENT SUMMARY:

Arson and Related Offenses  
Criminal Mischief  
Criminal Trespass and Burglary  
Robbery



## **PATROL PROCEDURES (Units 1-4)**

### **INSTRUCTIONAL GOALS:**

This course is designed to:

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

Application of Concepts from that Week

- Video Analysis
- Scenarios
- Role Plays
- Simulations
- Group Work





## PHYSICAL FITNESS TRAINING

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Participate in all physical fitness training sessions.	In-Class Activity

### CONTENT SUMMARY:

Cardiovascular Endurance

Core Strength

Speed and Agility Conditioning

Team Building

Aerobic and Anaerobic Capacity

Muscle Failure Thresholds

Proprioceptive Muscular Facilitation



## PROCEDURAL LAW (Classroom and Lab)

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

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

### CONTENT SUMMARY:

#### *Part 1*

##### Types of Encounters

- Mere Conversation
- Stop
- Arrest

##### Stop and Frisk

#### *Part 2*

##### Arrests

- Consular Notification
- Custody Interrogation
- Miranda v. Arizona

#### *Part 3*

##### Search and Seizure



## **PROBLEM-ORIENTED POLICING**

### **INSTRUCTIONAL GOAL:**

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Identify the steps of the SARA model.	In-Class Activity Exam
Apply problem-oriented policing strategies to a given circumstance.	In-Class Activity Lab

### **CONTENT SUMMARY:**

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



## PROBLEM SOLVING

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Describe the steps of the problem solving process.	In-Class Activity
Analyze a problem and determine the steps necessary to develop a solution.	In-Class Activity Scenarios
Complete the steps of the problem solving process to address a police-specific problem.	In-Class Activity Scenarios
Present solutions to a complex, police-specific problem.	In-Class Activity Project

### CONTENT SUMMARY:

Problem Solving Process

#### Steps of the Process

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



## REPORT WRITING

### INSTRUCTIONAL GOALS:

This course is designed to:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the principles of report writing and note taking.	In-Class Activity
Demonstrate the ability to correctly construct sample reports, notes and documents given the necessary information.	In-Class Activity Scenarios

### CONTENT SUMMARY:

Importance of Police Reports

Report Writing Process (GROWE)

- Step 1 – Gather the Facts
- Step 2 – Record the Facts
- Step 3 – Organize the Facts
- Step 4 – Write the Report
- Step 5 – Evaluate the Report



## RESILIENCY

### INSTRUCTIONAL GOALS:

This course is designed to:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

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

### CONTENT SUMMARY:

#### Overview

- What is Resiliency?
- Stages of Professional Journey
- Setting the Stage for 16 Weeks
- Recognizing Tactical Thinking Errors
- Developing Stress Reduction Strategies
- Building Strong Support Systems

#### Developing Awareness for 16 Weeks

- Vicarious Trauma
- Triggers

#### Resources

- Creating a Resource Directory



## ROLES AND RESPONSIBILITIES (Classroom, Lab and Project)

### INSTRUCTIONAL GOALS:

This course is designed to:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify sources of authority and legitimacy.	In-Class Activity Exam
Articulate responsibilities and duties as a law enforcement officer.	In-Class Activity Exam
Explain the significance for building partnerships with the community for a law enforcement officer.	In-Class Activity Project
Identify proactive policing techniques that can help build partnerships or solve problems in the community.	In-Class Activity Project Lab



## **CONTENT SUMMARY:**

Role / Responsibility / Authority / Duty

Primary Categories of Police Functions

- Service Delivery
- Order Maintenance
- Law Enforcement

Mindset

- The Warrior
- The Guardian

The Role of Community in Policing

- Community Partnerships
- Organizational Transformation
- Problem-Solving





## **STRESS FIRST AID**

### **INSTRUCTIONAL GOAL:**

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

Introduction to Stress First Aid

Stress Continuum Model

Stress Injuries

Stress First Aid Actions

Career Balance



## **SUPPORTING VICTIMS OF CRIME**

### **INSTRUCTIONAL GOAL:**

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

<b>OUTCOME</b>	<b>MEASURE</b>
Explain notification responsibilities for law enforcement related to victims.	In-Class Activity
Given a circumstance, determine the need to provide victim's rights information to a victim.	Scenarios

### **CONTENT SUMMARY:**

Notification  
Statutory Provisions  
Statutory Analysis and Application  
Best Practice



## **THEFT AND OFFENSES INVOLVING FRAUD OR DECEPTION**

### **INSTRUCTIONAL GOAL:**

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

Theft and Related Offenses

Fraud or Deception

Other Offenses

Identity Theft



## USE OF FORCE

### INSTRUCTIONAL GOAL:

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

### LEARNING OUTCOMES:

Upon completion of instruction, students will be able to:

OUTCOME	MEASURE
Identify the application of relevant use of force statutes.	In-Class Activity Exam
Identify federal and state case law relevant to the use of force, applicable to ORS.	In-Class Activity Exam
Identify the principles of the use of force by police officers.	In-Class Activity Exam

### CONTENT SUMMARY:

#### Legal

- Introduction to “Civilian” Use of Force
- Police Use of Force

#### Application

- Basic Concepts
- Options

- Threat Assessment
- Levels of Resistance
- Force Escalation
- Managing the Use of Force Incident
- Use of Force Report
- Officer Safety
- Mindset



## **WEAPONS AND PUBLIC ORDER OFFENSES**

### **INSTRUCTIONAL GOAL:**

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

### **LEARNING OUTCOMES:**

Upon completion of instruction, students will be able to:

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

### **CONTENT SUMMARY:**

Public Order Offenses

Weapons

Intimidation

Bias Crime Reporting Requirements