

Western Technical College

30504339 Principles of Patrol Response

Course Outcome Summary

Course Information

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| Description | Through classroom lecture, and on-campus lab, and WI Department of Justice 720 Academy integration exercises students will learn and apply skills addressed in the following WI Department of Justice 720 Academy curriculum framework Phase II topics: Professional Communication Skills II, Incident Command Systems and NIMS, Hazardous Materials and WMD, Tactical Response, Crisis Management, and Tactical Emergency Casualty Care. |
| Career Cluster | Law, Public Safety, Corrections and Security |
| Instructional Level | Technical Diploma Courses |
| Total Credits | 2 |

Textbooks

Basic Life Support (BLS) for Healthcare Providers. Copyright 2016. American Heart Association. Publisher: Channing L. Bete Co., Inc. **ISBN-13:** 978-1-61669-407-4. Required.

Learner Supplies

McCoy All-In-One CPR Mask. **Vendor:** Campus Shop. Required.

Course Competencies

1. **II.S.1. Integrate verbal and physical intervention skills.***

Assessment Strategies

- 1.1. applying communication strategies (information gathering, arbitration, mediation) in simulated situations
- 1.2. determining when physical intervention is necessary during simulated situations

Learning Objectives

- 1.a. II.S.1.1. Evaluate how the Disturbance Resolution process or First Responder philosophy applies to professional communication.
- 1.b. II.S.1.2. Distinguish among the various types of contacts.
- 1.c. II.S.1.3. Implement the steps in the mediation process.
- 1.d. II.S.1.4. Implement the steps in the arbitration process as set forth in the acronym REACT.
- 1.e. II.S.1.5. Examine communication strategies used during crisis intervention.
- 1.f. II.S.1.6. Interpret the conditions in the acronym DONE prior to physical intervention.
- 1.g. II.S.1.7. Examine debriefings that occur following an incident.
- 1.h. II.S.1.8. Articulate action taken, both in verbal and written communication.

2. **II.S.2. Incorporate communication skills in specific situations.**

Assessment Strategies

- 2.1. evaluating typical responses given by officers and re-writing the responses to be more helpful and professional
- 2.2. making a death notification in a simulated environment

Learning Objectives

- 2.a. II.S.2.1. Identify steps to take in conducting a death notification.

3. II.C.1. Introduce the Incident Command System (ICS) as part of a prolonged response to an incident.

Assessment Strategies

- 3.1. Oral and Written Assessment

Learning Objectives

- 3.a. II.C.1.1. Describe the Incident Command System (ICS).
- 3.b. II.C.1.2. Examine the leadership organization under the ICS.
- 3.c. II.C.1.3. Compare the responsibilities of each leadership role under the ICS.
- 3.d. II.C.1.4. Describe how a patrol officer's initial response is handed off to other emergency response leadership as they respond to the incident.

4. II.C.2. Manage Critical Incident Stress.

Assessment Strategies

- 4.1. Oral or Written Assessment

Learning Objectives

- 4.a. II.C.2.1. Identify emotional aspects of emergency care.
- 4.b. II.C.2.2. Describe Critical Incident Stress and ways to manage it.
- 4.c. II.C.2.3. Describe the purpose of a Critical Incident Stress Debriefing (CISD) and a Critical Incident Stress Defusing.

5. II.D.1. Recognize and respond appropriately to the presence of hazardous materials, including substances used in weapons of mass destruction.

Assessment Strategies

- 5.1. Oral or Written Assessment

Learning Objectives

- 5.a. II.D.1.1. Identify general types of hazardous materials and their effects.
- 5.b. II.D.1.2. Identify clues that may indicate the presence of hazardous materials.
- 5.c. II.D.1.3. Identify the potential outcomes associated with an emergency created when hazardous substances are present.
- 5.d. II.D.1.4. Explain the role of domestic and international terrorism, including the rationale behind its use, typical targets, and its potential impact on the public.
- 5.e. II.D.1.5. Identify categories of weapons of mass destruction (Biological, Nuclear, Incendiary, Chemical, and Explosive).
- 5.f. II.D.1.6. Describe proper law enforcement response to an incident involving hazardous materials and/or weapons of mass destruction, including initial response, isolation and containment procedures, and crime scene preservation.

6. II.B.1. Describe preparations and practices that assist officers in unknown-risk and high-risk incidents.

Assessment Strategies

- 6.1. Oral or Written Assessment

Learning Objectives

- 6.a. II.B.1.1. Describe how mental preparation and debriefing improves responses.
- 6.b. II.B.1.2. Describe physical preparations that assist responses.

7. II.B.2. Respond to unknown-risk and high-risk incidents. *

Assessment Strategies

- 7.1. Oral or Written Assessment

Learning Objectives

- 7.a. II.B.2.1. Approach incidents using appropriate tactics.
- 7.b. II.B.2.2. Contain incidents using appropriate tactics.
- 7.c. II.B.2.3. Intervene in incidents using appropriate tactics.

8. II.B.3. Examine characteristics of an “active shooter” event. *

Assessment Strategies

- 8.1. Oral or Written Assessment

Learning Objectives

- 8.a. II.B.3.1. Describe an active shooter event.
- 8.b. II.B.3.2. Describe the principles of a law enforcement response to an active shooter event.
- 8.c. II.B.3.3. Analyze challenges officers may encounter during an active shooter response.
- 8.d. II.B.3.4. Summarize initiatives and public education regarding prevention and tactics.
- 8.e. II.B.3.5. Intervene in an active shooter event.

9. II.E.1. Explain the concept of a crisis and the phases of an emotional response to a crisis.

Assessment Strategies

- 9.1. participating in a crisis intervention contact scenario

Learning Objectives

- 9.a. II.E.1.1. Identify factors which constitute a crisis.
- 9.b. II.E.1.2. Identify common stages of a crisis.
- 9.c. II.E.1.3. Identify the phases of an emotional response to a crisis.

10. II.E.2. Explain crisis intervention and identify the types of situations and the characteristics of individuals that law enforcement officers are likely to encounter in crisis management situations.

Assessment Strategies

- 10.1. essay on the range of behaviors that emotionally disturbed persons are likely to display in crisis situations and that law enforcement officers will need to address

Learning Objectives

- 10.a. II.E.2.1. Identify the goals of crisis intervention.
- 10.b. II.E.2.2. Discuss the components of crisis intervention.
- 10.c. II.E.2.3. Identify conditions under which crisis intervention is necessary.
- 10.d. II.E.2.4. Explain the role of law enforcement crisis intervention teams.

11. II.E.3. Explain safety precautions and basic procedures used when responding to crisis or disturbance situations.

Assessment Strategies

- 11.1. classifying law enforcement responses in crisis intervention situations into a flowchart

Learning Objectives

- 11.a. II.E.3.1. Identify the types of situations which present the greatest danger to law enforcement officers when responding to a crisis.
- 11.b. II.E.3.2. Identify potential dangers and safety procedures for responding to a person in crisis.
- 11.c. II.E.3.3. Use de-escalation techniques to diffuse a crisis.
- 11.d. II.E.3.4. Gather information about a situation and the person involved in the crisis in an effort to assess and resolve the problem.
- 11.e. II.E.3.5. Identify possible resolutions for a person in crisis once the problem has been identified.
- 11.f. II.E.3.6. Identify community resources available to help with the law enforcement response to a crisis.

12. II.E.4. Apply Wisconsin statutory requirements and general guidelines regarding emergency detentions and emergency protective placements of persons.

Assessment Strategies

- 12.1. completing emergency detention and emergency protective placement forms based on simulated situations

Learning Objectives

- 12.a. II.E.4.1. Identify the key provisions of Wis. Stat. § 51.15, regarding conducting emergency detentions of persons.
- 12.b. II.E.4.2. Define an “intoxicated person” according to Wis. Stat. § 51.45(2)(f).
- 12.c. II.E.4.3. Define the term “incapacitated by alcohol” according to Wis. Stat. § 51.45(2)(d).
- 12.d. II.E.4.4. Identify the criteria that a law enforcement officer is to use when determining the appropriateness of taking a person into custody for purposes of emergency detention, under Wis. Stat. § 51.15.
- 12.e. II.E.4.5. Identify the requirements under Wis. Stat. § 51.45(11)(b), for a law enforcement officer in responding to a person who meets the statutory definition of a person who is “incapacitated by alcohol.”
- 12.f. II.E.4.6. Identify the key provisions of Wis. Stat. § 55.06(11), regarding conducting emergency protective placements of persons.

13. II.E.5. Explain existing laws and court decisions related to crisis intervention and the handling of disturbed persons.

Assessment Strategies

- 13.1. verbally explaining your actions taken in the simulated crisis intervention contact
- 13.2. writing a report of the actions taken in the simulated crisis intervention contact

Learning Objectives

- 13.a. II.E.5.1. Identify laws, court decisions, and legal trends relating to crisis intervention within the scope of a law enforcement officer’s duties.
- 13.b. II.E.5.2. Identify applicable laws, rules and court decisions concerning use of force by officers when handling crisis situations.

14. II.E.6. Describe the role of an advocacy group in the criminal justice community.

Assessment Strategies

- 14.1. Oral, Written, or Graphic Assessment
- 14.2. Practical Skill Demonstration

Learning Objectives

- 14.a. II.E.6.1. Identify the advocacy groups in the student’s own community.
- 14.b. II.E.6.2. Describe how services available through advocacy groups can assist law enforcement.

15. II.A.1. Provide self and buddy aid care in a hostile environment.

Assessment Strategies

- 15.1. Oral, Written, or Graphic Assessment

Learning Objectives

- 15.a. II.A.1.1. Discuss how first aid care can be provided by law enforcement officers and emergency medical system (EMS) responders at a secure scene.
- 15.b. II.A.1.2. Describe the role of an officer providing care in an active unsecured scene or 'hot' zone.
- 15.c. II.A.1.3. Identify priorities and safety concerns of providing medical interventions in a tactically hot zone, and while in an area of relative safety using cover and concealment.
- 15.d. II.A.1.4. Identify phases of care (and goals of each phase) when providing care in a hostile environment (care under fire, indirect threat care, and tactical evacuation care).
- 15.e. II.A.1.5. Provide care for a compromised airway (through positioning) while providing for the safety of yourself and the victim using cover and concealment.
- 15.f. II.A.1.6. Control bleeding using a pressure dressing, wound packing (with or without a haemostatic agent), and tourniquet while providing for the safety of yourself and the victim using cover and concealment.
- 15.g. II.A.1.7. Provide treatment for an open penetrating chest wound while providing for the safety of yourself and the victim using cover and concealment.

16. II.A.2. Tactically evacuate yourself or another injured officer/victim from a hostile environment.

Assessment Strategies

- 16.1. Oral, Written, or Graphic Assessment
- 16.2. Practical Skills Demonstration

Learning Objectives

- 16.a. II.A.2.1. Identify the risk versus benefit of moving a casualty in a hostile environment.
- 16.b. II.A.2.2. Determine the best way to move a casualty out of a hostile environment.

- 16.c. II.A.2.3. Identify the need for ongoing treatment, reassessment, and hypothermia prevention after tactically evacuating a casualty out of a hostile environment.