



Western Technical College

30504504 Principles of Emergency Vehicle Response

Course Outcome Summary

Course Information

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 Department of Justice 720 Academy Phase II topics: Emergency Vehicle Operation and Control (EVOC) and Vehicle Contacts II.
Career Cluster	Law, Public Safety, Corrections and Security
Total Credits	2

Textbooks

No textbook required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections
2. Cultivate Passion: Expand a Growth-Mindset
3. Cultivate Passion: Increase Self-Awareness
4. Live Responsibly: Develop Resilience
5. Live Responsibly: Embrace Sustainability
6. Live Responsibly: Foster Accountability
7. Refine Professionalism: Act Ethically
8. Refine Professionalism: Improve Critical Thinking
9. Refine Professionalism: Participate Collaboratively
10. Refine Professionalism: Practice Effective Communication

Program Outcomes

1. Think critically
2. Manage emergencies
3. Communicate effectively
4. Demonstrate professionalism
5. Conduct investigations
6. Interact with others

Course Competencies

1. II.F.1. Inspect and place a patrol vehicle into service at the beginning of a shift.

Assessment Strategies

- 1.1. perform an inspection of the patrol vehicle
- 1.2. conducts patrol vehicle's drive preparation steps

Criteria

- 1.1. student inspects the tires, exterior, trunk, and passenger compartment of the vehicle.
- 1.2. student identifies any and all deficiencies in the vehicle and make arrangements to have these deficiencies corrected.
- 1.3. student adjusts the seat, steering wheel, and mirrors to the appropriate setting every time they drive a patrol vehicle.
- 1.4. student buckles the safety harness every time they drive a patrol vehicle.
- 1.5. student secures their squad box every time they drive a patrol vehicle.

Learning Objectives

- 1.a. II.F.1.1. Distinguish among the various types of law enforcement driving.
- 1.b. II.F.1.2. Identify parts of the patrol vehicle and the associated equipment that need to be inspected prior to placing a patrol vehicle into operation.
- 1.c. II.F.1.3. Conduct driver preparation steps that need to be taken prior to placing a patrol vehicle into operation.

2. II.F.2. Apply proper driving strategies and techniques for basic patrol operation of a vehicle.

Assessment Strategies

- 2.1. steering, backing, cornering, and braking a patrol vehicle

Criteria

- 2.1. student performs the Forward Serpentine exercise.
- 2.2. student performs the Reverse Serpentine exercise.
- 2.3. student perform the Straight-line Backing exercise.
- 2.4. student performs the Evasive Maneuver exercise.
- 2.5. student performs the Braking exercise.
- 2.6. student performs the Parking Maneuver exercise.
- 2.7. student performs the Y-Turn Maneuver exercise.
- 2.8. student performs the Cornering Maneuver exercise.
- 2.9. student maintains the required speed throughout the driving course.
- 2.10. student uses the correct hand position designated for each exercise.
- 2.11. student has controlled acceleration and deceleration throughout the driving course.
- 2.12. student uses the brakes efficiently and effectively throughout the driving course.
- 2.13. student does not hit any cones on the driving course.

Learning Objectives

- 2.a. II.F.2.1. Identify driving strategies used in basic patrolling.
- 2.b. II.F.2.2. Identify techniques for steering, backing, cornering and braking.
- 2.c. II.F.2.3. Identify the role that multi-tasking, weather, road conditions, night driving and fatigue play in normal patrol driving.
- 2.d. II.F.2.4. Identify methods to maintain control of the vehicle in situations of rapid air loss in a tire (tire blow-out) and running off road recovery.
- 2.e. II.F.2.5. Demonstrate driving techniques in simulated conditions.

3. II.F.3. Describe the legal and policy considerations surrounding law enforcement driving, including normal patrol operation, emergency response, and pursuit driving.

Assessment Strategies

- 3.1. participate in discussion on legal and policy considerations considering law enforcement driving

Criteria

- 3.1. student will distinguish among the various types of law enforcement driving (normal patrol operation, emergency response, pursuit).
3.2. student will identify the laws related to emergency response driving.
3.3. student will identify the policy issues that relate to emergency response driving.
3.4. student will identify the requirements that must be met for a silent emergency response

Learning Objectives

- 3.a. II.F.3.1. Identify and interpret the laws related to officer non-emergency and emergency driving.
3.b. II.F.3.2. Describe the legal issues surrounding a silent emergency response.

4. II.F.4. Describe safety factors and vehicle dynamics involved in emergency driving, and apply proper emergency driving techniques.

Assessment Strategies

- 4.1. using emergency driving techniques in a patrol vehicle in a controlled environment

Criteria

- 4.1. student drives through the mandatory driving exercises demonstrating appropriate steering, backing, cornering and braking during each exercise.
4.2. student assumes the proper driving position.
4.3. student uses proper braking/acceleration methods.
4.4. student maintains steering control throughout the driving course.
4.5. student negotiates the driving course smoothly (stay on the designated course).
4.6. student demonstrates proper decision-making on the driving course.
4.7. student does not hit any cones on the driving course.

Learning Objectives

- 4.a. II.F.4.1. Identify the affects of increased speed on steering, braking, and cornering.
4.b. II.F.4.2. Describe possible citizen responses to emergency lights and sirens.
4.c. II.F.4.3. Identify route selection issues that effect emergency driving.
4.d. II.F.4.4. Identify radio use issues that influence emergency driving.
4.e. II.F.4.5. Demonstrate emergency driving techniques in simulated conditions.

5. II.F.5. Identify the legal, policy, and safety considerations in initiating, conducting, and terminating pursuits, including options to stop subject vehicles.

Assessment Strategies

- 5.1. discussion on the legal and policy considerations surrounding pursuit driving
5.2. discussion on various types of induce-to-stop and force-to-stop methods
5.3. simulated vehicle pursuit and emergency response situations

Criteria

- 5.1. student identifies the legal issues related to pursuits.
5.2. student identifies the policy issues related to pursuits.
5.3. student identifies the conditions that warrant termination of a pursuit.
5.4. student identifies the legal and policy issues related to induce-to-stop and force-to-stop methods.
5.5. student identifies and describes when induce-to-stop and force-to-stop methods would be appropriate.
5.6. student describes how to implement induce-to-stop and force-to-stop methods.
5.7. student performs simulated vehicle pursuits and emergency response driving on a driving range

Learning Objectives

- 5.a. II.F.5.1. Identify how the disturbance resolution model applies to emergency vehicle operation.
5.b. II.F.5.2. Define pursuit as it relates to law enforcement.
5.c. II.F.5.3. Identify legal and policy issues related to pursuits.
5.d. II.F.5.4. Describe the responsibilities and requirements of pursuit driving.
5.e. II.F.5.5. Identify the conditions that warrant termination of a pursuit.
5.f. II.F.5.6. Document and debrief a simulated pursuit.

- 5.g. II.F.5.7. Describe induce-to-stop methods.
- 5.h. II.F.5.8. Demonstrate induce-to-stop methods in simulated conditions.
- 5.i. II.F.5.9. Identify when force-to-stop methods would be appropriate.
- 5.j. II.F.5.10. Describe force to stop methods and the criteria for use.

6. II.U.1. Identify the legal basis for conducting and limits to a search of the vehicle

Assessment Strategies

- 6.1. observes the search of a vehicle and identifies areas of a vehicle that are allowed to be searched without a warrant

Learning Objectives

- 6.a. II.U.1.1. Identify situations where a search of a vehicle is warranted.
- 6.b. II.U.1.2. Identify the limitations on searching a vehicle.
- 6.c. II.U.1.3. Observe a physical search of a vehicle.

7. II.U.2. Conduct an appropriate threat assessment prior to and during a vehicle contact.

Assessment Strategies

- 7.1. conduct a threat assessment

Criteria

- 7.1. student conducts a tactical evaluation, and articulate any relevant threat assessment opportunity factors in regard to any or all of the following: subject behavior factors, factors related to the type or nature of vehicle(s) involved, and environmental concern factors.
- 7.2. student articulates factors as to whether or not it seems possible to control the situation at the moment, including identification of the type of contact.
- 7.3. student articulates basic elements of a tactical plan, including the location of the stop, approach options, and escalation/disengagement options.

Learning Objectives

- 7.a. II.U.2.1. Identify the various threat assessment opportunities applicable to a vehicle contact.
- 7.b. II.U.2.2. Identify officer/subject factors when making a vehicle contact.
- 7.c. II.U.2.3. Identify the role that environment plays in making a vehicle contact.

8. II.U.3. Demonstrate the proper procedures for making a non-approach, and high-risk vehicle contact.

Assessment Strategies

- 8.1. performing non-approach and high-risk vehicle contacts

Criteria

- 8.1. student follows proper approach (pre-stop) considerations.
- 8.2. student radios in location of contact to dispatcher.
- 8.3. student observes pre-stop considerations.
- 8.4. student initiates contact.
- 8.5. student positions the squad properly.
- 8.6. student communicates with the dispatcher and other required units.
- 8.7. student makes appropriate approach/non-approach decision (determine what type of contact should be made based on threat assessment).
- 8.8. student exits the vehicle, if safe to do so, and continue to assess threat.
- 8.9. student positions self properly.
- 8.10. student makes contact with the subject(s) properly.
- 8.11. student controls the subject(s) through justifiable levels of force.
- 8.12. student initiates follow-thru procedures, as necessary and appropriate.
- 8.13. student completes paperwork appropriately.

Learning Objectives

- 8.a. II.U.3.1. Identify the steps in conducting a non-approach contact.
- 8.b. II.U.3.2. Demonstrate the steps in conducting a non-approach contact.
- 8.c. II.U.3.3. Identify situations in which a high-risk contact is warranted.
- 8.d. II.U.3.4. Identify the steps to follow in conducting a high-risk contact.
- 8.e. II.U.3.5. Demonstrate the steps to follow in conducting a high-risk contact.
- 8.f. II.U.3.6. Describe how to manage non-cooperative subjects.

9. II.U.4. Conduct vehicle contacts on specialized vehicles (motorcycles, commercial motor vehicles, etc.).

Assessment Strategies

9.1. explain the difference in making a vehicle contact with a motorcycle and commercial motor vehicle

Criteria

- 9.1. student explains the difference between a motorcycle, moped, scooter and motorized bicycle.
- 9.2. student explains laws regarding motorcycles (helmet requirements, eye protection requirements, equipment violations, and traffic violations and laws regarding motorcycles and mopeds).
- 9.3. student discusses the steps for conducting an approach and non-approach contact with a motorcycle.
- 9.4. student discusses safety concerns with limited-visibility vehicles (vans, recreational vehicles, utility trucks, etc.).
- 9.5. student discusses the steps for conducting a vehicle contact on a large vehicle such as a semi-trailer, but or other commercial motor vehicle

Learning Objectives

- 9.a. II.U.4.1 Review common motorcycle (and related) traffic laws.
- 9.b. II.U.4.2 Conduct a motorcycle contact.
- 9.c. II.U.4.3 Conduct a vehicle contact on a commercial motor vehicle